

# INSPECTION REPORT

## ANTON JUNIOR SCHOOL

Andover

LEA area: Hampshire

Unique reference number: 115854

Headteacher: Mr S Kozlowski

Reporting inspector: Mr M Burghart  
20895

Dates of inspection: 28<sup>th</sup> February – 2<sup>nd</sup> March 2000

Inspection number: 192079

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Barlows Lane Andover Hampshire
Postcode:	SP10 2HA
Telephone number:	01264 352845
Fax number:	01264 338659
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Morgan
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr M Burghart Registered inspector	English as an additional language, Music, Physical education.	Teaching; Leadership and management.
Dr F Hurd Lay inspector		Attitudes, values, personal development and attendance; Support and guidance; Partnership with parents and the community, Accommodation.
Mrs K Cornish Team inspector	Special educational needs, English, Geography, History.	Attainment and progress; Efficiency.
Mrs J Cousins Team inspector	Science, Design and technology, Religious education.	Pupils' spiritual, moral, social and cultural development; Resources.
Mr R I Hancock Team inspector	Equal opportunities, Mathematics, Art, Information technology.	Curriculum; Assessment; Staffing.

The inspection contractor was:

MSB Education Ltd

Broomhill  
Wimborne  
Dorset  
BH21 7AR

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Anton Junior School is situated on the western edge of Andover in Hampshire. The school is housed in spacious 1970s purpose built accommodation, including a large hall and a recently completed music and drama room, currently in use as a classroom. It has extensive grounds, which it shares with the infant school of the same name. There are 275 children on the school roll aged from seven to eleven. Numbers have increased slightly since the last inspection. There are nine classes, two in Years 3, 4 and 6 but three for Year 5, where an extra class group is moving through the school as a result of a fire at a nearby school some years ago. There is an average of 30 pupils per class.

Pupils are drawn from the local surrounding area, from a mixture of private and rented accommodation. Although unemployment locally is very low and most parents are in work, a significant number are involved in shift work.

Over recent years there have been some significant changes in the school. Eight teachers including the head and deputy, and the majority of the governors, are new since the last inspection. The headteacher is in his third year at the school and is supported by ten full time members of staff and one part time. During the inspection one teacher was on long term sick leave.

There are 79 pupils on the special educational needs register. This accounts for 28 per cent of the school roll, and is much above the national average and has almost doubled since the last report. One pupil has a formal statement under the terms of the DfEE Code of Practice<sup>1</sup> which is in line with the national picture. 14 children (5 per cent) are known to be eligible for free schoolmeals which is much below the national average (20.3 per cent). Two pupils come from homes where English is not the first language.

Pupils' attainment on entry is close to, but generally below, average. Such standards fluctuate year on year, but usually reflect a wide range.

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

This is a good school which has made considerable improvement to the quality of leadership, management and teaching since the last inspection. It has maintained the positive features of pastoral care and relationships highlighted in the last report. Better structure and planning have already had positive effects on expectations and created a good learning environment in pursuit of higher standards. Pupils with special educational needs and English as an additional language are well supported and make good progress. The school now gives good value for money compared with the 'poor' judgement of the last report in 1997. The school has improved and continues to improve. It is very well placed for future development.

---

<sup>1</sup> The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## What the school does well

- It is very well led and managed by headteacher, deputy head and subject co-ordinators, who are supported by the governors.
- Successfully encourages very good attitudes, relationships and attendance.
- Maintains good standards of behaviour.
- Provides good teaching, particularly in literacy.
- Has a good ethos and learning environment.
- Achieves good standards in reading, art and history.
- Makes good provision for special educational needs.
- Makes very good provision for pupils' moral and social development.
- Is efficiently run and makes good use of financial resources.

## What could be improved

- Standards, resources and teaching of information technology.
- Standards in comparison with similar schools, notably in science.
- Challenge in some subjects for higher attaining pupils.
- Assessment opportunities to inform planning and set targets, particularly in subjects other than English, mathematics and science.
- The monitoring of teaching by subject co-ordinators.
- Some aspects of the balance of the weekly timetable.
- The use made of learning support assistants' time during introductions and review sessions.
- Acts of collective worship.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the light of an overall judgement of significant weaknesses in the strategic management of the school last time and poor value for money, the last report raised six key issues for action. The school has made considerable progress, much of it since the new head and deputy formed the management team over two years ago. Standards and progress have been raised in music, through good management, better teaching and improved resources. Overall progress has been made through better planning and teaching to raise the performance of 'average and above average' pupils in mathematics, reading and writing. The school is aware of the need to continue to develop such challenge. Schemes of work are now in place for all subjects and assessment procedures are established in core subjects, geography and history. There is still a need to extend these to set targets which challenge pupils further, but improvements have been made in setting work for different ability levels. The management of the school has been strengthened with new head and deputy, improved roles of senior managers, governors and subject co-ordinators. Good financial planning means the school is now efficiently run. Monitoring and evaluation are proving effective, but more work on monitoring the quality of teaching is still required. In addition literacy and numeracy have been successfully introduced, a new classroom has been built and eight staff have joined the school.

Overall the school has made very good progress since the last inspection.

## 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	
	1997	1998	1999	1999	
English	A	C	B	C	well above average A above average B average C below average D well below average E
Mathematics	B	C	B	C	
Science	C	E	D	D	

The table shows pupils are achieving above the national average in English and mathematics at the end of Year 6, but below average in science. Results fluctuate year on year. Compared with similar schools on the basis of less than eight per cent free school meals eligibility, the school appears not to do so well. However, the school has an above average level of special educational needs (28 per cent). Inspectors' judgements of standards of written work completed in the first three weeks of Year 3 indicate pupils' performance was below expectations when they first entered the school. Pupils make good progress by the end of Year 6. Apart from information technology, where standards are below expectations as a result of lack of opportunity, standards of work observed during the inspection were in line with expectations and above in reading, art and history. This represents improvement since the last report, especially for English, mathematics and music. Many initiatives: for example in investigative work in science, are relatively new and are yet to show an impact.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils show interest and concentration. They like coming to school.
Behaviour, in and out of classrooms	Good. Pupils, even those who could present problems, respond well.
Personal development and relationships	Very good: pupils get on well with each other and adults. The school is consciously working at ways of developing pupils' capacity for independent learning.
Attendance	Very good: above the national average.

## TEACHING AND LEARNING

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

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



The quality of teaching is now good, having been improved since the last inspection where 22 per cent was considered unsatisfactory. 100 per cent of lessons observed during this inspection proved satisfactory or better with 66 per cent good or better, 23 per cent very good and two lessons excellent. All members of staff had at least one lesson judged good. Most teaching of literacy was good and often better and there were very good features in a variety of other subjects. Expectations are now high and objectives are clear in good planning. Teaching for those with special educational needs and English as an additional language is consistently good from teachers and non teachers, with the effect that such pupils make good progress. Strengths in teaching are in questioning, relationships, class organisation and the management of pupils. Weaknesses feature the lack of teachers' knowledge and understanding, especially in information technology; lack of pace; and, at times, higher attaining pupils are insufficiently challenged. Teaching in Year 5 was found to be particularly good with very positive effects on pupils' learning.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Broad and mostly balanced; enriched by visits and visitors. Well supported by homework. Information technology underemphasised, not all aspects covered. Some problems with the balance of the weekly timetable.
Provision for pupils with special educational needs	Good support from teachers, special educational needs co-ordinator and classroom assistants.
Provision for pupils with English as an additional language	Good support for the very small number of pupils in this category. External support services well used.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision good; moral and social opportunities very good; cultural good, own and multicultural well catered for. Spiritual provision satisfactory (good in religious education, but lacking in collective acts of worship which do not meet statutory requirements).
How well the school cares for its pupils	Very good pupils' welfare. Good support for learning. Some work still to do in assessment to monitor pupils' progress and set targets.

The school maintains good links with the community. Although some parents feel partnership could be further developed, the school works hard to provide a good range of information.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership. The management of the headteacher and management team gives the school very clear educational direction. Much improved since the last inspection. Good management by subject co-ordinators Staff make a good team, working well together. School ethos good.
How well the governors fulfil their responsibilities	Good: much improved structure, understanding and partnership with staff. Good links with curriculum areas being established. Statutory responsibilities met except for information technology and collective worship.
The school's evaluation of its performance	Good: much better awareness of strengths and weaknesses than in last inspection. More work still needed in some areas to analyse exactly what pupils need to do to improve.
The strategic use of resources	Very good. Previous underspend used wisely. School efficiently run with best value principles followed. A huge improvement from poor to good value for money. Staffing, accommodation and resources all improved and used well. Accommodation well looked after and display good. Some time lost with classroom assistants waiting passively during introductions and reviews. A need to increase resources and time available for information technology.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Expectations are high.</li> <li>• The school is approachable.</li> <li>• Pupils like coming to school.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework.</li> <li>• How the school works with parents.</li> <li>• Extracurricular activities.</li> </ul>

Parents show good support for new initiatives. Inspectors support their positive views and find homework is appropriate and well managed. Although there is a bias towards older pupils, there is a satisfactory range of extracurricular activities.

## **PART B: COMMENTARY**

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

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

1. Pupils' aggregated results in National Curriculum tests in 1999, at the end of Key Stage 2, were broadly in line with the national average for all core subjects compared with all schools. Results in English and mathematics were above the national average. Science results were below the national average. Compared with similar schools in 1999, results in English and mathematics were broadly average. In science, pupils' attainment was below that of similar schools. The proportion of higher attainers reaching Level 5 in English was above the national average. In mathematics, higher attainers' scores were closely in line with the national average. In science, higher attainers' scores were below average. In addition, teachers' assessments prior to the tests for science were well below the levels pupils actually scored and are a contributory factor to pupils' underachievement compared with similar schools. They reflected lower expectations by teachers in science than in English and mathematics.

2. Trends over four years from 1996 to 1999 in the core subjects were broadly in line with national averages. National Curriculum test scores slightly exceeded the national average for boys in English; girls achieved above the national average. In mathematics, boys were slightly above the national average, whilst girls were close to average. In science, both boys and girls were below the national average. In English, girls performed slightly better than boys. In mathematics, boys performed slightly better than girls. In science, boys' and girls' performances were similar, and both below the national average. In 1998 there was a drop in pupils' attainment in all core subjects, due mainly to the percentage of pupils with special educational needs, which was 33 per cent during that year. During the inspection of the present cohort at the end of Key Stage 2, standards in English, mathematics and science were judged to be in line with national averages.

3. During the inspection, a close analysis was made of all Year 3 pupils' work from the first few weeks of the autumn term 1999. A number of weaknesses were noted, particularly in English. Reading standards were below normal expectations at the point of entry. Writing standards were poor, well below the normal expectation. This pattern has been noted by the school over the three previous years at the point of entry. The school has identified these problems and shared its findings with parents. It has set challenging targets in order to improve pupils' learning from the lower standard on entry. These targets make a significant impact on Year 3 classes where pupils make very good progress in literacy and good progress in most other subjects. Progress in most subjects is good, apart from progress in skills for information technology, and by higher attainers: for example in mathematics and science, where it is unsatisfactory.

4. Due to the good progress from a lower attainment than normally seen at the point of entry at age seven, by the time pupils leave school at the end of Key Stage 2, their attainment is in line with the national average for the core subjects apart from standards in information technology, which are below. Standards in religious education are in line with expectations agreed in the local education authority's syllabus.

5. Standards in reading, some aspects of religious education, art, history, drama, and singing are above those normally seen. All other foundation subjects are in line with normal expectations.

6. The performances of pupils with special educational needs and English as an additional language are good in accordance with their own individual targets. The progress in learning of pupils with special educational needs is good, particularly in literacy. Pupils often attain satisfactory standards in reading, art and music. They make good progress in

their knowledge of the alphabet, in building up words using phonic strategies and in sequencing their own thoughts logically in written form. Pupils with English as an additional language make good progress in speaking English.

7. Talented pupils are mainly well challenged in poetry writing, reading, art, drama and music. They underattain in science and information technology.

8. The influences of the National Literacy and Numeracy Strategies have been good and have had positive effects on pupils' skills. The school has identified reading and writing standards at the beginning of Year 3 as a problem and has put extra adult support and resources into place to rectify these issues. The subjects of drama, singing, history and geography make significant impacts on pupils' speaking, listening, reading and research skills. Unfortunately, information technology does not have sufficient impact on literacy and numeracy standards, due partly to a lack of sufficient opportunities to use computers.

9. Overall, the progress of pupils' learning throughout the school is good. Progress in reading, some aspects of religious education, and in art, history, drama and singing is particularly good and reflects the impact of the high quality teaching seen in those subjects. Progress of pupils' learning is particularly good in Year 3 and Year 5. When considering the standards seen of present pupils in the school, and taking into account their prior attainment at the point of entry, pupils' overall progress is good. The quality of pupils' learning strongly reflects good teaching overall.

10. Since the previous report, when standards and progress in pupils' learning in music were unsatisfactory, standards have improved significantly and are now above those normally seen. The key issue to raise standards of average and above average pupils in mathematics, reading and writing has been rectified. Apart from science, higher attainers are now better challenged. Standards in information technology have not kept up with recent national trends, and have fallen to below the national average.

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

11. The remarks made at the last inspection – that pupils enjoyed school, were polite, respected property and moved sensibly around school; that attendance was very good and lessons began punctually – all still apply. Good, sometimes outstandingly good, response was seen in lessons with sufficient challenge, but on occasion attention flagged when teaching did not offer enough to keep pupils on task. The school is aware that it needs to offer more opportunities for responsibility. The establishment of the new school council is a major step in this direction, which is enabling pupils to play a real part in decision making. Attendance is well above the national average and unauthorised absence significantly below it. The school has an important minority of pupils from Plymouth Brethren families, and every effort is made to respect their beliefs and to ensure that the children are integrated into school life in a way which satisfies their community.

12. Relationships throughout the school community are very good. Pupils show trust and confidence in adults, and all staff provide very good role models through their team spirit and personal behaviour. Bullying does not seem to be an issue at this school, although the behaviour policy provides clear guidance should it be needed.

13. The attitudes of pupils with special educational needs and those with English as an additional language are, in the main, positive during lessons. Such pupils are well integrated into all aspects of school life. Pupils respond well to the praise and encouragement given by staff, and have good relationships with adults and other pupils. The school promotes a high level of tolerance towards individuals with special educational needs. As a result, these pupils are respected and their successes are well celebrated.

## HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching overall has been significantly improved since the last inspection when 21.9 per cent was judged to be unsatisfactory, resulting in a key issue for action. The profile of teaching is now good. There were no unsatisfactory lessons, 66 per cent were good or better, 23 per cent very good or better and nearly 3 per cent excellent.

15. All members of staff taught at least one good lesson; seven very good and one excellent. Observed teaching was predominantly good with very good features in literacy and sound in numeracy. It was good in science, religious education, art, design and technology and history. In music and physical education teaching was satisfactory with particular strength in the co-ordinator's teaching of the former. Music teaching has been especially improved since the last report.

16. Teaching for pupils with special educational needs and English as an additional language (including that delivered by classroom support staff) was usually good, in and out of class.

17. Teachers' confidence, knowledge and understanding is lacking in information technology and, as a result, coupled with a low level of resources, has led to the subject being underemphasised and standards below expectation at the end of the key stage.

18. Teachers have good skills in promoting basic English and mathematics throughout the curriculum: for example being recently successful in developing vocabulary through science investigations.

19. Good teaching features clearly identified objectives which are discussed with pupils at the start and end of lessons; good joint planning making use of staff strengths; good questioning and class organisation and management. Very good relationships result in good behaviour and a good learning environment. Examples of high quality teaching were observed in Year 5 where pupils' learning was very good in half the lessons inspected as a result of excellent pace and high expectations.

20. Weaker features of teaching are in:

- some lessons where higher attainers are not stretched enough: for example in a mathematics lesson where more able pupils having finished tasks set were asked to do more of the same or simply complete the work for those less capable;
- lack of pace: for example in a physical education lesson where the lack of the use of a remote for the music centre made control difficult;
- pupils being insufficiently challenged or involved in discussions;
- learning support assistants not always used efficiently during introductions and reviews.

21. The school is aware that some aspects of teachers' assessment, especially in core subjects, needs developing in order to inform future planning. Most work is appropriately marked, but there are some inconsistencies in the use of comments made by staff to set targets for pupils' individual progress.

22. Overall the good quality of teaching has a positive impact on pupils' learning shown in the increased proportion of those achieving higher levels in reading and good progress in the investigative elements of science.

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

23. The curriculum is suitably broad and includes all relevant core and foundation subjects of the National Curriculum, in addition to religious education. All pupils have equal access to the curriculum. A large proportion of time has been allocated appropriately to the teaching of literacy and numeracy to help achieve the school's commitment to raising standards in these areas. However, not enough time is allocated to information technology and consequently National Curriculum requirements are not met. Since the last inspection the governors have adjusted the school hours to meet the recommended teaching time. However, the timetable is not always planned effectively and time is not used efficiently in some lessons, which last too long. As a consequence, sometimes pupils find difficulty maintaining their concentration which slows the pace of their learning.

24. Curricular planning has greatly improved since the last inspection where the school was criticised for not consistently promoting pupils' intellectual development. Effective strategies have been developed for the teaching of literacy and the school has made an encouraging start to the implementation of the new numeracy strategy. These strategies have made a significant impact on raising standards. However, higher attaining pupils are not always sufficiently challenged in mathematics and science and consequently they are underachieving. In many subjects new schemes of work have recently been introduced to help teachers plan lessons effectively with appropriate emphasis on developing pupils' knowledge and skills.

25. Good provision is made for pupils' personal, social and health education. The school takes very good care of its pupils. They are encouraged to work well together in class and play amicably in the playground. Sex education is taught as a separate component in Year 5 and issues of drug misuse are appropriately built into the personal and social education programme.

26. The provision for pupils with special educational needs is good and fully complies with the Code of Practice. All pupils on the school's register of special educational needs have individual education plans, which are regularly reviewed. Good account is taken for the needs of pupils with English as an additional language and provision for pupils who are gifted or talented is under review.

27. The school provides a satisfactory range of extracurricular activities, which support the curriculum well in physical education and music, especially for older pupils. The school welcomes many visitors to enrich curricular activities, such as a 'Roman soldier' who visited during the inspection. The school curriculum is enriched by a wide variety of educational visits to local places of interest such as Andover museum. All such activities make a significant contribution to pupils' personal development as well as their learning.

28. Good links have been established with the local community to support curricular opportunities. Links have been successfully forged with the local churches, Cricklade College, supermarkets, police and fire service besides strong links with the local council who have actively supported the grounds development for the Millennium. The school has established constructive relationships with the infant school and secondary schools, where regular meetings and exchanges successfully prepare pupils for the next stage of education. Curricular links with neighbouring primary schools are well established through pyramid meetings and regular sports competitions.

29. Since the previous inspection there have been considerable improvements in the provision for spiritual, moral, social and cultural development. It is now good overall.

30. Spiritual development is soundly promoted through religious education, personal and social education, and some other subjects of the National Curriculum. Pupils think

deeply about worldwide issues when they respond to questions such as “My wish for the school”. Their writing demonstrates caring values when they write about, “Everyone helping each other”. Pupils think deeply about worldwide issues when they answer the question “What is your wish for the world?” and say, “To have no more poor people.” The school is a caring place where the ethos is well developed showing compassion, love and respect for one another. The use of ‘Reflection Books’ is a strength. These are used to allow pupils greater self-awareness and to explore uplifting stories from the Bible. For example, pupils study the story of ‘Jesus healing the leper’. They discuss the meaning behind the tale and then describe how and why Christians help others today. Awe and wonder was seen in a science lesson where pupils were amazed at the different types of micro-organisms that could be seen when they were magnified under an electron microscope. Pupils are guided thoughtfully through self evaluation of topic work, gaining greater knowledge of their personal strengths. Pupils sing uplifting songs in assemblies. Opportunities in assemblies for spiritual development are insufficiently highlighted. Acts of collective worship do not meet statutory requirements.

31. Moral development has very good provision throughout the school. The reasons for classroom rules are well explored and often these rules are written with pupil input. Literacy hours make a valuable contribution, where stories such as “The Fox and the Snake” are analysed for moral elements. All staff provide very good role models. They set high expectations for pupils’ moral guidance in religious education lessons. Teachers assist pupils to see good and evil messages from stories of the Hindu religion, such as the story of ‘Prahlad’. The school needs to continue to develop opportunities for all pupils to be involved in discussions about moral issues, particularly younger pupils.

32. Social development is very well provided in all aspects of school life. The school council is a strength of this provision, where pupils are given very valuable opportunities to develop citizenship skills, when they formulate questions for the mayor and discuss ways to develop the use of the upper playground. Lunchtime in the hall offers pupils the chance to sit with all age groups and socialise informally. The personal and social education programme, which has been developed since the last inspection has tackled many issues such as racism, linked to a topic on Pakistan. Pupils have raised money for the charities Comic Relief, NSPCC and UNICEF. Pupils organised and ran stalls by themselves to raise money for Comic Relief.

33. Provision for pupils to understand their own culture is good. A history topic on the Tudors meant that pupils learnt about clothes, homes and past monarchs of England. Aspects of work in music, geography, science, art, religious education, literacy and dance offer good opportunities to explore our own and other cultures. Pupils enjoy learning Scottish country dancing. During art week a wide variety of activities took place and pupils were encouraged to appreciate European artists. Pupils and parents enjoy annual school productions. There has been improvement in the teaching of other faiths since the previous inspection and topic boxes have been developed for four different faiths. The literacy hour now offers a wealth of stories from all kinds of different cultures for pupils to explore. Visits to the local community and to places such as the British Museum, enhance pupils’ knowledge of culture. However, there are few projects for pupils to study other faiths in depth so that they can become knowledgeable about our multicultural society.

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

34. At the last inspection, the school provided a safe, caring and supportive environment. There was satisfactory health and safety provision and child protection. Regular health and safety checks were to be established. Measures to promote attendance and behaviour were good. The health and safety provision is now very good, with regular risk assessments carried out at frequent intervals in consultation with the local education authority, the fire service and the police as necessary. All staff have had training on child protection issues and both the head and deputy head have completed full training courses.

The comprehensive staff handbook provides further written guidance particularly for temporary and supply teachers. There are good procedures for monitoring attendance and for promoting good behaviour. There are three fully qualified first aiders and a dedicated medical area with seating. The school fully carries out the intention of its mission statement, to provide 'education for the whole child in a secure and safe environment'.

35. The quality of support and guidance for pupils with special educational needs is good. Staff are accessible and responsive to the needs of pupils with learning and behavioural problems and for those for whom English is an additional language. They know pupils' needs well and this contributes much towards pupils' personal development and attainment. There are good links with the local education authority's support agencies, such as the advisor, speech therapist, education psychologist and the teacher for English as an additional language. All problems are regularly monitored through frequent visits. There is careful assessment of pupils. Their difficulties are identified early and their successes or otherwise are noted regularly. New targets are set for them at the beginning of each term. All assessment is carefully recorded in pupils' individual education plans.

36. Assessment procedures have significantly improved since the previous inspection when assessment was a key issue. The school has identified the need to improve assessment still further and the co-ordinator has written an appropriate draft policy for assessment, recording and reporting, identifying issues to be addressed. There are good procedures for assessing the attainment and progress of pupils in English and mathematics including useful analysis of National Curriculum assessments and optional tests. However, insufficient attention is given to monitoring and moderating assessment in information technology and the majority of non core subjects. There are some good examples of teachers using their knowledge of pupils to modify their teaching in English and mathematics, but in general, assessment is underused as a tool for planning pupils' work. Since the last inspection teachers work effectively in teams to moderate pupils' work in English and mathematics which gives them a sound understanding of assessing pupils' attainment. A new marking policy has recently been introduced but the quality of marking is inconsistent and targets to help pupils improve are rarely identified.

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

37. At the time of the last inspection it was felt that while parents were kept satisfactorily informed, written information about the curriculum in the prospectus could be improved. Some parents felt unable to approach the school with problems. The school now produces a good extensive range of information for parents, including very full newsletters and termly 'curriculum maps' for each year group. The structure of annual reports has been changed and parents particularly appreciate the clear target setting and the comments from their child on their own progress. However, the school currently makes little use of parents' comments on their children's reports, which are not stored in children's personal files. Parents have turned out at weekends to help with the landscaping and planting of the school grounds. However, only a few are able to help in class, since most parents work hours which make this difficult. The 'Anton Friends Association', which fundraises and organises social events for this school and its feeder infant school on the same site, is a parent led organisation, but mainly supported by staff. Parents now feel the school and staff are very approachable and welcoming, and would have no hesitation in coming to them with any queries or problems.

38. Parents and guardians are fully involved with the individual reviews of pupils with special educational needs and they are informed of pupils' individual education plans and targets. They are alerted early over any concerns which the school has over their children. Parents praise the quality of support for their children. Voluntary help is well used and appreciated.



## HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The leadership and management of the school were criticised as having important and significant weaknesses in the last report. This situation has been very successfully overcome and these aspects of the school are now judged very good.

40. The headteacher's leadership gives the school clear educational direction and his partnership with the deputy forms a very effective basis for management. Together they have created a good school improvement plan which sets clear targets for development, allocates responsibilities, identifies timescales and shows cost implications.

41. Staff and governors have a clear understanding of the plan's intentions and the senior management team and subject co-ordinators maintain good action plans for their curriculum areas which relate very well to overall priorities. The role of co-ordinators, heavily criticised in the last inspection, has been significantly improved and together with the better awareness and understanding of supportive governors, is having a very positive impact on the school's ethos, which is now good. Objectives are clearly identified at all levels and well communicated to staff and pupils.

42. The school has maintained the good pastoral features previously reported and improved its management of the learning environment to the point where standards are rising. This is particularly evident in reading, where attainment is now above average, having been below; and in music where better management of resources and teaching have improved pupils' achievements and progress from weak to satisfactory.

43. Very good leadership results in good team spirit. Staff are receptive to suggestions based on good monitoring, evaluation and analysis. They are now ready for developments in managing assessments of pupils' work, providing yet more challenge for higher attainers, and the monitoring of teaching by co-ordinators. All of which have been identified as necessary by both inspectors and the school.

44. The school fulfils all statutory requirements with the exception of information technology, where elements of modelling and control are missing, and for collective worship, where, although assemblies make good contributions to pupils' moral, social and cultural development, there is insufficient recognition of a supreme being or deity.

45. The school manages change very effectively, for example

- eight staff appointments in two years;
- new, good job descriptions supported by professional interviews and sound in-service opportunities;
- a move in September 1999 to single age classes;
- the development of setting for mathematics.

All these have improved the quality of teaching from 21.9 per cent unsatisfactory in the last report to none in this inspection.

46. Overall the school has managed very good progress in improvements since the present head and deputy were appointed. It is now very well placed for future development.

47. The school's comprehensive provision for pupils with identified special educational needs is good. Lines of responsibilities and communication are clear. The leadership for special needs provision is good. The co-ordinator works closely with teachers and assistants to ensure that the progress of pupils is monitored and assessed carefully. A governor has close links with the co-ordinator. The school's register of pupils with special educational needs is regularly updated and this documentation is passed on through

classes and to the next phase of schooling. Teachers and support staff are well qualified to help pupils with special educational needs and English as an additional language. There is a good balance of experience and staff are up to date in new developments and resources. The accommodation for special educational needs and English as an additional language is satisfactory. The storage of resources for special educational needs is good. The school can be accessed by wheelchairs and has adequate toilet facilities.

48. The issues of the previous report with regard to the efficiency of the school, when the school gave poor value for money, have been rectified. Efficiency is now strength of management and is very good. Educational priorities are supported through very good financial planning. The previous, large underspend in the budget has been used wisely, whilst still leaving an appropriate contingency fund. Priorities in the school development plan are clearly set out and costed. The financial delegation of the finance committee is now good, and a register of pecuniary interests has been implemented. Governors are well informed about the budget and monitor it closely and efficiently.

49. The issues of the local education authority's audit report of 1998 have been rectified. The audit report was very favourable about the efficient management of the school's finances and improvements made. Out of the previous large carry forward surplus, which was criticised in the previous report, a new classroom has been built, car parking has been increased, playground markings and the environment have been made more interesting, and £10,000 has been spent on books. A rolling programme exists for the renovation of classrooms and this has been budgeted for. Any capital spending is made within a best value framework. Staffing costs are kept low and teachers are given good support by administration and classroom assistants in order to monitor the resourcing of their curricular budgets. The timescale for producing the budget plan annually is managed very effectively by the governors and the headteacher. Governors have identified the need to improve provision for information technology.

50. Funding for special educational needs is used solely for its specific purpose and supplemented for out of the school's own budget. No specific funding from the Ethnic Minorities' Achievement Grant is paid into the school's budget. However, the school buys into the local education authority's services for English as an additional language and, as a result, a teacher visits once fortnightly for two pupils who need such support.

51. The school's daily administration is highly efficient. Regular conciliation is carried out and ordering and payment procedures are carefully monitored. There are good security systems. The school makes prudent use of voluntary support and any extra funding is used. Best value principles are applied constantly: for example the school has recently changed the provision for refuse collection.

52. The overall effectiveness of the school is good. Standards during the inspection were mainly satisfactory or better, despite pupils coming into the school with attainment which is below average. Pupils' attitudes to their learning are very good, and behaviour is good. The quality of teaching and learning is good and was never less than satisfactory during the inspection. Taking these factors into consideration, the school gives good value for money.

53. The majority of the teaching staff including the headteacher and deputy have been appointed since the previous inspection. There are sufficient, appropriately qualified and experienced teachers to meet the requirements of the National Curriculum. However, no teachers have an initial qualification in some subjects such as information technology and mathematics, where further training is an identified priority of the school. All teachers have at least one additional responsibility over and above their classroom duties and are given appropriate opportunities for developing their subjects. Appraisal takes the form of annual professional interviews with the headteacher where previous work is reviewed and appropriate targets are set. Very good support is given to new teachers to help them settle

into the school. Professional development of staff is appropriately linked to the school improvement plan, and individual needs, so as to have a positive impact on raising standards. The school has increased the number of support staff, who are well qualified and deployed. However, time spent waiting passively during lesson introductions and reviews is not well used. Support staff work in effective partnership with teachers and give good support to all pupils, particularly those with special educational needs and English as an additional language. Administrative staff are efficient and contribute to the smooth running of the school.

54. At the time of the last inspection the accommodation was described as adequate and generally in good condition. There was some good display but some neglected noticeboards. The outside area had had some improvements but 'more could have been done'. Since then the school has instituted a rolling programme of repair and redecoration internally, and an extra room has been built. This is currently used as a classroom for the extra Year 5 class, but will become a multimedia information room after next year. A new library and a new music room are valuable improvements to accommodation. The reception area has been enlarged and reorientated to provide an attractive, welcoming public face for the school. A display policy has been developed and standards are now good with very good features throughout, celebrating children's work and providing good support for learning. Externally an ambitious programme of improvements is being undertaken. A large number of trees have been planted, an empty pond has been repaired and is beginning to attract wildlife. A path is being laid right round the grounds to enable children to walk there in all weathers. Although some classrooms are cramped, they are at least adequate, and furnishings are well planned to accommodate the numbers of children using them. The principal internal problem is caused by the central position of the hall, which serves as a corridor between all parts of the school. This means a constant passage takes place during lessons in the hall, which does on occasions disturb children's concentration on their work. For example, sixteen interruptions to a Year 4 dance session upset the rhythm of the lesson and resulted in some undesirable behaviour. Externally the paved platform along one side of the lower playground, which is about half a metre high, presents a potential health and safety hazard. Large numbers of children gather on it during playtime, running and pushing each other. During the inspection an inspector witnessed a minor accident when a child fell off the edge. However, overall the accommodation is satisfactory with good features and is a positive aid to learning.

55. Learning resources are good overall, which is a considerable improvement from the last inspection when they were unsatisfactory in English, mathematics, science and music. There are good resources for literacy. The school has spent a considerable amount of the budget on books and the library stock is now satisfactory. Many recently purchased numeracy resources mean that there is a good variety and quality of mathematics resources, which are easily accessible, in classrooms. Science resources are now good and well organised in topic boxes. However, resources for information technology are unsatisfactory. The number and quality of computers, with few PCs, mean pupils do not get sufficient opportunities to work with control or monitoring technology, and so do not fulfil the programmes of study in the National Curriculum. The school makes good use of carefully planned educational visits and visitors who come to the school. For example, a 'Roman soldier' brought to life a topic on the Romans. All these factors have positive effects on the quality of teaching and learning at Anton Junior School.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In the context of the rapid improvement that the school has managed since the head and deputy were appointed, most issues are already identified in the school improvement plan. However, in order to further improve the school, headteacher, staff and governors should-

- **Improve**, as planned, standards in information technology
  - Ensuring that all required elements are taught;
  - Developing teachers' confidence, knowledge and understanding;
  - Providing regular opportunities for it to be taught as a discrete subject;
  - Improving resources.

Paragraphs: 5, 7, 8, 10, 17, 23, 44, 49, 53, 55, 74, 79, 93, 108, 111, 112, 113, 114, 116.

- **Raise** standards in science in comparison with similar schools.

Paragraphs: 1, 2, 3, 7, 10, 75.

- **Develop**, as intended, assessment opportunities in subjects in addition to English, mathematics and science in order to inform future planning and set targets for individuals to improve; with particular reference to continuing to raise levels of challenge for more able, higher attaining pupils.

Paragraphs: 11, 20, 21, 24, 36, 43, 69, 72, 73, 77, 79, 114, 137.

- **Make** further improvements to the use of time by

- Reviewing the length of sessions and the balance of the weekly timetable to ensure that all subjects receive an appropriate amount of time;
- Improving the pace of some lessons;
- Making more efficient use of learning support assistants' time during lesson introductions and reviews.

Paragraphs: 20, 23, 53, 61, 72.

In addition the following less important issues should be considered for inclusion in the governors' action plan-

- Providing, as planned, more opportunities for curriculum co-ordinators to monitor the teaching of their subjects.

Paragraphs: 47, 86, 100.

- Ensuring that acts of collective worship fully meet requirements.

Paragraphs: 30, 44.

- Improving the consistency of teachers' marking of pupils' work.

Paragraphs: 21, 36, 61.

- Reducing the number of interruptions to lessons in the hall caused by pupils and staff walking through.

Paragraphs: 54, 132.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	23	40	34	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	275
Number of full-time pupils eligible for free school meals	14
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	79
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	7
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

## Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	38	23	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	28	30
	Girls	21	18	19
	Total	46	46	49
Percentage of pupils at NC level 4 or above	School	75 (69)	75 (62)	80 (62)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	29	27
	Girls	19	16	18
	Total	41	45	45
Percentage of pupils at NC level 4 or above	School	67 (77)	72 (75)	74 (75)
	National	68 (65)	69 (65)	75 (71)

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

## Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	273
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

## Exclusions in the last school year

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	11.6
Number of pupils per qualified teacher	23.7
Average class size	30.6

#### **Education support staff: Y3 – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	95

### **Financial information**

Financial year	1998/99
----------------	---------

	£
Total income	431678
Total expenditure	432244
Expenditure per pupil	1561
Balance brought forward from previous year	42348
Balance carried forward to next year	39814

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	275
Number of questionnaires returned	102

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	42	5	3	1
My child is making good progress in school.	28	60	10	2	0
Behaviour in the school is good.	40	53	4	2	1
My child gets the right amount of work to do at home.	25	52	18	4	2
The teaching is good.	36	49	5	2	8
I am kept well informed about how my child is getting on.	35	51	10	4	0
I would feel comfortable about approaching the school with questions or a problem.	61	29	8	1	1
The school expects my child to work hard and achieve his or her best.	45	48	6	1	0
The school works closely with parents.	33	44	15	5	3
The school is well led and managed.	60	27	3	3	7
The school is helping my child become mature and responsible.	40	51	5	3	1
The school provides an interesting range of activities outside lessons.	22	62	13	2	2



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

### **ENGLISH**

57. In the previous report of 1996, pupils' attainments in English met the national average. These standards have been at least maintained. Reading has been improved upon and is now higher than national expectations. Progress in reading and writing was unsatisfactory previously. This has been rectified and now progress is good overall, and very good progress is being made in reading.

58. Standards in English of the present cohort at the time of the inspection are in line with the national average, overall, by the end of Key Stage 2. Standards in reading are higher than the national average by the time pupils are about to leave school in Year 6.

59. An analysis of all pupils' reading and writing standards at the point of entry into the school in September 1999 in Year 3, shows standards below those normally seen. Only a third had a reading age in line with their chronological age. The rest were below. In work scrutinised, writing standards were poor. Phonic strategies appeared weak and handwriting was poorly formed. Overall, there was a lack of coherent, chronological writing. There was a low incidence of clear and logical sentences emerging and punctuation was weak. In the work of higher attainers, there was a lack of the use of connectives or simple noun phrases. Overall, vocabulary lacked enrichment. A significant amount of work was judged to be below Level 2.

60. By the time of the current inspection in March 2000, there was a marked improvement in reading and writing, both in fluency and quality in Year 3.

61. Many pupils on entry to the school lacked confidence in speaking and listening. By the time they are about to leave school in Year 6, pupils have learnt to listen carefully to the constituent sounds of words in order to develop accurate enunciation. By the end of the key stage, most respond confidently to questions, discuss constructively and have an effective vocabulary which includes specialist terms relevant to different subjects. This is having a good effect, particularly in science. Most pupils express opinions well and take good account of others' views. By the end of their primary schooling, speaking and listening standards are satisfactory and in line with national expectations. They reflect pupils' skills in adapting their speech to a widening range of circumstances and demands.

62. By the end of Key Stage 2, reading standards are above national averages. Pupils have a good understanding of the text of shared stories. The majority of pupils are able to map out the events of a plot and recall easily the sequence of a story with good awareness of characters. Phonic strategies are secure. By the time pupils are about to leave school in Year 6, most are able to read a wide range of texts, including non-fiction and poetry. Many read accurately and with good understanding. Most have an appropriate grasp of higher reading skills, such as summarising a passage, and can access reference skills effectively. Dictionary skills are mainly quick and accurate. A significant number of pupils enjoy literature, relate sensitively to characters and events, and talk perceptively about their preferences.

63. By the end of Key Stage 2, writing standards are in line with the national average. As pupils become more confident in writing, they write logically sequenced narration and show a wide repertoire of personal, expressive writing and factual accounts. By the end of the key stage, most pupils use an appropriately wide range of styles and a variety of genre for writing. Pupils have many opportunities to write for different purposes. Most know the conventions of drama, scripts, poetry, direct speech and instructions, and understand how to draft and revise work. Punctuation and grammar skills are in line with national expectations. Handwriting is reasonably legible and fluent and the presentation of work on

display is good. Paragraphing develops well in older, higher attaining groups. Spelling standards are acceptable and meet national expectations. Poetry analysis and poetry writing reaches high standards.

64. Teaching in English is mainly good. It is particularly good in Year 5. All teachers take full account of the requirements of the National Curriculum, ensuring that there is a balanced coverage of all the programmes of study. Teachers' planning is detailed and closely linked to the National Literacy Strategy's framework. An hour of dedicated teaching time for literacy is ensured per day, in addition to other activities, such as extended writing, story and drama.

65. The impact of good teaching on pupils' learning is significant. Pupils make very good progress in order to achieve above average levels on leaving. This is a direct result of good teaching and management.

66. Pupils' progress in all aspects of English is very good in Year 3 and Year 5 as shown in an analysis of pupils' writing and the lessons seen in Year 5. Progress is at least satisfactory in other year groups and good across the school. The impact of good teaching on behaviour has been beneficial. The quality of learning of higher attainers is good, particularly in writing poetry, where high standards are seen on display. Pupils with special educational needs and English as an additional language make good progress in English towards their individual targets. Good teaching has ensured good research skills and independent development.

67. There is very good leadership in English, which has had a strong influence on improving standards. Pupils are identified early when in need of support in literacy skills. There has been an excellent analysis of the subject's strengths and needs by the co-ordinator. As a result, extra time has been allocated on the weekly timetable for extended writing, spelling and drama. Considerable new resources have been purchased to help raise standards in the subject. A handwriting policy has been introduced. The co-ordinator has monitored teaching, planning and pupils' work, resulting in raised standards in these areas. Any weaknesses have been closely analysed and new targets have been implemented. Overall improvement during the past two years has been good. The potential for improving pupils' attainment is very good.

68. Literature introduced to pupils provides a powerful contribution to their spiritual, moral, social and cultural development, through the analysis of different stories in a wide variety of settings. The strong stimulus of this good influence encourages good attitudes and tolerance. Teachers have successfully ensured that pupils reflect about relative values and universal truths. The opportunities given to pupils to perform in role, in school concerts, to meet authors, to be stimulated and informed by lively displays of writing and beautiful books, all add to a positive environment where books have a high prominence.

## **MATHEMATICS**

69. In 1999 national tests for pupils aged eleven the percentage of pupils reaching the expected Level 4 and the higher Level 5 was close to the national average. Test results when compared with similar schools were broadly average. Since the last inspection there has been significant improvement in mathematics where the report indicated that in data handling and some areas of number attainment the school was not meeting national expectations. Inspection findings are that the attainment in the current Year 6 is average but there is insufficient challenge for higher attainers, as identified in the previous report. Inspection findings and test results show no significant gender differences in attainment.

70. The school has given high priority to developing numeracy and sets pupils into ability groups three times a week. Attainment in basic number work has improved since the introduction of the numeracy strategy last year. By the end of Key Stage 2 most pupils can

use a range of methods to add, subtract, multiply and divide accurately and have a reasonable understanding of the relationships between these operations. Many high attainers demonstrate an instant mental recall of multiplication facts. Most pupils have a good understanding of fractions, using the correct terminology when solving problems, and recognise equivalent fractions. Many pupils show a clear understanding of decimals and their use in the context of measurement and money. They are able to draw and correctly identify equilateral, scalene, isosceles and right-angled triangles. Most pupils construct line graphs and, with help, can produce this information on a computer. Higher attaining pupils are able to find the most appropriate scale when drawing graphs and successfully interpret information.

71. All pupils including those with special educational needs and English as an additional language have positive attitudes and are keen to succeed. Most pupils listen well and are eager to answer questions. However, when lessons are too long pupils lose concentration, which slows the pace of their learning. Pupils enjoy lessons and are keen to solve problems and complete tasks. Standards of presentation are satisfactory but pupils find difficulty setting their working out neatly when using worksheets, due to insufficient space. Standards of marking are variable and targets to help pupils improve are rarely identified. Most pupils' behaviour in the classroom is good, which has a positive impact of standards achieved. Pupils work well individually and collaborate well in groups. They have respect for teachers and others.

72. The quality of teaching and pupils' progress have improved significantly since the previous inspection when it was reported to be inconsistent and unsatisfactory overall. The quality of teaching seen during inspection was satisfactory with many good, and occasionally very good, lessons. This ensures that all pupils including those with special educational needs and English as an additional language make at least satisfactory and often good, progress in their learning in mathematics. Teachers have a sound subject knowledge and manage pupils well. Planning has significantly improved since the last inspection where it was reported to be weak. Lessons are now planned well and basic skills are well taught based on the numeracy strategy. This ensures that work is generally matched well to the needs of individual pupils and has a positive impact on their learning. However, higher attaining pupils are not always sufficiently challenged when teachers' expectations are too low and they have insufficient opportunity to use and apply mathematical skills to problem solving activities, which has an adverse effect on their learning. In the best lessons learning is very effective because pupils are well motivated and challenged by the tasks teachers prepare and the pace of lessons is brisk. Where learning is less satisfactory pupils are insufficiently challenged, time is not used effectively, the pace of lessons is too slow and there is an overdependence on using work sheets.

73. Homework is regularly set and is beginning to have a positive effect on pupils' learning of multiplication tables. Assessment procedures in mathematics are good and appropriate targets have been set for each year group. However, the school has not yet set challenging targets for individual pupils to help them reach their full potential. The co-ordinator has given good support to staff to implement appropriate practice in the teaching of the numeracy strategy but has identified the needs for more training to increase teachers' confidence. She has good opportunities to monitor the teaching and learning of pupils in lessons and has purchased a good range of quality resources to support pupils' learning.

74. Numeracy skills are promoted appropriately in curriculum subjects such as science, geography and design and technology. However, insufficient use is made of information technology to support pupils' learning.

## SCIENCE

75. In 1999 national tests at the end of Key Stage 2, attainment was in line with national expectations, but it was below average when compared with similar schools. Inspection evidence confirms that standards achieved by pupils are in line with national expectations. Test results have shown considerable improvement since the last inspection. However, only 16 per cent achieved attainment levels above the national average, which is well below the nationally expected percentage.

76. By the end of Key Stage 2 pupils have a good understanding of investigations. They can explain how to make a fair test, explain predictions and record their observations in a table. Pupils are able to draw clear graphs to show how the temperature of water affects the amount of sugar, which will dissolve. They write reports in a scientific manner and use scientific vocabulary well. A strength of pupils' knowledge is in life and living processes. Pupils draw well labelled cross sections of a tooth and sort living creatures according to observable features, such as number of legs. They have satisfactory levels of knowledge of materials and substances. Pupils plan investigations to find out if solids, liquids and gases can be compressed equally.

77. Progress is good in Key Stage 2. Pupils' scientific vocabulary since the last inspection has been extended and their knowledge is built upon year on year. For example Year 3 identify and sort natural and synthetic materials, recognising properties such as hardness, flexibility and strength. Year 4 pupils plan and carry out an investigation to see what changes occur when a variety of solids are added to water. Year 5 plan and investigate how sound is made, making predictions and recording results. Progress is good where pupils take charge of their own learning and are given opportunities to decide how they will present their research findings: for example on micro-organisms. There has been an improvement in opportunities for pupils to take responsibility for their own learning in science, especially through planning and managing investigations. As a result of the good subject knowledge of the teacher, pupils learn about famous scientists such as Fleming and Pasteur in depth. Higher attaining pupils would benefit from teachers planning more structured challenges for them.

78. Pupils' attitudes are good to all areas of science. The enthusiasm of teachers and good levels of planning mean that pupils enjoy their work and concentrate well on tasks. Teachers' standards of discipline and use of questioning ensure that pupils are consistently focused on task and behave well. Pupils work co-operatively in groups and respect the equipment in use.

79. The quality of teaching is good. When teaching is at its best lessons are well planned; the teacher has good subject knowledge and uses resources effectively. Teachers use questioning well to challenge pupils' thinking and understanding. Good relationships between teachers and pupils promote pupils' confidence and self esteem. Praise is used to encourage and motivate pupils to produce their best work. Teachers do not often give pupils advice why a prediction was excellent or explain how it could be improved. In the best lessons reinforcement of previous teaching points are revised with pupils and learning objectives are shared at the beginning and end of lessons. In less successful lessons higher attainers are not challenged sufficiently and teachers are not aware of the higher levels which pupils could be working at. Teachers work hard to provide attractive classroom displays concerning science topics with a few examples of pupils' work and stimulating questions.

80. The management of science is very good. The co-ordinator has worked very hard and been empowered to develop her management role since the last inspection. There have been considerable improvements in science since the last inspection, which include: a detailed action plan for this academic year, which highlights observation of teaching as an area for development. The school now uses the national scheme of work to guide teachers'

planning. The curriculum co-ordinator monitors teachers' planning by producing written feedback on their medium term plans. Key Stage 2 tests have been analysed and feedback to teachers has resulted in greater emphasis being placed on the use of scientific vocabulary. Resources are now easily accessible to staff and pupils, being housed in topic boxes. Assessment has been improved since the last inspection. Records of achievements for each pupil are now kept, which include space to comment on strengths and weaknesses. There are tracking sheets with levels of attainment and progress demonstrated. However, there are no formal tests in use in any group except Year 6.

81. The subject promotes pupils' literacy skills through the introduction of a science vocabulary and through writing reports of science investigations. Numeracy skills are consolidated through data collection and the drawing of graphs associated with pupils' work. Information technology is underused in science lessons. Pupils with special educational needs are well supported and make good progress.

## **ART**

82. Standards of attainment in art exceed national expectations and have improved since the previous inspection. During the inspection it was only possible to see a few lessons in art, but a wide range of pupils' work was examined, including sketchbooks, evidence from art week and displays around the school. All pupils including those with special educational needs and English as an additional language make good progress. Interactive displays of artwork in classrooms, corridors and the main hall provide the school with an attractive, lively environment. The sculptures and murals in the school grounds provide a good stimulus to pupils when working or playing outside.

83. Pupils are given good opportunities to enjoy and experience a wealth of art activities using a variety of materials and techniques. This was well demonstrated in the art week where pupils had the opportunity to make leaf bowls using clay, paint murals on outside walls, design pavement patterns using chalk, and make wire sculptures for the grounds. By the end of the key stage, pupils have a good sense of colour balance: for example Year 5 investigate hues and tones using oil pastels to incorporate different colours in their waterscape pictures. Many pupils can produce a good variety of patterns developing skills of texture, line and tone using pencils in their sketchbooks. They effectively develop control of paper, paste and card using bandaging techniques to produce life size sculptures depicting various poses. As part of a topic on Pakistan pupils are able to use batik equipment and dyes to decorate their own Islamic patterns on fabric. Older pupils study the work, and make attractive copies of work by famous artists, such as Van Gogh, Lowry, Renoir, Monet, Picasso and Leonardo da Vinci. Pupils use watercolours effectively and accurately to reproduce pre-Raphaelite pictures.

84. Pupils enjoy artwork, behave well and strive to achieve good quality. Many concentrate hard when working individually, co-operate well with other pupils, and share equipment. They are confident and take pride in their finished work.

85. The quality of teaching is good and occasionally very good, which has a positive impact on pupils' learning. The quality of teaching has improved since the last inspection. Lessons are well prepared with good quality resources organised and ready in advance. Learning objectives are clearly identified and communicated to pupils. Teachers have high expectations of the standards pupils are capable of attaining and provide effective support to individuals in their learning. The open ended nature of tasks ensures that pupils of all levels of prior attainment are suitably challenged. Teachers' good knowledge of famous artists supports in developing and applying their understanding in this aspect of the art curriculum. Questioning is used well to encourage pupils to reflect on their work and decide how it might be developed. Teachers have good relationships with pupils and this creates the right climate for learning.

86. The co-ordinator is very enthusiastic and has worked hard to improve the quality of pupils' learning including greatly improving the quality and range of resources since the last inspection. A scheme of work has been introduced with a good variety of experiences to help teachers plan their work effectively. Good links have been established with the local community including visits from local artists to support pupils' learning. The co-ordinator has opportunities to monitor the subject, but not as yet teaching, and has identified the need to develop pupils' sketchbooks as a tool to identify progression, arrange opportunities for outside visits to local galleries and exhibitions and increase the use of information technology, to give wider experiences to pupils.

87. Art occupies a strong position in the school and contributes effectively to many curriculum areas and pupils' cultural development.

## **DESIGN AND TECHNOLOGY**

88. Progress in Key Stage 2 is good. This maintains the same situation as found at the time of the last inspection. There have been significant improvements in resources which have been developed, are now portable and easily accessible to pupils, being housed in a moveable unit. The school now uses the national provided scheme of work and the co-ordinator has written an action plan aimed at providing a balanced experience of design and technology across the whole school. The improvements are a result of good support from the co-ordinator and the provision of better resources. The resulting improvement of teaching from satisfactory to good has a positive impact on progress and standards.

89. The main strengths are seen in the way pupils carefully draw up plans with labels, select appropriate resources and consider the importance of making good quality finished products.

90. Pupils in Year 3 make good progress when they use leaves to produce a pattern. They then measure, mark and cut out clay, which they mould into dishes. They finish these by painting and varnishing them with glue. Year 4 make fabric pomanders in connection with their Tudors topic. They produce clear plans showing what coloured fabric they will use. Their evaluations analyse ways they could improve their work next time, with comments such as 'putting stitches closer together'. They make very good progress when, due to the teachers' good subject knowledge and use of resource sheets, pupils make prototypes of pop-up cards. Year 4 pupils learn how to fold paper to make a very good variety of mechanisms. In Year 5 pupils make very good progress producing cam toys, learning how to fit cams, axles and wheels together, attaching wood together with a glue gun and measuring, marking and cutting wood using saws. This is a result of teachers' good management skills and attention to guidance on tool safety. Year 6 learn about combining recycled materials when they make model Greek temples. Pupils with special educational needs are well supported and make good progress.

91. Pupils enjoy making activities and are keen to design and make models. They work well independently and in groups, supporting each other and sharing ideas. They are aware of the safety factors and use tools carefully. Teachers' high expectations of behaviour mean that pupils behave well and remain focused on tasks set. Pupils are keen to show their work to others. They evaluate their own efforts and appreciate others' work.

92. The quality of teaching is good, which is an improvement from the last inspection when it was satisfactory. Teachers plan activities thoughtfully and often share learning objectives which are written on the board. In the best lessons teachers have high expectations of pupils to create complex paper mechanisms. Teachers' assessment is satisfactory. Strengths and weakness of pupils' attainments can be noted in records of achievements, but there is no skills sheet to record pupils' progress. Teachers' marking and ongoing assessment in lessons do not always show pupils what they do well, or say how

they could improve. Teachers' knowledge of cams is very good, as are their instructions on how to use tools safely.

93. Improvements in teaching are due to the good leadership of the subject co-ordinator, who has worked hard to improve the range and storage of resources. The co-ordinator now offers support to colleagues in planning meetings. She has produced a good action plan and has set down clear aims. Pupils have satisfactory opportunities to develop skills in mechanisms, structures and fabric technology, but there is little emphasis placed on areas such as food, electricity or construction kits. However, the curriculum meets the requirements of the National Curriculum. Resources are good, but could be enhanced by the provision of a wider variety of materials including fabrics. The subject promotes literacy through the introduction of technical vocabulary and through the writing of evaluations. Numeracy skills are consolidated through measuring materials. Information technology is underused in design and technology.

## **GEOGRAPHY**

94. In the previous inspection report, pupils' attainment was in line with national expectations by the end of Key Stage 2, but higher attaining and average pupils were insufficiently challenged and underachieving. Standards have been maintained and are still in line with national expectations for the Key Stage 2 age range. All pupils are now sufficiently challenged in the National Curriculum for geography. Pupils with special educational needs are well supported. A good balance is achieved between learning in physical and human geography.

95. Teaching in geography is satisfactory overall. There are some good features to be seen in Year 6. Through good planning, teachers ensure that pupils have sufficient opportunities to investigate places and themes across a wide range. As a result, pupils have undertaken studies that involve fieldwork and are fully aware of how places fit into a wider geographical context, such as the impact of water on the development of settlements. Teachers ensure that pupils observe and ask questions about geographical features and that pupils have adequate skills to collect and record evidence in order to answer questions. As a result, pupils make satisfactory progress in their learning to analyse evidence, draw conclusions and communicate findings. The school has adapted the Qualifications and Curriculum Authority advice on geography, so that all pupils experience progression in their geographical skills. The scheme of work ensures that the localities studied develop pupils' knowledge and understanding with increasing challenges as pupils progress through the school.

96. Teachers provide interesting lessons. They share learning objectives with pupils well. As a result, Year 3 pupils write clear instructions on how to follow a route plan. They correctly add symbols to a street map and mark out accurately the countries and major cities in the United Kingdom. Pupils' progress in learning in Year 4 is equally secure. Pupils have appropriate experience and mark out on a street map of Andover and the route to a church. They make a good analysis of the differences between an urban and rural settlement, and of a village survey.

97. Teaching has ensured that, at Year 5, pupils' learning shows marked progress in the amount and quality of presentation. Work on rivers is practically based and well linked to design and technology through the competently made three-dimensional river systems out of papier mache. In these studies of rivers, pupils accurately mark on a map of the world, some main rivers and have researched books to find out more about the longest rivers in the world. Maps of the United Kingdom are correctly marked with the main rivers. There is good evaluation at the end of each unit of work.

98. A project on Pakistan in Year 6 has been conducted well so that pupils' knowledge of the country and of its location in Asia is very secure. Good comparisons have been

made between the Swat Valley in Pakistan and Andover. These include a good analysis of data provided to show temperature changes and rainfall, and good deductions made when comparing employment between Andover and Lahore. Pupils illustrate well what they have found out from independent research.

99. The impact of teaching on learning ensures that pupils' knowledge and understanding is secure and that skills of enquiry progress well. As a result, pupils have good attitudes to learning and are particularly enthusiastic about practical projects, such as their models of the geology of river systems. Very good collaboration between pupils was observed at Year 6 when groups researched the impact that a property developer might have on the natural beauty and resources of the Swat Valley in Pakistan, putting together very successfully, the opposing points of view which reflect vested interests.

100. The subject is successfully led to a satisfactory standard, but the monitoring of teaching in classes is underdeveloped. Other areas for development are to review more precisely the topics and resources for single age year groups. There are insufficient atlases and globes in evidence, although where these are available they are well used. The provision for information technology linked to geography has not been sufficiently developed.

101. However, overall strengths reflect good links with the local environment, good encouragement of awareness of environmental issues on local, national and global scales, and a sharpening up of the development of citizenship.

## **HISTORY**

102. In the previous inspection report, pupils' attainment was in line with national expectations by the end of the key stage, but higher attaining and average attaining pupils were insufficiently challenged. Standards now are above national expectations for the Key Stage 2 age range. All pupils are now sufficiently challenged in the key elements of the National Curriculum programmes of study for history.

103. Pupils, in the main, have a good sense of chronology. They have a good range and depth of historical knowledge and understanding. Older pupils identify clearly, and give good reasons for, the different ways in which the past is represented and interpreted. The majority know how to find out about aspects of the periods studied from a range of sources of information. Older pupils are secure in how to select and organise historical information, including dates. They have a secure knowledge of the terms necessary to describe the periods and topics studied.

104. Strengths in teaching have a strong impact on the good quality of pupils' learning and achievement. Planning is thorough and ensures good equality of opportunity within year groups so that all pupils have the same access to key elements of the study units. Teachers ensure good progress overall. There is particularly good progress of higher attainers shown in their evidence of individual projects of an historical enquiry. Teachers make the lessons interesting. A strength of teaching is in giving pupils the opportunities through acting in role, and a technique called 'The Hot Seat', to learn of different attitudes of various factions in past society. An example of this was when Year 5 pupils acted as two groups, the 'workers' and the 'mill owners' of the Victorian period, and made their respective views known to judges in a 'Parliamentary Enquiry' into working conditions.

105. Due to the good provision by teachers, pupils in Year 3 have a clear understanding of changes over time. They sequence time and activities over a day well, and show good skills in using a timeline, reflecting good development of chronology. A Year 5 pupil showed good knowledge of the period of World War II and conducted interviews with grandparents and other adults with experiences of the period as part of a challenge set for more able pupils. Teachers make good use of a visit to the D-Day Museum in Portsmouth, and books



by children's authors about the period in order to make history more meaningful. In Year 4, pupils' interpretations are perceptively developed when teachers ask them to list the 'good things' Henry VIII did as well as the 'bad things'.

106. Teachers make good use of the Victorian evidence to be found in Andover and arrange visits to the museum and walks in Andover streets to view first hand the Victorian architecture. Evidence shows that pupils have made imaginative responses to artefacts examined, and have developed well their own lines of enquiry in the form of interviewing older relatives.

107. Teachers continually foster good research skills in pupils so they are proficient in using the contents and index pages in historical reference books. These skills improve pupils' strategies in their literacy tasks. An example of this is when Year 6 pupils, in a project on Ancient Greece, retell, in the style of a myth, the slaying of Medusa the Gorgon. They write this, retelling it in the first person singular, as if it was a first hand experience.

108. The only weakness to be seen in the subject was the infrequent use of computer software by pupils in order to add another dimension to historical enquiry.

109. The well thought out scheme of work and good leadership of the subject has enabled pupils to achieve good chronology and good knowledge of the characteristic features of particular periods in society, so that most pupils describe accurately and identify reasons and results for changes in the periods studied. By the time they are about to leave in Year 6, pupils communicate their knowledge and understanding of history in a variety of ways, including structured narratives and descriptions. Throughout the upper part of the key stage, there are good opportunities given for pupils to evaluate precisely their learning in the unit of work studied.

110. The imaginative provision in history ensures that pupils enjoy the subject and achieve satisfaction from their research. They are fully involved in role-play situations and are confident to give opinions on the conditions of a period through the viewpoint of a member of society at that time. Pupils have positive attitudes to the subject, none more so than when they ask questions of visiting adults in the Roman costumes of a lady and a soldier of the Roman era. History makes a good contribution to pupils' moral and cultural development, particularly when they consider the impact of change on individuals. Attractive displays on work in history, and visits to places of historical interest, contribute significantly to pupils' good progress in learning. The subject is well provided for in the school by significantly enriching and developing the imagination of pupils.

## **INFORMATION TECHNOLOGY**

111. No direct teaching of information technology was observed during the inspection. Evidence of standards of achievement and provision for the subject was largely gained from a scrutiny of pupils' work, discussions with pupils and teachers and inspection of teachers' planning. The oldest pupils' attainment is below average and progress is unsatisfactory for all pupils including those with special educational needs and English as an additional language. Standards in the last inspection were reported to match national expectations and have declined, partly because the subject has been redefined, but largely because pupils' experiences are too narrow and they are given insufficient opportunities to use computers.

112. Younger pupils are able to use computers to support their learning in history and art. Pupils in Year 3 are able to follow instructions on a simulation game to find more information about Roman Britain. They are able to use a graphics program to create colour repeated patterns. Most pupils can use a word processor to write about the text for their pop up books. By Year 6 many pupils can change print size, font and colour to produce labels for displays. They can design and print their own book covers as part of their topic on

rivers. Many print out their efforts such as creative writing and poems, but few are confident to make corrections without deleting the whole text. Many pupils have limited experiences of drafting and editing their own work or altering the size of the page. Most pupils can collect relevant data for a spreadsheet but only high attainers can identify headings for data collection, or create their own database.

113. Currently all requirements of the National Curriculum programmes of study are not met. Pupils have no opportunity to access equipment for control and monitoring. Many computers are outdated and unreliable which has an adverse effect on pupils' learning. Older pupils are able to use the CD Rom effectively to retrieve information about topics studied such as Pakistan and different mountain ranges. However, their opportunities to develop the capacity for personal independent study are too limited. Pupils have some knowledge and understanding of the use and function of technology in the wider world, but this is mainly gained through their experiences outside school. They do, however, have good opportunities to use the school video camera to support their learning in history and drama.

114. In general, teachers lack confidence in teaching information technology and the co-ordinator has identified the need for further training to raise teachers' confidence and subject knowledge. When using computers outside classrooms too many pupils are wasting time waiting to use machines and the lack of teachers' intervention limits pupils' progress. The school has recently implemented a new scheme of work to help teachers plan more effectively. However, currently there is too little detail in teachers' planning on what skills and knowledge will be taught. There are no procedures for systematic assessment of pupils' skills, knowledge and understanding. Not enough attention has been given as to how to make the most effective use of the schools' computers, where many machines were not used during inspection. Such factors prevent pupils making satisfactory progress in their learning of information technology.

115. Pupils talked to during the inspection showed that they have positive attitudes to information technology. They talk enthusiastically about their present and past work and explain clearly what they can do. Many pupils have computers at home and help their classmates with their work. Pupils work well together when sharing machines and show respect for each other.

116. Not enough observation of teaching of information technology took place for an overall evaluation of the quality of teaching to be made. The school has rightly identified, in the school improvement plan, the urgent need for the subject to be developed.

## **MUSIC**

117. Standards in music have been significantly improved since the last inspection and are now in line with expectations, with strengths in singing at the end of the key stage. A concerted effort has been successful in providing good resources (tuned and untuned) and a designated music room. The recently appointed co-ordinator makes a very positive contribution and has been instrumental in improving the quality of planning and support for other, non specialist staff. As a result the quality of teaching has improved to satisfactory with good features and all requirements of the National Curriculum programmes of study are appropriately covered.

118. With renewed emphasis on the subject, pupils' learning is making rapid progress including those with special educational needs and English as an additional language: for example Year 5 pupils have a good understanding of standard notation, and are able to record their own compositions. They have successfully built on skills learnt in previous years and can make variations in tempo.

119. Music is well used as a vehicle to enhance cultural development: for example listening to a variety of music from different continents in assembly and through country dancing in physical education.

120. Pupils have good attitudes to music and respond well in lessons with persistence and concentration. They treat instruments with care and respect and by Year 6 have developed their skills of playing untuned and tuned percussion instruments to the point where pupils can provide a good level of accompaniment to their own compositions.

121. Teachers make good opportunities for pupils to listen to music and develop their literacy skills in appraising. Good opportunities are provided for pupils to perform to the class and in assemblies. Video evidence and comments from staff, parents and pupils show the quality of school productions to be very good.

122. Although fifteen pupils receive individual instrumental tuition from the local education authority peripatetic music service no such lessons took place during the inspection. However, from the quality of pupils' performance on cornet and violin, some with only a few weeks of experience, it is possible to say that provision is at least satisfactory and progress is good.

123. The school choir, which meets after school, is well supported by about 30 pupils (girls and some boys). Pupils sing well and the choir helps to create good links with the community by singing in old people's homes and at music festivals. Nineteen per cent of parents would like to see more extracurricular opportunities. The school is aware of this and has plans to improve music provision.

124. The improved profile of music makes a significant contribution to the school's good efforts.

## **PHYSICAL EDUCATION**

125. Standards of physical education are in line with expectations for pupils' ages by the time pupils leave the school. The positive profile described in the last report has been maintained. Pupils have regular opportunities for gymnastics, dance (including country dancing) and games.

126. At the end of Year 6 most pupils are agile, all are aware of the effect of exercise on their bodies, are able to develop and follow sequences on the floor and apparatus, and play to the rules in a variety of games. The school's aim to encourage good sportsmanship is well met.

127. Pupils are introduced to orienteering in Year 4. However, there is a need to make sure that orienteering lessons involve pupils in strenuous physical activity as well as developing their geography and literacy skills. All pupils complete a seven week swimming programme in Year 5. Approximately 80 per cent of pupils meet the requirement of swimming 25 metres at the end of the course. However, there is no arrangement to make extra provision for the 20 per cent who do not reach the standard.

128. The quality of teaching observed ranged from satisfactory, where the class was not well organised for dance in a confined space, to very good where a Year 6 gymnastics lesson extended pupils mentally and physically to devise innovative ways of moving around apparatus. Staff have a sound knowledge and understanding of physical education. They provide activities which challenge all abilities, including a satisfactory range of extracurricular activities and teams successfully taking part in competitive matches with other schools. The school has done particularly well in tag rugby reaching the finals in several tournaments and appearing at Twickenham before an England/France international.

129. In the best lessons teachers make good use of pupils' performance to encourage and prompt others: for example a girl with obviously good dance 'acro' skills demonstrating rolling and turning movements on the mats.

130. Physical education activities are well planned and the co-ordinator has produced a good policy and programme which support other staff effectively and these have a positive impact on pupils' learning. However, her lack of opportunity to observe others teaching physical education is a disadvantage.

131. Most pupils respond well to physical education and participation is good in lessons and clubs.

132. As a result of good management the school is well resourced for physical education. It has good accommodation with a large field and an adequately sized hall. However, some elements of storage of chairs and the piano have a negative effect on available space. A high number of interruptions (16 in one Year 4 lesson) with people walking through the hall has a negative effect on pupils' concentration.

## **RELIGIOUS EDUCATION**

133. Pupils attain satisfactory standards in Key Stage 2. By following the scheme of work, which covers many aspects from the locally agreed syllabus, pupils are successfully provided with an understanding of religions in the contemporary world. Pupils' religious education contributes significantly to their spiritual development and broadens their understanding of other cultures and faiths.

134. By the end of Key Stage 2 pupils have knowledge of the important times of the Christian year, and can compare the festivals of Christmas and Hanukah well. Younger pupils can compare the versions of the story of Christmas from the books of Matthew and Luke from the Bible. Pupils produce very good quality writing about Jesus' miracles and what Christians can do today for others. The use of Reflection Books is a strength, where pupils are given opportunities to think deeply about the significance of symbols of a variety of faiths. The significance of water to Christians is carefully explained and pupils write thoughtfully about baptism at Grace Baptist Church. Pupils write about the steps that would get you to Heaven, which included comments such as 'care for others and helping disabled people'. Pupils write well about what makes a good leader. Year 3 pupils write good lists about the qualities true friends have, such as 'being considerate, jolly, helpful, trusted and friendly'. Pupils draw good diagrams of Hindu artefacts and write about Shiva. They draw clear diagrams of Jewish Barmitzvah clothing.

135. Progress over time and in lessons is good. Teachers' good subject knowledge about the symbolic use of food and drink and very good questioning skills mean pupils not only develop knowledge, but understanding of the meanings behind these foods. Pupils write well about giving Easter Eggs and hot cross buns. They make very good progress when they discuss and write about the message for Christians today behind the story of 'Jesus healing the leper'. They make satisfactory progress when they write about the Hindu festival of Holi and the story of Prahlad, discussing how good triumphs over evil in the story.

136. Pupils enjoy religious education and discuss complicated issues constructively. They are intrigued by the new ideas they encounter and respond sensitively to teachers' questioning. Pupils volunteer ideas, eagerly working in pairs or groups. They behave well due to teachers' consistent approach to standards of discipline and form constructive relationships with class members and staff. Their writing indicates thoughtfulness, when they work independently considering what is important to them in classroom rules.

137. The quality of teaching is good. In lessons where there is very good teaching, artefacts and resources are used to challenge pupils' thinking and broaden their knowledge. Staff planning is thorough and designed to develop pupils' understanding of, and response to, different religions. Clear learning objectives are often shared with pupils at the beginning and end of lessons. At times higher attaining pupils are insufficiently challenged. Teachers do not always explain what is good about pupils' work or mark books explaining how they could improve. In less successful lessons teachers do not emphasise or explore the meaning behind symbols sufficiently. Currently there is some assessment in the new records of achievement. Assessment is an area for future development, so that standards can continue to rise.

138. Curriculum leadership has been well developed since the last inspection. An action plan for this academic year demonstrates the clear vision the co-ordinator has for this subject, when she writes the following overall target 'to enhance children's understanding of religious education and their ability to reflect on spiritual issues'. The co-ordinator now monitors teachers' planning and has given members of staff informative feedback sheets on their planning. Support from the co-ordinator is now being given to staff in production of medium term planning. There is no classroom monitoring of this subject at present. A portfolio of pupils' achievements has been started. The curriculum meets statutory requirements and is enriched by educational visits. There have been significant improvements since the last inspection with the policy being reviewed, the use of the locally agreed syllabus and reflection books by pupils. Resources have been improved and are good; with several topic boxes on aspects, such as Christianity, Hinduism and Judaism. There is little extra support material for younger pupils at present.

