

INSPECTION REPORT

OWSLEBURY PRIMARY SCHOOL

Owslebury, Winchester

LEA area: Hampshire

Unique reference number: 115934

Headteacher: David White

Reporting inspector: Barrie Mahoney
18175

Dates of inspection: 22 – 25 May 2000

Inspection number: 180754

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Beech Grove
Owslebury
Winchester
Hampshire

Postcode: SO21 1LS

Telephone number: 01962 777452

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Appropriate authority: The governing body

Name of chair of governors: Sally Curtis

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Barrie Mahoney	Registered inspector	Science Information technology Physical Education Under fives	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improved further?
Raymond Orchard	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Catherine Davey	Team inspector	English Geography Music Religious education Equal opportunities Pupils with special educational needs	How good are the curricular and other opportunities?
Geraldine Dinan	Team inspector	Mathematics Design and technology History Art	How well does the school care for its pupils?

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Owslebury Primary School is a small school, situated in the centre of a rural village community. There are 84 pupils on roll, which is much smaller than other primary schools. More than half (57 per cent) of the pupils come from outside the local catchment area due to parental preference, and many pupils have special educational needs, with a significant number of these pupils currently in Key Stage 2. The school is arranged in four mixed-ability classes representing the four to eleven year age range. There are 24 pupils on the school's register of special educational needs (29 per cent), which is above the national average. Five pupils are on the stages 3 to 5 of the register of special educational needs, including one pupil with a statement of special educational needs.

There are seven per cent more boys than girls on the school roll. There are no pupils from minority ethnic backgrounds of compulsory school age. All pupils start school with some pre-school experience and most attend the weekly "Mini-School" run by the school for children aged three. Pupils' attainment upon entry to the school is broadly average. The pupils come from a wide range of backgrounds and their socio-economic circumstance is mostly favourable, with 8 per cent of pupils known to be eligible for free school meals, which is below the national average. Since the previous inspection, the school has been able to employ an additional classroom teacher, which enables the reception children to have their own class. The numbers on roll have increased from 65 to 84 pupils since the previous inspection.

HOW GOOD THE SCHOOL IS

Owslebury Primary School is an effective school with many good and very good features. It is well led and managed by the headteacher and is supported well by staff and governors. The quality of teaching is good overall. Pupils in Key Stage 1 achieve standards that are above expectations in English, mathematics and science. Pupils in Key Stage 2 achieve standards that are above expectations in mathematics, and in line with expectations in English and science. There are an above average number of pupils with special educational needs, with a significant number of these pupils in Key Stage 2. Taking into account the overall average standards of attainment of pupils upon entry to the school, the satisfactory achievement overall that they make and the overall effectiveness, the school provides good value for money.

What the school does well

- There is good leadership and management by the headteacher, deputy headteacher and governing body.
- The quality of teaching is good and sometimes very good because of good planning and effective monitoring of the quality of teaching and learning.
- Provision for pupils with special educational needs is very good because of good quality teaching and very effective support.
- Provision for extra-curricular activities is excellent because of the wide variety of activities and effective opportunities to enhance pupils' learning.
- Attendance is excellent, and pupils enjoy coming to school.
- The school's partnership with parents and the community is very good.

What could be improved

- The consistency of the homework policy across the school.
- The curriculum for under fives and it's relevance to the needs of these children.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997, and has made good improvements in all aspects of its work. The National Literacy and Numeracy Strategies have been implemented successfully throughout the school. Inspection findings indicate that standards have improved since the previous inspection, particularly in mathematics in both key stages, and in English in Key Stage 1. The curriculum provision for information technology and design and technology now meet statutory requirements and the performance of pupils, particularly in Key Stage 2 has improved in these subjects. The curriculum for children under five is now based upon the Desirable Learning Outcomes

for children of this age and progress in mathematics is now satisfactory and more suited to their needs. However, there are still weaknesses in the curriculum for the under fives, particularly in the length of lessons, and the over directed teaching. There are now effective schemes of work in all subjects that identify progression, breadth and balance across the curriculum, particularly for pupils in Key Stage 2. The quality of teaching has improved significantly. The imbalance of numbers in classes has now been well addressed. The school has made the provision of an additional class and class teacher a priority and this has had a significant impact upon raising standards, particularly in Key Stage 1. Governors now support the school well and are involved in regular and effective monitoring of the quality of education provided by the school. Parents now also support the school well.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	D	C	D
mathematics	D	D	B	C
science	E	C	C	C

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

The results of assessments made when children enter show that there are wide variations in attainment in the present small cohort of children, but overall their attainment is broadly in line with expectations. In the national tests in 1999 at the end of Key Stage 1, pupils' performance was well above the national average in reading, above average in mathematics and below the national average in writing. Teacher assessment for science shows standards to be well above average. At the end of Key Stage 2, pupils' performance in the 1999 tests was broadly in line with the national average in English and science, and above the national average in mathematics. Trends in standards show a variable picture in both key stages. In Key Stage 1, there was a sharp rise in test results in mathematics in 1998, followed by a drop in 1999. Test results in writing also show a drop in standards since 1997. However, standards in reading show an overall trend of improvement. This reflects the variable nature of the small cohort, and particularly the number of pupils with special educational needs. At the end of Key Stage 2, the overall trend is one of improvement in English, mathematics and science.

Inspection findings indicate that standards have improved since the previous inspection, particularly in mathematics in both key stages, and in English in Key Stage 1. In Key Stage 1, standards are above expectations in English, mathematics and science. In Key Stage 2, standards are above expectations in mathematics, and in line with expectations in English and science. The standards of the oldest pupils in both key stages are in line with expectations for their age in art, information technology, and geography in Key Stage 2. In religious education, the standards of the oldest pupils in both key stages are in line with the expectations of the locally agreed syllabus. Standards are above expectations in both key stages in design and technology, history, and music, and physical education in Key Stage 1. There was insufficient evidence to make a judgement about standards in geography in Key Stage 1 and physical education in Key Stage 2. The school is aware of its weaknesses and has set sufficiently challenging targets, and is making good progress towards meeting these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and join in happily with all activities. This is a strength of the school.
Behaviour, in and out of classrooms	Behaviour is very good, and is a strength of the school.
Personal development and relationships	Relationships are good, and staff know the pupils well. Pupils are friendly, confident and courteous.
Attendance	Attendance is excellent. The procedures for monitoring and improving attendance are also excellent.

Pupils' very good behaviour in the classroom and around the school reflects their confidence and certainty that they are liked and valued by all school staff.

TEACHING AND LEARNING

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

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

All lessons observed throughout the school were at least satisfactory, with 67 per cent of all lessons observed that were good or better in Key Stages 1 and 2. Twenty one per cent of lessons were very good or excellent. Examples of good teaching were observed in both key stages. The quality of teaching has improved significantly since the previous inspection and is having a significant impact upon standards. The quality of teaching for the under-fives is satisfactory overall. There are sometimes insufficient opportunities provided for children to take responsibility for their own learning and are too teacher directed. The quality of teaching of mathematics in Key Stage 1 is very good. The quality of teaching is good in both key stages in English, science, design and technology, information technology, history and music. It is good in mathematics and art in Key Stage 2, and in physical education in Key Stage 1. It is satisfactory in religious education in both key stages and in geography in Key Stage 2 and art in Key Stage 1. There was insufficient evidence to make a judgement concerning the quality of teaching in geography in Key Stage 1 and in physical education in Key Stage 2. The good quality of teaching supports pupils' learning well throughout the school, and all pupils make good progress overall. Although pupils' creative work is satisfactory overall, there are sometimes insufficient opportunities throughout the school for pupils to develop their own creative ideas through art. The quality of teaching for pupils with special educational needs is good overall and enables them to make good progress. The teaching of literacy and numeracy is good across both key stages.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The broad and balanced curriculum meets the needs of all pupils, and is positively enriched by an excellent range of extra-curricular activities.

Provision for pupils with special educational needs	Very good. These pupils make good progress towards the targets set for them in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral, social and cultural development is good. Provision for pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Good. The school cares for all pupils well. Systems for assessing and monitoring academic progress are also good. Very good procedures for monitoring and promoting good behaviour.

The school has developed very good links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear sense of direction and purpose and is well supported by the deputy headteacher and staff. The staff work effectively together as a team.
How well the governors fulfil their responsibilities	Good. The governing body fulfils its statutory responsibilities well. The governing body is supportive and well organised.
The school's evaluation of its performance	Good. The school has good procedures for evaluating its own performance. The school has good systems in place for monitoring the quality of teaching and learning.
The strategic use of resources	Good. Financial planning is good and enables funding to be targeted to the school's priorities. The adequacy of staffing, accommodation and learning resources are good.

The governors have a good understanding of best value principles and apply them effectively in their spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • My child likes school. • I am kept well informed about how my child is getting on. • I would feel comfortable about approaching the school with questions or a problem. • The teaching is good. • The school works closely with parents. 	<ul style="list-style-type: none"> • Some parents feel there is insufficient homework.

Inspectors agree with parents' positive views. However, inspectors conclude that whilst the provision of homework is satisfactory overall across the school, opportunities are often missed for pupils to pursue their learning at home and the provision of homework is often inconsistent, particularly in upper Key Stage 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of assessments made when children enter compulsory education at five years of age show that there are wide variations in attainment in the present small cohort of children, but overall their attainment is broadly in line with expectations for their age. Children make satisfactory progress in the reception class and broaden and consolidate their knowledge in all areas of learning. At the age of five, children's attainment is broadly in line with expectations, and above that expected for their age in their personal and social development and language and literacy.
2. In the national tests in 1999 at the end of Key Stage 1, pupils' performance was well above the national average in reading, above average in mathematics and below the national average in writing. Teacher assessment for science shows standards to be well above average. The percentage of pupils achieving at the higher levels (Level 3) was well above the national average in reading, but below this in writing and mathematics. When compared with schools having a similar percentage of pupils eligible for free school meals, standards were well above average in reading, above average in mathematics, but below average in writing.
3. At the end of Key Stage 2, pupils' performance in the 1999 tests was broadly in line with the national average in English and science, and above the national average in mathematics. The percentage of pupils achieving at the higher level (Level 5) was above the national average in English and mathematics, but below average in science. When compared with schools having a similar percentage of pupils eligible for free school meals, standards were broadly in line with the national average in mathematics and science, and below the national average in English.
4. Trends over time show a variable picture in both key stages. In Key Stage 1, there was a sharp rise in test results in mathematics in 1998, followed by a drop in 1999. Test results in writing also show a drop in standards since 1997. However, standards in reading show an overall trend of improvement. This reflects the variable nature of the small cohort, and particularly the number of pupils with special educational needs. At the end of Key Stage 2, the overall trend is one of improvement in English, mathematics and science. There was a sharp decline in test results in all subjects in 1997 but the trend has been one of significant improvement since 1998. This is because there are a significant number of pupils with special educational needs entering the school, with a substantial number from outside the catchment area. This has a negative impact upon test results overall, particularly within a small cohort of pupils.
5. Inspection findings indicate that standards have improved since the previous inspection, particularly in mathematics in both key stages, and in English in Key Stage 1. In Key Stage 1, standards are above expectations in English, mathematics and science. In Key Stage 2, standards are above expectations in mathematics, and in line with expectations in English and science.
6. The school is aware of its weaknesses and has set sufficiently challenging targets, and is making good progress towards meeting these. One example of this is the way in which the school is attempting to improve standards in writing by the careful analysis of test results and by setting realistic targets for improvement.
7. Overall, standards in English at the end of Key Stage 1 are above expectations. By the end of Key Stage 2, standards are in line with expectations, mainly due to the high number of pupils with special educational needs. Literacy skills are effectively promoted throughout the school and are effectively used to support pupils' learning in other subjects; for example, in science, history and geography.
8. Attainment in speaking and listening is above expectations overall in Key Stage 1 and progress is good, which is a significant improvement since the previous inspection. High expectations and very well focused questioning by the teacher enables pupils of all abilities to practise their

speaking and listening skills. Pupils throughout Key Stage 2 achieve above expectations, and make good progress overall in developing their speaking and listening skills. However, opportunities are sometimes missed for older pupils to use debate and argument in class and small group sessions, or to speak to different audiences other than their own class in order to extend their speaking skills further.

9. Standards are good in reading, and all pupils make good progress across the school because reading skills are taught well, and parents encourage and support their children in their reading at home. In Key Stage 1, skills such as phonics are taught well, which enable pupils to read unfamiliar words. They read simple books fluently and often expressively. Pupils' enjoy reading and their favourite books include both fiction and non-fiction. They know how a simple library system works and, in using dictionaries and thesauruses, know that words are arranged in alphabetical order.
10. In Key Stage 2, pupils' skills in reading develop rapidly because expectations are high and pupils are taught to observe a wide range of punctuation in order to make better sense of what they are reading. Careful teaching on how to improve book reviews is enabling pupils to evaluate and make considered choices in their reading. Pupils are encouraged to read newspapers, leaflets and reference books, and to use the Internet to widen the range and content of their reading.
11. The school has worked hard to improve standards in writing by careful analysis of test results and by the setting of realistic targets for improvement. Although these initiatives are becoming well established, they have not been in place long enough to have a full impact on standards across the school; however the potential for improvement is good. Good teaching is enabling pupils of all abilities to make good progress. The school is coping well with the wide range of differing needs within their mixed age classes.
12. In mathematics, standards seen during the inspection are above expectations and confirm the national test scores achieved by pupils at the end of both key stages. This represents a good improvement since the previous inspection. Standards of numeracy are good across both key stages and these are used effectively to enhance pupils' learning in other subjects; for example, in science. Most pupils in Key Stage 1 have a good understanding of place value and demonstrate good understanding of numeracy skills. In Key Stage 2, the older pupils display good data-handling skills, using tally charts and graphs to illustrate data they have collected. Pupils make good progress across the school.
13. In Key Stage 1, the majority of pupils give clear explanations of their work and all pupils, including those with special educational needs, are developing a useful, working vocabulary of terms to help them in their work. Pupils in Key Stage 2 apply their knowledge well to work out practical problems of prices and values; for example, in working out a percentage increase and marking the new price.
14. Pupils' attainment in science in Key Stage 1 is above expectations, and in Key Stage 2 it is broadly in line with expectations. In Key Stage 1, pupils have a good knowledge and understanding of scientific facts and ideas relating to life and living processes, materials and their properties. Experimental and investigation skills are developed well.
15. Pupils' learning is satisfactory in science in Key Stage 2 and they make satisfactory progress. Pupils are given a good range of opportunities to extend their knowledge and skills as they move through the key stage. Pupils are becoming confident in explaining their experiments and relate their knowledge to everyday things.
16. Attainment in information technology of the oldest pupils in both key stages is in line with expectations, and standards have improved since the previous inspection. Younger pupils in Key Stage 1 communicate and handle information effectively and use the mouse confidently to make choices on the display screen. The majority of pupils use a word-processor with confidence in order to record and enhance their on-going work. The school has worked hard to improve provision for information technology since the previous inspection, and this has been identified as an area for continued future development. Pupils are beginning to use the Internet

to search for information linked to other areas of their work, both at home and at school, and this is having a good impact upon learning.

17. In religious education, the attainment of the oldest pupils in each key stage is in line with the expectations of the locally agreed syllabus, and standards have been maintained since the previous inspection. Pupils achieve as well as expected for their age in both key stages in art and in geography in Key Stage 2. They achieve above expectations for their age in design and technology, history and music in both key stages and physical education in Key Stage 1. There was insufficient evidence to make a judgement about standards in geography in Key Stage 1 and in physical education in Key Stage 2.
18. Pupils on the special educational needs register make good progress due to well planned, short term, achievable targets and good teaching. The progress made by gifted and talented pupils is good. There is no discernible difference in the progress made by girls and boys.

Pupils' attitudes, values and personal development

19. Pupils' attitudes to work and their behaviour are very good and are strengths of the school. Pupils settle quickly to their lessons in a quiet and orderly way. They show positive attitudes to their work and are keen to answer questions. Pupils work well individually, in pairs, in groups and in the whole class. Collaboration is good, and many pupils sustain concentration well for long periods of time. They help and show sensitivity to one another. Parents are very positive about the values and attitudes taught by the school, and the inspectors endorse these views. In music, pupils take responsibility for their own learning as was demonstrated in a very good lesson in Key Stage 1 when pupils formed their own groups, selected their own instruments and then invented musical symbols, after taking the group's views into consideration.
20. Behaviour is very good, both in the classroom and in and around the school. Pupils play happily together in the spacious grounds. There is a very good behaviour policy, with clear guidelines, utilising rewards and sanctions. During the inspection no evidence was seen of oppressive behaviour such as bullying, sexism and racism. Pupils and parents feel confident in reporting incidents if they occur. There were no exclusions in the past year. Pupils feel safe and secure and enjoy coming to school. They are courteous to each other, and to staff and visitors. Relationships in the school are very good. There is a mutual respect between pupils and staff. This contributes to the positive school ethos and helps increase the pupils' confidence.
21. Pupils' personal development is good. They are given good opportunities to carry out tasks that help with the smooth running of the school. Pupils help to prepare classrooms for specific activities, and help regularly with assemblies. Pupils have good opportunities to state their opinions and to influence new developments in the school. However, although all pupils participate in group and paired discussion, this is less well developed in upper Key Stage 2, where opportunities for debate and for increasing pupils' confidence in speaking to a wider range of audiences are under emphasised. The school provides good opportunities overall for pupils to perform, speak or dance in front of an audience. The school encourages the pupils to become more involved with the wider community. They have collected money for local charities and international appeals including Kosovo and Mozambique and this enhances pupils' understanding of other cultures. They fully participate in the excellent and wide range of extra curricular activities on offer.
22. Pupils' attendance is excellent at 96.3 per cent, and is well above the national average. Unauthorised absence is well below the national average. Pupils come to school punctually, lessons start on time and teaching opportunities are not wasted. Registers fully meet legal requirements and their presentation is good. Registrations are conducted efficiently and sensitively to promote an orderly start to the morning and afternoon sessions. Standards have been maintained since the previous inspection.

HOW WELL ARE PUPILS TAUGHT?

23. All lessons observed throughout the school were at least satisfactory, with 67 per cent of all lessons observed that were good or better in Key Stages 1 and 2. Twenty one per cent of

lessons were very good or excellent. Examples of good teaching were observed in both key stages. The quality of teaching has improved significantly since the previous inspection and is having a significant impact upon standards.

24. The quality of teaching for the under-fives is satisfactory. The teacher working with these children has a satisfactory knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through the introduction to the literacy and numeracy sessions. Where teaching is less successful, sessions are too long and children became restless and inattentive, particularly in lessons seen in literacy and numeracy. There are sometimes insufficient opportunities provided for children to take responsibility for their own learning and are too teacher directed. Planning is good overall, and includes appropriate references to both the desirable learning outcomes for children of this age and the National Curriculum. Expectations of children's behaviour are mostly appropriate, and relationships are secure.
25. The quality of teaching of mathematics in Key Stage 1 is very good. The quality of teaching is good in both key stages in English, science, design and technology, information technology, history and music. It is good in mathematics and art in Key Stage 2, and in physical education in Key Stage 1. It is satisfactory in religious education in both key stages and in geography in Key Stage 2 and art in Key Stage 1. There was insufficient evidence to make a judgement concerning the quality of teaching in geography in Key Stage 1 and in physical education in Key Stage 2.
26. Good and very good teaching in a significant number of lessons is characterised by well-planned activities that are well matched to the needs of all pupils and a brisk pace. In the very best lessons, planning is thorough, expectations of work and behaviour are high, teachers have good knowledge of the subject, and resources are well prepared and used. This has a significant impact upon pupils' learning.
27. The good quality of teaching supports pupils' learning well throughout the school, and pupils make good progress overall. Pupils show interest in their work, and they respond well to the challenges set by teachers. Good opportunities are provided for pupils to use information and communication technology in their lessons. Although pupils' creative work is satisfactory overall, there are sometimes insufficient opportunities throughout the school for pupils to develop their own creative ideas through art.
28. The quality of teaching for pupils with special educational needs is good overall, and examples of very good and excellent teaching were observed during the inspection. This enables these pupils to make good progress. The match of work to the needs of the pupils is good and targets in individual education plans are met. Higher attaining pupils are also well supported and challenged.
29. The teachers in both key stages have good knowledge and understanding of the subjects that they teach. Lessons are well planned, and include what pupils are expected to learn. Teachers' planning clearly indicates what is to be taught to pupils of different ages and ability.
30. The management of the pupils in lessons is good throughout the school, and pupils respond positively to the tasks they are given. Teachers make their expectations of behaviour clear, and the standard of discipline is very good. Good behaviour is noticed and praised, and effective strategies are in place to manage pupils' behaviour and to raise their self-esteem. Classroom support staff and other adult helpers are well briefed and interact positively with the pupils.
31. Teachers use learning resources effectively. The pace of lessons is often brisk, and in the best lessons the teachers make clear to pupils how much time they have to complete an activity, and effective intervention encourages them to persevere with the task.
32. The teaching of literacy is good across both key stages. Teachers are using the National Literacy Strategy successfully in their classes, with good opportunities being given to guided reading and writing. Whole class text, sentence and word level work is good and plenary

sessions are effective. Good opportunities are taken for pupils to develop their literacy skills in other subjects; for example, in science, history and geography. There are good opportunities given to hearing pupils read throughout the school. The teaching of numeracy is also good, and the school is developing numeracy skills effectively in other subjects across the curriculum, such as in science and design and technology. Good opportunities are given for pupils to develop their investigative skills in mathematics.

33. Throughout the school, teachers assess pupils well during lessons through discussion and observation. In the best lessons, teachers use their assessments to plan tasks that are well matched to the needs of all pupils. Teachers talk to pupils about their work and use positive comments in their marking to help them improve. The quality of marking throughout the school is satisfactory and sometimes good.
34. Homework is used satisfactorily to extend and enrich the pupils' learning throughout the school. The pupils regularly take books home to read. Teachers and parents complete reading diaries satisfactorily. However, opportunities are often missed for pupils to pursue their learning at home and the provision of homework is often inconsistent, particularly in upper Key Stage 2.
35. The school has worked hard to establish a fourth class for reception pupils. This is having a positive impact upon raising pupils' standards and the quality of teaching in Key Stage 1, because of a smaller class size and reduction in the wide age range previously covered by one class teacher.

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

36. The school has made significant improvements to the curriculum since the previous inspection. It now offers a good, broad and balanced curriculum, which fully meets statutory requirements. The teaching of religious education takes full account of the locally agreed syllabus and acts of worship are a daily part of the school's work. There is good provision for pupils' personal and health education. Health education is well taught not only through the science programme of study but also as an intrinsic part of subjects such as religious education and English. Pupils explore ways of keeping their bodies healthy through diet and exercise; they also learn the importance of maintaining a healthy mind. Drugs and sex education are appropriately included in the school's work, and outside agencies such as the police and the community health service, make a valuable contribution to pupils' learning.
37. The school has worked hard to implement the National Literacy and Numeracy Strategies and these, together with continued revision of schemes of work and policies for all subjects, are effectively helping to raise standards. Literacy and numeracy are an intrinsic part of other subjects across the curriculum and other subjects are carefully linked through topic work. Teachers and subject co-ordinators work closely together when planning work to ensure that all pupils in the school's mixed age classes have equal access and opportunity. The way in which the withdrawal of pupils with special educational needs has been organised is particularly good, and enables these pupils to fully participate in all aspects of the curriculum.
38. The curriculum for children under five is mostly relevant to the needs of children of this age. Planning is good overall, and includes appropriate references to both the desirable learning outcomes for children of this age and the National Curriculum. However, it sometimes lacks opportunities for children to take part in more creative and independent activities and sessions are sometimes too long. There are sometimes insufficient opportunities provided for children to take responsibility for their own learning.
39. Provision for pupils with special educational needs is very good and fully meets statutory requirements. The work of the very well informed co-ordinator, both in and out of classroom, together with good classroom teaching, makes a major contribution to the good progress that these pupils make. Individual education plans are very detailed and contain carefully considered specific targets known to pupils, parents and teachers. Pupils' progress is reviewed constantly through on-going assessment and testing. Outcomes are discussed with parents at termly meetings as well as at other more informal occasions. Pupils are taught individually and in small groups as well as in class where they are very well supported by knowledgeable and

caring support staff. All staff know pupils well and this enables work to be planned carefully to meet their specific needs. These pupils are given regular homework and the school recognises the good support which parents give in enabling these pupils to improve.

40. The special funding to provide extra support for gifted and talented pupils has been used well and although this funding is no longer available the school has drawn up a draft policy and is currently devising a checklist for early identification. Higher achieving pupils from Year 2 have attended able writers' workshops operated by a cluster of schools, and this effectively enhances learning opportunities for these pupils. This provision has also been available to Year 5 pupils. The co-ordinator for these pupils is liaising closely with class teachers to enable extra provision to be made in the future.
41. The range of extra curricular activities provided by the school is excellent. Pupils benefit from the excellent support from a number of parents to enable many of these activities to operate successfully. A very high proportion of pupils attend the various clubs and sports events, which include football, netball, athletics, rounders and cricket coaching, the latter being well supported by members of Hampshire Cricket Club. Computer clubs are enabling pupils who do not have access to a computer at home to further develop their skills. There is a very good range of opportunities for pupils to further develop their musical talents. The school choir supports singing in assemblies and pupils attend music tuition for keyboard, guitar, violin, woodwind and recorder. Pupils are encouraged to participate in orchestral workshops with pupils from other schools. Pupils are often given good opportunities to demonstrate their musical talents in assemblies and school concerts. These opportunities contribute successfully to the richness and variety of the curriculum.
42. The curriculum is further enriched by the well planned use of both residential and local visits. Pupils have used local villages in their studies in history, geography and religious education. Links with the community are very well established and make a very good contribution to pupils' learning. A member of the local community talked to the pupils about life as a Spitfire pilot during World War Two, and a Muslim parent explained the significance of the customs associated with her religion to enable pupils to develop respect and understanding for other people's beliefs.
43. There are regular visits from members of the local clergy who help to enrich learning in school assemblies. Pupils are encouraged to access the Internet and this enhances their learning. Links with partner institutions are very good and include training days for staff, which includes the sharing of teacher expertise. Pupils are actively encouraged to participate in joint activities with other schools; a very good example was when pupils participated in a sports afternoon at a local special school.
44. Provision for pupils' personal development is good. Pupils are given frequent opportunities to participate in class discussion and their contributions are valued. This helps to raise pupils' self esteem considerably. Although all pupils participate in group and paired discussion, this is less well developed in upper Key Stage 2, where opportunities for debate and for increasing pupils' confidence in speaking to a wider range of audiences are under emphasised. Pupils' academic and personal development are rewarded in special assemblies and house points are awarded which encourages pupils to work well as a team. Pupils are given specific responsibilities both in and out of class, including assisting with the setting up of the Mini-School as well as lunchtime duties, and pupils are encouraged to explore ways in which they can help children less fortunate than themselves by devising methods of fund raising.
45. Provision for pupils' spiritual development is satisfactory. Assemblies and acts of worship which include stories, prayers and well sung hymns allow pupils to reflect on themes such as friendship and love, and to recognise God as their creator. There are occasional moments of stillness. Teachers inspire pupils to develop a love of poetry and stories because these are expressively and sensitively explored. However, opportunities are sometimes missed to set the scene for worship; for example, by providing a focal point such as flowers or candles, and although music is played for entry, this does not always help to create a feeling of reverence or atmosphere conducive to worship. Opportunities are sometimes missed to develop pupils' creativity in art, or to recognise music for its beauty. Pupils' natural curiosity for the world

around them is not always sufficiently developed.

46. Provision for pupils' moral, social and cultural development is good. The behaviour policy is clearly understood by all and is well implemented throughout. Pupils are taught to reflect on the implications of their actions on others through assemblies, personal, social and health education as well as in subjects such as religious education. Teachers sometimes read stories to the class that have moral themes, which leads to discussions of right and wrong.
47. The school makes good provision for pupils' social development. From the reception class, pupils are encouraged to show consideration for each other, to take turns and share fairly. There are frequent opportunities in lessons for pupils to share resources. A good example was seen in a music lesson in lower Key Stage 2, where pupils took turns to share instruments. Pupils assist with the smooth running of the school by setting out and putting away equipment for assembly, and in art and physical education lessons; they assist with the clearing away of furniture in the dining room. Their social conscience is aroused through discussion on the plight of children less fortunate than themselves such as the people living in Rwanda. This has resulted in pupils organising fund-raising to provide radios. Pupils discuss issues related to the environment and write informed letters on how to make the world a better place in which to live. Pupils give concerts and church services to which the members of the public are invited. Older pupils participate in residential visits, which further develop their social awareness.
48. Provision for pupils' cultural development is good. Pupils have well planned opportunities to explore not only their own but other cultures; for example, the religious education programme includes the study of other religions such as Hinduism and Judaism. Pupils learn about famous people in history such as Gladys Aylward and Nelson Mandela, and recognise that people have had to strive hard in order to achieve their goals in life. In developing their appreciation of music and literature they listen to the work of great composers, and discuss the merits of the work of different poets. Pupils in Key Stage 1 are encouraged to say "Good Morning" in French and German when answering the register. In developing their understanding of their own rich cultural heritage, pupils explore and compare local villages and towns. Older pupils compare and contrast homes in England with those in Rwanda in developing their knowledge of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school continues to provide the good levels of care reported at the previous inspection, and helps all pupils to take full advantage of the educational opportunities offered.
50. The school builds positive relationships with parents and carers at an early stage. Before children enter school there is a Mini-School, which helps to ensure a happy transition from home to school for the under fives.
51. The school has successfully adopted the local education authority baseline assessment procedures, and continues to provide its own good systems for assessment and monitoring of individual pupils' progress and standards reached at every stage throughout their time in the school.
52. Teachers and members of the support staff know their pupils very well and use this knowledge appropriately to help all pupils to make at least satisfactory progress. The school informs and involves parents of pupils with special educational needs at all stages of their child's assessment and review and maintains contact at other times on an informal basis. Parents have good access to class teachers, who work closely with the special educational needs co-ordinator; this ensures effective sharing of information.
53. The school has excellent procedures for monitoring and promoting good attendance. Any unexplained absences or lateness are followed up swiftly. This accounts for the excellent levels of attendance.
54. Good procedures are in place for child protection and for ensuring pupils' welfare, health and safety. The headteacher is the designated person for child protection who works closely with

external agencies when necessary. This is a caring school and all the adults in the school work hard to provide a safe and happy environment for all pupils.

55. There are very good procedures for monitoring and promoting pupils' behaviour. The success of the schools' approach is seen in the very good behaviour of pupils. This very good behaviour is rewarded informally in classes and around the school, and more formally in assemblies where pupils' achievements are used to promote positive values for all.
56. The school's "golden rules" are prominently displayed, along with individual class rules. They are clear and unambiguous and they are promoted successfully, through the high expectations of the class teachers and other adults in the school. Pupils play happily together in the playground. The mid-day supervisors ensure that pupils feel secure and happy when playing out of doors, or when wet weather confines pupils to classrooms during breaks.
57. Procedures for assessing and monitoring of pupils' academic development and progress are good. Pupils' attainment is analysed by assessment and subject co-ordinators so that suitable action may be taken to improve pupils' performance. Clear targets are set for future teaching and learning opportunities. Teachers keep useful samples of pupils' work to assist when making assessment decisions. Individual targets for pupils' improvement are pasted into the front of some subject workbooks as reminders to pupils, and this raises pupils' awareness of what they need to do to improve. In information technology, the school has yet to systematically record skills to be covered and achieved by each year group in order to ensure planned coverage and progression.
58. Pupils are regularly involved in evaluating their own learning. Younger pupils fill in sheets, outlining in simple sentences, information about their topic, what they have learned, enjoyed and become more skilled at. Older pupils make a more in-depth evaluation of the theme or topic at the end of each term. This helps to focus their understanding of self-improvement, express preferences and consolidate aspects of new knowledge and understanding in the subject.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Standards have improved since the previous inspection. The school has developed very good links with parents and this was highlighted in the parents' questionnaire and at the parents' pre-inspection meeting.
60. The quality of information provided for parents is very good. There are regular newsletters that are valuable for highlighting school events, curricular matters and the termly meetings to discuss pupils' progress. In addition, there are curricular information evenings; for example, for literacy and numeracy. Parents feel that the school gives them a clear understanding of what is taught.
61. Annual reports to parents fully meet statutory requirements and give parents an understanding of what their child has learned. However, they are not always helpful in identifying areas in which their child needs to improve. Parents have good opportunities to be involved in their child's learning; for example, in assemblies and homework. However, opportunities are often missed for pupils to pursue their learning at home and the provision of homework is often inconsistent, particularly in upper Key Stage 2.
62. Parents feel welcome in the school. A significant number regularly help in the classrooms and accompany school trips. Relationships are very good between teachers, support staff and parent helpers. Parents find the teaching staff both accessible and approachable, formally and informally, at the beginning and end of the school day. The school makes appropriate arrangements to inform and fully involve parents of pupils with special educational needs at all relevant stages of assessment and support. The 'Friends of the School Association' work hard to raise money to obtain equipment and to help finance school projects. The money raised in the last five years has had a beneficial effect on the school. Parents make a good contribution to the school by running a number of extra-curricular activities, and this has a significant impact upon pupils' learning.

63. There is a very good range of educational visits that enrich the curriculum; these include many sporting events, the school visit to Coppelia at the Mayflower Theatre, Eastleigh Museum, Marwell Education Centre and Sainsburys. Residential visits also enhance pupils' learning and are popular. The school plays a full part in the local schools' association and with other schools. Visitors, such as music specialists and the fire and rescue services, contribute to pupils' personal development well. There are good curricular and pastoral links with the secondary school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The quality of leadership and management is good overall, with the headteacher making a good contribution to the life and work of the school. The headteacher provides a clear sense of direction and purpose. This vision is closely linked to the needs of pupils, with an appropriate emphasis upon promoting high standards and effective teaching and learning. The headteacher is well supported by the deputy. There have been continuous improvements in the quality of the learning environment and the curriculum provided. Standards have improved since the previous inspection.
65. A team approach is well developed, and all the staff work hard to improve the quality of education provided by the school. Equality of opportunity is promoted, and pupils with special educational needs are very well supported. All teaching staff have responsibilities for co-ordinating areas of the curriculum. Within the time constraints, this is carried out successfully. Curriculum co-ordinators effectively monitor planning and pupils' written work. The school recognises the need to provide opportunities for co-ordinators to directly monitor the quality of teaching and learning in their subjects.
66. The special educational needs co-ordinator maintains a good overview of the provision for pupils with special educational needs. This ensures that the school complies with the Code of Practice and fulfils its statutory requirements. Classroom support staff are well deployed to give effective support to these pupils. The school and governing body have set up effective structures to ensure that the pupils with special educational needs are appropriately and effectively supported. The governing body is well informed about any changes in the provision, and ensures that the required information is included in the governors' annual report to parents.
67. The governing body is making a good contribution to the life of the school. A range of its responsibilities is delegated to committees that effectively support the work of the school. The governors fulfil their statutory responsibilities well. Governors are involved effectively in the monitoring of the work of the school, and several governors visit the school whilst it is in session.
68. The school has clear aims that are supported by the pupils, parents, staff and governors. They promote the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are effectively incorporated into all aspects of the school. The school development plan is an effective document that clearly identifies the areas for future development. The planning process is good, the document is clearly laid out and identifies resource implications, key personnel and time scales, together with costings.
69. There is good, regular, formal and informal monitoring of teaching and the curriculum by the headteacher and local authority advisory staff, and this is proving to be effective in raising standards. The school has identified appropriate priorities and targets, and is taking the necessary action to rectify deficiencies, and in particular, to raise standards further. The school's ethos is good, and an effective learning environment has been established.
70. Financial planning is good, and special grants, such as allocations for professional development are used well. The governors are prudent in their budgeting, and the strategic planning of the school is good. The school budget is managed well, and financial control and administration are good overall. The full governing body agrees the budget allocations annually, and governors monitor expenditure monthly in order to check that actual expenditure is in line with the agreed

budget. Sufficient financial information is made available to all governors. The governors make good use of its resources and link spending decisions to educational priorities. There are effective procedures to review and evaluate the effects of financial decisions and governors have a good understanding of best value principles and apply them well.

71. The school is well staffed and there is an appropriate balance of experience and expertise. The school has made the provision of a fourth teacher and an additional class a priority in its efforts to raise standards. The fourth class has led to a reduction in class size in Key Stage 1 as well as reducing the previously very wide age range represented in one class. This is proving to be effective in raising standards.
72. The adequacy of staffing, accommodation and learning resources is good overall. The school hall is small and is particularly cramped for older pupils and this restricts the use that can be made of it and the range of physical activities that can take place. However, it is used well and provides appropriate accommodation for practical work; for example, work in mathematics and science in Key Stage 1, as well as the weekly "Mini-School" for pre-school children. Outside facilities are very good, and the spacious and attractive grounds make a significant impact upon pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the standard of education further for the pupils, the headteacher, staff and governors should focus upon the following key issues:

- (1) Ensure that the homework policy is consistently applied across the school; (paragraphs 34, 61, 95)
- (2) Ensure that the curriculum for children under five is relevant to their needs by:
 - revising the length of lessons, particularly in literacy and numeracy; (paragraphs 24, 38, 77, 78, 82)
 - providing more opportunities for children to become independent and to plan and review their own learning; (paragraphs 24, 38, 81)
 - providing more opportunities for children's creative development and role play. (paragraphs 38, 77, 78, 81)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Enhance opportunities for pupils to develop creativity in art throughout the school; (paragraphs 27, 38, 45, 81, 114, 115)

Provide further opportunities for pupils to develop their speaking and listening skills, particularly in upper Key Stage 2; (paragraphs 8, 21, 44)

Improve the provision for pupils' spiritual development by providing further opportunities in school worship and across the curriculum; (paragraphs 45, 152)

Ensure that there is appropriate planned coverage and progression of information technology skills throughout the school;* (paragraphs 57, 134, 136)

Ensure pupils' reports give parents a clear understanding of area in which their child needs to improve. (paragraph 61)

Increase opportunities for subject co-ordinators to monitor the quality of teaching and learning in the classroom; * (paragraph 65)

*This issue has already been identified as an area for development by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	18%	45%	33%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		84
Number of full-time pupils eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		24

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.7%
National comparative data	5.4%

Unauthorised absence

	%
School data	0
National comparative data	0.5%

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999 (1998)	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6 [*]	7 [*]	8 [*]
	Girls	6 [*]	6 [*]	6 [*]
	Total	12 [*]	13 [*]	14 [*]
Percentage of pupils at NC level 2 or above	School	86 (*)	93 (*)	100 (*)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6 [*]	8 [*]	8 [*]
	Girls	6 [*]	6 [*]	6 [*]
	Total	12 [*]	14 [*]	14 [*]
Percentage of pupils at NC level 2 or above	School	86 (*)	100 (*)	100 (*)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999 [1998]	5	5	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2 [*]	2 [*]	4 [*]
	Girls	5 [*]	5 [*]	5 [*]
	Total	7 [*]	7 [*]	9 [*]
Percentage of pupils at NC level 4 or above	School	70 (*)	70 (*)	90 (*)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2 [*]	2 [*]	4 [*]
	Girls	5 [*]	5 [*]	5 [*]
	Total	7 [*]	7 [*]	9 [*]
Percentage of pupils at NC level 4 or above	School	70 (*)	70 (*)	90 (*)
	National	68 (65)	69 (65)	75 (71)

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

* These figures relate to a small number of pupils and have been omitted as statistically unreliable.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	84
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	16.2:1
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	35

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
	£
Total income	216300
Total expenditure	228060
Expenditure per pupil	2887
Balance brought forward from previous year	20899
Balance carried forward to next year	9139

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	82
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	19	4	0	2
My child is making good progress in school.	49	45	6	0	0
Behaviour in the school is good.	40	58	0	2	0
My child gets the right amount of work to do at home.	30	57	13	0	0
The teaching is good.	64	28	4	2	2
I am kept well informed about how my child is getting on.	68	26	4	2	2
I would feel comfortable about approaching the school with questions or a problem.	68	28	4	0	0
The school expects my child to work hard and achieve his or her best.	47	49	4	0	0
The school works closely with parents.	60	34	4	0	2
The school is well led and managed.	43	49	6	0	2
The school is helping my child become mature and responsible.	48	50	0	0	2
The school provides an interesting range of activities outside lessons.	36	57	6	0	2

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

SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. Children enter the reception class on a part-time basis in the September prior to their fifth birthday. Older children start full time education after one week in school, and younger children start later, in consultation with parents. Before this, children and their parents have the opportunity to attend "Mini-School", which is a pre-school group for children of three and over. The reception class teacher holds these sessions for part of one afternoon each week in the school hall. They provide a good introduction for children and their parents to familiarise themselves with the life and work of the school.
74. The range of attainment measured by baseline assessment shows that the attainment of the present small cohort of children on entry is broadly average. Children make satisfactory progress and broaden and consolidate their knowledge in all areas of learning. At the age of five, children's attainment is broadly in line with expectations, and above that expected for their age in their personal and social development and language and literacy.
75. Staffing in the reception class has improved significantly since the previous inspection and children under five now benefit from working in a small group of eleven children with a class teacher. The provision for the under-fives is good and standards have improved overall since the previous inspection.

Personal and social development

76. Children achieve above what is expected for their age, and they make good progress through opportunities to work and co-operate with others. They are responsive, interested in what they are doing, and concentrate and persevere in their learning. They listen well, and are happy to contribute their own ideas during discussion; for example, when sharing a book together. The caring attitudes of adults make a good contribution to the development of children's personal and social skills.

Language and literacy

77. Children listen well to their teacher, becoming confident in their use of a growing vocabulary and range of expression and achieve above what is expected for children of this age. Progress in language and literacy is mostly satisfactory, and good when activities are well matched to children's learning. Children are happy to share books with adults, and enjoy talking about the stories and pictures and some recognise familiar words. The quality of teaching is satisfactory in this area of learning, but some of the literacy lessons observed were too long and children became restless and inattentive. There are satisfactory opportunities for role-play. However, the accommodation for this is restricted and there is a lack of dressing up clothes and available resources for children to use.

Mathematics

78. Attainment in mathematics is in line with expectations, and children make satisfactory progress in colour, shape and number recognition. Children experience a range of number and singing games, and appropriate computer programs reinforce activities and their learning. Numeracy skills are developing satisfactorily. Children are beginning to identify and create patterns and compare, sort and count objects and count up to ten. The quality of teaching in this area is satisfactory. However, sometimes these sessions are too long, and children become restless and inattentive.

Knowledge and understanding of the world

79. Children achieve appropriate expectations for their age, and they make satisfactory progress. The activities provided help children to develop an understanding of the world around them.

Children talk about where they live, their families and their immediate environment, and they recall their experiences through a range and variety of role-play, although opportunities for this are limited. Children develop the skills of cutting, joining and building using a satisfactory range of materials. They have satisfactory access to a range of construction materials, although this is sometimes limited by space restrictions. There are satisfactory opportunities for children to use information technology to support literacy and numeracy. The quality of teaching is satisfactory; lessons are planned well, make appropriate use of resources to stimulate the children's enthusiasm, and teachers use satisfactory questioning skills to develop children's knowledge and understanding.

Physical development

80. Children's physical development is in line with expectations for their age, and they make satisfactory progress. They handle scissors, glue, paintbrushes and crayons appropriately, although the range and variety of equipment is sometimes too restricted; for example, in the availability of varying thickness of pencils and paintbrushes. Children have good access to the main playground to extend their physical development. There are appropriate opportunities for children to have physical education lessons in the school hall. They enjoy physical activities, and are becoming confident in the use of space. The quality of teaching is satisfactory, and the teacher tries to ensure that children have regular access to physical activities.

Creative development

81. Children's creative development is in line with expectations for their age and they make satisfactory progress overall. Children show enthusiasm for art and represent what they see and feel in a range of media. They show a growing appreciation of the effects of different textures, colours, shapes and patterns. The teaching in this area of learning is satisfactory, but is sometimes too heavily teacher directed; for example, in the teacher restricting the availability of a wide range of materials and equipment.
82. Overall, the quality of teaching for the under-fives is satisfactory. The class teacher has a satisfactory knowledge and understanding of the needs of children in the early years, and of the curriculum to meet those needs. There is an appropriate emphasis upon activities that will promote speaking and listening; for example, through the introduction to the literacy and numeracy lessons. However, some of the lessons observed, particularly in literacy and numeracy, were too long and children became restless and inattentive.
83. Planning is good overall, and includes appropriate references to both the desirable learning outcomes for children of this age and the National Curriculum. Expectations of children's behaviour are mostly appropriate, and relationships are secure.
84. There is a satisfactory range of resources available. Staff have worked hard to provide an attractive and stimulating environment for children. Children's work is attractively displayed and valued. There is equality of learning opportunities for boys and girls.

ENGLISH

85. At the end of Key Stage 1, results of the 1999 national tests in reading showed attainment to be well above average, and also better than in similar schools. The number of pupils achieving the higher level in reading (level 3) was well above national average. In writing, pupils' results were below the national average and no pupils achieved the higher level (level 3).
86. The results of the 1999 national tests for eleven year olds indicate that standards in English at the end of Key Stage 2 are in line with the national average, but below those for similar schools. The number of pupils attaining the higher Level 5 was above that nationally. Trends over the past four years show that there has been an improvement in the school's results at the end of Key Stage 2, although there was a drop in results in 1997 due to the particular cohort of pupils.
87. Inspection findings conclude that standards are above expectations in Key Stage 1 and in line

with expectations in Key Stage 2. There is a higher number of pupils with special educational needs in the current Year 6. The school has worked hard to improve standards in writing by careful analysis of test results and by the setting of realistic targets for improvement. Although these initiatives are becoming well established, they have not been in place long enough to have a full impact on standards across the school; however the potential for improvement is good. Good teaching is enabling pupils of all abilities to make satisfactory progress, and the school is coping well with the wide range of differing needs within their mixed age classes. Pupils with special educational needs make good progress because of the very good provision and good quality teaching.

88. Standards in speaking and listening are good overall in Key Stage 1, which is a significant improvement since the previous inspection and pupils make good progress. High expectations and very well focused questioning by the teacher enable pupils of all abilities to practise their speaking and listening skills. During a good literacy lesson, one pupil described a riddle as 'a sort of guessing game', and most pupils answered in well constructed sentences and expanded their explanations by using words such as 'because' and 'so'. Their command of language is growing rapidly because new words are systematically introduced and consolidated. This was particularly evident in a poetry lesson when the teacher explained that the author of a poem is a poet, and then introduced words such as 'stanza' to further extend learning.
89. Pupils throughout Key Stage 2 make good progress overall in developing their speaking and listening skills. At the lower end of Key Stage 2, a very good literacy lesson on 'points of view' enabled pupils to participate at a high level in a debate about fox-hunting, the teacher being very careful to maintain impartiality so as not to influence pupils' opinions and decisions. Following a sound introduction to the works of Ted Hughes, older pupils in the key stage discussed similarities and differences between two contrasting poems, using words and phrases such as 'unrealistic' and 'an unusual style' in expressing their views. Opportunities are sometimes missed for older pupils to use debate and argument in class and small group sessions, or to speak to different audiences other than their own class in order to extend their speaking skills further. Plenary sessions are used very effectively across the school when pupils are given well planned opportunities to express opinions about, and to evaluate, their own and others' work.
90. Standards in reading are good, and all pupils make good progress across the school, because reading skills are taught well and parents encourage and support their children in their reading at home. The contribution of pupils and parents to the home-school reading booklets are very good. Guided reading sessions are used effectively and teachers keep detailed day-to-day records of pupils' progress and what they need to do next to improve. During a good lesson in Key Stage 1, based on the poem 'The Bedtime Pony', pupils quickly identified pairs of rhyming words and noted that these occurred on alternate lines in the poem, and their very good reading skills enabled them to sort out jumbled sentences in order to make sense of the poem they were reading. Basic skills such as phonics are taught well, which enables pupils to read unfamiliar words. They read simple books fluently and often expressively, because teachers are good role models; they talk knowledgeably about events in stories, and use words such as 'selfish' and 'mischievous' in describing characters. Pupils enjoy reading both fiction and non-fiction books. They know how a simple library system works and, in using dictionaries and thesauruses, know that words are arranged in alphabetical order.
91. In Key Stage 2, pupils' skills in reading develop rapidly because expectations are high and pupils are taught to observe a wide range of punctuation in order to make better sense of what they are reading. Careful teaching on how to improve book reviews is enabling pupils to evaluate and make considered choices in their reading. Pupils are encouraged to read newspapers, leaflets and reference books, and to use the Internet to widen the range and content of reading matter. A very good example of this was seen when older pupils in the key stage used well developed research skills to further their knowledge of rivers preceding a geography lesson. Pupils offer strong preferences in their reading matter, and talk knowledgeably about the works of authors such as R L Stein and Dick King Smith. Many recognise inference in poetry and stories; a good example being seen in a poetry lesson when an able pupil compared a wolf's coat to that of 'a ragged forest'.

92. Standards in writing are good across the school. The school's initiative to improve the content and range of writing for pupils is beginning to raise standards. Handwriting, punctuation, grammar and spelling are taught well, and pupils take great care with presentation. Younger pupils in Key Stage 1 write simple well spelt sentences which extend ideas logically. Their use of capital letters and full stops is often correct. Older pupils in the key stage write imaginatively, vary the way in which they start their sentences, and incorporate interesting and apt vocabulary, such as 'wicked' and 'gloomy', to enrich their story writing. Teachers provide pupils with innovative reasons for writing, a typical example being the letters which pupils wrote on Goldilocks' behalf, apologising for eating Baby Bear's porridge! Handwriting is often joined, and is neat and legible and pupils show considerable pride in their work. Teachers across the school introduce pupils to a growing range of purposes for writing, including poetry, newspaper reports, evaluations, leaflets and posters to extend their range of, and purposes for, writing. Pupils are increasingly able to adapt the style of their writing to suit the purpose. Following a very well led discussion on the essential features of a leaflet, younger pupils in Key Stage 2 used bold, eye catching headlines and well phrased bullet points to capture the readers' interest. The teacher's obvious love of poetry inspired older pupils to plan, draft and rewrite an imaginative thirteen line poem on animals and their prey.
93. Pupils' attitudes and behaviour in lessons are very good. This has been maintained since the previous inspection. Lapses occurred in a minority of lessons for pupils in upper Key Stage 2, when the teacher did not sufficiently convey her enthusiasm in order to motivate pupils. Pupils show respect for themselves and each other, because teachers are good role models and value pupils' contributions. Pupils use their own initiative when, for example, planning and revising their work, and offer advice and guidance to others to help them to improve.
94. The quality of teaching is good across both key stages. This represents a significant improvement since the previous inspection. In Key Stage 1, it is consistently good and occasionally very good. In Key Stage 2, it ranges from satisfactory to very good. Teachers have very good subject knowledge, they teach basic skills well and work is planned carefully to enable all pupils to have full access to the curriculum. Higher attaining pupils are beginning to be identified and supported both in and out of class. Teachers' expectations are usually high and time and resources, including the well-informed support staff, are used appropriately.
95. Day-to-day assessment, including the use of very good questioning techniques and the sensitive marking of pupils' work, enables pupils to make good gains in their learning and often tells them what to do next to improve. Small targets for improvement are often written at the front of pupils' books although the updating of these targets is sometimes irregular. Good examples of the use of homework were seen, but some parents are unclear about the work pupils are expected to do at home. Provision for pupils with special educational needs is very good. The co-ordinator for special educational needs works closely with class teachers, targets on individual education plans are realistic and are regularly reviewed and teachers are clear about what pupils need to do in class to improve.
96. The use of literacy across the curriculum is well planned and taught. Pupils use writing in a wide range of contexts including historical accounts, planning and evaluating design technology and recording geographical findings. Teachers introduce and consolidate subject specific vocabulary systematically and pupils are encouraged to research information for a wide range of topics. The literacy hour is becoming firmly established and, together with the school's desire to improve, is increasing the range and extent of learning opportunities, and in raising attainment. Funding to provide additional literacy support is being used well and is making a significant contribution to the good progress which pupils make. The contribution that the subject makes to pupils' spiritual, moral, social and cultural development is good. Teachers read stories and poetry expressively and sensitively, and often enthral pupils. There are regular opportunities for pupils to share ideas and to appreciate a point of view other than their own, and pupils are introduced to books from different cultures.

MATHEMATICS

97. Standards seen during the inspection are above national expectations and confirm the national test scores achieved by pupils at the end of both key stages. This represents an improvement

since the previous inspection. When compared with similar schools, test results are above the average in Key Stage 1, and broadly in line with the average in Key Stage 2.

98. Pupils in Years 1 and 2 are developing good levels of mathematical thinking. They can count forwards in 2s, 5s and 10s with confidence and backwards again with concentration. They can successfully break down large numbers into more manageable tens and units using appropriate techniques of partitioning. The majority of pupils give clear explanations of the meaning of these terms and all pupils, including those with special educational needs, are developing a useful, working vocabulary of terms to help them in their work. Pupils use computers successfully to record some of their work; for example, they produce bar graphs and pie charts to discover which pets are most popular with their friends than others.
99. Younger pupils in Key Stage 2 produce good work during lessons; for example, they learned to order three digit numbers accurately. Pupils in upper Key Stage 2 work out percentages using equivalent fractions. Most pupils apply this knowledge to work out practical problems of prices and values; for example, in working out a percentage increase and marking the new price. They also work out the correct sale prices after reduction in the original prices of different percentages.
100. The quality of teaching in mathematics is good overall, and sometimes very good and this is having a good impact upon pupils learning. The school has implemented the National Numeracy Strategy effectively into their planning, which also incorporates a good range of teaching materials including commercial schemes. In classes where teaching is most stimulating and exciting, teachers had spent time devising and making a variety of educational games to support specific learning activities in number work. Pupils in Years 1 and 2 benefit from high quality teacher produced materials such as laminated cardboard fans with clear numbers 0-9 which pupils skilfully manipulate to show their answers during rapid mental 'warm-up' sessions. Other teacher-made materials include attractively produced sheets and diagrams; for example, in the shape of train carriages, which pupils enjoy using, to order their tens and units in order to make the work more interesting and visual in order to suit the different learning needs of pupils.
101. All teachers plan carefully for pupils to build upon the concepts and skills already gained. Pupils with special educational needs are very well provided for and make good progress. Girls and boys make equal progress, but occasionally, a few higher attaining pupils in upper Key Stage 2 are not offered sufficient levels of challenge and this results in a drop in levels of attention. Teachers set targets for improvement for each pupil, which are pasted into the front of their exercise books. Teachers provide good opportunities for pupils to make links with other subjects. A successful project on packaging in Years 5 and 6 provided a practical opportunity for pupils to apply their skills of accuracy in measuring, their understanding of two- and three-dimensional shapes and surfaces and designing and making food packaging.
102. Teachers use good, open ended questioning techniques to promote mathematical thinking skills. The pace of lessons is appropriate; brisk enough to encourage focused attention, whilst allowing for those pupils who need a little extra time for reflection or recording. Good skills of presentation are taught. This encourages pupils to take a pride in their efforts and raises self esteem. Teachers have a positive approach to marking and verbal encouragement in class.
103. Numeracy skills are well developed, and good opportunities are given for the promotion of these skills across the curriculum, particularly in science in the handling of data and the production of graphs and tables.

SCIENCE

104. Pupils' results in the 1999 teacher assessments in Key Stage 1 were very high in comparison with the national average. The number of pupils reaching the higher level (Level 3) was well above the national average. In Key Stage 2, pupils' results were broadly in line with the national average and also broadly in line when compared with similar schools. The percentage of pupils reaching the higher level (Level 5) was below the national average.

105. Inspection evidence confirms that pupils' attainment in Key Stage 1 is above expectations, and in Key Stage 2 they are broadly in line with expectations. This is because there are a significant number of pupils with special educational needs in Key Stage 2 that have a negative impact upon standards achieved overall.
106. Pupils in both key stages have a good knowledge and understanding of scientific facts and ideas relating to life and living processes, materials and their properties. In Key Stage 1, pupils compare and correctly group a set of materials according to their properties and know the characteristics of living things, and understand that plants require light and water for growth. There are a significantly high number of pupils with special educational needs, particularly in upper Key Stage 2, and these pupils make good progress in their learning, because of the good quality teaching they receive.
107. Pupils' learning is good in Key Stage 1 and they make good progress. The pupils learn effectively about plants and animals and are able to describe and record the growth; they consider life cycles and environmental issues. They make realistic predictions based on prior knowledge; for example, they successfully predict the effect of heat on everyday materials. Pupils are beginning to understand the meaning of a fair test, and they predict what may happen when one variable is changed. In one lesson observed, pupils rolled different toy cars down a ramp, and predicted what distance each car might travel. Pupils were continually challenged by their teacher to discuss the issues from their investigation and to talk about "the fairness of the test."
108. Pupils' learning is good in Key Stage 2 and they make good progress overall. Pupils are given a good range of opportunities to extend their knowledge and skills as they move through the key stage. Younger pupils in Key Stage 2 investigate the absorbency of a range of materials and successfully predict likely outcomes from their testing. Younger pupils in this key stage consider a range of habitats for mini-beasts, predicting and testing hypotheses. Pupils are aware of the need to test one variable at a time. They recognise conditions that are basic to survival and identify ways in which an animal suits, or adapts to its environment. Pupils share their predictions, record their findings systematically, give explanations and draw conclusions. Pupils are becoming confident in explaining their experiments and relate their knowledge to everyday things. In their studies on rainfall in geography, they investigate the effects of evaporation and condensation. There is no perceived difference in the progress of boys and girls through the school.
109. Pupils' attitudes to science are good. They behave well, are attentive and enjoy the practical work. They value each other's contributions to discussions and collaborate well in group work. Pupils respond very promptly to instructions from their teachers to gather the resources they require, and they settle to their work without fuss.
110. The quality of teaching is good in both key stages. Teachers are knowledgeable and confident when teaching the subject. Teachers' planning for lessons is good and they are well aware of, and plan effectively for, the wide variation in pupils' prior attainment. The scheme of work is well structured and gives clear guidance. Lessons begin with questions and a review of previous work, and the work planned builds effectively on this prior knowledge. In the best lessons, clear explanations and instructions are given to the pupils. The teachers have high expectations of both work and behaviour. Pupils' learning is often good because of the good quality teaching that they receive.
111. Literacy and numeracy skills are used well in science, and older pupils follow a common format in which to record the findings of experimental work. The pupils are encouraged to write up their experiments in a scientific way using appropriate technical vocabulary, using charts and tables. Information and communication technology is effectively used and a variety of graphs are used to record the data gathered from pupils' investigations.
112. Resources are accessible and well managed. The outside grounds and facilities are used appropriately and this contributes significantly to pupils' learning. Standards have improved since the previous inspection.

ART

113. Standards have improved since the previous inspection, and while they are at an appropriate level they are not as good as they could be. In Key Stage 1, pupils experience a range of media, drawing and painting techniques and work with malleable materials such as dough and clay in order to gain an understanding of textures and three dimensions. In Key Stage 2, pupils extend their knowledge of how artists think and work, and make useful comparisons between their own work and that from both European and other world cultures. Pupils in Years 5 and 6 made meaningful links with work on Islamic art from religious education lessons, when they studied art forms and made further links with geometry, shape and tessellation in mathematics. They also studied a painting by Paul Klee and made their own abstract portraits, using chalk pastel techniques to learn about shape, form, colour and expression. Pupils in Key Stage 1 enjoy art; their work is lively, vigorous and expressive. Throughout the school there are attractive displays of landscapes, painted from direct observation, pictures of robots using collage techniques. There are carefully crafted clay figures of animals, which pupils modelled and painted in response to a visit from an RSPCA representative.
114. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers plan closely related art activities to topics arising in other subject areas. This is appropriate, but the intrinsic skills necessary for developing pupils' rigorous expertise in painting, drawing and modelling are not so well provided for. Teachers' planning does not build upon clearly designed schemes of work, which ensure pupils can develop skills as they move progressively up through the school. In Key Stage 1, few opportunities are offered to pupils to select and mix their own paints and pigments from powder colour, to enable them to understand the different consistencies of paint which artists employ in order to enhance expression or give emphasis and form to their work. Not all teachers have sufficient subject knowledge and some lack confidence and expertise, which was a weakness in the previous inspection. Teachers appreciate and celebrate pupils' efforts in art. They carefully mount and display pupils' work, which encourages pride in work well done and raises the self-esteem of pupils who experience difficulties in written subjects.
115. There is an appropriate policy for art that outlines what could be covered in art lessons, but offers little guidance to teachers about a consistent approach to pupils' skills development. There are sufficient resources and materials.

DESIGN AND TECHNOLOGY

116. The standards achieved by the oldest pupils in both key stages are above that expected for their age. From the lessons seen, displays of pupils' completed work, discussions with pupils and teachers and work in pupils' books indicate that standards have improved since the previous inspection.
117. Pupils in Key Stage 1 learn the basic skills of accurate measuring, cutting, joining and fixing. Pupils use a suitable range of materials, plan their work by making working drawings and annotate them using words and symbols. They construct their own products carefully and take pride in their work. Pupils design and make well crafted weather charts using a rotary pointer mechanism to depict different weather conditions. In lessons, some pupils were able to confidently demonstrate how they could generate their plans and ideas for making robots on the computer. All pupils worked confidently in class to draw and cut out cardboard components for their robots, before making jointed limbs using split pin fasteners for the arms and legs.
118. Pupils in lower Key Stage 2 have used food as a material and also used fabrics and threads to make hand puppets as part of a history project. They confidently evaluate their own designs through discussions in class and more formally on design evaluation sheets, where they analyse the design processes and finished product at the end of the project, often saying how they could improve the product in the light of experience.
119. Pupils in upper Key Stage 2 undertook an in-depth study of packaging. They began by deconstructing and analysing commercial food packets, in order to gain insights into the practicalities of making three-dimensional functional containers for the cheese scones they had

cooked when studying food as a material. Using the skills they had developed in mathematics lessons, they drew two-dimensional nets for their intended containers, measuring carefully and cutting accurately to make cuboid containers, which they had decided, would transport and preserve the freshness of their products. Pupils considered the importance of 'eye-appeal' to potential customers and designed the surface decoration, written information regarding contents and the letter fonts very carefully. Numeracy skills are used appropriately in the subject.

120. Older pupils in Key Stage 2 experience a good range of designing and making projects in technology. They make suitable choices, when offered, from a range of materials and demonstrate good levels of skill in the construction and presentation of their products. Younger pupils in Key Stage 2 extended their understanding of the limitations on the civilian population by designing and making their own puppets from scraps of available waste materials in the spirit of 'make do and mend' as part of their history topic.
121. Teaching is good overall, and planning is appropriately matched to topic work in other subject areas. This has a good impact upon pupils' learning. Teachers demonstrate through focused practical tasks, the safe practices and skills needed for cutting materials and linking and joining surfaces together.
122. There has been considerable improvement since the previous inspection to the policy and scheme of work. The school has taken valuable guidance and uses nationally recognised, good quality planning materials as a framework when planning programmes of work for pupils, which build upon pupils' skills and develops them over a three or four week period.

GEOGRAPHY

123. Few lessons were observed during the inspection, and there was insufficient evidence to make a judgement on standards and the quality of teaching in Key Stage 1. However, the standards achieved by the oldest pupils in Key Stage 2 are appropriate for their age. Judgements are based upon an analysis of pupils' work, teachers' planning documents and discussion with pupils and staff. Standards have been maintained since the previous inspection.
124. In Key Stage 1, mapping skills are taught systematically and sequentially, thus enabling pupils to include their own symbols when drawing a simple map of their own village. They compare Owslebury with the nearby village of St. Cross and explain simple physical features such as shops and other buildings. They design their own weather charts in developing their understanding of the effects of weather on a particular location. They look carefully at labels on food items and are beginning to understand that the food that we eat comes from different parts of the world. Younger pupils in Key Stage 2 are familiar with ordnance survey symbols and use them to identify particular features in their locality. In the good lesson seen in upper Key Stage 2, pupils used their well-developed research skills to find information about rivers including their sources. They conduct weather experiments which gives them valuable information about temperature, wind direction, rainfall and cloud cover and empathise with the plight of people where monsoons, hurricanes and tornadoes are a feature of their climate.
125. In the one lesson seen attitudes to the subject were good. Pupils concentrated well because the teacher made the subject interesting, and were eager to ask and answer the well posed questions. Pupils' work is always well presented and pupils enjoy talking about their efforts with others.
126. The quality of teaching is satisfactory overall in Key Stage 2 and has a satisfactory impact upon pupils' learning. Teachers display secure subject knowledge and work is well linked to the pupils' own experiences. Planning shows appropriate coverage of programmes of study and very good links are made to other areas of the curriculum. Pupils discuss journeys in their own lives and then link these to pilgrimages in history. In their studies on rainfall they investigate the effects of evaporation and condensation as part of their science programme. The school makes good use of local resources and pupils demonstrate a sound knowledge not only of their own environment but that of other localities. Their social conscience is aroused through their studies of the effects of pollution and litter.

HISTORY

127. The standards achieved by the oldest pupils in both key stages are above that expected for their age. Only one lesson was observed during the inspection. Discussions with pupils and teachers, displays throughout the school and scrutiny of pupils' work indicate that standards have improved since the previous inspection.
128. Pupils in upper Key Stage 1 make comparisons between the old and the new when studying toys from the recent past and their own toys of today. This helps them to understand about the passing of time, and they know that in order to understand the times in which we live, it is useful to know how things have developed since previous times.
129. In Key Stage 2, pupils know the difference between fact and opinion. All pupils learn effectively in history because they are given work which is well matched to their interest levels, not only taken from books, but is brought to life for them through visits to the local area. Visitors provide eyewitness evidence for pupils to question and gain understanding through empathy. Pupils in lower Key Stage 2 benefited from a demonstration and discussions they had with a former Spitfire pilot. He was able to give them first hand accounts of the war in the air to support their studies of World War 2. They also learned about every day life in wartime Britain when a visitor showed them an interesting range of artefacts in general use at the time, dressed the pupils in parachute silk and introduced them to 'make do and mend'. This experience in history led pupils to make useful links in other subject areas; for example, pupils built upon these experiences by making food from wartime recipes, using the rationed food allowance, to prepare a celebration party for V.E day, including an egg-less sponge cake. In technology lessons, pupils then extended their understanding of the limitations on the civilian population by designing and making their own puppets from scraps of available waste materials in the spirit of 'make do and mend'.
130. Pupils in upper Key Stage 2 produced beautifully presented topic books whilst studying aspects of life in more ancient times. They learned about Aztec mythology and interpreted symbols from the time and made their own Codices.
131. The teaching is good throughout the school, planning is carefully matched to pupils' interest levels and range of abilities and has a good impact upon learning. Teachers assess pupils' work on a regular basis. They set individual targets, which are pasted into the front of topic books. Work is regularly marked and pupils make interesting and useful observations and written analyses of their own learning, which is kept in the back cover of the work. Teachers set high standards for pupils' presentation skills, particularly in the drawings and illustrations which pupils make to enliven their written work. Good links with art are well established throughout the school.
132. There are sufficient books and resources to support the subject in the library and classrooms; these are supplemented by class topic sets from the schools' library service, and artefacts are borrowed from the schools' museum service.

INFORMATION TECHNOLOGY

133. Attainment in information technology by the oldest pupils in each key stage is in line with expectations and standards have improved since the previous inspection. Younger pupils in Key Stage 1 communicate and handle information effectively and use the mouse confidently to make choices on the display screen. The majority of pupils use a word-processor with confidence in order to record and enhance their on-going work. The school has worked hard to improve provision for information technology since the previous inspection and this has been identified as an area for continued future development. Pupils are beginning to use the Internet to search for information linked to other areas of their work, both at home and at school, and this is having a good impact upon learning.
134. Pupils' learning is good in both key stages. Information and communications technology is successfully established as an integral part of pupils' learning; for example, in the use of graphs

to record data collected in science. This has been recognised as an area for future development. All pupils are given the opportunity to use computers regularly throughout the school week. Data handling work and use of external devices, for example, floor robots and work on “logo” are less well developed throughout the school, although again this has already been identified as an area for development by the school.

135. Pupils work well in pairs and individually. They share the equipment and wait for their turn sensibly. The quality of teaching is good overall, with an appropriate balance between individual and group work, and whole class teaching of skills. A particularly successful example was observed in Key Stage 2 when whole class teaching had a significant impact upon pupils' learning. Appropriate skills were taught to the whole class and opportunities given for consolidation during the main class activity. Information technology activities are well integrated and planned into lessons throughout the school.
136. The quality of teaching is good throughout the school and has a good impact upon pupils' learning. Programs are selected to support other areas of the curriculum; for example, in literacy and mathematics, geography and history. However, record keeping of pupils' skills acquisition is not consistent throughout the school, and therefore is not always an effective planning tool to meet the needs of the different ability ranges.
137. The number of computers available for pupils' use is sufficient to meet curricular needs, with a satisfactory range of appropriate software. The school has created a good facility for the whole class teaching of skills in one of the two junior classrooms, and to which all pupils in Key Stage 2 have regular and planned access. The school has a clear programme for the development of computer use throughout the school and is aware of the remaining weaknesses in the subject, which have been clearly identified in the school's development plan.

MUSIC

138. The standards achieved by the oldest pupils in both key stages are above that expected for their age. Standards have improved since the previous inspection. The performing skills of older pupils are good and are greatly enhanced by extra-curricular music lessons, led by staff including specialist teachers, and by the valuable contribution made by parents. The policy and scheme of work is complemented by a published scheme that has increased teachers' confidence in teaching all the elements of music. It is planned and taught through a two-year rolling programme, giving all pupils full access and opportunity including those in the school's mixed age classes.
139. Pupils in Key Stage 1 demonstrate confidence and skill in selecting and playing musical instruments; a minority are learning to play the recorder and know some correct finger positions and some notation. They sing with confidence and control their voices well, and show their enjoyment by swaying and tapping in time to the songs they are singing. They listen attentively and understand the need for silence in music. This was demonstrated in a very good lesson when pupils incorporated 'stillness' into their group compositions. Their creative skills are further enhanced by the use of music at the beginning of lessons when pupils successfully interpret the mood and feel of music through movement and dance. Good use of the hall for music lessons means that pupils have space to explore and experiment with music.
140. In Key Stage 2, pupils' singing and playing skills are good. They maintain the correct pitch when singing in harmony and produce a pleasant musical effect by using expression and dynamics. The school choir is used very effectively to lead singing in assemblies. A significant number of pupils in Key Stage 2 are learning to play musical instruments including recorder, guitar, violin, keyboard and woodwind. Many are confident, skilled performers and frequently play in assemblies and at school concerts and services. Several pupils are members of the local county training ensemble, and several have successfully taken external examinations. This further enhances their musical skills. Careful introduction and consolidation of new vocabulary means that pupils are becoming confident in using correct musical terms. This was demonstrated in a lesson in lower Key Stage 2 when pupils used words such as dynamics, rhythm and mood in deciding what were the essential elements when composing and performing.

141. Pupils are enthusiastic and behave very well. They listen attentively to enable them to perform tasks without disruption and are always eager to ask and answer questions. They take responsibility for their own learning as was demonstrated in a very good lesson in Key Stage 1 when pupils formed their own groups, selected their own instruments and then invented musical symbols, after taking the group's views into consideration. They share instruments fairly and appreciate others' contributions in lessons.
142. The quality of teaching is good in both key stages and has a good impact upon learning. This represents a considerable improvement since the previous inspection. Teachers plan carefully, asking thought provoking questions and are always appreciative of pupils' efforts. Management of pupils is good, and lessons are usually interesting and challenging and are well organised. Occasionally time spent on one aspect of the lesson is too long, which results in a lapse of concentration and restlessness by pupils. Teachers' expectations are high, which enables pupils to achieve well. The extra-curricular activities provided by the school, together with attendance at choir and orchestra events, richly enhance pupils' learning. Although the contribution that the subject makes to pupils' spiritual development is satisfactory, opportunities are sometimes missed for pupils entering and leaving assemblies to experience the joy and beauty of music for its own sake. Opportunities for moral, social and cultural development are good.

PHYSICAL EDUCATION

143. There was little teaching of the subject observed during the inspection. Inspection findings are therefore based upon scrutiny of planning and discussion with staff and pupils. There was insufficient evidence to make an overall judgement about standards and the quality of teaching in Key Stage 2. However, the standards achieved by the oldest pupils in Key Stage 2 are above that expected for their age.
144. Planning indicates that a good range of activities is available, including dance, gymnastics and games. The school makes good use of the extensive grounds that are available. However, use of the school hall is restricted due to its small size, particularly for the older pupils.
145. The subject has a clear policy and scheme of work. The scheme of work is due for revision shortly in order to incorporate changes to the new primary curriculum. Overall, medium and short term planning is good with lesson objectives clearly stated and good opportunities for the consolidation and development of skills. Assessment is mainly informal, through observations of pupils in lessons, clubs and matches.
146. Pupils enjoy the subject and enjoy improving their skills and performance levels. The one lesson observed in Key Stage 1 was dance, and based upon the theme of Toys in a Toyshop. The quality of teaching was good, with appropriate intervention, clear explanations and demonstration given, together with an appropriate emphasis upon personal safety. Learning was effective, because good attention was given to warm-up activities, safety issues were raised, and extended questioning developed pupils' thinking. Very good relationships between the teacher and pupils were also a positive feature of this lesson.
147. An appropriate emphasis is placed upon swimming and pupils in Years 2 to 6 benefit from this programme, and the school reports that most pupils achieve the minimum swimming length of 25 metres. There is regular provision for floor work and use of large gymnastics apparatus, team and competitive games, swimming and dance. The school has the benefit of a large playing field and resources are good overall.
148. There is an excellent range of extra curricular activities, including football, netball, rounders, cricket and athletics. These are very popular and are offered to all pupils of an appropriate age. There are also very good opportunities available for pupils to play other schools and to take part in local tournaments. The sports and team activities allow a high proportion of pupils to be actively involved. Overall, provision for the subject has improved since the previous inspection.

RELIGIOUS EDUCATION

149. The attainment of the oldest pupils in each key stage is in line with the expectations of the locally agreed syllabus, and standards have been maintained since the previous inspection. Good work has been achieved in further developing the policy and scheme of work. The subject is sensitively linked to other areas of the curriculum and provides a clear sequence to learning for all. When pupils study Tudor times as part of their history lesson they also learn about religion associated with monasteries. Good use is made of pupils' literacy skills through the many opportunities for pupils to share views and beliefs not only of their own religion but also those of others, through talk, reading of special books and through varied opportunities to present their work in a written form. These strategies enable pupils to make at least satisfactory and sometimes good gains in their learning throughout the school. Pupils receive their religious education through lessons and assemblies as well as general school activities.
150. From analysis of pupils' work, and discussion with staff and pupils, progress is at least satisfactory in Key Stage 1. In the one lesson seen progress accelerated considerably when the teacher gave an extremely dramatic telling of the story of Mary Jones and her Bible and used role-play very effectively to raise the pupils' awareness of Mary's emotions as she struggled to raise enough money to buy her Bible. Pupils are building up a sound knowledge of Bible stories and also of other religions such as Hindu customs and beliefs. In raising their awareness of the need to live and work together in peace and harmony, pupils explain how to make the world a better place in which to live. Pupils know that baptism is a welcoming ceremony, and that it signifies becoming a member of the Christian family.
151. In Key Stage 2, pupils make satisfactory progress overall. Younger pupils in the key stage learn about ways of overcoming personal difficulties through stories about the lives of famous people such as Helen Keller and St Paul. They know that the Old Testament contains many good stories that can teach Christians lessons in life, as in the story of Gideon when, following sensitive, thoughtful questioning by the teacher, pupils shared with others their ideas on their own talents. Following a visit by a Muslim parent, older pupils in the key stage further developed their understanding by imagining what it would be like to undertake the long journey to Mecca, and the teacher's well considered questions enabled them to empathise with those involved.
152. Behaviour and attitudes are very good in lessons because teachers often link religious education with events within pupils' own experience, and they place heavy emphasis on the moral teachings contained within Bible stories. Pupils concentrate well and frequent opportunities to ask and answer questions are well taken when pupils demonstrate respect for others' beliefs and feelings. Assembly themes are well linked to classroom teaching and often give pupils further opportunities to learn about living together in peace and harmony. Pupils learn that loving, caring, helping and patience are essential ingredients for their 'Fruits of Friendship' tree. Pupils are encouraged to demonstrate their talents in music in assemblies, thereby building their confidence and self-esteem. The subject's contribution to pupils' moral, social and cultural development is therefore good. Spiritual development is satisfactory and pupils are given time to reflect on religious teaching both in class and in assemblies. However, opportunities are sometimes missed to set the scene for worship through, for example, the provision of a focal point such as flowers or a candle, or by the use of well chosen music.
153. Teaching is satisfactory overall in both key stages, although one very good lesson was seen in Key Stage 1. Very good teaching was exemplified by dramatic story telling, by varied well-chosen activities and by questioning skills of a very high level. All teachers display at least secure subject knowledge; they know pupils well and demonstrate sensitivity and concern for them, and the school's aims are an intrinsic part of their teaching. Well-chosen questions test and extend pupils' learning and lessons are well linked to other areas of the curriculum. The policy, scheme of work and long term planning demonstrate a comprehensive coverage of the subject. However, weekly and daily planning indicate that in some lessons all pupils are given the same task or worksheet regardless of ability, which occasionally inhibits progress.