

INSPECTION REPORT

PRESTON CANDOVER C E PRIMARY SCHOOL

Basingstoke

LEA area: Hampshire

Unique reference number: 116308

Headteacher: Mrs C Harris

Reporting inspector: Geoff Jones
11816

Dates of inspection: 7th – 10th May 2001

Inspection number: 192547

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 to 11
Gender of pupils: Mixed

School address: Preston Candover
BASINGSTOKE
Hampshire

Postcode: RG25 2EE

Telephone number: 01256 389278

Fax number: 01256 389178

Appropriate authority: Governing Body

Name of chair of governors: Mr Richard Walker

Date of previous inspection: 10th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Geoff Jones 11816	Registered inspector	Foundation Stage English Information and communication technology History Physical education Music Equal opportunities	The school's results and pupils' achievements How well is the school led and managed?
Jacqueline Darrington 13418	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Peter Dexter 14976	Team inspector	Mathematics Science Design and technology Art and design Geography Religious education Special educational needs	How well are pupils taught? How good are the curricular and other opportunities?

The inspection contractor was:

Schoolhaus Limited
Suite 17
BPS Business Centre
Brake Lane
Walesby
Nottingham shire
NG22 9HQ

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

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

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

10

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

13

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

15

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

17

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

18

HOW WELL IS THE SCHOOL LED AND MANAGED?

19

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22

PART C: SCHOOL DATA AND INDICATORS

23

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

27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Preston Candover has 124 pupils and is smaller than most primary schools. There are five classes composed of a mixture of two consecutive year groups, apart from the reception class, which is a single age group. Sixty per cent of the seven-year-olds are taught in the youngest Key Stage 2 class. Levels of attainment when children are admitted to the reception class are average for this age group. The present head teacher was appointed in May 2000 following a number of changes in the headship of the school. The deputy head teacher left the school soon after the previous inspection and there have been a series of supply teachers who have taught the Year 5 and 6 class until the appointment of the deputy head teacher in January 2001. The school serves an area extending into nearby villages. Most of the pupils come from owner occupied homes. The very low percentage of pupils eligible for free school meals is well below the national average. There are no pupils for whom English is an additional language. The percentage of pupils identified as having special educational needs including statements is below the national average.

HOW GOOD THE SCHOOL IS

The school is very effective. Standards in speaking, listening, reading and writing are well above average for seven- and eleven-year-old pupils. Levels of attainment in mathematics and science are well above average for seven-year-olds and those in mathematics are above average and in science meet national expectations for eleven-year-olds. The quality of teaching is very good overall, particularly in Key Stage 2. As a result, standards are rising rapidly for the eleven-year-olds. The leadership and management provided by the head teacher, deputy head teacher and other key members of staff are very good and ensure that both the level of work and the standards achieved continue to improve. The school gives good value for money.

What the school does well

- The quality of teaching is very good overall;
- Provision for pupils with special educational needs is very good;
- English attainments throughout the school are well above the levels expected nationally;
- Provision for pupils' spiritual, moral and social development is very effective;
- Procedures for monitoring and promoting good behaviour are highly effective;
- The leadership and management of the head teacher and key staff are very good;
- Monitoring and evaluation of the school's performance followed by effective action are very good;
- The shared commitment to improve and the capacity to succeed are outstanding;
- Pupils' have very good attitudes and behaviour, and their personal development is very good.

What could be improved

- Provision in Key Stage 2 for information and communication technology;
- Pupils' use and application of skills they have acquired in mathematics;
- Provision for teaching pupils about the ways of life in different ethnic groups.

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 March 1997 and has improved well since the previous inspection. Since that time children's good progress has been improved in the reception class. Standards have risen to a high level in reading, writing, mathematics and science at the end of Key Stage 1. Standards have also improved at the end of Key Stage 2 and are now high in English and good in mathematics. Standards in science have dropped slightly and are now close to national expectations. Pupils' attainment levels in music were unsatisfactory throughout the school in 1997 and have now improved to a level that is above what is expected for pupils of eleven. Teaching quality has risen from good to very good. There were no unsatisfactory lessons in the current inspection compared with four per cent in the last one. Pupils' learning is now regularly evaluated through reviews of targets set for their improvement. Information and communication technology standards have fallen at the end of Key Stage 2, principally because all requirements for this age group have not been met; there are no opportunities for pupils to control remote mechanisms nor to use sensors, for example, to monitor the weather. Schemes of work are now available to guide teachers' planning in all subjects. The present deputy head teacher's role has improved greatly compared with that of the previous deputy's in the last report. Although the present deputy head teacher has only worked at the school for one term she is beginning to support the head teacher effectively.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	A	B
Mathematics	A	A	B	D
Science	A	B	D	E

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

The above 2000 grades for eleven-year-olds show that, compared with national averages, the school's English test results were well above average, those for mathematics were above average and science was below average in terms of the proportion of all pupils achieving the level expected for their age. However, in English and mathematics, over half of the pupils achieved a level higher than expected for their age and, in mathematics, the proportion was approximately one third. Standards in English and mathematics have remained comparatively high for eleven-year-olds but those in science have been falling slowly over the last few years. Science results, in particular, have suffered from a number of supply teachers who were not sufficiently confident in teaching investigative work to older juniors. Standards are now very quickly rising and the school's next annual science test results are on course to be at least close to the national average. Compared with similar schools, mathematics and science were both below average in the 2000 tests but improvements in teaching are raising standards and the school has been particularly successful in meeting the local education authority's targets in English and mathematics.

Levels of attainment in information and communication technology are satisfactory in Key Stage 1 but are unsatisfactory in Key Stage 2, mainly because pupils are not provided with opportunities for controlling devices remotely nor with experience of using computers for sensing external conditions. Pupils' attainments in religious education are well above the expectations of the locally agreed syllabus at the end of both key stages. Attainment levels at the end of both key stages are satisfactory in history and design and technology. By the age of seven years standards are satisfactory in physical education and good by the age of 11 years. Standards are good in music at the end of both key stages and very good in art and design. It was not possible to make a judgement in geography because there were no lessons on the timetable during the week of the inspection and there was insufficient evidence available in both key stages. Children make good progress in their learning in the reception class.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a very good attitude to school and their work.
Behaviour, in and out of classrooms	Behaviour is very good in the classrooms, during collective acts of worship and in the school playground. There are very few instances of bullying.
Personal development and relationships	Pupils' personal development is very good. They accept responsibility well. Relationships are very good between pupils and teachers.
Attendance	Attendance is well above the national average and unauthorised absence is broadly in line with the national average.

Pupils enjoy coming to school. The personal and social development of children who are under five is very good and is well above the level expected for children of this age. Pupils work well together. They usually arrive at school punctually and lessons start on time after breaks. Pupils' very good attendance and punctuality have a positive impact on their attainment and progress.

TEACHING AND LEARNING

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

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

The quality of teaching in English and mathematics is good in Key Stage 1 and very good in Key Stage 2. Pupils' skills in literacy and numeracy are taught effectively, resulting in very high standards in reading and writing and high standards in number work. The overall quality of teaching in the school is very good. There are a number of strengths in the teaching. Lessons are planned very carefully so that the differing needs of the pupils are met. Teachers get on well with the pupils and the pupils' behaviour is managed very well. High expectations of what the pupils can achieve are very evident in most lessons. Every lesson was satisfactory or better, 85 per cent of the lessons were at least good and 58 per cent were very good or better during the inspection. Pupils work very hard and are enthusiastic about their learning. They listen very carefully and sustain their concentration for long periods of time. Other than a small number of pupils not being fully attentive, there are no weaknesses in pupils' learning. The school meets the needs of all pupils very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities is very good overall. The school does not allocate sufficient time to information and communication technology and this subject is not meeting the full statutory National Curriculum requirements.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Pupils are very well supported and their progress is tracked very regularly. The targets on their individual education plans are very relevant to their needs and they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal, social and health education is very good. Provision for the pupils' spiritual, moral and social development is very good and that for cultural development is good.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are sound. Monitoring of attendance is also sound. Procedures for assessing pupils' attainment and progress are good.

The school has very effective links with its parents. They feel well informed and are very happy with the good arrangements for them to communicate with their children's teachers. Parents feel that the school has become much more approachable in recent times. The curriculum provided by the school is very interesting for pupils. All subjects have a policy and a scheme of work which underpin pupils' progress. Provision for information and communication technology does not include opportunities for pupils to control remote mechanisms nor does it include work involving, for example, sensors to monitor the weather. It therefore does not meet statutory requirements. The range of extra-curricular activities provided by the school is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides very good leadership and gives a clear direction for the work of the school. The deputy head teacher has recently been appointed and is beginning to work closely with the head teacher to develop the curriculum and further improve pupils' standards. Subject co-ordinators work very hard to maintain or improve provision.
How well the governors fulfil their responsibilities	The governors understand the strengths and weaknesses of the school and play a very effective role in shaping its direction. They work hard and successfully fulfil their statutory duties.
The school's evaluation of its performance	Lessons are observed effectively by the head teacher to monitor the quality of teaching. Subject co-ordinators monitor pupils' work and tests results are analysed to set targets. The school evaluates its performance well.
The strategic use of resources	Classroom and support assistants work hard, are very effective and work very closely with teachers. The office staff provide a very good service connected with the administration of the school. The budget is used wisely. The grant for special educational needs and the standards fund are used effectively to raise standards in the school.

The school's accommodation is good. Classrooms, hall and sports facilities are all good. The quality of the learning resources in the classrooms is good and these are used well to enable pupils to gain knowledge, understanding and skills. Teachers are deployed well and classroom assistants support pupils very effectively in their learning. Following a period with no permanent head teacher and deputy head teacher, the recently appointed head teacher has very successfully enabled the staff to work well as a team once again. She has introduced a number of new strategies to improve the work of the school and these are beginning to bear fruit. The school does not consult sufficiently with parents about their views on the work of the school. However, it takes great care in ensuring that three tenders are received for purchases involving large expenditures of money. It applies the principles of best value well. The time allocated to teaching in Key Stage 2 is less than the minimum recommended time per week.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school with questions or problems; • The school expects children to work hard and achieve their best; • The school is well led and managed; • The school helps children to become mature and responsible; • Children make good progress in learning; • Children like coming to school. 	<ul style="list-style-type: none"> • The range of activities provided outside of school lessons.

The inspection team agrees with all of the positive views expressed by the parents. It disagrees with the views of a number of the parents about the school's provision of extra-curricular activities. There is a variety of activities available for the pupils and these include football, netball, choir, chess, recorder tuition and cycling proficiency.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school admits children to the reception class from the age of four. When admitted to the school their attainments are average overall in language and literacy and in their mathematical understanding, as well as in other areas of learning. As a result of very good teaching children achieve very well and, at the end of the reception year, they attain well above what is expected for children of a similar age in communication, language and literacy; knowledge and understanding of the world; and mathematical, creative, personal, social and emotional development. They attain standards in line with those expected in physical development.
2. Key Stage 1 teachers build on and maintain the high standards achieved by pupils in the reception class. In the most recent national tests for seven-year-olds in 2000, pupils' standards in reading were very high compared with the national average, and writing and mathematics were well above the national average. In comparison with similar schools, the school's results were well above the average in reading, close to the average in writing and above average in mathematics. Teachers' assessments of pupils' levels of attainment in science show that they were very high compared to the national average overall. The trend for the school's Key Stage 1 test results since the last inspection has been upward in mathematics. The high standards in reading and writing have been maintained.
3. In the 2000 national tests for eleven-year-olds the school's results in English were well above the national average, above average for mathematics and below average for science. Compared with schools of a similar kind these results were close to the average in English and mathematics and just below average for science. Standards in terms of test results over the last three years have been maintained in English but have been dropping in mathematics and science. This is mainly because pupils at the end of Key Stage 2 have been taught by a succession of temporary teachers who have not given sufficient emphasis to scientific investigations and no clear focus on using and applying mathematical skills once they have been learned.
4. The inspection findings show that pupils' attainments in speaking and listening are very good for seven and eleven-year-olds in relation to what is expected for their ages. Year 2 pupils listen carefully to others and speak clearly and confidently about their work and ideas. Year 6 pupils speak confidently in a range of situations involving discussions. Seven-year-old pupils read very well and understand the main points of a story. The small number of lower attaining pupils use their knowledge of letter sounds to decipher words and read with understanding. They use a range of well-practised methods such as using the other words to gain the meaning of the sentence or looking at the illustrations to establish clues. Eleven-year-old pupils read confidently and very fluently. They can make reference to the text when explaining their ideas about what they have read. Levels of attainment in writing are very good at the end of both key stages. Younger pupils write in complete sentences with capital letters and full stops in the appropriate places. Their standard of spelling and punctuation is good. Higher attaining pupils write accounts which are well sequenced and contain connecting words to make the sentences more complex. Eleven-year-old pupils experience a wide range of writing such as poems, letters, descriptions, stories and diaries. Most pupils write skilfully and make their writing imaginative, using correct punctuation including apostrophes and inverted commas. Pupils also practise writing in other subjects, such as history or science, and this has a good impact on their progress. The good progress in writing throughout the school is underpinned by well-chosen targets that provide a good focus for pupils' improvement.

5. By the age of seven pupils' attainments in mathematics are very good. They recall addition and subtraction facts to 20 in mathematics lessons confidently and accurately. They sequence numbers to 1000 and count easily in twos, fives and tens. They add sums of money such as 15p and 23p. Eleven-year-old pupils work confidently with large numbers and can compute accurately using long multiplication and long division to solve problems. Their standards of mathematical knowledge and understanding are good. They work confidently using decimals and fractions. Higher attaining pupils work accurately with calculations such as 0.38×15 , and have a good understanding of co-ordinates and negative numbers. Although pupils have covered work on data handling in science lessons the opportunities to use and apply the mathematical skills they have learned are very limited.
6. There is evident satisfactory progress from year to year in science. For example, pupils' knowledge and understanding of plants is developed systematically from class to class. Year 2 pupils explore the similarities and differences between seeds, Year 3 pupils develop this knowledge further by planting seeds under different conditions and observing the result. Year 5 pupils analyse food and Year 6 dissect flowers, name the parts and learn about pollination and the development of seeds. There is similar well-planned progression in the other attainment targets of forces, materials and physical processes. Overall, there is insufficient emphasis on practical investigations for pupils to gain a really secure understanding of scientific ideas, especially at the end of Key Stage 2.
7. Levels of attainment in information and communication technology (ICT) for seven-year-olds are in line with national expectations for their age. Pupils use word processing packages for creating and improving their own work. They enter data into computers in order to produce block graphs and have developed satisfactory skills at using a computer mouse. Eleven-year-old pupils build on the skills they have learned in Key Stage 1. They save their work independently, print it and close down the program. They are able to access the Hampshire Schools Internet to search for information as well as producing interesting artwork on the computer. Although pupils produce graphs they have made little progress in this respect since Key Stage 1. Key Stage 2 pupils do not have access to the full curriculum requirements for ICT and because of this their attainments are unsatisfactory overall. They do not have the opportunity to control the movements or operations of devices nor do they have a chance to use sensors, for example, to monitor various aspects of the weather.
8. Pupils' levels of attainment in religious education are well above the requirements of the locally agreed syllabus at the end of both key stages. Year 2 pupils have a good knowledge of the Bible for their age and write their own good quality prayers. They are familiar with a range of stories about Jesus and with examples of His parables. Eleven-year-old pupils have a very good knowledge of Hindu and Jewish festivals such as Diwali and Yom Kippur, as well as Christian festivals such as Easter, Harvest and Christmas. They have a very good knowledge of places of worship, having visited a church and a synagogue. They respond well to complex ideas such as a joyful mystery. For example, they discuss with understanding the Annunciation and were able to give their own ideas of a vision.
9. Pupils with special educational needs make very good progress in their learning. The special needs co-ordinator supports pupils' progress very effectively. Teachers have a very good knowledge of the pupils with special educational needs in their class and this also has a very good impact on their progress and learning. There is an appropriate mixture of support in lessons and specialist teaching individually or in small groups; and each pupil's individual education plan is well targeted and is a useful working document. Teaching assistants also support pupils well and enable effective learning. Higher attaining pupils are extended well in both key stages because teachers plan lessons to include work that challenges them. Higher attaining pupils are extended appropriately and approximately half of the pupils were at least two years in advance of what is expected nationally in the annual national English tests for both seven- and eleven-year-olds, and nearly a third in mathematics for both age groups.

10. At the end of Key Stage 1 pupils' levels of attainment in history, design and technology and physical education are satisfactory. Attainment in art and design was very good. It was not possible to make any judgements on pupils' attainments in music because it was not possible to observe any Key Stage 1 music lessons. At the end of Key Stage 2, attainments in history and design and technology are satisfactory, and in music and physical education they are good. Attainment in art and design is very good. It was not possible to make a judgement in geography because there were no lessons on the timetable during the week of the inspection and there was insufficient evidence available in both key stages.

Pupils' attitudes, values and personal development

11. Most pupils are very eager to attend school, arriving punctually and starting the day in a purposeful manner. Overall, pupils have very positive attitudes towards lessons and learning and as a result they make good progress. Many pupils take part in the very good range of activities provided by the school, both within and outside the curriculum. This is particularly evident in the response to the mixed girls' and boys' extra-curricular sporting activity provision, the patchwork after-school club, and in many lessons such as science, physical education and music.
12. The behaviour of almost all pupils is very good with some examples of excellent behaviour. For example, pupils are often absorbed with their work and, as a result, they work with total concentration and quietness. Bullying or oppressive behaviour is rarely experienced: and the whole-school behaviour reward and sanction system is very effective in dealing with it when it happens, and is understood by all pupils. Pupils have a clear understanding of the school rules and are involved in the drawing up of class codes of conduct. The 'caring seat' procedure at lunch and playtimes is found by pupils to be particularly effective and useful, providing an immediate and appropriate response by other pupils in times of need. Pupils are courteous and trustworthy, and demonstrate respect both for their own and the school's property. Almost all pupils are polite, very caring and friendly towards one another, staff and other adults. Pupils know the difference between right and wrong, and show notable respect for each other and a willingness to listen to each other's points of view.
13. Structured arrangements are in place for pupils to have progressive roles of responsibility as they move through the school and they respond very well to these opportunities. Younger pupils perform simple tasks, such as the return of the attendance registers to the school office, whilst older pupils undertake a range of responsibilities from monitor to school prefect roles. All pupils have the opportunity to take part in the school council which enables pupils to demonstrate initiative and to acquire direct experience of a democratic system. Pupils display a sense of pride in the responsibilities that they have undertaken and undertake their roles within the school with commitment and a sense of fairness. For example, pupils feel that it is right that they should take turns at being a school prefect but that, to be a prefect, an appropriate level of behaviour and understanding is required which might exclude some pupils.
14. Pupils are very supportive of each other and there is a strong sense of a mutually supportive school community. In lessons, pupils work very well together, sharing equipment when required and they are equally at ease working in pairs or larger groups when requested to do so. They relate very well to one another and mutual respect between pupils and staff is clearly evident.
15. Overall levels of attendance are very good with the attendance rate during the last reporting year being well above the national average and the rate of unauthorised absence being broadly in line with the national average.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching and learning is very good in the Foundation Stage and Key Stage 2 and good in Key Stage 1. The teaching is satisfactory or better in every lesson, good in 27 per cent, very good in 55 per cent and excellent in three per cent. No unsatisfactory lessons were seen. Good and very good teaching was seen in all classrooms. Since the last inspection, teaching in the foundation stage has improved from good to very good and as a result children achieve very high standards. The reception class teacher has very high expectations of what children can achieve and has a range of very good strategies to enable pupils to develop new skills. Teaching in Key Stage 1 previously had some shortcomings, but it is now good overall, with no significant unsatisfactory features. Key Stage 1 teachers have the advantage of a very good basis to pupils' learning resulting from the children's profitable time in the reception class. Although the teaching is good it is not quite as good as that in the reception class or in Key Stage 2 where the quality is very good. The high standards of work at the end of Key Stage 1 are partly due to the high quality teaching at the beginning of Key Stage 2 where sixty per cent of the seven year olds are taught. In some Key Stage 1 lessons the management of pupils' behaviour is slightly insecure resulting in minor problems in pupils' application to their work. At the last inspection, Key Stage 2 teaching was described as varied, ranging from outstanding to sound, with occasional shortcomings. It is now very good overall, with almost all lessons judged to be either good, very good or outstanding. Improvement in the quality of teaching since the last report has been very good.
17. Literacy is taught very well in both key stages; and the school has received recognition of its excellence in this area from the government and has been awarded 'Beacon' status. Numeracy is taught well throughout the school, but the attainments are better at Key Stage 1 than at Key Stage 2, mainly because the eleven-year-old pupils are still catching up on their poorer progress in learning that arises from a series of temporary teachers who have not had sufficient time to become familiar with the needs of the pupils. This does not reflect accurately the very good teaching in Key Stage 2. The good test results for eleven-year-olds in 2000 did not fully represent the present high quality teaching in Key Stage 2. The present class teacher for pupils at the end of Key Stage 2 has only been in charge of the class for one term and this period of time has not been enough to make a real impact on pupils' overall knowledge and understanding. Science is taught to a high standard in Key Stage 1 and the teachers' assessments confirm very high attainments. It has been less well taught in Key Stage 2 because of an insufficient amount of time allocated to investigative science, particularly at the end of the key stage where there has been a high turnover of temporary teachers. As a result higher attaining pupils have not been challenged enough. This is now improving with the recent appointment of a new deputy head teacher who is rapidly improving the curriculum for the oldest pupils and who plans lessons thoroughly to meet the varying needs of the pupils.
18. All teachers have a good knowledge of both the literacy and numeracy strategies, evident in their planning and clear explanations during whole-class teaching. They teach letter sounds and number work, consistently and effectively, using very good subject vocabulary such as 'phonemes', 'graphemes', 'product', and 'three-dimensional', and expect pupils to use these in return. Lessons are well balanced. In literacy lessons, care is taken to cover work at the word level, sentence level and text level, whilst numeracy lessons all include mental activities, group tasks and effective revision at the end of the lesson. In the foundation stage, pupils are challenged throughout the school day. They learn very well because of a well-planned combination of talking and practical activity. In both key stages, pupils have rich and varied opportunities to use the skills learned in literacy lessons to write in a variety of styles. However, mathematics seldom features in other subjects, apart from some links with information and communication technology in Key Stage 2.
19. Teachers plan well in all subjects. They set clear learning objectives for lessons, share them with pupils so they know what they are supposed to be learning and structure the lessons so that pupils learn actively. Work is usually matched to pupils' abilities, but some higher attaining pupils are not always fully challenged. However, this is not because of the mixed

age classes, because teachers take great care in all planning to make sure work is matched to age groups and not repeated if pupils spend two years in the same classroom. It is because sometimes the lesson content is uninteresting, or the learning is too book-based, as it was in the case of science in Key Stage 2 before the appointment of the deputy head teacher.

20. Teachers use effective methods to ensure pupils learn. They stimulate pupils' interest by skilful questioning, using the pupils' responses well, so that all are keen to contribute. They are particularly skilful in the use of praise and encouragement to raise pupils' self-esteem. Pupils are grouped by ability in literacy and numeracy lessons and work on different age group tasks in some other subjects, such as science and design and technology. Group work is well organised and pupils work together sensibly in twos or threes in more practical activities such as physical education and music. These practical activities are always purposeful in the Foundation Stage. However, in both Key Stage 1 and Key Stage 2, this is not always so in investigative mathematics, scientific enquiry or in the control element of information and communication technology.
21. Almost all teachers manage pupils' behaviour very well. Relationships in all classrooms are extremely good so that, although the working atmosphere is lively, pupils behave well, exercising a high degree of self-discipline. By the time the pupils reach Year 6, they are mature and have become increasingly independent learners. Teachers provide very good role models for pupils, generating an atmosphere of mutual respect through their calm and fair approach.
22. Lessons are conducted at a lively pace, but with a good balance of group and class activities, so that time is used well. Resources are always to hand; these are chosen carefully to support learning and maintain interest. Learning assistants support pupils well in group activities, but they are used less effectively in the whole-class part of literacy and numeracy lessons because they mainly watch and listen to the teacher's input rather than, for example, making notes of pupils' responses to the teacher's questions.
23. Teachers assess pupils' achievements well during lessons, judging the time to move the lesson forward, or using questions to explore any identified gaps in pupils' learning. They keep assessment records carefully for each pupil and these are matched to the learning objectives set beforehand. Marking contains praise and targets are set in literacy at the front of pupils' books so that teachers can monitor progress as they mark. However, group targets and not goals for individual pupils are set in the other main subjects of mathematics and science. The school plans to set individual personal targets in the coming school year in these subjects.
24. Homework is set from time to time in accordance with the school policy. It is not set regularly, apart from Year 6, when it is set systematically to prepare pupils for secondary transfer. The school's prospectus describes activities for each class to be done at home to support learning, several of which include parents' full involvement, particularly reading.
25. Pupils learn well throughout the school as a result of the good teaching. They build on their knowledge and skills from year to year, developing their ideas and understanding in all subjects. They are learning the right things for their age and their rate of learning is very good.
26. Pupils try hard because the relationships with their class teacher are very good. They are able to explain what they are doing and why, either to the adults, or to each other. Because teachers successfully create a secure and supportive ethos pupils ask questions readily to find out how things work, or if they are not sure what to do. They complete their work enthusiastically. Both the quality and quantity of work is good in all subjects, but particularly in English and art and design as a direct result of very good teaching and enthusiastic teachers.

27. Pupils show an interest in learning, which is sustained throughout the school day. Teachers encourage them to think for themselves, to select and use resources and to take responsibility for finding out more from books, from each other, or from the Internet. They are encouraged well in these activities because teachers focus on developing their independence. Sometimes they work as groups to solve problems so that by the time they reach Year 6 they discuss, explain or argue points with considerable confidence. By then they have a good understanding of their own learning and want to know more. Individual target setting, so that pupils know how to improve in specific areas, particularly in key subjects, is underdeveloped.
28. The progress made by pupils with special educational needs is very good. There are very good individual educational plans, written by the special educational needs co-ordinator, who works closely with all class teachers. These are in place from when children start school in the foundation stage. The special educational needs teacher monitors and teaches these pupils extremely well. She teaches small groups or individuals either in the classroom, or by withdrawing them from the classrooms for short periods very effectively. Learning assistants support pupils at other times very confidently and sympathetically, with a clear understanding of what they need to do. As a result of the leadership and skills of the special educational needs co-ordinator, both the teaching and learning of these pupils is very good.

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

29. The school provides a curriculum that covers all the required National Curriculum subjects and religious education for pupils up to the age of eleven. However, there is insufficient time allocated to information and communication technology (ICT) throughout the school, particularly in Key Stage 1. ICT is one of the main subjects in the curriculum and yet it is allocated the smallest amount of time by the school. The proportion of time allocated to history, art and physical education is too great. Furthermore, the total weekly teaching time allocated to Key Stage 2 for the whole curriculum is short of the minimum recommended time for this age group.
30. The youngest pupils are familiar with the school building and know some of the staff and school routines before they are admitted because most attend the pre-school playgroup. Consequently they settle easily into the well-planned curriculum for the under fives, which includes all the recommended areas of learning, when they begin school in the reception class. Their learning experiences are of very good quality and they make good progress in the Foundation Stage.
31. At the time of the last report there were a number of recommendations to improve the curriculum in both key stages. The whole school plans, which were either missing, or incomplete then, are now in place for design and technology, (ICT), music, physical education and religious education. Some subject plans are at present being reviewed again to ensure they fully match the revised National Curriculum requirements introduced in Autumn 2000. Provision for music is now good, resulting from the employment of a specialist music teacher. Mathematics teaching has been strengthened with the successful introduction of the National Numeracy Strategy. Overall, the school offers a stimulating range of learning experiences. The full curriculum requirements in information and communication technology are not covered.
32. Pupils with special educational needs are provided with very good individual education plans with clear targets for improvement. They receive very good support in the classroom from learning assistants, or in small withdrawal groups, when they are taught very effectively by the special educational needs co-ordinator. All have full access to the curriculum. The school has established new systems to monitor and improve the attainments of all pupils, but with a particular focus on those of higher ability. Although it has yet to have its full effect, it is detailed and well planned.

33. Even before the National Literacy Strategy was introduced, pupils achieved high standards in English. Basic skills are taught very well in the literacy hour. Pupils then have very good opportunities to use these basic skills in other subject areas. On these occasions pupils write confidently in a variety of styles using a rich, imaginative vocabulary. All classes have a well-planned numeracy hour, based very effectively on the national numeracy strategy. Basic mathematical skills are taught well, but the application of these skills across other subjects, or in 'problem solving' is only satisfactory. The school recognises that mathematical attainments are below those achieved by the same pupils in English and is seeking to raise standards in numeracy by introducing computer-based assessment systems and individual target setting.
34. Extra-curricular activities are, in part, provided by outside organisations, for which a charge is made, so not all pupils have equal access if a parent may be unable to pay. However, the school provides a very good range of extra-curricular activities which includes cycling proficiency, sport, some of which is competitive, chess, patchwork and music groups such as choir, recorder and orchestra. The use of the local area and visits further afield to such places as the Calshot Centre, or Beaulieu Museum, enrich the curriculum.
35. Transfer arrangements of pupils both into and from the school work very well. The close informal and formal links with the pre-school group means the pupils start confidently in school. The same relationship exists with the secondary schools to which the pupils transfer, some of which are private. The arrangements are planned carefully so that full details for each pupil are provided, supported by opportunities to meet the teachers and spend time at the secondary schools, during the summer term.
36. The school has very good links with the immediate community and beyond. For example, the local policeman, nurse and rector all have a very close involvement in school life. Local schools meet for sporting and cultural events. Visits from theatre groups, storytellers or musicians are planned for well. In a design and technology lesson during the inspection, pupils used the Internet confidently to find information about a Roman ballista. All of these make very good contributions to pupils' learning.
37. The provision for personal, social and health education is well structured and of very good quality. Themes are explored very successfully in other subjects such as religious education or science, or when pupils sit in a circle to discuss a particular topic such as friendship. Sex education and drugs awareness are covered sensitively within this organisation of themes.
38. Pupils have very good opportunities for social development when they take responsibility for younger pupils at lunchtimes, or when they act as monitors or librarians. When a charity organisation worked with Year 6 pupils on the story of 'The Good Samaritan', there were very good cross-curricular links made with religious education. Pupils raise funds too and this provides them with opportunities for social development. Pupils are given frequent opportunities to work in pairs or in small groups and this develops their ability to work co-operatively and be a member of a small team. Although the school council has been established only recently, it has begun to meet regularly and there are already signs of early success.
39. The provision for spiritual and moral education is closely linked and incorporates a strong Christian ethos. It is very effective. Pupils are taught to value the enduring beliefs of Christian life, which include such moral values as respect for persons and property, truthfulness, compassion, sensitivity and love. Some of this is achieved through the wider curriculum when pupils sensitively explore their own ideas and feelings in religious education, art, music and dance lessons and share them confidently with others. Some very good opportunities are provided when the whole school meets for collective worship, led by the head teacher or the rector and other teaching staff in turn. Other very good acts of collective worship take place in classrooms. A very good example of this was when pupils in Key Stage 2 explored the concept of each person being special, all holding a fossilised sea urchin when they closed their eyes to reflect. These acts of collective worship are very well planned by the religious

education co-ordinator so that they remain of consistently high quality. Pupils are also taught to value the beliefs of others during religious education lessons very well, as is evident from the displays on Hinduism and the home shrine of Shiva. Teachers lead by example at all times. They are very good role models for all the positive aspects of spiritual, moral and social development.

40. Pupils are taught to appreciate the cultural traditions of the local area well. Their experience is enriched by the quality of the curriculum throughout the school and by the visits and visitors they are involved with. By these means the school is very successful in extending pupils' cultural understanding from their immediate environment to a wider and higher artistic, musical and literary world. However, although there are some good opportunities to learn about cultural diversity within society, they are not systematically planned for. The school has recognised this and has already begun to work with the governors and the diocese to prepare a more structured approach.
41. The school has maintained the high standards recorded in the last report in spiritual, moral and social provision, and has now begun to complete the planning of cultural experience. Progress since the last report has been good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Overall the school continues to provide a very safe and caring learning environment for all its pupils. A very good standard of general pupil care is evident and provided by caring class teachers with very good support from classroom assistants, and midday and administrative staff. Good liaison and support arrangements with welfare and health services enable all pupils to be appropriately supported. Good administrative procedures and systems enable all staff to be fully informed and aware of any changes in individual pupils' needs.
43. There are sound systems and procedures in place for the regular monitoring and maintenance of general health and safety requirements and first aid provision, including a number of staff who are fully qualified in first aid. The systems in place for advising all staff of individual pupils' medical needs are very good. However, some arrangements for ensuring pupil care and minimising potential risks in the school building are unsatisfactory and need to be reviewed. The current systems for ensuring the routine testing and maintenance of equipment and the security of the storage for hazardous equipment, cleaning fluids and pupils' medication are unsatisfactory. The school has already taken steps to remedy the above situations.
44. The whole-school approach to monitoring and promoting positive behaviour and the elimination of bullying is very effective, and as a result a very good standard of behaviour is seen in almost all pupils. The introduction of the 'caring seat' in the playground has proved to be very effective in supporting pupils during the lunch and playtime breaks and has further promoted the sense of a caring school family, whilst providing an opportunity for older pupils to adopt supportive roles of responsibility in the 'playground squad'. Pupils understand the purpose of, and are at ease using, this seat.
45. The school has put in place some good procedures for monitoring and improving pupil attendance. However the arrangements for recording unauthorised absence are inconsistent and need to be reviewed.
46. Information gained from assessment findings is used very well to guide the planning of teaching at long and medium term stages. Significant examples of this include analyses of Key Stages 1 and 2 statutory tests, as well as optional tests taken by pupils of Years 3, 4 and 5. Taken together with teacher assessments, findings from such analyses have enabled greater emphasis to be given to the teaching of experiments and investigations in science and whole school strategies for teaching spelling have been implemented. Additional literacy help is provided for pupils who need it in Years 3, 4 and 5. Pupils in need of extra support are

identified very carefully by the special educational needs co-ordinator and remedies put in place when necessary. Music therapy for autistic pupils illustrates the wide range of support provided by the special needs co-ordinator. Reception children are tested using a nationally recognised baseline test when they are first admitted to the school and again at the end of the reception year, giving a good indication of progress and attainment.

47. Assessment and record keeping systems for English, mathematics and science are good. Systems are also in place for foundation subjects, but these are not consistently useful or manageable.
48. All teachers engage appropriately in assessing pupils' work. They use portfolios that have been collected, assessed and assigned an attainment level according to collective agreement by the teaching staff. This process keeps teachers abreast of the demands of the levels of the National Curriculum and gives them confidence and accuracy when assigning levels to their own pupils' work.
49. Procedures for monitoring and supporting pupils' personal development are good. Effective action is taken to help individuals and groups of pupils to raise their standards of attainment in English, mathematics and science. As a result, every pupil has challenging yet achievable individual learning goals to work towards. There is also very good provision made to support pupils with special educational needs. Wall displays are used well to acknowledge pupils' achievement. The head teacher and special needs co-ordinator monitor behaviour regularly, and frequently, and to good effect.
50. Teachers use time effectively when pupils sit in a circle to discuss issues. They have a very genuine interest in the everyday development of the pupils for whom they are responsible. Pupils are also provided with many useful opportunities to practise their social skills both in the classroom and around the school. For example, those in Year 6 take turns to be a prefect or act as monitors for a variety of tasks as well as being provided with opportunities to participate in the school council. Younger pupils carry out simple tasks such as returning the attendance registers to the school office.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school has maintained and continued to build upon its good links with parents which were evident at the last inspection. Parents feel that the school has become more approachable in recent times and that there has been a considerable improvement in the provision for drama and music with a subsequent increase in pupils' enthusiasm for these subjects. Most parents feel well informed about their children's education. The school works closely with parents, providing very good arrangements for them to communicate with their children's teachers should there be a problem. Almost all parents feel that they are kept well informed about their child's progress throughout the year. In the main, parents feel that all children make good progress but a small number of parents expressed concern about the mixed age classes. Overall, parents of younger pupils, including reception children, feel that the amount of homework is appropriate and well structured but that the arrangements for older pupils are less clear. The arrangements for informing parents about homework are not consistent throughout the school and this needs attention. Most, but not all parents, are very satisfied by the high quality and range of activities provided outside lessons.
52. The inspection finds that pupils of different abilities and ages are catered for effectively. The school has developed very effective links in a range of ways in order that parents may be fully informed. There are regular, detailed letters and newsletters, from the school with whole school information and from class teachers informing parents of topics to be studied during the forthcoming term and of curriculum-linked class visits and events. Most, but not all, of these termly class letters include very clearly defined information on the expectation of homework each week. The school offers open access to parents outside of lessons and teachers of the youngest pupils accompany their pupils to the school driveway area at the

end of the school day, remaining there to promote contact and for ease of accessibility by parents if required. The homework policy is currently being reviewed and parental opinion is to be considered along with the school's investigation and research into ways of extending learning for all pupils and the encouragement of independent learning. The annual governors' report to parents is informative and useful but it does not fully comply with legal requirements because it contains no details of the school's sporting achievements.

53. A number of parents and volunteers help regularly both within the classroom and in extra-curricular activities. The Parent Teacher Association continues to provide a number of varied social and fund-raising events each year to raise funds for the school. These additional funds are very much appreciated by the school, and used to extend and enhance resource provision and to fund specific projects. Parents are supportive of school productions and events and they are consulted about major decisions concerning the life of the school.
54. Individual pupil reports provide detailed information on progress and achievement, and include some targets for each pupil to work towards. A good opportunity is provided for all pupils, including the very youngest, to give a personal view of their achievements and enjoyment of school life, as part of their individual report. Opportunities are provided for parents to discuss the reports, and formal consultation evenings are held during the autumn and spring terms. Parents are fully involved when pupils are identified as having special needs and they have regular opportunities to discuss progress, both formally and informally. They are involved fully in reviews of statements of special educational need as well as in reviews of pupils' individual educational plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The head teacher provides very good and knowledgeable leadership and has a very clear idea of the direction the school should take and the ways in which it should improve. Since her appointment 12 months ago, she has maintained a climate of very close teamwork that has been nurtured carefully. All members of staff work together towards common and agreed goals that have improved the curriculum and other aspects of the school. She has analysed pupils' attainments, particularly at the end of Key Stage 2, to identify why pupils' attainments were better in some main aspects of the curriculum compared with others. She has accomplished this by examining pupils' work to make judgements on their standards and interviewing pupils to discover gaps in their knowledge and understanding. Her conclusions were discussed with the staff and these now form part of the school's improvement plan.
56. The newly appointed deputy head teacher has also analysed pupils' answers in previous tests and identified areas in the curriculum where the understanding of a significant number of pupils is insecure. These findings have been used to produce a list providing teachers with useful information guiding them towards areas that need a special focus during lessons.
57. Teachers were involved in discussions at the beginning of the present school year to predict levels of attainment that pupils could reach, if challenged sufficiently, by the end of the subsequent school year. Pupils' targets were reviewed in the spring term and action was taken if individually they were not on course to achieve the goals. The pupils' targets are met using strategies involving closer matching of the work planned to each individual pupil's needs and using the expertise of classroom assistants in a more focused manner. The head teacher monitors the quality of teaching in literacy and numeracy lessons and teachers are provided with advice on facets of their performance that could be improved. These feedbacks are formal and recorded in writing together with targets that enable teachers to focus on specific aspects of their teaching that need improvement. This has developed staff confidence even further.
58. All of the above factors have assisted in raising standards throughout the school. The shared commitment of all the staff and the capacity to succeed are now outstanding and these are

due to the re-building of teamwork and good motivation by the head teacher following an unsettled period without a permanent head teacher and deputy head teacher.

59. The governing body fulfils its statutory duties very well. Governors work very hard and meet regularly and frequently to discuss issues, to make decisions and to consider strategies for the improvement of the school. They work very closely with the head teacher and are kept well informed of the strengths and weaknesses of the school. They are closely involved in deciding the priorities of the school improvement plan and in monitoring the outcomes of the various initiatives involved. Governors have a very clear idea of the educational direction the school should take and are determined to ensure that this continues to be an improving school. Governors have been allocated the responsibility of liaising with the teachers responsible for managing literacy and numeracy as well as special educational needs. The governor responsible for overseeing special educational needs is very interested and involved in this aspect of the school's work. The chairman leads the governing body very ably and keeps himself well informed about the work of the school. For example, he attends meetings with the head teacher and the school's local education authority inspector. The finance committee monitors the budget regularly and carefully with the assistance of the school's administrative officer. The office staff works very hard to ensure that the administration of the school is efficient. Governors are very actively involved in raising finance for the school. For example, they were recently concerned in setting up a covenant scheme that was instrumental in raising a considerable sum of money, part of which is used to fund a part-time music teacher who teaches all classes in the school. This has enabled the school to improve its standards in music following a key issue arising from the last inspection report.
60. In a small school such as this, all teachers have multiple roles. All full-time teachers have at least two curriculum areas to co-ordinate and part-time teachers have at least one. The co-ordination role for different subjects is carried out very effectively. Co-ordinators monitor other teachers' planning to ensure that the curriculum is covered systematically. They offer advice readily to them about teaching the subject they manage. These activities, together with effective management of the budgets allocated to the different subjects, results in good curriculum provision.
61. The management provided by the special educational needs co-ordinator is very good. All statutory requirements of the special needs Code of Practice are met fully. She ensures that there are very good links with external agencies and with the receiving secondary school when pupils transfer at the age of eleven. She is very experienced and has a wealth of expertise to offer pupils and supports colleagues very effectively.
62. The school development plan is a good working document that sets out clearly the school's priorities for improvement over the next year. It is an amalgamation of ideas that arise from a numerical analysis of each member of staff's view about what aspects of the school need improving together with the governing body's views about the outcomes of the staff's priorities. Great care has been taken to ensure that the initiatives are linked closely to the budget so that at all times there is adequate funding to cover the various priorities. The success criteria attached to each element of the plan are not linked to measurable improvements in pupil progress whenever this is possible. This is a significant omission because the school has no real way of identifying whether the initiative has had a positive impact or not.
63. Although they are asked on specific points, the school does not approach parents for their views on how the school could be improved or for suggestions on useful developments that might be helpful. Whenever possible, the school ensures that decisions on purchases are made with best value in mind. It obtains three quotations for any large item of expenditure and considers purchases very carefully in terms of the after-sales service. For example, the after-care aspects were carefully taken into account when purchasing new computers. The school applies the principles of best value effectively.

64. The aims of the school are reflected very well in its work. Pupils feel happy and secure and the school environment is stimulating. They develop citizenship skills and are encouraged to understand the views and feelings of others.
65. The school's use of new technology is very good. The school's systems are computerised so that information can be located easily and quickly. The facility for managing pupils' assessment information has been installed but the staff have yet to receive external training on how to use it. E-mails can be sent and received and pupils have access to the Hampshire Education Authority's internet system.
66. The grant used for pupils with special educational needs is used wisely and has resulted in pupils making very good progress in their learning. The money allocated for professional training of the staff is used sensibly to improve the work of the school. Teachers attend relevant courses that are linked with the needs of the school and classroom. The school's strategy for staff appraisal and performance management is very good. Each teacher has been set objectives relating to the progress of pupils in her class, leadership and management of a subject and an aspect of personal teaching skills. It is a good measure of the cohesiveness of the staff that all classroom assistants have also agreed to be set objectives even though this is not a requirement of their employment. The head teacher has successfully completed a half-yearly review of progress towards achieving the objectives.
67. The school's accommodation is good. Classrooms, hall and sports facilities are all good. The field is large and provides more than enough space for outdoor activities. The resources provided in the playground and field provide extra opportunities for pupils to develop their physical skills. The quality of the learning resources in the classrooms is good and these are used well to enable pupils to gain knowledge, understanding and skills. Teachers are deployed well and classroom assistants support pupils very effectively in their learning. However, teachers do not use them sufficiently during introductions to lessons and plenary sessions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to raise standards further and ensure good progress for all pupils the head teacher, staff and governors should:

- (1) Improve Key Stage 2 pupils' attainments and progress in information and communication technology by:
 - providing in-service training in ICT for those teachers whose skills are insecure in this area of the curriculum; (paragraph 128)
 - building on pupils' existing skills of word processing and graphics and extend these to include controlling and monitoring; (paragraphs 125,127)
 - ensuring that pupils practise ICT skills regularly in subjects across the curriculum; (paragraphs 99,126,127)
 - increasing the time allocated for pupils to learn the skills of information and communication technology; (paragraph 128)
- (2) Improve further Key Stage 2 pupils' attainments further in mathematics by providing regular and frequent opportunities for pupils to use and apply the mathematical skills they have learned; (paragraph 3,18,20,87,88)
- (3) Enhance the pupils' cultural development by including in the curriculum details about the ways of life of different ethnic groups represented within the United Kingdom; (paragraph 40)

The following less significant points for improvement should be considered for inclusion in the action plan:

- ensuring that Key Stage 2 pupils receive the minimum recommended time for learning in lessons each week; (paragraph 29)
- making sure that information about homework for pupils is communicated consistently throughout the school; (paragraph 51,52)
- including details about the school's sporting achievements in the annual governors' report to parents; (paragraph 52)
- using classroom assistants more fully during the introductory and summary parts of lessons; (paragraph 67)
- ensuring that different forms of displays in the classrooms support learning objectives in mathematics; (paragraph 89)

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	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	55	27	15	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	129
Number of full-time pupils known to be eligible for free school meals	1
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	2
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	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	*	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	*	*	*
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (94)	100 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	*	*	*
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (94)	100 (94)
	National	84 (82)	88 (86)	88 (87)

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

* Data is excluded where year groups of boys and girls separately are ten or fewer.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	*	11	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	10	*	10
	Total	15	13	16
Percentage of pupils at NC level 4 or above	School	88 (79)	76 (75)	94 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	11	10	11
	Total	16	16	17
Percentage of pupils at NC level 4 or above	School	94 (83)	94 (79)	100 (71)
	National	70 (68)	72 (69)	79 (75)

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

* Data is excluded where year groups of boys and girls separately are ten or fewer.

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	129
Other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR - 6

Total number of qualified teachers (FTE)	6.7
Number of pupils per qualified teacher	19.25
Average class size	25.8

Education support staff: YR - Y6

Total number of education support staff	6
Total aggregate hours worked per week	113

FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	322972
Total expenditure	319307
Expenditure per pupil	2281
Balance brought forward from previous year	3579
Balance carried forward to next year	7244

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	129
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	69	29	2	0	0
Behaviour in the school is good.	58	38	2	0	2
My child gets the right amount of work to do at home.	48	42	6	0	4
The teaching is good.	65	33	2	0	0
I am kept well informed about how my child is getting on.	54	40	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	60	40	0	0	0
The school works closely with parents.	65	27	4	0	4
The school is well led and managed.	77	19	0	0	4
The school is helping my child become mature and responsible.	73	27	0	0	0
The school provides an interesting range of activities outside lessons.	52	33	8	2	4

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

69. Children begin school in September of the year in which they are five. The number of days per week the children are required to attend initially is dependent upon the month in which they were born. Children whose birthdays are between September and December attend school on a full-time basis from the day they are admitted. Those whose birthday falls in the Spring Term come to school for three full days until the beginning of October and are then full-time thereafter. The number of days per week that children may attend school depends on the months that they are born. Profitable links between the school and the on-site play group form part of the school's good induction arrangements, which provide a pleasant introduction to school life for both children and their parents.
70. The quality of teaching in the reception class is very good, particularly of basic skills, and contributes significantly to the good progress children make and to the good attitudes they show towards their work. The inspection findings show that teaching, together with children's attainment and progress, have improved since the previous inspection. Work is planned thoroughly to provide a stimulating, broad and balanced curriculum within which all of the required areas of learning are addressed. Children enter school with levels of attainment equal to those expected nationally. As a result of this very good provision, they attain standards well above those expected by the end of the reception year in: communication, language and literacy, knowledge and understanding of the world, and mathematical, creative, personal, social and emotional development. They attain standards in line with those expected in physical development.

Personal, social and emotional development

71. Children's personal, social and emotional development is given very high priority and they make very good progress. The quality of teaching to enable children to develop in this area is very good. A wide range of successful teaching strategies enables children to enjoy their learning and feel secure in the classroom and wider school community. The class teacher builds confidence in children through skilled encouragement and by showing that their responses to work are valued. Consequently children are keen to succeed and have good attitudes to their work. This is evident by the high level of enthusiasm they have for activities such as singing, practising letter sounds and number recognition games. The teacher and classroom assistant encourage children to dress and undress unaided and clear away materials at the end of lessons, consciously fostering self-care and independence to good effect. Anti-social behaviour is discouraged through positive attitudes, the implementation of a few simple rules and the encouragement offered by the staff for all forms of good behaviour. Consequently, children behave well and relate agreeably to each other as they work and play. Great respect and concern are shown to them, building in turn their self-respect and esteem.

Communication, language and literacy

72. Children's communication, language and literacy skills are promoted successfully in very well taught literacy lessons as well as in other curricular areas, and as a result their progress is good. This results from very good systematic teaching that enables children to develop a sequence of skills and understanding. Thus, by the end of the reception year, they attain standards well above those expected for this age group. They are given constructive opportunities to speak and listen and their skills are good. They listen attentively, knowing that their contributions are valued, respond confidently and clearly. A good example of this was seen as children actively listened to a story intently and then worked in pairs to describe a nursery rhyme character without stating the name. Children were eager to tell the rest of the class their own description and for the others to guess the name of the character. Children speak fluently and express their thoughts successfully during role-play sessions when they act out their own versions of 'Cinderella' in the playhouse. All the early reading skills are taught effectively. These include letter and sound combinations, word recognition, reading for

enjoyment, understanding and information, and awareness of how books are made up. By the time they complete their reception year, most children read simple texts, recognise initial sounds and sounds that combinations of letters make. They draw pictures, recognisable letters and a range of phonetically plausible words. As with the rest of the school, pupils with special educational needs and lower attainment are given valuable help towards specific early learning goals.

Mathematical development

73. Children practise successfully skills such as counting, ordering, adding and subtracting numbers to ten and beyond, through well-structured activities and games. They count in tens to 100 and some higher attaining children can go beyond this. They sing a wide variety of rhymes and jingles and use computer programs to reinforce these number skills and improve mathematical vocabulary effectively. They add one, two or three to given numbers and most can order numbers up to 20. Children are taught the names of two-dimensional shapes successfully and can name rectangles, squares, circles and triangles. Problem-solving skills are developed through mental mathematics and by using everyday opportunities as they occur, such as register calculations. Time is used well in lessons and children benefit from the appropriate balance between teaching time and time to practise and consolidate their skills, through suitably challenging tasks and good supporting resources. Further opportunities are provided at the end of lessons when the teacher goes over the key points and skilfully draws together the main learning objectives. Such very good practice in teaching maximises learning opportunities and enables children to make very good progress and attain well above the expected standards in mathematical development by the time they complete their reception year.

Knowledge and understanding of the world

74. Children develop a broad awareness of the world around them and progress very well in their knowledge and understanding. Worthwhile opportunities are provided for them to be aware of their surroundings. They draw simple maps of the school grounds or of the inside of their classroom. These are carefully drawn and the positions of items on their maps correspond closely to the real objects on the ground. Materials are explored effectively and skills of cutting, sticking, joining, baking and painting are used well. They carry out interesting experiments to discover what objects float and which sink, and find out what happens to the distance travelled by toy cars if the angle of the ramp on which they start is increased. Good opportunities are provided for children to develop computer skills to support and extend understanding of mathematics and reading. The very youngest children use some keyboard keys efficiently. The teaching the children receive to enable them to develop knowledge and understanding of the world is very good. A variety of interesting activities are planned regularly and the class teacher's good questioning skills enable them to understand new ideas very effectively.

Physical development

75. The reception class teacher plans good physical education lessons enabling children to grasp awareness of space soundly in routines and games, which involve a variety of movements such as running, walking and jumping. They move with developing control and co-ordination and use medium-sized balls to develop their hand-eye co-ordination well. They pass a ball around their body competently, and throw and catch it whilst standing still and also when they are moving. Children also develop their physical skills through use of large apparatus in the enclosed area outside their classroom. These include trollies, a short tunnel, a see-saw and low climbing equipment. They are given many opportunities to strengthen their fingers by using pencils, paintbrushes and a variety of construction toys well. They participate in dance lessons in the school hall and enjoy it dancing to African music or make up their own dances to stories such as the 'Three Billy Goats Gruff.' Staff are diligent about keeping children safe when handling tools. Children make satisfactory progress and attain standards consistent with expectations in physical development. The quality of teaching observed was sound and enabled children to develop physical skills equal to children of the same age.

Creative development

76. Creative development is nurtured profitably through stimulating activities involving art, music, dance and imaginative play. Children produce very good observational drawings of apples and daffodils and, by examining these closely in order to draw them accurately they learn something of the structures and, in so doing, there are good links with the development of their knowledge and understanding of the world. They sing a narrative song about the 'Three Bears' enthusiastically and enjoy using percussion instruments that they can name accurately. They learn to associate the volume of the music with what is happening in the story. For example, they sing and play loudly when 'Daddy Bear' enters the story and softly when singing about 'Baby Bear.' Children engage well in role-play in 'Cinderella's Palace' in the classroom, making believe and relating well to each other. As well as developing their physical skills, children also have opportunities to develop creatively and move imaginatively during dance lessons. They are highly motivated and well supported through such creative activities by both the good quality teaching and the good level of support given by classroom assistants. As a result, children make very good progress and attain well above the expected standards by the end of the reception year.

ENGLISH

77. At the time of the last inspection in 1997, the school's results for seven-year-old pupils in the annual national reading tests were in the top five per cent in the country and were well above average in writing. These very high standards have been maintained and are founded in the very high standards of children when they leave the reception class. In the latest 2000 national tests, the pupils' attainments in reading are in the top five per cent in the country and writing is well above the national average. The results in these two areas of the curriculum have been consistently high over the past four years and the findings of the inspection reflect these very high test results.

78. The school's results in English in the annual national tests for eleven-year-olds were above average in 1997. In the most recent national tests these results have now improved and are now well above average. Inspection findings show that the latest test results are similar to the present English standards at the end of Key Stage 2.

79. Standards in speaking and listening are very good at the end of Key Stage 1 and Key Stage 2. Seven-year-old pupils listen carefully to instructions and contribute very well to the introductory and plenary sessions in the literacy hour. They express their opinions fluently and confidently. For instance, when pupils explain their views about the story the whole class has listened to they do so with a good vocabulary and a clear structure to their speaking. Older pupils also speak confidently and develop a love of words, taking care to ensure they give the desired strength of emphasis to what they want to say. Throughout Key Stage 2, pupils are given very good encouragement to speak whenever possible and this helps to develop their speaking skills. However, whilst classroom assistants listen closely to whole-class discussions they do not have a system to identify the very small number of pupils who are reticent about offering their opinions orally so that they can be directly asked in the future.

80. Standards in reading are very good and well above national expectations. This is an improvement over the last inspection when standards were judged to be above average but not well above average. Pupils in Key Stage 1 build on the knowledge and understanding of letter sounds they have gained in the reception class and the majority are very capable readers by the end of the key stage. They can recall what they have read and retell a story, relating the events in the right order. Pupils read very fluently for their age and understand the main points of the story. They read non-fiction with as much enjoyment as they read storybooks, and use the index to locate information they need quickly. The small number of lower attaining pupils read most words accurately and use their knowledge of letter sounds, illustrations in the book and the context of the sentence to read words of which they are unsure. Pupils are supported in their reading very regularly by the class teacher, classroom assistant and parents, and this has had a very good impact on their progress.

81. Key Stage 2 pupils read confidently, very fluently and to a very high standard. This maintains pupils' levels of attainment at the time of the last inspection. They enjoy reading and use appropriate phrasing, demonstrating an ability to 'read ahead'. They are also developing reading skills at a higher level, for example changing their tone of voice when a new character in a story is speaking. They have the ability to work out the deeper meaning of their reading and so glean ideas from the text that are not explicitly stated. They can evaluate the content of stories using relevant passages to support their view. Pupils read a wide range of books including poetry, fiction and information books. Lower attaining pupils read satisfactorily and can describe the personalities of the characters in the story they are reading, indicating they have a good understanding. They are very well supported in their progress by the class teacher and classroom assistants who hear them read regularly. The library is well stocked for the number of pupils in the school but it is not used sufficiently to ensure that pupils have acquired adequate research skills to find out information. Whilst almost all pupils use an index with ease a significant number of Year 6 pupils have difficulty in knowing how to go about finding specific items of information using the library.
82. Writing standards for the seven-year-olds in the school are also very good and are well above national expectations for this age group. Pupils produce a good volume of writing and complete a variety of worksheets developing their language and grammatical skills. They have developed a good neat style of handwriting, which uses joined letters to link well with Key Stage 2 requirements. The school's policy is to teach pupils to write in this cursive style right from the reception class and this has resulted in consistently presentable written work amongst most pupils. Their standard of spelling is good and they can spell most regular common polysyllabic words. This good standard of spelling results from the provision of lists of common words that they refer to regularly and a very good use of self-compiled word books. Standards of punctuation are also consistently good for most of the pupils. These are due to the provision of targets found at the front of each pupil's exercise books that are aimed specifically at meeting the immediate needs at that time. Pupils are continually reminded of these and as a result they make good progress. Higher attaining pupils write accounts which are well sequenced, using connecting words such as 'because', 'when', 'first', 'then', and 'next' and are beginning to create interest and tension in their stories, thinking about the reader. Through systematic teaching of basic skills, pupils with special educational needs are developing the ability to spell correctly.
83. An examination of eleven-year-old pupils' work shows a standard of writing that is well above national averages. From Year 3 onwards, there is a regular emphasis on basic skills such as spelling, punctuation and handwriting. Pupils gain a good understanding of grammar in literacy lessons and are encouraged to write in extended sentences and to choose words with care in their writing. For example, in an outstanding lesson in the Year 4/5 class, pupils constructed poetic phrases from a selection of words they had drawn up in, what one pupil described aptly as, a 'palette of words'. Most pupils write skilfully and make their writing imaginative and creative. They write usually with correct spelling and punctuation including apostrophes, inverted commas and the correct form of setting out speech by different characters. Pupils write competently in a range of forms such as stories, letters, poems, descriptions, explanations and diaries. They tackle activities designed to extend their 'writing vocabulary' on a regular basis. For example, Year 6 pupils compiled groups of similes to make their personal writing more interesting. Again, as in Key Stage 1, targets for pupils enable them to focus upon aspects they need to improve and this creates a climate of striving continually to produce their best work. Both the quality and quantity of work achieved in all three Key Stage 2 classes is good. In addition to writing creatively, they cover a comprehensive programme of exercises to develop their skills in everything from spelling patterns, punctuation to correct points of grammar. Pupils also practise written explanations in subjects such as science or geography and use information and communication technology to amend and correct their work as they write it.
84. The quality of teaching is good in Key Stage 1 and very good in Key Stage 2. Throughout the school, especially in Key Stage 2, there is a commitment among the teachers to maintain and

improve pupils' standards in English. In one outstanding Key Stage 2 lesson, the teacher read a poem very sensitively to the class. The pupils were spellbound and the teacher then led skilfully a very fruitful discussion centred on a rural sunset photograph. Precise descriptive words were discussed and excellent questioning resulted in pupils building their own collection of adjectives and constructing powerfully worded phrases describing a scene in Preston Candover. The atmosphere in the classroom was electric with the pupils' fascination at selecting precisely the right words and receiving acclaim for their efforts. All pupils felt valued and their work and contributions respected. Such an ethos has led to a genuine love of writing and pupils' progress has been very good as a result. Elsewhere in Key Stage 2, teachers demonstrate similar skills. Younger Key Stage 2 pupils, including the majority of all seven-year-olds, are taught to identify, and recognise the need for pronouns very well by asking them to read out a short story using the names to which the pronouns applied. By the end of the lesson, pupils were able, not only to recognise pronouns, but also to understand their use. Older Key Stage 2 pupils make very good progress in understanding specific techniques in writing poetry and create phrases such as 'light stealer' or 'mist eater' to describe the moon.

85. In Key Stage 1, teachers have good strategies to enable pupils to learn effectively. For example, they focus systematically on words with similar sounds to teach correct spellings and provide security for pupils by supplying them with lists of spellings of the most commonly occurring words or by giving them written suggestions of interesting ways of beginning stories. Throughout the school, teachers get on very well with pupils. This results in pupils wanting to please their teachers and working hard to doing so. High expectations of what the pupils can achieve are evident in each class. Pupils of all abilities are challenged well by providing them with work that meets their needs. This is accomplished by regular assessments of what the pupils have achieved and is followed by planning the next step in their learning and providing individual targets for their improvement.
86. The English co-ordinator manages the subject very effectively. She compares the performances of boys and girls and arranges remedial action if necessary. She monitors the teachers' planning each week to ensure that pupils make the required progress. The head teacher monitors the quality of teaching and any areas for improvement are discussed afterwards. The school's achievements in English have been recognised by the government and it has been awarded 'Beacon' status for its high standards and it continues to maintain these.

MATHEMATICS

87. The results of the 2000 statutory assessments show that the percentage of pupils reaching the expected level for their age in Year 2 is very high but when these results are compared to similar schools they are broadly average. The proportion of pupils attaining higher levels is above the national average indicating that higher attaining pupils are well challenged. Apart from a dip in 1999, results have been above national average figures over the last three years. When these results are compared to similar schools they are above average. A scrutiny of pupils' current work confirms that standards remain well above average in Key Stage 1 and above average in Key Stage 2, apart from the application of mathematical skills and knowledge, where this is very limited.
88. Standards have risen since the last report, although the relatively better results in Key Stage 1, compared to Key Stage 2, remain. Attainments in number, shape, space and measurement have risen throughout the school as a result of the successful introduction of the National Numeracy Strategy. Data handling at Key Stage 2 is satisfactory. Results for the higher attaining pupils in Key Stage 2 have improved because the organisation of pupils into ability groups, combined with better planned tasks, means they are now given work which matches their abilities more closely. However, the last report noted that standards in mathematics do not match those achieved by the same pupils in English and that investigative work is often

weaker. This is still the case. Progress since the last report has been satisfactory in spite of the constant changes in senior management.

89. The school has recognised this and is seeking to raise standards further. Information and communication technology is now beginning to be used to assess pupils' progress, linked to the analysis of the recently introduced interim national tests. Targets are now set for improvement over a longer period of time for each pupil, linked to National Curriculum levels, but this is in its early stages. Although the school recognises the value of the use of mathematics in other subjects this is not yet systematically planned. As a result, mathematics is mainly confined to the numeracy hour, whereas English is planned in a range of subjects across the curriculum. This affects standards slightly in mathematics. There are no targets set in mathematics for individual pupils in either key stage, although the school has plans for these to be introduced at the beginning of the next academic year. This disparity is further reflected in the omission of mathematics from the high quality displays around the school, whereas these visual displays include all other National Curriculum subjects. Consequently, there is a very limited use of display to support the learning objectives for numeracy lessons.
90. By the age of seven pupils are very good mathematicians. They readily sequence numbers to 1000 making their own combinations from three numbers such as 3, 5 and 9 to achieve this. Pupils recall number facts to 20 with increasing confidence and are beginning to work with multiples of 2, 5 and 10. They know about circles, squares, pentagons, spheres and cuboids, and calculate money problems such as $13p + 34p$, or make 50p in a variety of ways. There are some good links to science in the graphs on shoe fasteners, or in the graphs of fruits they like. But the majority of this application of mathematics is within the numeracy hour and the opportunities for pupils to use their mathematical skills more widely are limited in both Key Stage 1 and Key Stage 2.
91. By the age of eleven pupils have developed their understanding of numbers well and have standards that are above national expectations. Higher attaining pupils work accurately when calculating numbers such as 2.40×26 or 0.38×15 . They draw scalene triangles or pentagons in different quadrants, showing a good understanding of co-ordinates, which includes negative numbers. Further number work includes percentages, equivalent fractions or number puzzles. Pupils of average ability complete similar work, but at a slightly lower level, such as the equivalent fractions of $\frac{3}{10} = \frac{6}{20} = \frac{9}{30}$, or work in decimals such as $\text{£}3.00 \times 46$. Pupils with special educational needs, including those with statements, have work that is matched well to their individual education plan. There is good support from classroom assistants, and very effective teaching when the special educational needs co-ordinator works with small groups of individuals during numeracy lessons. Pupils use their data-handling skills well, with some good cross-curricular links. A good example of this is the work in Year 6 when information and communication technology is used to print block graphs or pie charts from data collected during science lessons. However, most opportunities to use and apply mathematics are brief and confined to the numeracy lessons. Consequently these skills are underdeveloped.
92. The quality of teaching is good overall, and very good at the end of Key Stage 2. All teachers teach the numeracy hour confidently, following the National Strategy well. As a consequence pupils are learning the right skills and knowledge for their age, and they are making good progress from year to year. Teachers plan well, although their learning objectives rarely contain the use and application of mathematics. They challenge pupils' thinking by their very good questioning style and by starting their planning for pupils with higher ability first, rather than by starting with the work for pupils of average ability. Pupils with special educational needs are provided for very well, and the very good support from learning assistants, or the special educational needs co-ordinator, means they make very good progress in their learning. Teachers manage all pupils confidently, respect their contributions and use these to support learning, as well as using praise and encouragement very effectively so that all pupils are keen to contribute. Although time and resources are used well too, most teachers still do not make the best use of learning assistants when they are teaching the whole class, thereby

leaving the assistant to mostly watch. Assessment is used effectively, so that teachers constantly judge the right time to move on to the next stage of learning in lessons, or to record assessments over a longer period of time. Homework is set from time to time in accordance with the school's policy. There are no targets for individuals in the books, as there are in literacy. The use of mathematics across the curriculum is not planned for, as it is in literacy. In the classrooms displays to support or celebrate learning in mathematics are limited.

93. Pupils enjoy school. They are always keen to contribute, doing so with clarity and confidence. Pupils share resources and ideas in an easy, well-behaved way. They work hard, concentrate well and by the end of Key Stage 2 they are increasingly mature and independent. Teachers foster this very good approach to learning by pupils through the very good relationships they maintain in all classrooms.
94. The co-ordinator has managed the subject well during an unsettled period of rapid change in the posts of head teacher and deputy head teacher. She has worked closely with the head teacher during the last year and has now handed over responsibility to the newly appointed deputy head teacher. The new co-ordinator has already written a good action plan.

SCIENCE

95. The teacher assessments for pupils aged seven in the year 2000 show that all pupils reached at least national average level. This is very high in comparison with national figures. The results for higher attaining pupils are slightly lower, but still well above average. When these results are compared to those from similar schools they are again well above average.
96. The 2000 results for pupils aged eleven show that, although the proportion achieving the level expected is above the national average, the overall performance in science is below average, mainly because the proportion of pupils scoring higher levels was well below the national norm. When these results are compared to similar schools they are again well below average. Boys and girls results vary from year to year. However, apart from the dip in the year 2000, results have been better than the national average figures over the last three years.
97. At the time of the last inspection pupils' attainments were found to be higher than average at the age of seven. The school has built on this very successfully in Key Stage 1 and progress since the last report has been good, resulting in standards that are now well above the national average. Progress for pupils aged eleven has been more variable. The percentage of pupils achieving the levels expected for the age group is above average, whilst the percentage reaching higher levels is well below average. Because of this the overall assessment is that pupils' results are below average in science for the year 2000. The same higher attaining pupils achieved much better results in both English and mathematics mainly because of the succession of temporary teachers at the end of Key Stage 2.
98. Since the last inspection there has been considerable change in the senior management team, so strategic planning has been uneven. The present head teacher and science co-ordinator have set targets for improvement, which identify areas for development very clearly. These include consistent teaching of investigative science, a rewritten whole-school plan, better links with information and communication technology and more systematic assessment procedures. These are now in place. They have restored balance to the direction and management of the subject. However, the teacher with responsibility for science has been absent for two terms, so she has been unable to monitor or support the implementation of these targets for improvement. In the autumn term there was too much reliance on photocopied worksheets at the end of Key Stage 2 and, as a result, pupils' understanding of scientific enquiry remained underdeveloped.
99. Scientific enquiry is beginning to improve throughout the school as a result of this being one of the main initiatives in the school improvement plan. The identification of higher attaining

pupils, with the setting of targets for improvement through the key stage, is now in place. Results for these higher attaining pupils are beginning to rise in Key Stage 2, but they still remain below those achieved in English and mathematics. Recent progress in this subject at Key Stage 2, although uneven, has improved. However, progress of pupils in Year 6 has improved considerably since the deputy head teacher took over the teaching of the class. ICT, although used to support science learning to some extent, is not used sufficiently in scientific activities.

100. There is satisfactory progress overall from year to year in science. Lower and average attaining pupils achieve well but higher attaining pupils have not been challenged sufficiently to make the progress of which they are capable. Pupils with special educational needs make very good progress because of the very good level of support provide for them by classroom assistants. The youngest pupils close their eyes and use their senses to touch and thereby see pictures made from different materials. Pupils in Year 2 compare seeds from peppers, avocados, oranges and peas, exploring similarities and differences with enthusiasm. Year 3 pupils develop this knowledge further when they plant seeds under different conditions and observe the result. Year 5 pupils analyse food chains and show a mature understanding of such terms as predator or prey, or primary and secondary consumers. In Year 6 pupils dissect flowers, name the parts, and discuss pollination, the role of insects and the development of seeds. There is similar well-planned progression in the other attainment targets of materials and physical processes. An example of this during the course of the inspection was the good work on series and parallel circuits.
101. Science teaching is very good in all year groups. Lessons share the same very good characteristics in both key stages. Teachers plan very carefully, both in the longer term and for lessons, so pupils build on their previous knowledge well. They know the subject, use scientific terms consistently and prepare very good quality resources to support investigations. This was evident in the range of fruit and the amount of electrical equipment used in lessons in Key Stage 1 and Key Stage 2 respectively. Teachers expect pupils to work hard, so they challenge their thinking with good questions, value their responses and use these to develop pupils' learning further. They are confident and consistent in their management of pupils, maintaining very good relationships at all times. Learning assistants support individuals or small groups very effectively. Teachers assess pupils' progress during lessons, choosing the moment to move the lesson on well. Assessment records are up-to-date so that pupils' learning over longer period of time is good. Pupils' work is always displayed very attractively to celebrate their success. But most lessons share the same characteristics for development too. Lesson objectives rarely identify the focus for the development of investigative skills whereas the knowledge to be learned is always identified. Methods of recording vary in quality, most being unstructured, and as a result work in the pupils' books is not recorded in a scientific way. No targets for individual improvement are identified as they are in literacy.
102. Pupils are enthusiastic learners. They are very keen to contribute, always ready to ask and answer questions. They share resources and ideas in a friendly open way when they work in pairs or groups. They are responsible, mature learners. The teachers skilfully maintain very good relationships in all lessons so that learning is always productive.
103. The co-ordinator has updated the approach to science well, but she is still absent from school. In the meantime the head teacher is having to oversee the subject. Although developments are taking place it is inevitable that the pace of change has slowed.

ART AND DESIGN

104. The standards achieved in art in both key stages are well above national expectation. At the time of the last inspection it was judged to be a strength of the school. This is still the case. Throughout the school, pupils have very good opportunities to record their ideas, feelings and observations in imaginative ways using pencils, pastels and paint.

105. The high quality displays around the school are excellent examples of the range of work pupils experience and the very good progress they make in this subject. The youngest pupils represent their ideas in collage work, or paint confidently, as they did in their work on 'Three Billy Goats Gruff'. Year 2 pupils link their art to other subjects very effectively. There are good links to the science work about materials in the colourful wax resists, using cold water dyeing techniques, and to history in the detailed pencil drawings of costumes through the ages. Pupils in Year 3 continue with this historical and scientific linkage. The excellent detailed drawings of Victorian life, together with the accurate observational drawings of seed pods, confirm very good progression in line and tone. Years 4 and 5 use very skilful hatching and cross hatching techniques in their compositions from a metal still life, with very good use of the I.C.T. design program 'Dazzle' to extend their ideas in a different direction. By the end of Key Stage 2, pupils use their understanding of colour imaginatively in their natural still life paintings of flowers entitled 'Shades of Green'. These are all of very high quality, with excellent detail, but adapted and refined to reflect an individual view. Other excellent work seen were the photographs of work in the style of Van Gogh, when pupils used spatulas, fingers, or 'the wrong end of a paintbrush' to recreate his techniques. The resultant paintings of 'Sunflowers' using only blues or reds have considerable visual impact. Three-dimensional work is above average too. The forces sculptures in Years 4 and 5 from work in science, the figures in the style of Giacometti and the pinch clay pots in Year 2 are good opportunities for pupils to explore the visual and tactile qualities of materials.
106. The very good quality teaching is reflected in these displays. Teachers follow a very good whole-school plan organised by the experienced and knowledgeable co-ordinator. They all have a very good knowledge of the subject and use this to guide pupils sensitively, so that pupils respond instinctively to colour, texture, line and shape. For example, during a science lesson, when pupils were investigating cross-sections of fruit, a Year 2 pupil automatically picked up pencil crayons to create an excellent instant observation, with a few lines and a little colour, without any prompting from the teacher. Resources are appropriate, stored carefully, and they are easily accessible for pupils and teachers alike. Teachers use assessment well during art lessons. They set high standards, but guide pupils empathetically, so that all pupils, including those with special educational needs, have real opportunities to express themselves successfully. Art raises their self-esteem. Sketch books are used throughout Key Stage 2, but some teachers make more use of them with pupils than others. They do show progress, although they are insufficiently monitored at present by some teachers. Other assessments are now in place, linked to the level descriptors of the National Curriculum and the learning objectives for lessons.
107. The co-ordinator leads the subject very successfully, with very good support from all teachers. There are always annual plans to develop the subject further. The present focus is on the wider use of information and communication technology, a redefined plan for the progression in skills, knowledge and understanding throughout the school and to establish works of art linked to literacy. It is a challenging schedule for a part-time teacher, who has several other responsibilities, all with a similar development plan.

DESIGN AND TECHNOLOGY

108. The attainments of pupils in design and technology are in line with national expectations at the end of Key Stage 1 and Key Stage 2. There is evidence of well-planned progression from year to year.
109. Standards are the same as at the time of the last report. This report found that the key elements of a scheme of work, sound assessment procedures and systems for monitoring progress and attainment were lacking. As a result, design and technology improvements were included in the key issues for action. There is now a well-constructed whole-school plan, which ensures pupils in the mixed age classes do not repeat work if they spend two years in the same classroom. For example, class 5 pupils at the end of Key Stage 2 design and use torches, make a 'Spar Buggy' and prepare salads in Year 1. If they are in the same class for

another year they design and make traffic lights, use gears and pulleys in a model and prepare bread and biscuits in Year 2. There are now suitable assessment procedures linked to the learning objectives, so pupils' progress is monitored for each of the termly topics. However, there is still no established overall process for monitoring progress and attainment in the different elements of the design and making of products, linked to the level descriptions of the National Curriculum. Nevertheless, overall progress since the last report has been good.

110. Finished products on display during the inspection confirm good progress from year to year. The very youngest pupils design and make cages for a pet, using scrap resources. In Year 2, they develop the designs further and use a range of different materials to make a 'be safe and seen' outfit for a teddy bear. They are beginning to evaluate their designs using a 'smiley face' chart. Year 3 pupils design and make food packets as part of their healthy eating and keep fit topic. By now they include more details to show the planning and making of a product, beginning by evaluating commercial food packets. A similar starting point is used in Year 4 when pupils look at commercially designed kennels before beginning the design of 'Dasher's Kennel'. Although only the front of 'Dasher's Kennel' is made, pupils' understanding of the design process has advanced considerably and there is now much more detail, much more exploration of design and clearer labelling. Pupils in Year 6 successfully link design and technology to their history topic, the Romans. They enthusiastically explore the Internet and books to find the principle of the design for a ballista and then have to work within the confines of a certain amount of wood and card to make the product. The standards of attainment in both the design and making of all of these products is progressive and in line with national expectation. However pupils do not collect their designs together as they try to do, for example, in art. There is no system for recording designs in a similar way.
111. Although only one lesson was seen in the course of the inspection, it is clear from the evidence seen that teachers have a good approach to the subject. There are good long-term plans from which they plan design and technology lessons well. Pupils are taught the design process systematically and they always make well-finished products. Teachers display these around the school and in the classrooms very attractively. Pupils with special educational needs are very well supported by classroom assistants and achieve well as a result. There is a good range of tools and materials, stored carefully and readily accessible. Pupils talk enthusiastically about the subject, confirming they enjoy the work. All teachers keep suitable records of assessment. What is missing is a more organised way of recording designs and products so that progress over time and standards achieved can be monitored more closely.
112. The co-ordinator has only been responsible for the subject since January. She has organised a whole-school plan, with very good, appropriate links to science. There are some links already to information and communication technology to develop design and there are plans to develop this further through further staff training.

GEOGRAPHY

113. The evidence for geography during the course of the inspection was sparse. Only one lesson was timetabled. The amount of pupils' work seen was small and mainly confined to map work, apart from the good work in Year 6, resulting from a field trip to Calshot Field Study Centre, when pupils studied land use, coastal erosion and weather. It is therefore impossible to make a judgement on either the levels of attainment of the pupils or on the quality of teaching because the amount of available evidence was too small. It should be noted that the amount of time allocated to geography annually in Key Stage 2 is eight hours per term, so the amount of work will be small when field trips are included.
114. The last report was also unable to make firm judgements on attainment, progress, or standards of teaching in geography. It observed that the curriculum framework, although good, did not provide for the planned progression of geographical skills and understanding. Assessment was at an early stage of development.

115. Since then, the teacher responsible for the subject has consulted widely with colleagues, examined all teachers' planning and looked in detail at Curriculum 2000. As a result she has re-written the geography curriculum for the key stages so that it is progressive and relevant. Assessment is now in place in all classrooms linked to the learning objectives of each topic. Care has been taken to ensure there is no duplication of work because of the mixed age classes. Therefore progress since the last report has been good.
116. Within this whole-school plan there are good field study trips, starting with the immediate local environment, before moving further afield. For example, the youngest pupils use the attractive school grounds, Class 2 looks at Preston Candover during the seasons, Class 3 visits Alresford and Brighton Hill in Basingstoke, comparing the two communities, Class 4 looks at Beaulieu, whilst Class 5 visits Calshot Field Study Centre. St. Lucia is a focus for a developing country. Resources have been audited and matched to each topic. They are sufficient and appropriate and include very good photographs to support field trips, taken by the geography co-ordinator.
117. Geography is a feature of the current School Improvement Plan. It includes the streamlining of assessment, the use of information and communication technology and the completion of resources to meet the requirements of the revised Year 6 curriculum.
118. At present there is a suitable thoughtful curriculum for geography, which has yet to be fully implemented, because it is new, the weather has been impossible for fieldwork and there have been staff changes in recent months. Thus it is understandable why there is only a small amount of work, particularly since there are only 25 hours allocated to geography annually in Key Stage 2. Nevertheless, the school does not take sufficient opportunities to collect pupils' work together in such a way that success can be celebrated and attainment monitored.

HISTORY

119. Owing to the arrangement of the school timetable it was only possible to observe one history lesson in Key Stage 2 and no lessons in Key Stage 1. Judgements on pupils' attainments have been made by an examination of pupils' work and a scrutiny of teachers' assessment files. The level of attainment for seven and eleven year olds meets national expectations for these age groups. Progress made by pupils with special educational needs is good owing to the support provided by good quality classroom assistants. Higher attaining pupils also make good progress in their knowledge and understanding of history, especially at the end of Key Stage 2, as a result of well-planned activities that enable them to gain an insight into collecting and interpreting first-hand evidence.
120. Key Stage 1 pupils have a sound knowledge of Tudor times. They know the differences between the lives of rich and poor people in that era and can draw labelled drawings of the type of clothes worn by the two groups of people to show a clear comparison. They have a sound knowledge of the kind of food eaten at that time and the differences between the food of the rich and the poor. They recognise Tudor houses including the materials that made life more comfortable for people compared with those of previous times. Pupils can place successfully on a time line the chronology of the main house building styles through the centuries. They also have knowledge of the lives of famous people from British history. For example, they have a satisfactory knowledge of Guy Fawkes and his connection with the plot to blow up the Houses of Parliament.
121. Key Stage 2 pupils have a sound knowledge of chronology and have a satisfactory knowledge and understanding of life in Roman times and during the Crimean War. Year 6 pupils are developing a thorough understanding of ways of finding out about the past. They understand that historical information can be found through a variety of sources such as artefacts, documents, music, sites and buildings. In this connection they have carried out an investigation to see what information they could find out about a teacher's household by carefully examining the contents of rubbish sacks from her home. They have a satisfactory

knowledge of the growth of the Roman Empire and of Roman soldiers and their weapons. They have a sound knowledge of Roman Gods and how the Romans changed the lives of Britons. Younger Key Stage 2 pupils have a satisfactory knowledge of the conditions endured by soldiers during the Crimean War and the changes in medical attention following the arrival of Florence Nightingale and her nurses.

122. It was not possible to make a judgement on the quality of teaching because only one lesson was observed during the period of the inspection.
123. The history co-ordinator works very hard. She monitors teachers' medium-term plans to ensure they relate closely to the history scheme of work on which teaching and learning should be based. Assessment of pupils' learning takes place through a scrutiny of teachers' evaluations of lessons as well as monitoring samples of pupils' work. Pupils' learning of history is enriched through the borrowing of historical costumes from the local education authority and by visiting historical buildings relevant to the period of history they are studying. For example, Key Stage 1 pupils visit Hampton Court as part of the programme of study concerned with the Tudors.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

124. It was not possible to observe any ICT lessons during the inspection in either Key Stage 1 or Key Stage 2. However, judgements on attainments have been made by interviewing pupils and scrutinising samples of their work.
125. Standards in ICT are in line with national expectations at the end of Key Stage 1 and are below expectations at the end of Key Stage 2. Key Stage 2 pupils' skills are sound. They have access to a wide range of tasks and emphasis is placed on the development of their skills. However, attainment is below expectations because they do not have access to the full curriculum requirements. They still do not have access to building the necessary skills and experience in monitoring external events with ICT equipment and software. For example, they do not have the opportunity to control the movements or operations of devices or to use sensors connected to ICT equipment to collect data on, for example, various aspects of the weather.
126. By the end of Key Stage 1 pupils use computers in a satisfactory manner and make sound progress in their acquisition of knowledge, skills and understanding of ICT. They use word-processing packages for writing their own items and know how to amend their work. They use the return key to insert line breaks and the shift key to type capital letters. They collect and present work using ICT by entering data into computers about the eye and hair colour of pupils in the class. They choose which type of graph they wish the information to be presented on, for example, a pictograph or block graph. Pupils use computers to support their work in literacy and numeracy for activities such as reading, counting and matching objects. They have developed satisfactory skills at using a mouse. For example, they dress a teddy by 'dragging and dropping' the appropriate clothes on top of the teddy bear. They produce interesting artwork using a computer programmer. They draw shapes using either a line or simulated brush and can fill areas with colour using a 'spray can'. Pupils with special educational needs make good progress resulting from good individual support from classroom assistants. However, sufficient opportunities for pupils to use ICT in a range of subjects in the curriculum are not provided.
127. Key Stage 2 pupils build on the skills they have previously learned and extend their knowledge of how computers are used in everyday life. They carry out routine operations competently. For example, they save their work into individual files, print work and close down the programs. Pupils use word-processing programs to create their own texts and improve and amend these as they work. For instance, they produced their own information sheets about a forthcoming educational visit to Calshott and amended these as and when necessary. They use ICT to produce block graphs or pie charts. However, the subject matter for the data

relating to these does not appear to change according to the age of the pupils. Pupils in Year 2, Year 4 and Year 6 have all recently produced similar graphs concerned with the frequency of eye and hair colour in the classes. In this respect pupils make unsatisfactory progress in terms of complexity of data and deciding on the suitability of different types of graph. Eleven-year-old pupils have acquired the necessary skills to access the Hampshire Schools Internet. They are well versed in using this facility for research purposes and use it to support their work in subjects across the curriculum. Overall, pupils' progress in acquiring skills is sound. Pupils with special educational needs make good progress and other pupils make sound progress overall with the exception of controlling external devices using a computer.

128. It was not possible to make a judgement on the quality of teaching because no ICT lessons were observed during the period of the inspection. However, some teachers are in need of professional training to improve their own level of skills in ICT. Furthermore, not enough time is allocated to teaching and learning ICT for pupils to make the progress of which they are capable.
129. Since the time of the last inspection a scheme of work has been produced and agreed by the staff. The findings of the last inspection indicated that assessment of pupils' attainments was underdeveloped. Although a number of teachers are assessing pupils' achievements, this is not consistent in the school. For example, some pupils report that records of the frequency at which they use a computer are not kept and they can avoid using ICT if they so wish. An ICT suite is planned in the near future. This is due to be built and completed by the end of this year. When this facility is available the school plans to provide whole-class lessons for pupils with the intention of teaching skills quickly and efficiently.

MUSIC

130. Owing to the arrangement of the timetable, it was not possible to observe any Key Stage 1 music lessons. It was, therefore, not possible to make a judgement on the attainment levels of seven-year-olds. At the age of eleven, standards are above the level expected from pupils of a similar age. This is a big improvement since the last inspection when the pupils' attainments were below national expectations throughout the school. At that time, singing was underdeveloped and, apart from a small amount of recorder lessons, there was little other music taking place.
131. Eleven-year-old pupils sing a variety of songs in different genres. For example, they sing well-known songs, hymns and jazz. They listen to each other and, as a result, sing well in tune. They sing enthusiastically in unison with a good feel for the mood of the music. This results from a good understanding of dynamics. They sing loudly and softly according to the feeling of the lyrics. Pupils have a very good sense of pulse when singing and, when accompanying the music, they play very competently using a range of percussion instruments. For example, on one occasion, pupils played xylophones and glockenspiels to provide a steady ostinato to the song 'If I had a Hammer.' This provided a solid foundation and increased the enthusiasm of the pupils who were singing. They sing rounds in three parts and maintain their section of the music with ease.
132. All lessons observed were taught by a part-time music teacher who visits the school for one day per week. The quality of teaching is very good. In the lessons observed there was very good management of pupils' behaviour resulting in good concentration and listening throughout the lesson. This demonstrates clearly that pupils' commitment to their work in music has improved considerably since the previous inspection. At that time their concentration was judged to be insecure and their commitment to work in music lessons was poor. This is accomplished through good use of praise that motivates the pupils very effectively. Lessons are lively and interesting for pupils and this increases their pace of working. There is a strong commitment to high standards and continual improvement and pupils are continually learning skills cumulatively ending in high standards for their age. Pupils are engaged in the lesson throughout and are eager to learn and do well. The teacher has a

high level of subject knowledge and teaches confidently. Lessons are planned very carefully and no time is wasted during the lesson because the teacher is highly organised and very well prepared.

133. In addition to the music curriculum, pupils have an opportunity to learn to play the flute, guitar or recorder. The part-time music teacher works very hard to provide a variety of musical experiences for pupils. She runs a choir for Key Stage 2 pupils during the lunchtime and organises an orchestra as an after-school activity. During these sessions, pupils gain very worthwhile experiences at participating in music making. They are encouraged, for example, to develop the confidence to sing solos and to play musical instruments within a large group at the level which is appropriate to them. However, there are few opportunities for pupils to use ICT to develop their knowledge and understanding of music. The music co-ordinator works very hard. She organises small groups of pupils to accompany singing during morning assemblies and rehearses groups of pupils to perform in public at other times.

PHYSICAL EDUCATION

134. During the inspection it was only possible to observe games lessons in Key Stage 1 and games and athletics in Key Stage 2. No gymnastics, dance or swimming lessons were available for observation. However, from discussions with staff and an examination of documents, it is clear that the required physical education curriculum is provided for pupils. Levels of attainment for seven-year-olds meet national expectations and attainments for 11 year olds are above average. This indicates an improvement since the last inspection, particularly in Key Stage 2, because at the time the attainment of 11 year olds was average.
135. Key Stage 1 pupils are competent at skipping, hopping, running and jumping. They throw and catch a ball successfully over short distances as well as keeping good control when bouncing it to the left or the right. They work well in pairs to devise their own game using a target. For example, some pairs of pupils made up a game involving scoring points by throwing a beanbag successfully into a plastic hoop from a distance.
136. Key Stage 2 pupils are very aware of the need to warm-up their muscles before physical activity. During competitive games, they field balls very successfully by ensuring they get their body behind the ball and bend their legs to form a barrier in case they miss the ball with hands. They show good hand-eye co-ordination when they strike a ball with either a rounders bat or a tennis racquet. Many pupils can strike a ball hard and accurately, making it travel in the direction they want. Most have quick reactions when throwing and can change the direction of a throw very rapidly whenever necessary. Younger Key Stage 2 pupils can throw long distances and can swiftly pass a baton during relay races. Records of pupils' attainment indicate that standards of swimming are above the national average.
137. The quality of teaching is sound overall in both key stages. However, there are instances of very good teaching at the end of Key Stage 2. Key Stage 1 teachers provide very clear instructions for pupils and provide a satisfactory level of challenge for pupils to improve their skills. Lessons for these younger pupils are well managed and carefully planned but there are occasional examples when a small number of boys ignore their class teacher's requests about not climbing over equipment. The very good teaching for Years 5 and 6 involves lessons focused fully on improving pupils' skills. Pupils become totally occupied in a variety of activities as a result of very good motivation and very high expectations by the teacher. For example, small groups of pupils were absorbed in a well-planned activity that necessitated continuous movement and changing of direction in order to roll and field small balls successfully. The high degree of challenge involved meant that almost all pupils made progress in their ball skills. At other times in Key Stage 2, good advice is given to pupils on how to improve their throwing. However, there is some confusion about the appropriate time for pupils to warm up and flex their muscles during physical education lessons. In one specific lesson an inappropriate warm-up occurred after a running session when it should have taken place right at the beginning of the lesson.

138. The physical education co-ordinator is knowledgeable about the subject and attends in-service courses to improve her own expertise. At the time of the last inspection a scheme of work for physical education was in its early stages of development. There is now a good scheme that covers all aspects of the subject and teachers use it appropriately to plan their lessons. The curriculum provided by the school allows pupils to participate in a wide range of games including rounders, cricket, hockey, netball, football and tennis. Pupils also have opportunities to represent the school in sporting fixtures. There are competitive games against other schools in football, rugby, netball and rounders. Resources for physical education are generally good although more resources are needed to promote the dance element of physical education. The range of recorded music is not enough to provide a sufficient variety to really motivate pupils and some teachers would benefit from in-service training in dance.

RELIGIOUS EDUCATION

139. Since the previous inspection, pupils' standards of attainment have risen; they are now well above the expectations of the locally agreed syllabus in both key stages. All pupils build their skills, knowledge and understanding well from year to year. This improvement in attainment has been brought about by the co-ordinator's thoughtful and detailed response to the last report and the very good teaching throughout the school.

140. At the time of the last report, the lack of a whole school plan and assessment procedures, were key issues for action. The co-ordinator, working closely with governors and teachers, has organised a very well planned rolling programme of topics for each term, so that there is now no repetition of work if a pupil spends two years in the same classroom. It is based on the Hampshire and Portsmouth Agreed Syllabus, supported by 'Inspire', the Winchester Diocesan guidelines. For example, there is a carefully planned progression for the Easter story in the Spring term so that each year group deals with a different aspect of Easter. Other faiths are included in the Autumn term programme, when Hindu and Jewish festivals, such as Divali or Yom Kippur, are included, as well as the Christmas story. The very good programme for collective worship is updated regularly by the co-ordinator so that it is clear to everyone involved what should be taught and when. Appropriate details, such as the artefacts available to support the teaching, are included in these plans. This gives a very strong input to both religious education and the spiritual, moral, social and cultural development of pupils. It has been recognised that there is no formal plan for teaching about the ethnic and cultural diversity within our society and so the diocese, governors, head teacher and co-ordinator are working together closely to produce one. There are now simple but effective processes for assessment in all classes. Because all the issues for development raised in the last report have been so successfully addressed, progress since then has been very good.

141. Three lessons were seen during the course of the inspection, as well as acts of collective worship taken by teachers or the rector. As well as pupils' work and displays, the co-ordinator provided a good range of other information and photographs of previous work.

142. At the end of Key Stage 1, pupils write their own prayers in response to the story of Noah and the question 'If God created the world what is our responsibility?' All pupils write a simple, but effective, prayer such as 'Dear God, thank you for dogs and trees and all my friends. I will look after all of them'. By the end of Key 2, pupils have moved on to design their own places of reflection before visiting places of worship such as a church or synagogue. Pupils work together to choose colours and designs, showing an independence of thought, but an understanding of how special places of worship are. One pupil, for instance, thought there ought to be 'three walls pink and one wall white, with a fountain and running water so that it is peaceful and cool'. It is clear pupils are able to respond appropriately and thoughtfully at their own level, even to such complex ideas as a Joyful Mystery, such as the Annunciation, as they did when they discussed and gave their own ideas about a vision. Pupils with special educational needs in both key stages make good progress because they are supported well by classroom assistants.

143. The quality of teaching is very good. Each lesson is well planned, with clear learning objectives, shared with the pupils so they understand what the lesson is about. The content of the lesson is challenging, not only because of the detail of the explanations, but also because of the very good use of questions to extend pupils' thinking. For example, in a lesson about why Mary is important to the Catholic Church, the teacher drew out pupils' ideas of a vision very thoughtfully and empathetically and used their answers to involve the rest of the class further. Artefacts such as a rosary, chalice or communion plate are used in lessons or as part of the rich displays around the school. Relationships are warm; pupils know how to behave or how to ask questions appropriately. They recognise the importance of working together harmoniously and the need for sensible behaviour. Throughout lessons teachers seek high quality responses, behaviour and attitudes and by their very good management of pupils they achieve their expectations.
144. The co-ordinator manages the subject very well. There are very close links with the local authority adviser, the local church, local schools and the diocese. There is a very good action plan for the subject and very good progress is being made towards completion. These skills have been used further afield when the co-ordinator supported two other schools in their developments in religious education.