

INSPECTION REPORT

ORCHARD LEA INFANT SCHOOL

Kennedy Avenue, Fareham, Hampshire

LEA area: Hampshire

Unique reference number: 116224

Headteacher: Mrs A Pratt

Reporting inspector: Jennie Willcock-Bates
1967

Dates of inspection: 15-18 October 2001

Inspection number: 193549

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant School

School category: Community

Age range of pupils: 4-7 Years

Gender of pupils: Mixed

School address: Kennedy Avenue
Fareham
Hampshire

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Telephone number: 01329 232563

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs. Lynette Hobbs

Date of previous inspection: 21 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1967	Jennie Willcock-Bates	Registered inspector	English, Music, Physical Education, Religious Education	What sort of school is it? How high are standards? 2.1 The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11575	Catherine Fish	Lay inspector		How high are standards? 2.2 Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
1127	John Moles	Team inspector	Science, Information and Communication Technology, Design and Technology, History	

23999	Catherine Davey	Team inspector	Areas of Learning for children in the Foundation Stage, Equal Opportunities, Special Educational Needs, Mathematics, Art, Geography	How good are the curricular opportunities offered to people?
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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Orchard Lea Infant School is of average size, is situated on the outskirts of the town of Fareham and caters for 214 pupils aged four to seven years. Pupils come mainly from the local area, from a community with diverse social backgrounds. A few come from neighbouring areas with a high proportion of council housing. There is very little unemployment in the area and 10.2 % of pupils are entitled to free school meals, which is below the national average. Children enter school in September and sixty-eight children entered the school's three reception classes when they were four years old. Attainment on entry is average but a significant minority has a problem with language and communication. Forty-two per cent of pupils are on the special educational needs register, which is well above the national average and a significant rise since the previous inspection. Eight per cent of these are on Stages 3 to 5 and one pupil has a Statement of Special Educational Need, which is below average. Pupils are mainly of white United Kingdom heritage and two children are Chinese and speak English as an additional language, which is slightly higher than most schools.

HOW GOOD THE SCHOOL IS

This is a good school with significant strengths. Standards in reading, writing, mathematics, observational drawing and physical education are above average because teaching is good and often very good. Pupils' achievement is good. Their behaviour is very good and they work hard. Pupils are courteous and enthusiastic, working happily with each other. Relationships at all levels are very good and this inspires confidence in pupils, enabling them to tackle the work planned for them. The leadership and management are good, the staff know the pupils well, and work hard to raise standards. The school is well organised, efficient, effective and provides good value for money.

What the school does well

- Standards in reading, writing and mathematics are above average because teaching of these basic skills is very good.
- The provision for special educational needs is very successful and pupils make very good progress.
- Pupils behaviour is very good and they thoroughly enjoy school and relate very well to one another.
- Governors, headteacher and staff are totally committed to caring for the pupils and procedures for monitoring academic and personal progress are very good.
- The leadership and management by the headteacher are very good and promote good teaching and high standards.

What could be improved

- Further improve standards and achievement in science.
- Skills in subjects other than English and mathematics are not as systematically

developed as they could be from Year R to Year 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the previous inspection in 1997. Standards have improved and are continuing to rise in English. Standards in mathematics and science have declined slightly. In most other subjects standards have been maintained and there have been improvements in physical education. Pupils' attitudes and behaviour are now very good. Teaching has improved and the strengths in leadership and management have been maintained. Monitoring and evaluation and the analysis of assessments and results have significantly improved. No unsatisfactory teaching was seen and a higher proportion than in 1997 was very good. Further improvement is required in the clear identification of objectives in lesson planning, the out-door play area for Reception children and the prospectus and governors' annual report to parents. The strengths identified in the previous report have been further strengthened. The school has a very good capacity for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	Compared with				Key
	All schools			similar schools	
	1999	2000	2001	2001	
Reading	B	C	B	B	well above A average B above average
Writing	B	B	B	A	average C below average D
Mathematics	C	B	C	C	well below E average

Pupils perform well in the national tests and results in 2001 in reading were above the average of schools nationally and those with pupils from similar backgrounds. Results in writing were above the national average and compared very favourably with similar schools. In mathematics results had declined from above average to average mainly due to the ability of pupils taking the test. Pupils did not perform as well in the teachers' assessment for science as they did in English and mathematics and, although results were below average, they had improved since 2000. The school set challenging targets and was largely successful in improving standards in reading, mathematics and science. Information based on the pupils' assessment on entry to school indicates that the school is clearly adding value to the pupils' attainment in each subject. The school exceeded its challenging targets and there is

a rising trend in results similar to the national trend. Boys are performing better than girls in tests but there is no significant difference in their class work.

Children's attainment on entry to school is broadly average, although the school reports a rise in pupils with special educational needs. While some children enter school counting and reading and writing, others have problems with language and communication and find it hard to sit and listen to their teachers. In the work seen, by the end of the Reception Year most children will reach the nationally recommended Early Learning Goals. Overall, standards in reading, writing and mathematics are above average and average in science by the end of Year 2. Any differences from the tests are related to the different abilities of the pupils. Standards and achievement are good in art and design and physical education. In geography, information and communication technology, design and technology and history standards are average and pupils' achievement is appropriate. Standards in religious education are close to the expectations of the Locally Agreed Syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils are keen to learn and thoroughly enjoy school.
Behaviour, in and out of classrooms	Very good: pupils behave very well and move around the school sensibly and safely.
Personal development and relationships	Very good: pupils work and play happily together and are courteous and polite to each other, their teachers and other adults in the school.
Attendance	Good: authorised absence is below average and none is unauthorised.

Overall, pupils' attitudes, values and personal development make a very significant contribution to their learning and achievement.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Good	Good

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

Teaching is good throughout the school and pupils learn effectively. Teaching is always at least satisfactory, and is good or better in just over seven out of ten lessons observed. In over two out of ten lessons teaching was very good and one of the forty-six lessons observed was excellent. Very good teaching was observed in Reception, Year 1 and Year 2 and was a particular strength of the mixed Year 1 and 2 class. The teaching of English is good and mathematics is very good. Basic skills such as reading, spelling, knowledge of letter sounds, writing and numeracy are very well taught and pupils practise their skills in other subjects such as art and design and geography. Consequently, all groups of pupils, especially pupils with special educational needs, achieve well by the time they leave the school. The successful use of information and communication technology in subjects such as mathematics, English and history, is not evident on a regular basis in other subjects.

Interesting tasks are planned to motivate the pupils and capture their interest and teachers ask very skilful probing questions. High expectations of learning and behaviour command respect. Relationships are very good inspiring pupils to try even the most challenging tasks. Sometimes the teachers' limited subject knowledge, for example in science, limits the full extent of pupils' learning, inhibiting progress. Pupils are well managed and consequently those with special needs related to behaviour generally behave well in lessons. They concentrate and work hard. Teachers know their pupils well and this contributes significantly to pupils' achievements. Opportunities for pupils to evaluate their learning and the learning of others are not as well developed they could be. Marking is generally good and provides helpful comments for pupils. Lesson objectives do not always identify what pupils will learn and do not contribute to ongoing assessment. The use of homework is generally appropriate for pupils of this age.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: requirements are met in full. Sometimes pupils forget what they have learned because there is a long gap between lessons and topics, for example, history and geography.
Provision for pupils with special educational needs	Very good: the provision is expertly managed, enabling pupils to take a full part in all aspects of school life.
Provision for pupils with English as an additional language	Good: pupils are fluently bilingual and make the same good progress as other children.
Provision for pupils' personal, including	Good: the provision for moral and social development is very good and the provision for spiritual development is

spiritual, moral, social and cultural development	good. Pupils enjoy finding out about the lives of people from other ethnic backgrounds. The school values the racial heritages represented in the school.
How well the school cares for its pupils	Very good: attendance, progress and behaviour are effectively monitored and child protection procedures are very good.

The provision for the pupils' health and personal and social development is a strength. The school maintains positive links with parents. Annual reports of pupils' progress are clear but do not make clear judgements about religious education. Skills in subjects, other than English and mathematics, are not always systematically developed from Reception to Year 2. A satisfactory range of learning opportunities outside the classroom, including science club and choir, educational trips and visits enhance the curriculum, but sporting and other physical activities are not included.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the management and leadership by the headteacher are very good and her deputy supports her very well. Key subjects are well managed.
How well the governors fulfil their responsibilities	Good: governors know the school and are very supportive. They know what has to be done to improve.
The school's evaluation of its performance	Very good: a broad range of analysis of results and teaching and learning helps set targets and improve teaching.
The strategic use of resources	Good: the school maximises the benefits of grants to improve pupils' achievement. The budget is well managed.

The school is successfully applying procedures to get the best value out of its resources. Administration efficiently enables the headteacher and staff to concentrate effectively on their responsibilities. Good quality resources support the well-qualified teaching staff. Very effective teaching assistants work in each class. Accommodation is good and appropriate plans are in place to develop the area outside the Reception classes and the playground.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The high expectations set for their children. Their children like school. 	<ul style="list-style-type: none"> The small number of activities outside the classroom. The amount of homework set.

<ul style="list-style-type: none"> • The school helps the children become mature and responsible. • The good leadership and management and teaching. 	<ul style="list-style-type: none"> • A small proportion feels that they are not kept well informed about their child's progress and that the school does not work closely with parents.
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The inspectors fully support the positive views expressed by the parents. A satisfactory range of opportunities outside the classroom is held, like many schools, at lunchtime. The homework policy is clear and appropriate for this age group. The school's procedures for reporting to parents are appropriate and the school is anxious that parents can approach it at any time for information. The school is willing to evaluate the ways it works with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the time the pupils leave the school in Year 2, they attain standards that are generally above average. Overall, achievement is good because the pupils are well taught. Pupils' performance in the national tests is generally good in reading, writing and mathematics but they do not perform as well in science. Children's attainment on entry to school is broadly average, although there is a significant proportion of children at both ends of the ability range. The school reports a rise in the number of pupils who require extra support. For example, some of the children enter school counting, knowing their letters and reading and writing simple words; however, others have problems with language and communication and find it hard to sit and listen to their teachers. Good teaching helps pupils achieve well and successfully build on what they know and can do. Consequently, by the end of the Reception Year they are on course to exceed the nationally recommended Early Learning Goals in their mathematical development and at least reach the goals in communication, language and literacy. A significant proportion of pupils will exceed the goals. In the areas of personal, social and emotional development, creative and physical development and knowledge and understanding of the world pupils will at least reach the recommended goals for the end of the Reception Year. The children are effectively taught and well prepared for the next stages of learning in the Programmes of Study of the National Curriculum for Years 1 and 2.

2. The results of the 2000 tests were carefully analysed and the school set challenging targets to improve standards in reading, mathematics and science. Improvement in these subjects became the focus of the school improvement plan and this was largely successful. The 2001 results show a clear improvement in reading and writing, which were both above the national average and compared favourably with similar schools. The results in writing were well above the average of similar schools because more pupils reached the higher Level 3 than in 2000. This indicates that the school is stretching the high attaining pupils.

3. The results of teachers' assessment in science have improved slightly but the percentage of pupils reaching Level 2 and above is still below the average of similar schools and schools nationally. However, the number reaching the higher than average Level 3 is above the national average and compares favourably with similar schools. Mathematics results reduced slightly and were in line with the national average because fewer pupils reached the higher Level 3 than in 2000. This was mainly due to the abilities of the pupils taking the tests. Information based on the pupils' assessment on entry to school indicates that the school is clearly adding value to the pupils' attainment in each subject.

4. This good achievement is the result of good teaching and the effective use teachers make of information from tests and

assessments. They work hard to fully include all pupils in the life of the school, whatever their ability, special needs, racial heritage or background. The pupils who speak English as an additional language achieve particularly well. Trends over time show that the school exceeds the national average in each subject and pupils perform about a term ahead of others of this age group nationally. The trend in reading and writing showed a dip three years ago and the school responded by improving teaching and learning and ensuring that books particularly attracted boys because they did not perform as well as the girls. As a consequence, the boys performed better than the girls in writing and mathematics, which is contrary to the national trend. No differences in the attainment of boys and girls were seen during the inspection, in spite of the imbalances of the number of boys and girls in Reception and Year 2. The school is well placed to boost all pupils' achievement.

5. Standards in speaking and listening are at least average by the end of Year 2 and pupils speak confidently and listen carefully. This is mainly due to the interesting opportunities teachers plan for pupils to talk about what they are learning and to act out roles in the role-play area. Pupils learn to listen and achieve well because they are listened to by their teachers and other pupils.

6. By the end of Year 2, the pupils attain standards that are above average in reading because they are systematically taught a good range of strategies. For example, they use sounds of letters and pick out cues from the text they are reading to help them read new words. Consequently, they confidently work out new words, enabling them to thoroughly enjoy reading. Teachers inspire confidence and capture pupils' interest, enabling them to communicate well in writing. Standards are above average by the end of Year 2, and pupils are developing exciting beginnings to stories and learning to write letters and descriptions. Because they are taught letter sounds, their spelling of simple and more complex words is generally accurate and they are confident spellers. Writing is usually neat and letters are well formed, although some pupils do not transfer what they have learned in handwriting practice to their written work.

7. Standards of work seen are above average in all areas of mathematics, including numeracy, algebra, shapes and measures, space and data handling by the end of Year 2. Very good teaching helps pupils achieve very well, enabling them to build systematically on what they have learned. They are given interesting activities to enhance their understanding of numbers. For example, very good use was made of car number plates to help pupils order large numbers. They have a good idea of place value and high attaining pupils include hundreds in their investigations. Mathematical knowledge is developed very successfully in other subjects and this helps pupils to apply what they have learned in different situations.

8. Standards of work seen in science are slightly better than the statutory assessments. By the end of Year 2, pupils attain standards that are broadly average, although a significant proportion of pupils are attaining above average standards. However, standards are not as high as they could be because the school has rightly concentrated on improving literacy and numeracy. Consequently, pupils do not achieve as well in science as in English and mathematics. While teachers have generally high expectations of what pupils can

achieve, they do not always plan tasks to help pupils demonstrate the level of their understanding.

9. Standards and achievement are good in art and design and physical education because teaching is good and pupils are challenged to observe carefully and work hard. In geography, while standards are generally average, a significant proportion of pupils attain higher than average standards and consequently achievement is good. Interesting activities capture the pupils' interest, such as the trip to the motorway bridge. Teachers skilfully capitalised on the walk to the bridge to teach direction, road signs and differences in housing developments. Standards are average in information and communication technology, design and technology and history and in religious education standards are in line with the expectations of the Locally Agreed Syllabus.

10. The reasons for the improving standards in English, mathematics and physical education and the good rate of learning, are the good teaching and the positive attitudes of the pupils. Teachers carefully plan work that meets the different needs of pupils in each class. Individual Education Plans for pupils with special educational needs are very effective and this enables pupils to achieve very well. They show clear and specific targets and identify how pupils will be supported. Very able teaching assistants help them to learn effectively providing just the right amount of support from the start. Sometimes in subjects other than English and mathematics skills are not planned to be taught in a systematic way as pupils move through the school. This sometimes limits the pupils' achievements in some areas such as art, and religious education.

11. The school has rightly concentrated on raising standards in literacy and numeracy, although this has compromised some developments in other subjects such as science and religious education. The headteacher and subject managers carefully analyse results and assessments and this is one of the school's strengths. Information is used to set challenging targets based on pupils' prior attainment. The literacy and numeracy targets for the current Year 2 are appropriate, although the school has exceeded challenging targets over the last two years, because new teaching programmes are accelerating pupils' achievement. Effective use is made of local and national data. Standards in science would benefit from being examined in this rigorous way. Governors, teachers and teaching assistants have a clear idea of what has to be done to raise standards further and there is a determined commitment to improving pupils' levels of attainment in all subjects. As a result, the school is well placed for further improvement.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, values and personal development are very good and have a very significant impact on pupils' learning and achievements. This marks an improvement since the previous inspection. Parents report that their children like school and this was very well demonstrated by pupils' enthusiasm. They thoroughly enjoy their time in school and being involved in all that is offered to them.

13. Pupils' attitudes to their lessons are very good overall. They are very enthusiastic learners and are eager to take part in lessons. Right from the Reception class children are helped to develop positive attitudes and enjoyment in learning. Pupils are sensible and react calmly to such things as a bee buzzing around a classroom. Their ability to listen to each other and to their teacher develops very well because right from the start in the Reception Year teachers expect to be listened to and value what pupils have to say. All pupils show an interest in what they are learning and their delight in some lessons is infectious. For example, in a Year 2 mathematics lesson, pupils were very keen to count in twos, fours and eights, backwards and forwards within a hundred, tripping over themselves to get the answers right and laughing with delight at their success. Pupils persevere in their work; they concentrate very well for substantial periods of time, fully involved in the task set for them. The youngest pupils settle quickly into the Reception classes and learn the routines and expectations of the school in the very supportive environment provided. They quietly wait their turn to use equipment or musical instruments. These expectations extend to all pupils throughout the school regardless of their different abilities, racial heritage, gender or social background.

14. Behaviour in lessons, around the school and in the playground is very good. There have been no exclusions for the last two years. In class, pupils are fully focused and follow instructions well. Those experiencing difficulties with their behaviour are very well supported and this enables them to take an equal part in lessons. The school acknowledges the good behaviour of the pupils. A good example of this is the certificate for the class where nobody has lost any 'Golden Time' a special time at the end of the week used to reward good effort and behaviour when pupils can choose their favourite activities. Pupils move around the school sensibly and safely. The children in the Reception classes are confident and responsible when, for example returning the register to the office. Although there is little in the way of playground equipment or toys, pupils play very well together, making sensible and informed choices about whether they should play in the active or quiet playground. This bears out parents' views that the school helps their children become mature and responsible. There is no evidence of bullying or racism. The very few times bullying is reported, it is always taken seriously. The very open ethos of the school allows such matters to be resolved quickly and satisfactorily. Pupils take very good care of the equipment they use in school and of their environment. They respect artefacts and displays around school.

15. Relationships across the whole school community are very good and this is another of the school's great strengths. There is a high level of mutual support that ensures that everyone feels valued and this does much to build pupils' confidence and self-esteem. All adults in school provide very effective role models and through these pupils learn to work and play well together. They show themselves able to work together, sometimes unsupervised. For example, in a literacy lesson in Year 2, pupils worked in groups to write a letter, and completed a very good amount of work because they were interested and knew what was expected of them. Pupils with special educational needs are very well supported in lessons because the school has very experienced and able teaching assistants who ensure that all of them get the most out of lessons. Pupils develop an increasing awareness of each other through, for example, physical education lessons where they are expected and

required to be safe and aware of each other while they work. They are also encouraged to watch each other's efforts. Pupils are very polite, are very happy to initiate interesting conversations and are respectful of all adults in the school. They willingly do as they are asked by lunchtime supervisors and teaching assistants as well as teaching staff.

16. Pupils' personal development is very good. From the Reception to Year 2 they are expected to hang up their coats, put their lunchboxes in the correct place and to clear up after themselves. In Reception, they register their own attendance and if they are having lunch. They are encouraged to make choices. Pupils take responsibility willingly. For example, they sensibly set out chairs for assembly and carefully use the compact disc player for the accompanying music. In Years 1 and 2, pupils act as playground carers who look out for pupils who may be having any difficulty. Although the school now provides appropriate opportunities to encourage pupils' independence since the previous inspection, there are a few occasions when opportunities to promote pupils' independence are missed. For example, in a Reception class, the teaching assistant cut up and handed round fruit, which could easily have been done by a pupil with appropriate supervision. Success in all aspects of life is very well recognised and celebrated in the school's midweek assembly to which parents are invited.

17. Attendance at school is good and is above the national average. There is no unauthorised absence and authorised absence is below average. Pupils arrive at school on time and lessons start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Teaching is good throughout the school and has a positive impact on standards, achievement and pupils' learning and behaviour. No unsatisfactory teaching was observed and the strengths identified by the previous inspection have been successfully developed. Teaching is always at least satisfactory and is good or better in just over seven out of ten lessons observed. In over two out of ten lessons teaching was very good and one of the forty-six lessons observed was excellent. In the Reception Year, teaching is good overall and in just over two out of ten lessons it was very good. The provision is good and the strengths identified by the previous inspection have been successfully maintained. Teachers make learning fun and at times children giggle with delight at what they are doing. Teaching assistants work very well with teachers and play a major role in supporting teaching and learning, although occasionally they are not used as effectively as they could be.

19. Very good teaching was observed in each year group and was a particular strength of the mixed Year 1 and 2 class. This has a considerable impact on the rising standards and prepares pupils well for their last year in school before transferring to the junior school. The teaching of English is good and in mathematics it is very good. Basic skills such as reading, spelling, knowledge of letter sounds, writing and numeracy are very well taught and this has improved with effective training and support. This enables all pupils - boys and girls, those with

special educational needs, high and low attaining pupils, whatever their racial heritage or background - to achieve well by the time they leave the school. Literacy lessons are well planned and the Individual Education Plans for pupils with special educational needs are very clear, providing a helpful framework to the pupils' learning. Numeracy lessons are taught very well and pupils systematically build on what they have learned and quickly learn new things. The very good relationships between teachers, teaching assistants and the pupils inspire confidence in pupils to undertake the challenging tasks provided for them. As a result, they put a great deal of effort into their activities such as balancing on ropes and boxes in physical education or sequencing car number plates in mathematics. Successful opportunities are planned for pupils to practise their literacy and numeracy skills in other subjects such as writing accounts of the trip to Porchester Castle in history, or making a tally of cars driving along the motorway in geography.

20. Teaching in science is satisfactory overall, although there is very good teaching in Year 2 and some good teaching in Year 1. Where teaching is most successful, teachers use their very good understanding of science effectively and plan opportunities to help pupils demonstrate higher than average levels of understanding. Sometimes limited subject knowledge limits the full extent of pupils' learning, inhibiting progress. Although it was not possible to observe much direct teaching in information and communication technology, evidence indicates that teaching is generally good, reflecting the substantial training to update teachers' skills and knowledge. Tasks are carefully matched to the pupils' needs and this helps them learn effectively. Successful examples of the use of information and communication technology as a tool for learning in other subjects such as mathematics, English and history could be used as models to encourage teachers to use technology on a regular basis in lessons. Very effective use is made of the digital camera and photographs are taken of pupils and instantly used to stimulate ideas.

21. Teaching is good in physical education because teachers know how to challenge pupils intellectually and physically. In art and design and geography teaching is equally effective and teachers have good subject knowledge that results in a stimulating range of activities that capture the pupils' interest. Consequently they concentrate and work hard to produce drawings of a good standard. Teaching is satisfactory in religious education and history but it is not possible to make a secure judgement about teaching in music and design and technology because very few lessons took place during the inspection.

22. The school meets the needs of different groups of pupils well, whatever their gender, ability, racial heritage or social background. Those pupils with special educational needs are very well taught in lessons and when withdrawn for specialist teaching. In English and mathematics lessons, work is carefully adapted enabling them to be included in all lessons. Very helpful Individual Education Plans are successfully used to plan a full range of activities. Teaching assistants effectively support their learning. Consequently, pupils are achieving very well and working hard. For example, in one lesson the teacher used questioning skilfully to include the low attaining pupils and assess their needs using the alternative Little Red Riding Hood story. This inspired them with the confidence to complete their own

written accounts under the guidance of the teaching assistant. The pupils enjoyed this immensely, used exciting words in the joint story they created and were very keen to share their ideas with others in the class. High attaining pupils are successfully taught and tasks provide rigorous challenges for them, particularly in mathematics. Their learning is brisk and lively because they enjoy the challenges and work hard to find solutions to the problems they are set.

23. Interesting tasks are planned to motivate the pupils and capture their interest. For example, in one religious education lesson in Year 1 the pupils made simple puppets, which promoted a great deal of role-play about the men who built their houses on rock and sand. In a science lesson in Year 2, the teacher used musical instruments to help pupils understand how sound travels. When evaluating the usefulness of different materials they could use for the Little Pigs' house, pupils were captivated by their experiments, making sensible choices and ordering what they had discarded. While lesson planning is generally sound, objectives concerning what pupils will actually learn during the lesson are not as clear as they could be. Teachers ask very skilful questions to probe what pupils have learned. A good example of this was observed on the walk to the motorway in geography when the teacher questioned children about the direction they were walking in. Pupils really had to think hard to recognise features of their neighbourhood and work out if they were north or south or right or left. In a literacy lesson based on the history topic using the visit to Porchester Castle, one teacher, through careful questioning and very effective use of photographs from the digital camera, challenged the pupils to recall what they had found out and use the ideas in their stories.

24. Teachers have high expectations of learning and behaviour and this commands respect from the pupils. Relationships are very good and this inspires pupils to try even the most challenging tasks. In one physical education lesson, for example, one child worked tenaciously at balancing on the ropes because he had confidence in the safety arrangements made and the encouragement provided by the teacher and teaching assistant. Pupils in Year 2 have become sufficiently confident to try to spell and read words. For example, in a fun game created and managed by the teacher at moments when they have to wait to go to the hall for physical education or assembly, pupils were encouraged to choose words to read or spell. Enjoying every minute, they encourage each other to exceed their previous best. This helps to improve their reading and spelling. In the Reception classes, there are frequent well-planned tasks to help the pupils co-operate with others. In one lesson, the pupils waited patiently for their turn with a musical instrument because the teacher and teaching assistant expect them to share and take turns. This co-operation is developed well as pupils progress through the school. Throwing a ball to a partner, playing with others in the role play area and working out how to use car number-plates all contribute to the pupils' ability to work and play with others sharing equipment and ideas.

25. Pupils are managed well and consequently, those pupils with special needs related to behaviour try hard to behave well in lessons. Teachers expect to be listened to and this helps pupils to understand when they can talk and when they must be attentive. Clear boundaries are set and an effective system of rewards is consistently used. Activities are interesting and sufficiently varied to capture the

attention of the pupils and consequently they work hard having little time for their concentration to wander. A broad range of management strategies is used effectively and is complemented by the way pupils' behaviour and hard work are continually praised. This makes a significant contribution to their achievement and the quality of learning. Pupils are excited about the awards they can collect and at the prospect of having time to work at their favourite activities during a special reward time called 'Golden Time'.

26. Teachers know their pupils well and on-going assessment makes an effective contribution to pupils' achievements. Although, there was very little evidence of teachers changing plans as a result of assessment, some teachers' note-books showed how plans are changed and adapted. Assessments are often related to what pupils have covered rather than what they have or have not learned. Satisfactory progress has been made in the identification of objectives to lessons. However, objectives do not always identify what pupils will learn nor do they contribute to on-going assessment, enabling teachers to modify what pupils will learn in order to improve. Opportunities for pupils to evaluate their learning and the learning of others are not as well developed as they could be. Marking is generally good and provides helpful comments to the teacher and pupils. The somewhat complicated system of symbols contributes effectively to assessment by indicating when a pupil has fully understood what they have learned and what needs repeating. Work of the pupils with special educational needs is carefully annotated and matched to Individual Education Plans, providing helpful evidence of each child's rate of progress towards the targets set and their attitudes to work. The use of homework is generally appropriate for pupils of Years 1 and 2 and good in Reception. The policy is clear and pupils take home books to read, spellings to learn and some of the older pupils have some specific tasks to undertake.

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

27. The school provides a good range of learning opportunities. This is an improvement since the previous inspection. There is a strong commitment to raising standards by improving the quality of teaching and learning across the school. The very effective ways in which the school has implemented the literacy and numeracy strategies is paying dividends. Topics are linked across the curriculum and provide enjoyable' educational experiences for the pupils. The school meets the requirements of the National Curriculum' and the locally Agreed Syllabus for religious education, and policies and schemes of work are in place for sex and drugs education. Curriculum plans are reviewed regularly to ensure that all pupils have equal access and opportunity.

28. The curriculum is generally broad and relevant and the time allocation for literacy and numeracy is good. Nevertheless the organisation of time to enable pupils to learn skills systematically and continuously in other subjects, from the reception class to the end of Year 2, is in need of review. Subjects such as history and geography are taught in units, which means there are sometimes long gaps between teaching programmes. Consequently, pupils have forgotten some of the

skills and knowledge they have previously learned. Although these subjects are appropriately included on termly topic plans, learning intentions do not focus specifically on the skills and knowledge pupils need to learn next in order to improve.

29. The very successful strategies for the personal, social and health education represent a major strength of the school. This enables pupils to develop very good personal and social skills through their everyday encounters in school life from the Reception to Year 2. The school has a warm and caring ethos. Teachers and staff set high standards and are very good role models, rewarding behaviour and achievements, making it clear when behaviour is unacceptable, which the pupils respect and respond to positively. Group work called 'Circle Time' is a regular feature of the curriculum, enabling pupils to discuss their feelings in a secure environment. The consistent approach throughout the school ensures that pupils soon feel secure and confident because they know they are valued as individuals.

30. Provision for children in the Reception classes in the Foundation Stage is good and is securely based on the nationally recommended areas of learning, although it is not always clearly linked to the early stages of the National Curriculum where applicable. The school has rightly identified a review of the Foundation Stage curriculum as a priority in its school development plan. Planning is good and is shared regularly with colleagues to ensure consistency, but occasionally it is not sufficiently specific about what it is intended children should learn. Details from the assessment on entry to school are used well to meet the needs of individual children.

31. All pupils have equal access to the curriculum and excellent co-ordination enables the school to make very good provision for pupils with special educational needs. The pupils are fully included in all aspects of school life. Although the number of pupils on the special needs register is higher than average, the school appropriately identifies pupils at a very early stage. The progress of these pupils is very closely monitored and the register is regularly updated to ensure their specific needs are being met. Pupils with specific speech and language problems receive additional weekly language sessions and a wide range of outside agencies is used very effectively to support, develop and enhance the curricular opportunities for these pupils. Individual Education Plans are clear and specific and small targets are included in teachers' planning for literacy and numeracy, so that class work is appropriate to the pupils' needs and attainment levels. Occasionally, however, classroom plans are not as clear as they might be. Individual targets are reviewed regularly and parents are fully involved at each stage. The school is already beginning to take into account the new Code of Practice and the co-ordinator has a very clear view of how to further enhance the very good provision. Close liaison with colleagues, including the very able classroom assistants, makes a major contribution to learning.

32. The school provides a satisfactory range of extra curricular activities, which include a science club and choir. It does not offer sporting, or a range of physical activities as part of its extra curricular provision. Many visitors are welcomed to the school to enrich the curriculum. These include sculptors and puppeteers. A wide

range of educational visits takes place, such as that to a local village of historic interest. These make a significant contribution to pupils' personal development as well as their learning in subjects such as history, geography and English.

33. The contribution of the community to pupils' learning is very good and contributes towards the quality of learning in many curriculum areas. Members of the community are invited to special services and concerts and the school uses local facilities such as local wildlife areas and shops to support their learning. The school's effective links with partner institutions mean that pupils make a smooth transition both into and out of the school. Teachers attend courses and meetings where they share expertise with other schools in the area, and students from the local tertiary college bring in their artwork as a stimulus to promote pupils' learning.

34. The provision for pupils' spiritual, moral, social and cultural development is good overall. Provision for spiritual and cultural development has improved since the time of the previous inspection and is now good. Spiritual development is effectively promoted. Pupils' enthusiasm for learning means that teachers can take every opportunity to encourage pupils to respond to the natural and man made world. For example, pupils were encouraged to marvel at the variety of plants seen on a visit to a garden centre and be enthralled by the multitude of different fish observed in the fish tanks and they respond well to this encouragement. Teachers and pupils share the excitement of stories, the imagery in poems and skills of people with specific talents such as a sculptor. Pupils express pleasure at each other's successes celebrated in assembly. During assembly time for worship and reflection is planned to help pupils to think about the stories they have heard. A candle is lit to help pupils to concentrate and they are encouraged to pray in their own ways.

35. Provision for pupils' moral and social development is very good. It makes a significant contribution to the school's very good caring atmosphere and fully reflects the school's aims and values. Pupils' understanding of the difference between right and wrong is well developed and is reinforced by the very good role models provided by staff. All staff successfully encourage pupils, from the time they first enter school, to understand what constitutes responsible behaviour and conduct in all aspects of their life in the school community. The very caring and friendly atmosphere within the school is the result of pupils and parents being encouraged to play a full part in school life and to be involved in whole-school activities and to celebrate as a community in the "Success" assemblies. Pupils are expected to care for each other, help visitors to the school and take responsibility for their own work and work space in the classroom. In lessons, pupils are expected to develop an independent approach to their learning whilst, at the same time, co-operating well together when required. This is an improvement since the previous inspection. The mature attitudes arising from encouragement play a significant part in the pupils' rate of learning.

36. The provision for cultural development is good. The pupils' own cultural traditions are examined through traditional stories and visits to places of local importance. Pupils study the work of well-known western artists and appreciate the art and artefacts of non-western societies. They are encouraged to enjoy the beauty of textiles and fabrics from a range of ethnic origin. Consequently, they strive to

work in a style similar to that seen in Indian textiles and make patterns based on those created by Aboriginal inhabitants of Australia. In some classes pupils are preparing for Diwali as part of their religious education lessons. Pupils and staff value the culture of pupils from different ethnic backgrounds represented in the school. Appropriate opportunities are planned to help the pupils appreciate the rich diversity of cultures in society through stories and artefacts.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The governors, headteacher and staff are totally committed to taking very good care of all pupils. The effective procedures and practices described in the previous report have been further strengthened. The issues related to health and safety and child protection have been effectively addressed and have significantly improved. The school is a happy, calm and purposeful environment and pupils feel valued, supported and secure. Very good care is taken of pupils' health and welfare and there are successful procedures to ensure their safety. Staff know the pupils and their families well and any with specific medical or other difficulties are very well provided for. Accidents are well handled and correctly recorded. Appropriate safety checks on equipment and appliances are made. Pupils are confident in approaching staff for support if they need to and keep a look out for others who may require help, for example in the playground. Pupils feel that all staff value them and this inspires confidence, enabling them to concentrate on their learning.

38. Procedures for child protection are now very good, which marks a significant improvement since the previous inspection. The head and the deputy are both well trained and the policy is regularly reviewed with staff. All staff are vigilant and know what they must do if they have concerns. The school also has very good procedures for liaising with social workers over pupils in public care and has already had positive involvement in this area.

39. The school has very good procedures for assessing pupils' attainment and tracking their achievement through the school. Assessments on entry to school are repeated at the end of the Reception Year. This information is effectively used to predict attainment at the end of Year 2 and set challenging targets for individual pupils and year groups. This has been very successful in raising standards in literacy and numeracy and the school's analysis of national assessment and test data has led to a successful focus on raising levels of attainment of the boys. Procedures for assessing and supporting pupils for whom English is an additional language and those with special educational needs is very good and individual education plans are of a high standard. The accuracy and clarity of these procedures are not as well developed in other subjects. In particular teachers responsible for assessing science do not compare the standards achieved by their pupils with those achieved in other schools and modifying activities in science to enable more pupils to demonstrate attainment at the higher level.

40. The school's behaviour policy is very clear, helpful and effective. Golden Rules are discussed with pupils in September and each class uses them to devise its own class rules. Pupils look forward to 'Golden Time' each week a special time

used as a reward for good effort and behaviour. They try very hard not to lose any. Everyone in school is clear about the school's expectations of behaviour and the policies,' aims and purposes. Because of the very good relationships that are fostered in school, there are only minor problems with behaviour amongst most pupils. Pupils experiencing particular difficulties with their behaviour are very well supported both in class, by the teacher and teaching assistant, and also around school, including by fellow pupils. Bullying is not a major issue in school because of the mutual respect that exists in school. However, there are a few occasions when it does occur and these are well handled with the appropriate action taken. The school reports that no racist comments or incidents have been brought to their attention.

41. Pupils' personal development is very well promoted. It is supported by the setting and reviewing of individual targets. There are a number of ways, in which achievements of all kinds are celebrated, including team points and individual awards made by teachers and sometimes the head teacher. Every week parents are invited to a celebration assembly at which 'Success Stories' are very well described and applauded. This encourages pupils to strive hard to improve and do well in a whole range of situations and to recognise and celebrate the success of others. Monitoring of personal development is mostly informal, but annual reports to parents show how very well teachers know their pupils. The recording of children's creative and physical development in the Reception classes is not systematic.

42. The school has very good procedures for monitoring and promoting good attendance. Registers are monitored daily by an administration officer and any concerns are highlighted, action is taken and, if there are concerns, referrals are made to the educational welfare officer. A report is sent to parents in July every year recording their child's attendance and absence rates.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Overall, parents have positive views of the school. The school has maintained the positive position identified by the previous inspection. From the analysis of the questionnaires and comments made at the meeting for parents held prior to the inspection, parents are generally very supportive of the school, with four areas that cause them some concern. Parents are happiest about the expectations set for their children, the fact that the school helps their children become responsible and mature, their children like attending and the good teaching. They are also very happy with the way in which the school is led and managed and believe that it is approachable. The four areas of concern are the range of activities provided outside the classroom and the amount of homework set. A small minority feels that the school does not work closely with them and they are not well informed. Inspection findings endorse the positive comments made about the school. With regard to the concerns, the school's provision is found to be satisfactory when judged against what happens nationally and the requirements of the school. Some lunchtime clubs are provided for pupils in Years 1 and 2; homework is about the right amount for pupils from the Reception Year to Year 2. The school works hard to keep the parents informed and is happy for parents to contact it at any time.

44. Information provided for parents overall is good. Reports on how their children are doing are sent to parents at the end of the spring term and discussed at the well attended parents' meetings scheduled each year. These meetings are also designed for targets to be set that can be reviewed again before pupils move up a year. Reports are of good quality overall but do not contain sufficiently clear details about religious education. The school does not currently send out curriculum information but is looking to provide it in such a way that parents can give their children appropriate support to develop their learning skills. Letters and newsletters are helpful and informative. Parents are also sent a note if their child is injured or involved in a significant accident. There are still some omissions from the school prospectus (but different from those cited in the previous inspection report) and also from the governors' report to parents.

45. The school relies heavily on support from parents and grandparents to run its library. During the inspection parents and grandparents took small groups of pupils to change their books in the library; they also cover and catalogue books and ensure the library is tidy, with support from pupil library helpers. Parents also come to help with trips and visits, although there were none helping with the Reception year trip during the inspection to the plant nursery. The school is fortunate to be supported by 'FOOLS' - the Friends of Orchard Lea School. They are instrumental in running, for example, fetes and a disco to raise funds for the school. The school consults with parents over such policies as the home-school contract and the library, but as yet does not consult regularly with parents on how they think the school could develop and improve. However, the school is open to suggestions made by parents and does find out their views, for example through parent governors.

46. Most parents are supporting their children for homework. Reading diaries show that they are willing to hear their children read, especially in the early stages of developing skills. Meetings held about the curriculum, for example literacy and numeracy, have been arranged by the school and the small number of parents attending have found them interesting and helpful.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management are good. The strengths identified by the previous inspection have been maintained and there have been several important improvements. These have been related to the way the school analyses its performance and consequently raises standards through setting challenging targets for improvements to teaching and learning.

49. The leadership and management by the headteacher are very good and provide a very clear educational direction. Her very able deputy headteacher and management team support her well. Both headteacher and her deputy are enthusiastic and committed to raising standards and have the confidence of parents, governors, staff and pupils. The strong emphasis on improving pupils' achievements has led to the literacy and numeracy strategies being successfully implemented. This is largely due to encouragement and support from the headteacher and effective support from the local education authority. The school

knows where it is going because the leadership ensures a very clear educational direction. The teaching team is effective and works hard to improve pupils' personal and academic development. There is a strong sense of teamwork from the teaching team and teaching assistants. Staff morale is generally high. This means there is a calm and purposeful ethos that permeates the school and the work of all staff and pupils is valued. Learning is made to be fun and this has a significant impact on the pupils' attitudes and behaviour.

50. The governing body fulfils most of its statutory duties appropriately and is very supportive of the headteacher and the school as a whole. Governors fulfil their individual responsibilities well and they use their expertise and experience to good effect. They are supportive and some governors come into school regularly to work with children or observe lessons. Committees meet prior to the full governing body meetings and effective communication systems help to inform the governors' clear view of the strengths and weaknesses of the school. While they still rely on the headteacher a great deal, they know what needs to be done to improve. The vast majority of the statutory requirements are met but both the school prospectus and the governors' annual report to parents have a few omissions and religious education is not reported in sufficient detail in the annual reports to parents.

51. A very able special educational needs co-ordinator, working part-time, successfully manages the special educational needs register. The procedures for identifying and supporting pupils are very well managed. The provision is very successful and is expertly targeted to the wide-ranging needs of the pupils. As a result, the pupils' achievement is good throughout the school.

52. Teachers who have responsibilities for subjects and other areas of school life work hard to fulfil their roles. Key roles for the development of English and mathematics are very well developed. Leadership and management in the Reception Year, science, art and design, geography, information and communication technology and physical education are particularly good. Some subject managers are covering subjects on a temporary basis and while this is satisfactory, developments are not as well established as in other subjects. Systems for monitoring are very well developed. Monitoring of teaching, by the headteacher, focuses on standards and contributes to the well-established appraisal and performance management programme. Most subject managers monitor and evaluate learning and produce feedback to the whole staff about the outcomes of teaching on learning, although not all subject managers are able to fulfil this important aspect of their role when their subject is not included in the improvement plan. The staff know what has to be done to improve.

53. The school's evaluation of its performance is very good. A broad range of practices is in place to monitor standards, achievement and pupils' learning, particularly in English and mathematics. The pupils' assessment on entry is analysed and the information is used to make predictions about results in national tests at the end of Year 2. This helps the school set challenging targets that have been successfully exceeded in 2001. The headteacher undertakes to analyse test results with the relevant co-ordinator and evaluate teaching and pupils' learning. This results in targets for classes and individual pupils. Teachers are given helpful

feedback and through performance management meetings, set their own management targets. Planning is evaluated and headteacher and staff evaluate results by gender, ability and ethnic origin. These strategies provide useful information that helps the school formulate the priorities in the School Improvement and Development plan. For example, a concern about the fact that boys were performing better in writing and mathematics led to a review of programmes of work to ensure that they developed the confidence of boys and girls. The school improvement plan focuses on raising standards and is a very successful tool for improvement. The priorities set provide a very helpful framework for development. Governors are fully involved in the improvement planning process.

54. The school makes good use of its strategic resources. It maximises the benefit of additional grants used to improve pupils' achievements. For example, a grant to improve pupils' understanding of letter sounds has been particularly successful and the additional literacy strategy was also used very well by teaching assistants to boost pupils' reading and writing skills. The grant to improve teachers' knowledge and understanding of information and communication technology has been particularly effective in improving teachers' confidence and enabling the use of information and communication technology as a tool for learning across the curriculum. The special educational needs grant is strategically supplemented by the governors to provide additional teaching assistants, who make a significant contribution to the very effective provision for special educational needs. Educational priorities are supported through efficient financial planning and carefully linked to spending in the school improvement plan.

55. The current budget surplus is the result of savings that will enable the governors to complete refurbishment of all the pupils' toilets and the outdoor play area for the Reception classes. The school was also awarded money from a local Trust fund to provide funding to expand the use of the Internet. However, governors are not always as fully aware of the actual figures for the budget as they should be to enable them to plan in the most effective way to promote the work of the school. For example, information provided to governors by the local education authority was not accurate and showed a very small amount of contingency for the financial Year 2001-2002. When further figures were provided the contingency was actually more than double.

56. The school employs a good number of well-qualified teaching staff to meet the demands of the curriculum. Two part-time teachers effectively share the responsibility for teaching a class in Year 1 and two other part-time teachers ably fulfil roles such as special educational needs and support teacher to ensure that the deputy headteacher and subject managers have time away from lessons to fulfil their duties. The quality of monitoring by the head teacher and arrangements for appraisal and performance management are very good. Training for teachers is closely matched to school priorities. Subject co-ordinators are effective in keeping their colleagues up-to-date and providing them with good advice and maintaining resources. Newly qualified teachers, students and teachers new to the school are well supported and are able rapidly to play a full part in teaching. Well qualified teaching assistants work in each class. This high level of provision is effective and teaching assistants make a significant contribution to pupils' learning and

achievement. The partnership with teachers is generally very effective and they give good support in all classes. Teaching assistants working in the Foundation Stage have particular expertise with young children and this makes a significant contribution to their ability to settle into school and progress well in the early years of schooling. Those working with older pupils are rigorous and demanding in the standards they expect and this has a good impact on learning. The school administrators are very efficient.

57. Accommodation is good, clean and well maintained. Classrooms are of a good size and each has access to a large area for art or other activities and for withdrawing pupils to work in groups. The library is attractive and situated in the centre of the school. It incorporates several computers that pupils use to find out information to help them with their work. An additional room is used successfully for special educational needs. The school enjoys a large hall, two playgrounds and a grassed area. The outside area, although identified as a weakness during the previous inspection, is not yet well developed. However, good plans are in place and a good start has been made in the 'quiet' playground. Appropriate plans are in place to develop the area outside the Reception classes.

58. Overall, the range and quality of resources are good. They are very good in English and adequate in science, design and technology, religious education and geography. In all subjects they are used well and make a significant contribution to the quality of pupils' learning. The school has considerably improved the ratio of computers to pupils since the previous inspection and this has increased the pupils' competence in computer skills. The school is now well placed to raise standards and expertise further. Fiction and non-fiction books are of good quality and quantity and are displayed in attractive and stimulating ways in the library and in displays in the classrooms.

59. The school is successfully applying procedures to get the best value out of its resources. For example, the headteacher and staff team analyse results and track pupils' progress. They make comparisons with the school's previous results and the results of similar schools, nationally and locally and use the information to set targets and improve teaching. While groups of parents have been consulted such as when the parents' agreement about the home and school agreement was negotiated, more could be done to seek the parents' opinions about school life. Pupils' views are sought through class discussions. Governors and staff are fully involved in decision making and governors seek ways of obtaining value for money and cost effectiveness in relation to improvements to the school site and buildings. School administration is efficient; administrators provide a welcoming point of contact for parents and visitors arriving at the school. They manage the day-to-day administration of the school efficiently, allowing the headteacher and teaching staff to concentrate effectively on their responsibilities. Sometimes too much bureaucracy from the local education authority and the late arrival of information from the Department for Education and Skills requiring a speedy response, take up much of the headteacher's precious time. The quality of education is good, standards are above average and pupils' achievement is good. The school is continuing to improve at a good rate because there is a commitment by the governors, headteacher and staff to raise standards and further improve teaching and learning.

The school is well organised, efficient and effective and provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In addition to the implementation of the current School Improvement and Development plan, to improve the effectiveness of the school the governing body, headteacher and staff should:

(1) *Further raise standards and improve achievement in science by:

- i) improving teachers' subject knowledge;
- ii) ensuring that teachers plan tasks that enable pupils to attain above average standards;
- iii) using teachers who teach science very effectively to support other staff;
- iv) ensuring that assessment is checked within the school and, if possible shared with other schools to ensure consistency in assessments.

Paragraphs: 3,8,20,39,91-95

(2) Ensure that skills in subjects other than English and mathematics are systematically developed from Year R to the end of Year 2 by:

- i) reviewing curriculum plans in each subject and identifying when specific skills are taught and how they will be developed in each year group;
- ii) reviewing when specific subjects are taught and ensuring that there is not too great a gap between opportunities for pupils to practise skills;
- iii) ensuring that subject managers review and monitor planning in each stage to ensure that teachers identify what skills will be taught.

Paragraphs: 26, 30, 28, 62, 71, 96, 105, 122

*Indicates where the school has already identified areas for improvement.

The following minor weaknesses should be considered for inclusion in the governors' action plan:

- Ensure that objectives to lessons identify what pupils will learn and contribute to ongoing assessment, enabling teachers to modify what pupils will learn next in order to improve. 23,26,28,30, 122
- Ensure that the prospectus and the governors' annual report to parents meet all requirements. 44, 50
- Ensure that pupils' progress in religious education is reported in the pupils' annual reports. 44, 50

PART C: SCHOOL DATA AND INDICATORS

61. Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	22	12	0	0	0
Percentage	2	24	48	26	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	214
Number of full-time pupils known to be eligible for free school meals	0	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y1
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	91

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

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

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	43	73

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	30	29
	Girls	39	39	39
	Total	67	69	68
Percentage of pupils at National Curriculum level 2 or above	School	92 (84)	95 (85)	93 (92)
	National	84 (83)	86(84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	29	27
	Girls	38	38	38
	Total	65	67	65
Percentage of pupils at National Curriculum level 2 or above	School	89 (79)	92 (82)	89 (78)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	145
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y2

Total number of qualified teachers (FTE)	10.1
Number of pupils per qualified teacher	21.1
Average class size	26.8

Education support staff: YR – Y2

Total number of education support staff	9
Total aggregate hours worked per week	195

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	485564
Total expenditure	499918
Expenditure per pupil	2336
Balance brought forward from previous year	42738
Balance carried forward to next year	28384

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	3	0	0
My child is making good progress in school.	43	49	3	0	0
Behaviour in the school is good.	41	51	1	0	0
My child gets the right amount of work to do at home.	26	53	17	0	0
The teaching is good.	42	53	1	0	0
I am kept well informed about how my child is getting on.	37	47	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	54	42	4	0	0
The school expects my child to work hard and achieve his or her best.	50	48	0	0	2
The school works closely with parents.	28	55	10	2	5
The school is well led and managed.	41	55	0	0	4
The school is helping my child become mature and responsible.	46	47	1	0	2
The school provides an interesting range of activities outside lessons.	13	31	30	6	19

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

62. The good provision for children in the Foundation Stage in the reception classes has been maintained since the last inspection. Although development of the secure outdoor play area is not yet completed, this and the large playground are used effectively to enhance children's learning. The current curriculum takes account of the national recommendations and meets the statutory requirements for religious education. The National Strategies for Literacy and Numeracy for children in the reception classes have been implemented well. The curriculum for children in the Foundation Stage is in need of further development to ensure that children learn skills systematically in all other areas of learning. This has rightly been identified as a priority on the school development plan.

63. Children are admitted to the reception classes at the beginning of the year in which they have their fifth birthday. At the time of the inspection seventy-two children were accommodated in the three reception classes, on either a full or part-time basis, depending on age. This will become full-time for all children as the term progresses. The very good induction procedures include carefully planned visits when children and parents participate in workshops based on mathematics, literacy and play. There is also close liaison with pre-school play groups. These initiatives make a major contribution to the children's good achievement throughout the Foundation Stage. Children soon feel secure and this enables them to settle quickly into their class routines.

64. Attainment on entry to the reception classes is broadly average in all areas of learning. However, there are significant numbers of children at both ends of the ability range. Good teaching enables all children to achieve well. Children in the current Foundation year are on course to reach the nationally recommended Early Learning Goals at the end of the Reception year. A significant proportion of pupils will exceed them. The achievement of all groups of children is good regardless of racial heritage, social background, ability or gender because activities are usually challenging, expectations are high and children's contributions in lessons are highly valued.

Personal, social and emotional development

65. Good teaching enables children to make rapid gains in their personal, social and emotional development. This is a particular strength of the school and means that children develop the right attitudes to learning from the start. They are on

course to meet the recommended Early Learning Goals at the end of the Reception Year. There are frequent well-planned opportunities for children to co-operate, to take turns and to share in large and small groups. For example, during an effective music lesson children waited patiently until it was their turn to play the musical instruments and following a visit to a garden centre, good explanation of the task enabled children to collectively select the names for the goldfish they had bought. Children take responsibility for choosing their own activities and get out and tidy away equipment sensibly. Nevertheless teachers do not always capitalise on opportunities, as was seen in one lesson when children's use of 'Please' and 'Thank you' were missed. Children can be trusted to work conscientiously, and they persevere because tasks are interesting and focus their attention. Well-chosen questions enabled them to use their initiative in finding ways of displaying plants outside without digging up the paving stones. Children know they will be rewarded if they try hard and take great pride in showing their 'Passports to Success' which contain the stickers they have received for good effort. Because teachers find innovative ways of developing children's understanding of the need to speak and listen carefully, children know that when they are holding the class teddy in circle time, it is their turn to speak. Teachers have high expectations of pupils' behaviour and they respond by behaving very well.

Communication, language and literacy

66. Children's achievement is good in the area of communication, language and literacy. They are on course to reach the nationally recommended goals by the end of the Reception Year and a significant proportion will exceed them. Achievement is good and this is a direct result of very good teaching of basic skills and well planned activities designed to meet the children's individual needs. In one very good lesson children soon understood the purpose of making a shopping list because the teacher asked well-constructed questions aimed at making the children want to respond. Children's command of language is developing rapidly because this is taught in a systematic way. For example, good teaching in a music lesson resulted in children increasing their knowledge of the names of musical instruments. Very good use was made of a 'feely bag', when children had to describe its contents just by touching them. Other members of the class then guessed the contents by their description. A love of books is fostered from the start. Stories and poems are told dramatically. This motivates children to select books from the class and school library. They look at the front cover in trying to determine what the story is about and know that print is read from left to right. By the end of the Reception Year, children write simple sentences and employ their well-developed knowledge of letter sounds and their names. This is because opportunities to practise are frequent. Handwriting skills are effectively taught and children quickly learn to form letters correctly. Very good systems are in place for home to school reading and parents respond well because they are actively encouraged to comment in reading diaries.

Mathematical development

67. Children enter the Reception classes with average skills in all areas of mathematics. Very good teaching enables them to learn new skills rapidly and apply them effectively. Achievement is good and they are on course to exceed the

nationally recommended goals at the end of the Reception year. Children recognise and use numbers to ten and beyond to solve simple addition and subtraction problems. They measure objects accurately using non-standard measures and can name some common shapes such as squares, circles and triangles, and sometimes include their properties. They recognise some coins and are beginning to use these accurately in their shopping activities. In one very good lesson very skilful questioning resulted in children finding several ways of making five. Because the resources provided captured attention from the start, lower attaining children accurately sorted sets of animals, although a golden opportunity was missed to teach them about size and colour at the same time. Very good use was made of a visit to the garden centre when children handled money and received change for their purchases. Teachers make learning fun. A good example of this was when children soon learned the rules of a game involving numbers to ten and by the end of the lesson many could put these numbers in the right order. Children's understanding of shape and space is successfully developed when they use common shapes to make recognisable pictures.

Knowledge and understanding of the world

68. Standards are broadly average in this area of learning and children are on course to reach the nationally recommended goals by the end of the Reception Year. Good teaching, aimed at developing children's knowledge and understanding of the world enables them to achieve well. In learning about changes which take place in the autumn, children collect leaves and describe their properties, using words such as 'pointed', 'curved' and 'shiny'. During a good lesson following the visit to the garden centre, careful explanation by the classroom assistant made children look closely at the plants in the flowerbeds in order to determine which were weeds. In developing their understanding of Bible stories, children use role play such as that in the Nativity, and participate in celebrations such as christenings and weddings. Because information and communication technology is used effectively to extend learning, children successfully operate the mouse to play number and word matching games. They are building a secure knowledge of subject specific words as was seen when children described the properties of objects by their feel and used words such as 'hard', 'smooth' and 'shiny' in their descriptions.

Creative development

69. The children's creative development is broadly average. Teaching is good and children achieve appropriately and are on course to reach the Early Learning Goals at the end of the reception Year. However skills, such as those of colour mixing, are not always taught systematically, which results in a slowing of progress in this area of learning. Because close observation is taught well children look closely at, for example, fruit and flowers, and draw and paint what they see. They incorporate correctly positioned facial features such as eyes, mouths and noses in their self-portraits and show reasonable control of mark making tools such as pencils and paintbrushes. Their skills in cutting and sticking are developing well and they are increasingly able to select the material best suited for the purpose, as was seen when children produced bright, attractive collages of fish. They sing an increasing range of songs and nursery rhymes from memory and are beginning to

adapt the style of their singing to suit the song. Because teaching was effective children learned how to hold and play percussion instruments correctly, and good demonstration and explanation meant that children soon understood the concept of 'loud' and 'soft'. Nevertheless, there were some missed opportunities for the rest of the class to develop their sense of rhythm and tempo at the same time. Children happily participate in role-play, often changing their voices to suit the character, and because role-play areas are changed regularly, there is plenty of opportunity to practise.

Physical development

70. The children's physical development is broadly average and they are on course to meet the nationally recommended goals at the end of the Reception Year. Teaching is good overall. Children have access to a small range of wheeled toys, although there is a need to extend the range of large construction toys. Children steer and control bicycles with a growing awareness of the need to use space effectively, although teachers and teaching assistants do not always plan this activity sufficiently to further extend what children can already do. Good use is made of the hall to further extend children's learning. Children listen carefully to instructions as was seen in a good lesson in the hall when children found different ways of balancing beanbags. Good demonstration by the teacher encouraged children to want to 'have a go'. Effective teaching of basic skills means that children are becoming increasingly confident in running and jumping, and at stopping and starting at the correct time. Children make rapid gains in controlling tools, pencils, crayons and paint brushes because of the frequent opportunities for them to practise.

71. Management of the Foundation Stage is good and teaching is successful. Strong subject knowledge means that lessons are planned carefully to meet children's individual needs. Teachers appropriately plan work together to ensure that all children have equal access and opportunity, although there were few examples of teachers modifying weekly planning in the light of evaluation and assessment. Because management of children is very good, lessons proceed in a calm orderly manner. Teachers employ very good teaching methods, a strong feature being the interesting range of activities, which capture children's attention from the start. Teachers make learning fun. A good example of this was in a music lesson when children giggled with delight at the actions of the teacher accompanying a song. Procedures for assessment of numeracy and literacy are very good. Assessment on entry to school is used very effectively to set small achievable targets that children know about, and predictions are made on attainments by the age of seven. These are reviewed regularly to make sure children are still on course to achieve them. Although all staff keep informal records on children's progress in other areas of learning, they are not systematic and do not show clearly which skills children have learned and what they need to do next in order to improve. Opportunities are sometimes missed for the day to day assessment of children's learning. The able classroom assistants are well informed and play a major role in supporting teaching and learning, although occasionally they are not used as effectively as they could be. Teachers have worked hard to provide a rich environment, and the high value placed on the contributions of

colleagues, children and parents makes a very significant contribution to children's learning.

ENGLISH

72. Standards in English are above average at the end of Year 2 and all groups of pupils, whatever their racial heritage, special needs or background achieve well because teaching is good. This marks an improvement since the previous inspection. The results of national tests in 2001 are above the national average and the average of similar schools in reading and above the national average in writing. Results in writing are well above the average of similar schools. This shows an improvement on the results of 2000. Teachers successfully concentrated on improving the standard of reading and writing and results for 2001 reflect the highly focussed teaching. More pupils than the national average reached the higher Level 3 in reading. The number of pupils reaching the higher Level 3 is well above the national average and compares very favourably to similar schools. Analysing the information gathered from the assessments taken when the pupils entered school in 1998, ambitious targets were set and exceeded in 2001. Boys performed better than girls in reading and writing tests. The strategy to help boys become more confident has been successful and the school has appropriate plans in place to continue to develop all pupils' confidence.

73. Standards in the work seen present a similar picture to the test results. The vast majority of pupils are already reaching average levels. They are on course to reach similar above average standards by the end of Year 2 because they achieve well from the time they start school. This is mainly due to good teaching and the systematic development of basic skills as the pupils move through the school. The small differences are due to the ability of children in the year group. Standards in English are one of the schools strengths because the pupils are becoming effective communicators who speak and write with increasing accuracy and relevance.

74. By the end of Year 2, the pupils are reaching at least average standards in speaking and listening. They speak confidently about their work and many explain their ideas with a developing ability to describe events and express opinions. This is mainly because they are given interesting opportunities to talk about their work with other children in the class. A good example of this was when pupils in the mixed Years 1 and 2 class were discussing an alternative version of the story of Little Red Riding Hood. The children in Year 2 quickly recognised the differences in the character of Red Riding hood and could explain using different voices to emphasise how sulky she was. In one assembly about helping children new to the school, pupils listened with interest and were captivated by the way one child confidently acted out the feelings of a little girl who could not make friends.

75. Standards in reading are above average by the end of Year 2 because the pupils are enthusiastic readers who understand and respond to what they are reading. Throughout the school pupils are systematically taught letter sounds and this helps them to work out unknown words. In one class in Year 1, pupils were excited to read the spells they had written to keep the witches at bay. By the end of Year 2, pupils use a range of strategies to help them read. They sound out letters

and groups of letters and some use the context of the story to try out different words they already know that make sense in the text. High attaining pupils are identifying characters and the moods of stories. Teachers inspire confidence in the pupils and this helps them to try out new ideas and strategies they have learned. For example, pupils in one Year 2 class read their shared text with good expression; they understood that they must emphasise words in Italics and quickly picked out the rhyming words. The pupils thoroughly enjoy the library and are keen to use different systems to find books and information. Teachers capture their interest by showing them the importance of reading in other subjects such as history or the road signs in geography for example.

76. Pupils communicate well in writing and understand that there are different forms of writing for different purposes. Standards are above average at the end of Year 2 because pupils are given interesting starting points to their writing such as a letter to the Wolf in Red Riding Hood. Pupils in Year 2 are developing the use of exciting beginnings that capture the interest of the reader. They understand how a story can be developed because they are very well taught by teachers and teaching assistants. A good example of this was in a Year 1 lesson where the teacher very skilfully used digital photographs of the recent trip to Porchester Castle. She developed a story with the pupils using characters from a reading scheme that they enjoy super-imposed on their photographs. This resulted in an exciting adventure story. In the Year 1 and 2 class, a teaching assistant took pupils into a dark corner to compose their stories. Older pupils in the class used adjectives effectively and one child wrote an excellent start to his story with: 'the wolf jumped out spilling the food I had brought Grandma'. The children are encouraged to become authors and write books for their classroom collections.

77. Because the pupils are taught letter sounds, they are confident spellers and know how to check whether their spellings are accurate. They regularly learn spellings for homework and by the end of Year 2, pupils spell with reasonable accuracy. They understand the structure of sentences and how they can be linked with key words. Writing is usually neatly joined and well organised because handwriting is regularly and carefully taught. Some pupils, however, do not transfer what they have learned in handwriting practice to their writing.

78. The achievements of all groups of pupils, including those with special educational needs and who speak English as an additional language, mirror the teaching in English. Teaching is good across the school and marks an improvement since the previous inspection because three out of the nine lessons were very good and no unsatisfactory teaching was seen. Teachers in each Year group have good understanding of how to very successfully teach the basic skills of reading and writing. Time in the literacy hour is used well to include both reading and writing sessions. Innovative starts to lessons capture the pupils' interest and make them keen to learn new things. For example, in one lesson the teacher used a silver chalice with a message in it and photographs on the overhead projector. As a result, the pupils were entranced and keen to read and write. Tasks are interesting and motivate the pupils. For example, very good quality role-play areas promote effective speaking and listening and pupils fall quickly into the roles of the knights and their jesters or the characters from the story of little Red Riding Hood.

79. Pupils are made to think and good use is made of information and communication technology to promote learning. For example, in one lesson, pupils had to think hard when drafting their letters to the wolf using the computer. Writing is taught effectively in other subjects. A good example of this was in art, when pupils used very effective vocabulary such as blurry, empty, marbling to describe the paintings they were observing. There are no significant weaknesses to teaching English but more could be made of the ends of lessons to help pupils begin to evaluate their work and the work of others. While day to day assessment is sound overall, it is not used as consistently as it could be to influence what pupils need to learn next. Learning is challenging for all groups of pupils and the provision for pupils with special educational needs is very good in English. This is mainly because Individual Education Plans are very specific and help teachers to plan work especially for pupils who need extra help. In addition, the teaching assistants provide very effective, well-targeted support.

80. The English curriculum is broad and balanced and drama forms an important part of role-play. Leadership and management are very good and this ensures that all teachers have a clear idea about what has to be done to improve further. The headteacher and the subject manager carefully monitor teaching and learning. Results and other assessments are analysed and provide helpful information about the progress of both boys and girls. This has a positive impact on the rising standards.

MATHEMATICS

81. Overall, by the end of Year 2, standards in the work seen are above average in numeracy and all areas of mathematics, which include number, algebra, shape and measures, space and data handling. This is mainly because teaching is very good and effectively targets the learning of boys and girls from all ability levels and those who speak English as an additional language. However, there are differences between the test results and the work seen. The 2001 test results are in line with the national average and the average of similar schools. This shows a drop in standards from above to average. This is mainly because the year group contained a higher proportion of pupils with special educational needs in mathematics than in 2000. Nevertheless the proportion of pupils attaining the higher levels exceeded the school's targets based on the pupils' assessments on entry to school in 1998.

82. Very good teaching enables all pupils to achieve very well. The school's careful analysis of test results has brought about an improvement in the attainment of girls who now reach standards similar to those of boys. Results over time generally show an upward trend. The school has worked very hard to successfully implement the national numeracy strategy. This, together with careful analysis of test results, tracking of pupils' progress and very effective strategies for monitoring provision for mathematics, has brought about significant improvements since the last inspection.

83. Pupils achieve very well throughout the school because very good quality teaching enables them to build systematically on what they already know and can

do. Pupils with special educational needs make very good progress because of very early and careful identification of the skills they need to learn and because of the very high quality of support they receive both in and out of class.

84. In Year 1, pupils use what they have learned to solve simple addition and subtraction problems. In developing their understanding of patterns in number operations, pupils make sets of twos and count and record them with confidence. Effective use of the computer enabled higher attaining pupils to sequence numbers to one hundred and to find similar patterns when counting in two's and three's. Nearly all pupils have a reasonable recall of basic number facts. In one excellent lesson, very effective support and guidance from the teacher and classroom assistant enabled lower attaining pupils to measure and compare accurately using non-standard measures.

85. By the end of Year 2 pupils are building a secure understanding of the place value of tens and units, and high attaining pupils include hundreds in their investigations. Very good use was made of car number-plates when pupils re-arranged the numbers to make the highest or lowest number possible, then sequenced them in order of size. In a very good lesson in the mixed Year 1 and 2 class, very high expectations and well explained tasks enabled pupils to grasp quickly the concept of doubling and indeed one very able pupil successfully doubled a number involving thousands. Pupils measure length accurately using standard measures, and name the properties of two and three dimensional shapes, sometimes identifying them by the number of faces or sides. They make nets of cubes and cuboids then draw them from different perspectives to further extend their understanding.

86. Mathematical knowledge is developed very successfully through other subjects. For example, during a geography lesson involving a visit to a motorway bridge, pupils used tallying to record the number of cars they had seen. In art lessons pupils look carefully for repeating patterns and predict the number needed to complete their symmetrical designs based on, for example, squares. Mathematics makes a significant contribution to pupils' learning in literacy. Many opportunities are given for pupils to express their opinions and explain their reasoning, and they are building a good vocabulary of subject specific words because these are identified on planning and are taught systematically.

87. The quality of teaching is very good and never less than good. This has a very positive impact on pupils' learning. Interesting whole class and group activities involve all pupils and capture their attention and enthusiasm from the start. Indeed several pupils identify mathematics as their favourite lesson. Teachers' very good subject knowledge and understanding of the way in which pupils learn mean that tasks are well planned to suit the full range of abilities. Basic skills are taught very well and teachers explain clearly what they want pupils to learn; this helps pupils to understand what the purpose of the activities is. Planning is detailed and usually identifies clearly what pupils need to learn and how they will achieve it. There are instances, however, when this is not as clear as it should be. Teachers regularly plan work together and weekly meetings make sure that all pupils have equal access and opportunity and continue to make progress. Although some very good

examples were seen, teachers do not always follow the marking policy when correcting pupils' work. Very good use is made of time. A good example of this is when low attaining pupils are withdrawn from parts of the class session so that their learning can proceed at a pace best suited to their needs. The pace of lessons is sharp and activities follow a very careful sequence and are very well chosen to suit the purpose of the lesson. They build logically from the introductory session, through the main activity to a final drawing together of what the pupils have learned.

88. A very successful partnership has been forged between teachers and very able teaching assistants, which make a significant contribution to pupils' learning. Very good use is made of the varied range of resources, including the digital camera, which is used very successfully to record pupils' achievements. The use of information and communication technology as a tool for learning is developing effectively. Classrooms are bright and attractive and provide a rich learning environment.

89. A real strength of the school is the quality of relationships. Teachers have high regard for pupils' contributions in lessons with the effect that pupils positively want to do well. Pupils share fairly and wait with real anticipation for their turn. They are happy to show appreciation of others' contributions. This was particularly evident in an excellent lesson in a Year 1 class when a pupil, with special needs related to behaviour, succeeded in ordering a sequence of numbers, much to the delight of other pupils. A very high standard of behaviour is expected and received and pupils are managed very well. Therefore lessons proceed in a calm and orderly manner. Because teachers make learning fun, pupils remain focussed on activities from the start.

90. The very able subject manager combines his role well with that of the deputy head and knows clearly how to move the subject forward. Currently the school is training another member of staff to take on the role of subject manager. This is being carried out carefully and systematically over the year. Effective systems are in place for the monitoring of teaching and learning and governors have been appropriately included in this process. Since the last inspection much more emphasis has been given to pupils' use and application of mathematical skills. Assessment procedures are very good, although they are not as closely linked to the planning system as they might be. Very careful tracking of pupils from the time they entered the reception class has enabled the school to make predictions about the attainment of pupils at the end of Year 2. These are reviewed regularly to make sure pupils are still on target.

SCIENCE

91. Overall, standards in science in the work seen at the end of Year 2 are broadly average and a significant proportion of pupils are attaining above average standards. This indicates a slight decline in standards since the previous inspection because the school has rightly concentrated on the successful implementation of literacy and numeracy and the subsequent rise in standards in those subjects. Results of teacher assessments for 2001 indicate that attainment has risen slightly since 2000, but is still below the national average and the average of similar

schools. However, the percentage of pupils reaching the higher Level 3 is above the national average and compares favourably with similar schools. The pupils' performance in experimental and investigative science is broadly average, but again, a greater number reached the higher than average Level 3 than other schools. The achievement of all pupils, including those who speak English as an additional language and those with special educational needs, is appropriate and matches the satisfactory teaching. However, standards are not as high as they could be and teaching should match the good teaching in English and mathematics. Whilst teachers have generally high expectations of what pupils can achieve, and plan interesting and challenging activities, they do not compare standards with other schools. This would help them to identify specific areas where standards could be increased to bring science in line with English and mathematics.

92. As pupils move through the school, by the end of Year 2, they appreciate the need to ensure that any scientific tests need to be fair if their results are to be reliable. They record their observations and conclusions in detail and use a greater range of recording formats. Good co-operation enhances the quality of pupils' work. They are beginning to make realistic predications about the outcomes of the tests. In Year 1, pupils have an appropriate knowledge of materials. For example in one lesson, they were keen to suggest which material would make a good covering for the window of a house for the three little pigs. Teachers place an increasing emphasis on pupils investigating for themselves but this is not consistent in all classes. Sometimes limited subject knowledge inhibits pupils' progress. For example, in one lesson in Year 2, pupils understood that sounds grow fainter the further they are from the source. However, because they were not challenged sufficiently to set out an investigation to clearly demonstrate their understanding of how sounds travel they were not able to reach a higher than average level.

93. The quality of teaching and learning is satisfactory overall and some is very good in Year 2 and good in Year 1. Consequently, the pupils learn at sound rate in Year 1 and often learn new things quickly in Year 2. The most successful teaching seen was where the teachers used their very good understanding of the requirements for science to good effect, planning opportunities for pupils to extend their learning to higher levels. A good example of this was in one lesson in Year 1 when the teacher required the pupils to place materials in order according to their best use for building a secure house for the three little pigs. This required pupils, not only to select clear plastic for the windows but also to think carefully about the properties of the discarded materials in relation to the need for weather protection, light and security. In another successful lesson in Year 2, the teacher extended pupils' understanding of sound by providing a range of musical instruments, clearly demonstrating that sounds are made when objects vibrate and the effects on the ear of those vibrations.

94. Teachers plan effectively together but the expertise of successful teachers who plan work to stretch and challenge pupils is not used as well as it could be to raise standards and improve teaching. Teachers in Year 2 are rigorous in their assessment of pupils, but the accuracy of results is not systematically checked within the school. Comparisons with other schools' work and assessment is not yet made. Resources are used to good effect to capture and hold the pupils' interest

and they carry out practical work carefully and safely. This ensures that learning is secure because pupils work hard to complete the tasks set by the teachers.

95. Science is well led by the subject manager, although there is little opportunity for the monitoring of standards in Year 2. This is an aspect that needs to be addressed. The curriculum is broad and balanced. The provision is being enhanced through a newly formed science club, attended by a large number of pupils. Here, activities are stimulating and motivating. For example, pupils are currently investigating the relative merits of scooters with large wheels as opposed to small wheels. Pupils find the club interesting and exciting. They put forward opposing predictions as to the outcomes of the investigations and this makes good discussion. Learning in the science club supports learning in the classroom well as pupils draw on these experiences to refine their view of fair testing. The use of information and communication technology is limited and is not, for instance, used by pupils to record their results. Assessment procedures are satisfactory but are not used well enough to identify specific skills or areas of learning where improvement is needed.

ART AND DESIGN

96. The above average standards of work seen in art and design, together with good teaching and learning represent a similar picture to the last inspection. All groups of pupils, including those who speak English as an additional language and those with special educational needs, achieve well, a particular strength being their use of close observational skills. The school follows a nationally recommended scheme of work. However this has not yet been modified to meet the school's particular needs. Although useful staff training has taken place to show the development of colour mixing and blending techniques, planning does not yet show clearly how and when these and other skills will be developed systematically from reception to the end of Year 2.

97. By the end of Year 2, pupils successfully use a variety of media, including pencil, pastel and paint, to draw from their own observations. This was evident from their drawings of plants and fruit where they made a good attempt to represent texture in their work. They show a good awareness of space when they carefully position their pictures on the paper. Very detailed work was seen whereby pupils included features such as chains, spokes and even the patterns on the tyres in their pictures of bicycles. Artefacts from other cultural traditions are used as a stimulus for artwork. A good example of this was in a successful lesson in Year 1 in preparation for the Hindu festival, Diwali, when pupils reproduced intriguing patterns from prayer mats. Pupils' attention is carefully drawn to the occurrence of repeating pattern and colour, which develops mathematical skills at the same time. Participation in sculpture workshops enabled pupils to create their own imaginative sculptures representing pebbles, and this was further enhanced when students from the local college brought in their work as a stimulus. Pupils design their own puppets and collages and predict which materials are best suited to each artefact.

98. Teachers have good subject knowledge. As a result, the range of activities captures pupils' interest from the start. Effective management enables pupils to

behave well and work in a calm and purposeful atmosphere. They remain focused on their work because teachers provide stimulating activities and reward effort. Displays of pupils' work give them encouragement and recognise their achievements. Art and design are well linked to other areas of the curriculum. For example, the pupils made collages of knights in shining armour following a visit to a castle and, during a study of motorways, made sketches and drawings of some of the vehicles they saw there. Pupils use imaginative words to describe famous works of art, which considerably enhances literacy skills. Teachers use the wide range of resources well, including information and communication technology, such as art programs and in particular the digital camera that is used very effectively to record pupils' efforts. Pupils thoroughly enjoy looking at photographs of their work. The subject makes a very good contribution to pupils' spiritual, social, moral and cultural development. Pupils reflect on the works of famous artists such as Van Gogh and there are many well-planned opportunities for pupils to share and collaborate. Art is well managed by a knowledgeable subject manager. Appropriate procedures are in place for monitoring, evaluating and improving performance.

DESIGN AND TECHNOLOGY

99. No lessons took place in design and technology during the inspection and consequently, it is not possible to make a secure judgement about the quality of teaching and learning in the subject. Evidence of pupils' previous work, discussions with teachers and pupils and analysis of displays and models indicate that standards at the end of Year 2 are broadly average. The satisfactory standards identified by the previous inspection have been maintained. The achievement of all groups of pupils, including those who speak English as an additional language and those with special educational needs, is appropriate and they achieve standards that are appropriate to their previous attainment.

100. Work seen shows that pupils know how to draw up plans, for example, for a Teddy Bears' picnic. They decided a range of fillings for the sandwiches and made them. They designed the toppings for pizzas, manufactured them and wrote about the results. The pupils have learned how to make a variety of means of fixing materials together and make puppets using textiles. They use a range of construction kits as part of projects. For example, they built vehicles using construction kits as part of a project on transport and then used an appropriate range of tools and resistant materials to build models, which have axles and wheels. They drafted out designs, often in their art and design books thus making a successful link between the subjects and this is an improvement since the previous inspection. The work seen shows useful links with science, for example, in experiments about floating, when pupils designed, built and tested small boats.

101. The subject manager makes a satisfactory impact on standards in the subject. Good advice is provided for colleagues as they plan their lessons. Resources are effectively organised and readily accessible. The use of information and communication technology by pupils is limited but staff use the digital camera well to record pupils at work and completed work. This successfully demonstrates to pupils the value of the immediacy of this technology. The scheme of work is clear and usefully sets out recommended time allocations per topic. Assessment sheets are

available but as yet have not been used to assess pupils' attainment to inform future planning.

GEOGRAPHY

102. Only one geography lesson was seen during the inspection, therefore, secure overall judgements cannot be made on the quality of teaching and learning. However, other evidence, such as the pupils' high standards of work, indicates that teaching is effective. Analysis of pupils' work, including displays in classrooms and around the school and discussion with pupils and staff, indicate that standards are at least average and often above average by the end of Year 2. All pupils, whatever their racial heritage, special educational needs or background achieve well because interesting and challenging tasks are planned for them. The standards identified by the previous inspection have been successfully maintained.

103. Pupils in Year 1 develop their mapping skills through the drawing of simple plans of the classroom and beyond. By the end of Year 2 pupils include more detail in their map work and are beginning to understand the need to use co-ordinates to locate places more quickly. In Year 1 pupils observed changes in weather patterns, and recorded their findings through the use of simple graphs, making a good link to work in mathematics. In the one very good lesson seen in the mixed Year 1 and 2 class, very skilful questioning by the teacher enabled pupils to make valid suggestions regarding the importance of motorways, and their effect on the environment.

104. Teachers take advantage to make sensible links between geography and other subjects. As an instance, as pupils in Year 2 conducted a traffic survey, they used tallying to record the number of vehicles they saw. During a visit to a village of historic interest they compared the shops and houses there with those in Fareham. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. As an example, pupils reflect on feelings evoked on visits and journeys, and good opportunities are provided whereby pupils work collaboratively in large and small groups.

105. Very good use is made of the community in extending pupils' learning experiences. The subject is taught in units. This means that there are long gaps between pupils' experiences, and although geography is appropriately included on teachers' plans, it is not always sufficiently clear how and when pupils will be taught geographical skills systematically from reception to the end of Year 2. The use of information and communication technology as a tool for learning in geography is at an early stage of development.

HISTORY

106. Very few lessons in history were observed during the inspection. However, from the observation of two lessons and looking at pupils' work and teachers' planning, by the end of Year 2, pupils appear to attain satisfactory standards. The standards identified by the previous inspection have been maintained. The

achievement of all pupils including those who speak English as an additional language and those with special educational need is appropriate. It is not possible to make a secure judgement about teaching but pupils' work suggests that it is at least satisfactory.

107. By the time they leave the school at the end of Year 2, pupils have a satisfactory knowledge of the lives of certain famous people. They learn about national figures such as Queen Elizabeth II. They have studied Queen Elizabeth I and compared differences in the way people live now to the way they lived in Tudor times. They know about national figures pertinent to their own area such as Nelson and local figures, who had a significant impact on the locality such as Henry Cort. They are beginning to study the local environment and identify buildings and their uses in the past. Pupils are less knowledgeable about why people acted as they did.

108. The curriculum meets statutory requirements well and is carefully planned. Good use is made of visits, visitors and artefacts that are provided by friends of the school, staff and local museums. For example, pupils in Year 1 thoroughly enjoyed their visit to Porchester Castle as part of their study of Medieval times, knights and castles. There is an enthusiastic subject manager, who helps teachers well in their planning. Overall, the use of information and communication technology is good. For example, staff make good use of the digital camera as well as photographic film enlarged by a local processing laboratory. Digitally recorded images are placed on overhead projector slides for use when talking to the pupils and rapidly onto the computer following an activity. For example, a picture of a pupil dressed in armour was on the computer screen within the course of the lesson. This teaches pupils the immediacy and use of the technology in a positive way. Pupils are beginning to add text to such images, write about their visits using word processing packages and with help trawl the Internet for useful information about the topics being studied.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Little direct teaching of information and communication technology took place during the inspection. Evidence from the lessons observed and from looking at displays and teachers' planning and from talking to pupils and watching them use computers, indicates that pupils at the end of Year 2, attain standards in line with those expected for pupils of this age range. The pupils' achievement is good. The sound standards identified by the previous inspection are successfully maintained.

110. By the end of Year 2, pupils confidently select geometric shapes, enlarge and reduce them and position them to make a balanced pattern. They colour the lines, shapes and backgrounds. Some pupils insert shapes within other shapes and change the orientation of the shapes. They enter data into a data bank and produce graphs to show their findings. For example, they carry out a survey into hair colour and produce different types of graph to illustrate their findings, entering text to name the work and axis. With help, they access the Internet and download relevant information on topics of interest. For example, one class were gathering information on wolves and accessed various sites to find out about eating habits and life styles. Pupils are competent at entering text directly into a word processing package. Staff

frequently use the digital camera to take pictures of pupils working or whilst on school visits. Once these have been loaded into an appropriate program pupils enter informative text explaining the picture. They use different fonts, styles and colour of text to catch the readers' interest. Pupils give considerable thought to the command necessary to make a small wheeled robot cross the floor, enter a model garage, turn round and return to the sender without touching obstructions or the walls of the garage. They thoughtfully persevere until the robot performs the operation as required.

111. The teaching observed was generally good and was effectively supported by able teaching assistants. As a result, pupils learn at a good rate. Overall, subject knowledge is good and teachers identify many opportunities to use the information and communication technology to support pupils' learning. Substantial training has already taken place and further training is booked for the immediate future. Computers are in frequent use to support activities in lessons; the digital camera and tape recorders are well used. Overhead projectors are successfully used as a teaching aid. The school has now updated all the computer resources and there is now a satisfactory ratio of computers to pupils. This has significantly improved access since the previous inspection. Much teaching time is currently rightly dedicated to speeding up pupils' knowledge of the new programs and new technology.

112. Teachers carefully match tasks to pupils' prior attainment and knowledge and this helps them learn effectively and cover a great deal of work. All pupils, including those who speak English as an additional language and those with special educational needs, now achieve well. This is an improvement since the previous inspection and is the result of the increased number of computers and range of software. Pupils' attitudes are very good. They are interested in using information and communication technology and keen to take their turn on the computer and to learn from their teachers, teaching assistants and each other. This significantly aids their progress and rate at which they learn. Successful examples of information and communication technology being used to support work in other subjects provide good models that can be used to encourage teachers throughout the school. Reporting observations and presenting findings in graphs or pie charts, for example in mathematics and science, is still limited. Now that the school has the necessary hardware and software, the co-ordinator intends to set in place a programme of work that will enable staff and pupils to make greater use of the technology across the curriculum.

113. The breadth and range of the information and communication technology curriculum are satisfactory. The head teacher is currently the temporary subject manager but is in the process of handing over this role to another member of staff. They both have a clear idea of where further development should take place and appropriate plans are in place. These developments include greater and more systematic use of the subject in other areas of the curriculum, supported by further specific training for staff and the development of assessment strategies. Resources are now good, well positioned in classrooms for ease of access and the library, to develop library skills. The positive view of information and communication

technology and willingness to make wide use of its capabilities by all staff has had a significant impact on the progress of pupils.

MUSIC

114. No music lessons were planned to take place during the inspection and, consequently, it is not possible to make a judgement about standards, teaching or learning. As a result, it is not possible to make comparisons with the previous inspection. The breadth and balance of the planned music curriculum are satisfactory and meet the requirements of the national curriculum. Planning shows that all the elements of music are taught. Pupils enjoy listening to music in assembly and singing rhyming songs in a good range of lessons to help counting and literacy. Pupils sing enthusiastically in assembly and attain average standards. Adequate time is given to music lessons each week and there is a good range and quality of instruments. There is no evidence to show that information and communication technology is used as a tool for learning in music, although plans are in place to buy an electronic keyboard. A greater range of instruments representing different cultural traditions would further enhance the provision. As the subject manager for music has left the school, a temporary manager is appropriately over-seeing the subject until a permanent subject manager is identified from within the staff.

PHYSICAL EDUCATION

115. Standards in physical education are above average at the end of Year 2 because teachers know how to challenge the pupils physically, and skills are systematically developed as pupils move through the school. This marks a good improvement since the previous inspection. Consequently, achievement is good and all groups of pupils whatever their ability or ethnic heritage, are confident to try new things. For example, in one lesson in Year 2 the pupils were clearly consolidating what they had learned in previous lessons and building on what they had been taught about using the ropes. One pupil worked tenaciously to climb the ropes and was delighted with his success. By the end of Year 2, pupils balance carefully with good control and run and jump using the space in the hall well. They throw and catch balls with increasing success, although catching skills are not as well advanced as their throwing skills. Using large and small apparatus pupils create imaginative sequences, balancing in a range of interesting ways. Pupils in Year 2 are already jumping accurately from large boxes, with height and good shape to their bodies.

116. Teaching is consistently good. Pupils enjoy physical education and work hard intellectually and physically because teachers know how to challenge them. Very effective strategies to manage the pupils mean that behaviour in lessons is good. Teachers expect to be listened to and have high expectations of the pupils' ability to work hard and share equipment. Consequently, pupils know what is expected of them and respond quickly by creating imaginative sequences and working to the capacity of their physical strength. Teachers have good subject knowledge and understand how to ensure safety throughout each lesson. Pupils are constantly reminded to work safely and very effective warm up routines help

them develop an understanding of heart rate and the importance of stretching and warming up muscles. In one very effective lesson the teacher skilfully questioned the class after vigorous exercise. One pupil was quick to recount that if the body is not warmed up the 'ham-string' can be pulled.

117. Very good opportunities for group work are planned and pupils work sensibly together. They enjoy watching each other demonstrate physical successes. However, not enough opportunities are planned for pupils to evaluate their sequences and the work of others. Pupils are not always encouraged to modify and improve what they have created by developing personal challenges and aiming for good quality.

118. The physical education curriculum is broad and well balanced to include all elements required. Physical education is well managed and the recently appointed subject manager is further developing the schemes of work for each Year group in line with national and local recommendations. Strong links between physical education and the pupils' personal and social development enhance the curriculum as pupils are learning how to work with others and become part of a team. There is no evidence of information and communication technology being used as a tool for learning in physical education. However, the resources and equipment for physical education are good and have a significant impact on standards and the pupils' learning.

RELIGIOUS EDUCATION

119. Only two religious education lessons were observed, but from discussions with pupils and a small sample of work provides evidence that standards are broadly in line with the expectations of the locally Agreed Syllabus. The satisfactory standards identified by the previous inspection have been maintained. Religious education lessons are effectively complemented by the religious and personal themes in the very good assemblies. The very successful personal and social education fully supports the work in religious education lessons.

120. By the end of Year 2, pupils know that some of the stories Jesus told are parables and have special meanings. Although they did not know many stories from the Bible, they could recall what they had learned in recent lessons. For example, pupils in Year 1 were keen to talk about the wise and foolish man. In simple ways they could recount why it is important to build on solid rock. The teacher helped the pupils make simple puppets, and there was a buzz of excitement in the room as they successfully re-played the story. Pupils in Year 2 could illustrate the story of The Sower. They knew it was a parable and had a special meaning. However, they did not know the meaning of the parable of The Sower because it was not covered during the lesson. Their work on The Good Samaritan shows that they understand the importance of friendship, a theme successfully developed in Assembly.

121. Pupils at the end of Year 2 know that the church is a place for Christian worship and that other religions have different places of worship. Some children stated that they do not need a church to worship God as they can say a prayer anywhere. They understand that they worship the Christian God during assembly.

The pupils understand that prayer is important and that they sometimes put their hands together and close their eyes to help them concentrate. They were keen to explain that when they say 'Amen' it signals the end of their prayer and helps to send it to God. Good links with the local community have been established through visits to the local modern church and a contrasting more historical Church in the village of Titchfield. These enhance the religious education curriculum.

122. In the two lessons observed, teaching was satisfactory overall. Teachers have a satisfactory knowledge and understanding of the Agreed Syllabus and provide appropriate activities for pupils to understand the parables Jesus told. Lessons had a clear structure and although objective was clear, they described what pupils were going to do rather than what they were going to learn. Pupils enjoy the tasks planned. For example in Year 1 the pupils were keen to talk about the different ways they recorded the events in the story of the men who build their houses on rocks or sand. Basic language skills were well taught and the strong emphasis on vocabulary such as 'wise' and 'foolish' quickly caught the pupils' attention. Effective interaction of the teacher with a child who had made puppets enabled him to have good recall of the story, and communicate effectively with an adult. Pupils worked hard in both lessons and in Year 2 concentrated hard on their pictures to illustrate the parable of 'The Sower'.

123. The religious education curriculum meets the requirements of the Locally Agreed Syllabus, although it is not clear how skills and understanding will be systematically developed as pupils progress through the school. This sometimes limits the level of achievement. The pupils study the Hindu religion and enjoy the stories of Rama and Sita and Diwali. Management of the subject is satisfactory and the headteacher is the temporary subject manager. Although monitoring of teaching and learning is broadly satisfactory and currently takes place through informal discussion with pupils, the subject manager recognises that a more formal and systematic evaluation is required.