

INSPECTION REPORT

LIPHOOK INFANT SCHOOL

Avenue Close, Liphook, Hants. GU30 7QE

LEA area: Hampshire

Unique reference number: 116056

Headteacher: Sue Lewis

Reporting inspector: Joan Walker
25461

Dates of inspection: 22nd – 24th October 2001

Inspection number: 193573

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

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Avenue Close Liphook Hants
Postcode:	GU30 7QE
Telephone number:	01428 722036
Fax number:	01428 722036
Appropriate authority:	The Governing Body
Name of chair of governors:	Barbara Drasutis
Date of previous inspection:	21 st April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25461	Joan Walker	Registered inspector	Science, Art and Design, Design and Technology	What sort of school is it? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9880	Tony Comer	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22911	Paul Whittaker	Team inspector	Mathematics, Information and Communication Technology, Physical Education, Religious Education	How good are the curricular and other opportunities offered to pupils?
1939	Michael Benson	Team inspector	Foundation Stage, Equal Opportunities, Special Educational Needs	Pupils' attitudes, values and personal development
1945	Janet Watts	Team inspector	English, Geography, History, Music	The school's results and achievements

The inspection contractor was:

Quality Assurance Consultants
The Hucclecote Centre
Churchdown Lane
Hucclecote

Gloucester
GL3 3QN

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 – 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10 – 12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 – 14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14 – 16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16 – 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17 – 18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 – 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22 – 25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26 – 41

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Liphook Infant School is set in a semi-rural location whose socio-economic profile is changing rapidly with many of the children coming from very supportive homes. The building is comparatively modern. Since the last inspection, the school building has been extended to include two new classrooms, a large staffroom and medical room, which also provides working space for the deputy headteacher and other staff. The grounds have been developed to encourage imaginative play and to provide quiet areas. The younger children now have a large, enclosed all-weather play area. The school serves pupils aged four – seven. There are 240 pupils on roll, which is about the same size as other schools nationally. There are just over five per cent of pupils entitled to free school meals, which is below the national average. A very small number of pupils are from homes where English is an additional language. There are four pupils who have a statement of special educational needs and a further twenty per cent have been identified as needing additional support, which is below the national average.

At the time of the inspection, there were eighty children in the reception classes. Attainment of the four-year-olds when they start school is broadly average in most areas of learning according to the Hampshire Baseline Assessment scheme. However, the percentage of children requiring extra support both at the beginning and through the key stages has increased over the past years. This reflects the demographic changes in the catchment area.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features. Currently, children in the reception classes are achieving standards above expectations in the Early Learning Goals. By the age of seven, pupils are achieving standards above expectations in English, science and art; in all other subjects standards are in line with expectations, except in information and communication technology where they are below. The quality of teaching ranges from excellent to satisfactory and is good overall. The leadership and management of the school by the headteacher are excellent. The school gives good value for money.

What the school does well

- Pupils achieve high standards in speaking and listening, writing, science and art.
- Throughout the school, there is a high proportion of good, very good and excellent teaching – 84 per cent good or better. This ensures pupils achieve well by the time they leave the school. Learning support assistants have a positive effect on pupils' learning.
- Pupils' attitudes, behaviour and personal development are very good. Their relationships with one another and with staff are very good. This positively affects pupils' quality of learning.
- There is a strong emphasis on provision for pupils' spiritual, moral, social and cultural development. This has a positive impact on pupils' personal development and the relationships they form with one another.
- The leadership and management of the school by the headteacher are excellent. The headteacher, with the support of the school management team and governors, provides a very clear and purposeful direction for the work of the school.
- Provision for the under-fives and for pupils with special needs is very good.
- Staff provide very positive role models. Teachers value the contributions and opinions of the pupils.
- The headteacher and staff work hard to ensure close links with parents and the community.
- The school takes very good care of the pupils.

What could be improved

- Cross-curricular links between literacy, numeracy and information and communication technology and other subjects are not sufficiently explicit or strong.
- Insufficient attention is given to marking and this fails to inform pupils about how they can improve.
- Use of assessment for future planning.
- Standards in information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in April 1997. Teachers' subject knowledge in mathematics has improved considerably. Planning now ensures pupils make consistently good progress. There are now more opportunities for pupils to pose questions, solve problems and research their own information. Pupils in Year 1 make better progress and the transfer from Reception to Year 1 is much smoother for all pupils. The school monitors standards achieved and the school's strategic plan shows good evaluation of spending decisions. Standards have improved in speaking, listening, writing, art and science. Provision for spiritual and social development has improved since the previous inspection. A major improvement has been the identification and support for pupils with special needs and particularly through the employment of more support staff, which has benefited not only pupils with special needs but all pupils. The capacity for the school to make further improvement is very good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

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

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

Over the three years from 1998 to 2000 taken together, pupils' attainment in reading, writing and mathematics exceeded the national average. However, in mathematics pupils' attainment dipped below the national average in 2000. Provisional results for the year 2001 show standards have been maintained in reading and writing and improved in mathematics and are now in line with the national average.

The school's targets are suitably ambitious and have been met. In the work seen during the inspection, standards for pupils age seven were above average in speaking, listening and writing, science and art and design. In all other subjects they are in line with the expectations except in information and communication technology where they are below because there is no specific timetabling for this subject and computers are too often not deployed during most of the lessons observed. Children in the Reception classes achieve standards above those expected for children of a similar age. Pupils with special educational needs make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are enthusiastic to learn and are encouraged to become independent.
Behaviour, in and out of classrooms	Very good. Pupils pay good attention to their teachers and are interested in lesson activities. Around the school they are polite and friendly to adults and other pupils.
Personal development and relationships	Relationships in the school are very good with mutual value and respect for all evident across the whole school community. Pupils work well together in lessons and play amicably at lunch and playtime, having good regard for other pupils' space and safety. No harassing behaviour was seen.
Attendance	Satisfactory.

Pupils' have very good attitudes and are very keen to learn. Their behaviour in and around the classrooms is very good.

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 at least satisfactory or better in all lessons observed, with almost nine out of ten lessons being good or better. The teaching of the National Literacy and Numeracy Strategies is good. When teaching is very good or excellent, teachers are enthusiastic, planning is very good and teachers make learning intentions very clear to all pupils at the beginning of the lessons. At the end of the lessons, teachers discuss fully whether or not objectives have been met and what is needed to make further improvements. Tasks, to support these objectives, are challenging and ensure that pupils are well motivated and make good progress. Although all work is marked, it frequently lacks targets to improve pupils' learning and progress. The quality of teaching for pupils with special educational needs is good. Teaching, although satisfactory, is less effective when the pace of the lesson is slow and pupils fail to acquire sufficient new knowledge or skills. The school ensures that all pupils have equal access to the curriculum and that it is appropriate to their individual needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a quality and range of learning opportunities, which at Key Stage 1, are good. The curriculum for children under-five is near excellent because the teachers plan very carefully for children of all abilities and match work to children's needs accordingly. Cross-curricular links with literacy, numeracy and information and communication technology and other subjects are under-developed.
Provision for pupils with special educational needs	Overall good. The learning support assistants have a most positive impact on pupils' achievements and their good rate of learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Teachers are alert to opportunities in all areas of the curriculum to promote these developments. The very good quality of the pupils' personal development is embedded in the ethos of the school.
How well the school cares for its pupils	Very good knowledge of families and use of procedures ensures very effective welfare support and guidance of pupils. However, the use of assessment procedures to aid future planning is underdeveloped.

Partnership with parents is very good. Parents are successfully encouraged to support their children's learning and take part in the life of the school. All areas of the curriculum meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership and management by the headteacher are excellent. The headteacher, with the support of the management team and the governors, provides a very clear purposeful direction for the work of the school. The headteacher, deputy and subject co-ordinators work closely together to move the school forward in the drive to raise standards.
How well the governors fulfil their responsibilities	Very good. The governors play a prominent strategic role in the management of the school. They fulfil responsibilities well and have a very good understanding of its strengths and weaknesses and carry out the statutory duties effectively.
The school's evaluation of its performance	The school has a very good view of its work. Performance is well monitored and evaluated. Results of tests are analysed well for strengths and weaknesses.
The strategic use of resources	The strategic use of resources, including grants and other funding is very good.

The range of experience and expertise amongst the staff is very good and thoroughly meets all the demands of the curriculum. The range and quality of resources are good overall. Accommodation is good, and has recently benefited from considerable improvements to the offices and classrooms for the youngest children. However, some of the window frames in the older classrooms are in urgent need of repair. The interior of the school is well cared for by the cleaning staff. The school applies the principles of best value in all its financial decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The leadership and management of the school. • The school works closely with the parents. • Approachability of the school. • The school helps their children become mature and responsible. • Their children like school. • Behaviour is good. • The good teaching. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

The inspection team agrees with parents' positive comments. Inspectors judge the range of activities outside lessons to be good, especially for an infant school because usual practice is for no clubs to be available for this age group.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children when they enter the school at age four is very wide, though broadly average. By the time they enter Year 1 and begin the National Curriculum programmes of study, they have made good progress, particularly with their personal and social development, and their skills of independence, co-ordination, speaking and listening. About eighty per cent of children should reach the Early Learning Goals in all areas of learning by the end of the reception year and most of the remaining will exceed them. However, the school has documented the changes within the cohorts of pupils as they begin statutory schooling. There are now a larger percentage of pupils who have acknowledged learning difficulties than during the previous inspection.

2. Inspection findings indicate that the current seven-year-olds are attaining above average standards in speaking and listening and writing. Standards of reading are average. These seven-year-old pupils are attaining average standards in mathematics though some of their number work is above average. Pupils are attaining above average standards in science.

3. The basic skills of literacy and numeracy are well taught and pupils make satisfactory and frequently good progress related to their prior attainment. However, there are not always explicit links made between literacy and numeracy across the curriculum in order that the pupils' skills in literacy and numeracy can be used directly to enhance and enrich their achievements in other subjects. The school has very good procedures for assessing and tracking the progress of cohorts and individuals, and uses their test results well to demonstrate that the pupils are achieving their potential. Those pupils with special educational needs make good progress and achieve well. Since the previous inspection, standards have been maintained in writing, reading and mathematics. They have improved in speaking and listening and in science.

4. Comparisons with national data show that pupils at the school have almost always achieved results above the national average in the core subjects. In 2000, when compared to similar schools, results in reading were below average whilst in writing they were in line with similar schools. In mathematics in 2000, they were well below similar schools. A similar picture was noticeable in science. This apparent decline in standards is linked to the changing nature of the cohorts, so in fact the school is doing well to maintain and even improve standards. Provisional results for 2001 show that standards have been maintained in reading and writing and improved in mathematics and are now in line with the national average. Much of this is due to the quality of teaching, the school's provision for those pupils with special educational needs and the impact of the help that the learning support assistants give to the pupils.

5. There are no noticeable differences in the achievement of boys and girls.

6. In English, by the end of Year 2, pupils are attaining above standards in most aspects of English. Pupils' achieve standards in speaking and listening and writing that are good and above those normally expected for pupils of a similar age. Standards in reading are average. Pupils in both year groups are confident speakers and listeners with many attaining above average standards. Most pupils have a very good phonic knowledge, and as a result even the youngest pupils are confident to 'have a go' at unknown words when they are reading and this is because phonetic knowledge and understanding is well taught throughout the school. In writing, standards are often good and pupils are taught at an early stage to write in a joined, cursive style and clear and explicit links are made between handwriting and spelling patterns. Most pupils understand the importance of correct punctuation and write capably in simple sentences.

7. In mathematics, by the end of Year 2, pupils achieve standards expected for pupils of a similar age. Standards of mental work are good and most pupils can work out answers to calculations and explain clearly their preferred method of working. The pupils use their knowledge of work in number in other areas, such as money. They are familiar with odd and even numbers and can perform calculations in addition and subtraction to three digits. Significantly, by the time they are seven-years-old, pupils of all abilities are confident in attempting work on paper and in talking about their work in detail.

8. In science, pupils' reach standards that are above the national average by the time they are age seven. This is because teaching is good and teachers have good scientific knowledge and share the learning intentions with the pupils. Young pupils at the beginning of the key stage study the human body under a main theme of 'Ourselves'. Older pupils know and understand about the dangers of taking medicines without the knowledge of their parents. They understand the different ways food is packaged and why medicines need to have safety measures built into the packaging.

9. Standards in art are good and above those which are expected nationally, an improvement on the findings of the previous report. This is the result of good teaching, with teachers having good subject knowledge and ensuring there is a brisk pace to the lessons. Standards in geography, history, music, physical education and religious education are all in line with expectations for pupils aged seven and are the same as found in the last inspection. Standards in information and communication technology are below average and show a decline in the results of the previous report, mainly because the pupils have limited opportunities to develop the necessary skills. Their progress is inconsistent and sometimes unsatisfactory in this subject. Standards have fallen in design and technology since the above expectations of the previous report. Mainly due to no lessons being observed during the inspection and there were very few examples of pupils' current work to make a secure judgement on standards.

10. The school ensures that its strong philosophy of inclusion is borne out in practice. All pupils achieve well, and those with learning difficulties make good and

sometimes very good progress. The pupils try very hard in response to the teachers' high expectations and achieve well, given their abilities. Higher attaining pupils are generally well challenged in the tasks set for them; however, in science teachers' expectations are not always high enough.

11. Target setting processes are very rigorous and are related to the school's very detailed knowledge of cohorts of pupils and individuals. The school almost always meets, and indeed occasionally exceeds its targets; this is due to much good teaching. There are also rigorous auditing procedures in place to assess the level of need of those pupils with special education needs.

Pupils' attitudes, values and personal development

12. The pupils' attitudes, values and personal development are very good overall. Pupils are keen to come to school and want to do well in their work. They feel safe and secure and enjoy their day. These results are an improvement on the findings of the previous inspection.

13. The youngest pupils are settling very well into school. They readily leave their parents and carers at the start of each day. As a result of this the pupils are now attending school full time and although tired by the end of the day are confident and already talk of 'my school' with confidence. They are developing a clear sense of belonging to the school community. Throughout the rest of the school the pupils have very positive attitudes to their lessons. They readily respond to their teachers and to the support staff and are willing to share their work with visitors. They are interested in what they are being taught and quickly become involved in a lesson, listening to the teacher and their peers. The main reasons that account for the pupils' very good attitudes are the consistently good teaching and support from learning and special needs assistants and the excellent role models that all staff provide for the pupils.

14. Pupils' behaviour is very good. They behave very well both in lessons and around and outside the school. Their behaviour in assembly is both impeccable and impressive. They are courteous to each other and to the adults in the school and very polite, for example when they take turns to use a piece of equipment or when opening a door. They look after the equipment they have. For example, the pupils tidy up things they have been using carefully and make sure that it is returned to the right place so it can be used again. As a result of their good manners they listen to each other and so learn from what they hear. The pupils' attitudes make a good contribution to their attainment and the progress they are making.

15. No bullying, oppressive behaviour, sexism or racism was observed during the inspection. The school has good policies covering these areas that are being successfully implemented. Parents report that when they have been concerned with a pupils' behaviour that this is taken seriously and a solution is found very quickly. The number of exclusions is very low. The school has a very calm and positive atmosphere throughout. Consistent implementation of the behaviour policy, the appropriateness of the 'Golden Rules' and the very good role models that the staff provide mean that the pupils know what is expected and rise to the occasion.

Replies to the parents' questionnaire show that parents believe discipline and behaviour in the school are good, and the inspection findings confirm this result.

16. The pupils' personal development and relationships are very good. They listen to each other readily from the youngest pupils right through to Year 2. They willingly take responsibility by getting on with their work, quickly listening when asked to and helping others to clear up when they have finished their own task. As they grow older they grow in confidence and when given the opportunity they can reflect and evaluate their own work with a surprising degree of maturity. For example, pupils evaluating a unit of artwork on self-portraits, were able to say what they had found difficult, and what was easy and how they would approach the task differently next time. They get on very well with each other and with the adults they work with.

17. Attendance is satisfactory and is a decline from the findings of the last inspection when it was reported to be high. Last year attendance levels were only just above the national average whilst unauthorised absences fell below the national average. The school has very good arrangements for monitoring absences, which are starting to improve overall attendance and reducing unauthorised absences. Punctuality has improved steadily over the last year and pupils arrive for lessons on time. Overall however, the school has not set rigorous targets for improvement in this area. Nevertheless statutory requirements in respect of attendance registers are met.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Teaching is satisfactory or better in all lessons. The quality of teaching in the reception classes is good or better, with just over two out of five lessons very good. Teaching in Key Stage 1 is good, with half of all lessons being good and almost one in four very good and one in ten being excellent. Overall, teaching is good, with over half of all lessons being good and almost one in four lessons judged to be very good and almost one in ten were excellent. The teaching of English and mathematics is good. The quality of teaching has improved since the last inspection.

19. The quality of teaching in the reception classes is good and this has a significant effect on children's learning. The teaching is based upon very good planning that identifies clear learning targets in all areas which, are shared with the children. Tasks are well matched to the different levels of pupils' capabilities. Teachers promote good standards of presentation and interact well with the children, questioning and encouraging them to make good progress in their learning. Groups of children are organised very well and have good access to resources, which fosters the purposeful working atmosphere and good behaviour. Children show increasing levels of concentration, initiative and independence for their age because all staff encourage this. There are good assessment procedures for tracking children's progress, which the staff use successfully to plan the next step in children's learning. Very good use is made of time and all teachers are committed, very hard working and caring. Support staff are deployed effectively in lessons and make a very positive contribution to children's learning.

20. The quality of teaching is good for pupils aged five to seven years. It ranges from excellent to satisfactory – eighty-four per cent being good or better. Teaching is good in English, mathematics, science, art and design, music, physical education and religious education. It was not possible to make secure judgements on the quality of teaching in design and technology, information and communication technology, history and geography due to the limited number of possible observations of lessons in these subjects. In the most effective teaching, planning is very good; it sets clear guidance of what pupils are expected to learn and learning objectives are shared with pupils. This ensures that pupils' learning is very focused and they make good progress. Teachers use a range of appropriate teaching methods. These include whole-class, group and individual work involving practical, investigative and problem-solving activities. In most lessons there are good open-ended questions to enable most pupils to learn basic skills and make pupils think hard about their answers. For example, in a Year 2 literacy lesson, by asking open-ended questions the teacher ensured the pupils understood the meaning of all the words in the text. Instructions are clear and pupils move quietly, confidently and quickly to tasks. Most lessons are paced well ensuring pupils are suitably challenged and their interest is held. For instance, in a Year 1 literacy lesson, the lesson proceeded at a brisk pace, with differentiated tasks and timed targets for pupils of varying capabilities. All of which ensured pupils were challenged and stayed on task throughout the lesson.

21. Cross-curricular links with literacy, numeracy and information and communication technology and other subjects are not sufficiently explicit or strong. Marking is always completed, but frequently lacks comments to move the pupils forward in their learning and some teachers missed opportunities during lessons to tell pupils what was needed to improve their work. Assessment procedures for the children in the Foundation Stage are good and aid teachers' planning for future lessons. Although teachers in Key Stage 1 gather a wide range of assessment data, it is not always used effectively to plan future lessons and the curriculum. Homework is set regularly and the majority of parents support their children's learning usually by sharing a book with them or hearing them read.

22. The quality of teaching of pupils with special educational needs is good. Teachers take great pains to ensure that all pupils are included in all activities, irrespective of their prior attainment. As a consequence pupils with specific needs make good progress in their learning. Teaching for these pupils is fit for the purpose. Teachers make good use of the specific targets on these pupils' individual education plans to inform their short-term lesson plans and to monitor pupils small steps in their learning. Learning support assistants work very hard, are totally committed and have a very positive impact on the pupils' achievement and their good rate of progress.

23. Teachers' knowledge and understanding are good throughout the school. Technical competence in the teaching of basic skills is good. Overall, the effectiveness of teaching the literacy and numeracy strategies is sound. Year groups plan together and this is helping ensure that pupils make gains in their learning from year to year. Teachers' very good knowledge and understanding of specific subjects enables them to share their expertise with their colleagues. The special needs co-ordinator demonstrates very good knowledge and understanding of each pupil's needs through carefully written educational plans.

24. Teachers have high expectations of pupils' standards of work and behaviour and this is achieved through good organisation, very good relationships and an emphasis on rewards rather than sanctions. There is a very good atmosphere for learning throughout the school that positively impacts on standards. The key to the creation of this atmosphere is very good relationships between teachers and pupils.

25. There is a good range of educational visits and visitors that contributes to pupils' personal and cultural development. Overall, the attitudes, behaviour and personal development of pupils make a significant contribution to effective learning.

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

26. The curriculum is generally broad and balanced. It satisfies the requirements of the National Curriculum in the core subjects of English, mathematics, science, information and communication technology and the current demands of the National Curriculum for the foundation subjects. Religious education and acts of worship comply with the Locally Agreed Syllabus. The school plans for appropriate coverage of the Early Learning Goals for the children under five and provides for

them a broad and balanced curriculum, the quality of which is very good. There is no formal provision for sex education as a result of the policy agreed by the governing body. Health and drug education is part of the school's programme for personal, social and health education and is also addressed through other subjects of the curriculum. The provision for pupils' development of their personal, social and health education is very good. The curriculum is successful in implementing the aims of the school and is effective in promoting the pupils' intellectual, physical and personal development. Pupils are given the opportunity to ask questions during lessons, solve problems and do simple research investigations on a regular basis. This addresses the key issue in the previous inspection when it was judged that pupils needed more opportunities for these activities. The curriculum is socially inclusive and ensures very well that all pupils, including those with special educational needs, have equal access to the curriculum. The school has successfully implemented the strategies for literacy and numeracy. The training of the teachers in respect of those strategies has had a sound impact on raising pupils' learning. Considerable improvement has occurred since the last inspection in the quality of curriculum planning which now ensures that the quality and range of learning opportunities for the pupils at Key Stage 1 are good and for the children under five is very good. However, information and communication technology are inadequately used to support and develop pupils' learning in all subjects. The school's homework policy is consistently applied. The support from parents has helped to improve learning, attitudes and standards, notably in reading, spelling and work on number.

27. The curriculum for the under-fives is very effective and follows the Early Learning Goals (ELGs) for learning. Children enter the school with a wide range of levels of attainment but they all make good progress and most children will achieve the ELGs by the time they leave the reception class. Provision for purposeful play, role-play and outdoor play is very good.

28. The school has planned for the introduction of the National Literacy and Numeracy Strategies. Training has been used to familiarise all staff with these developments and the strategies deployed for teaching the skills of literacy and numeracy are generally effective. However, disproportionate time allocations to these areas of the curriculum limits the time available for other subjects at Key Stage 1; at times, lessons are in excess of one hour for literacy and numeracy.

29. There are schemes of work for all subjects. These are based essentially on nationally published material and develop the pupils' skills and knowledge in accordance with the attainment targets of the National Curriculum. The medium-term planning is derived from the schemes and effectively ensures progression as pupils move through the school. The quality of curriculum planning is good and this represents a significant improvement from the time of the last inspection. Overall short-term planning is sound but, at times, lacks effective procedures for assessment of pupils' immediate learning needs, especially in the foundation subjects. An area rightly identified for attention in the school improvement plan is information and communication technology; there is limited provision for the acquisition of skills in this subject or their application across the curriculum.

30. The school ensures that all pupils have equal access to the curriculum and that it is appropriate to their individual needs. Provision for the pupils that have special educational needs complies with statutory requirements. It is very good in the Foundation Stage and good in Key Stage 1. Special educational needs provision is very well organised. The governing body has, following a strategic review, appointed staff to support the learning of the pupils with special needs. These improvements are bringing considerable benefit to all pupils. This is particularly true in the Foundation Stage where the range of activities available at any one time is being broadened making very good use of the skills of the learning support assistants involved. Both the teachers and the special needs co-ordinator closely monitor their work. Individual education plans are very well written and used very effectively to develop the pupils' programmes of work. They are reviewed weekly to take account of the progress that the pupils are making. Class teachers work well with the special educational needs co-ordinator. All support assistants are very knowledgeable and know the pupils they support very well. Their work is also effective because of the very good relationship that exists between the adults involved. These factors make a very good contribution to the quality of provision overall in the school and in particular in the Foundation Stage.

31. The school provides a good range of activities outside the classroom. These include French and dance clubs that are held regularly at the school and involve also pupils from the neighbouring junior school. The school has worked very hard to develop good links with the community that contribute to the pupils' learning and personal development. Examples are the active involvement of the school in 'Liphook in Bloom' and the 'Story Sacks' initiative, for which sponsorship was obtained from local businesses. Additionally, the school has very good relationships with other schools, particularly those in the local 'pyramid' group and the local junior school. These ties assist well the teachers with their professional development through contact with colleagues elsewhere. Liaison with local playgroups and other agencies for early years is very good and contributes to making smoother the process of admission to the school. Of note here is the pre-school group at the Millennium Hall, which is well supported by the school.

32. The provision for pupils' spiritual, moral, social and cultural development is very good and teachers are alert to opportunities in all areas of the curriculum to promote these developments. The school has made very good improvement in the provision for spiritual and cultural development since the last inspection when they were judged to be unsatisfactory. Pupils have many opportunities to explore their feelings and to reflect on their own experiences. Cultural traditions are studied through work in history and literacy and pupils have the opportunity to explore the richness and diversity of other cultures, for example, in art and music. The very good quality of the pupils' personal development is embedded in the ethos of the school. The daily act of worship and religious education provide very good opportunities for developing spiritual awareness. The school effectively provides pupils with the knowledge and insights into values and beliefs through 'circle time' (a class discussion session) activities which are taken on by all classes. These enable the pupils to support each other and to reflect on their experiences that help to

develop their self-knowledge. The principles, which distinguish right from wrong, are promoted well, especially through school assemblies, by the school's 'Golden Rules' and the adoption of 'golden time'. Pupils are encouraged to take responsibility and show initiative by the allocation of specific tasks, such as operating the CD player in assembly or returning the class attendance register. Without prompting, pupils show courtesy to each other and visitors by, for example, holding doors open.

33. Pupils are taught to appreciate their own cultural traditions through, for instance, music, stories and visits to nearby places such as the local church. A 'British Isles Week' is held each year during which pupils study features and areas of their own country and learn about the diversity and richness of cultures within them. Additionally, each year the school celebrates a religious festival, such as Divali, in addition to those associated with the Christian faith.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The support and guidance which pupils receive, both formal and informal, are very good and have shown improvement in a number of areas since the last inspection. For example, the support given to pupils and parents when they begin school in the reception classes. Also pupils with special needs receive very good support and parents are kept well informed on their child's progress. The school continues to give very good support as pupils move through the school. The links with the junior school are very good and ensures a smooth transfer of pupils to the next stage of their education. Parents feel comfortable about approaching the school with questions and problems and believe that children are encouraged to become mature and responsible. Teaching and non-teaching staff know the pupils and their families well and respond to their needs.

35. Procedures for monitoring pupils' academic performance and personal development overall are good and this is an improvement since the last inspection. Class teachers gather a wide range of assessment data. Together with knowledge of pupils' individual personalities it is used to organise groups within classes. However, assessment data is not always used to effectively plan future lessons and the curriculum, and the monitoring of pupils' personal development is mostly informal.

36. Baseline assessment is used to measure the attainment of children under the age of five during their first few weeks of school. This information is used to place children in different capability groups and to plan the curriculum. Class teachers monitor the individual talents and needs of children and this information is shared with parents in the end of year annual reports. Procedures for the assessment of children under five are very good and are used effectively to inform future planning.

37. The school has increased the level of support staff since the previous report. These high levels of support have a positive effect on pupils' attainment, attitudes, behaviour and personal development. Staff work very hard to create a safe, caring atmosphere in which pupils are highly valued, they are listened to and their concerns taken seriously. Teachers have a very good knowledge of their pupils.

This is shown in the individual comments made on the end of year reports, in discussions with parents and the way in which they show concern for all their pupils. The school places strong emphasis on personal, social and moral development of its pupils and this promotes their independence and confidence.

38. The procedures for identifying and assessing pupils with special educational needs are good. The school makes good use of outside agencies and other experts in order to conduct a screening assessment process and also to develop curriculum planning. Expertise is also sought for resources for working with pupils with autism and more complex needs.

39. The school's policies and procedures for promoting discipline and good behaviour are very good, and successful. Pupils understand and respect the 'Golden Rules' and are encouraged to talk openly about incidents of inappropriate behaviour. These rules are based chiefly on respect and the well being of all. There are high expectations in this area and this ethos is seen throughout the school. Pupils strive to meet them. Teachers make good use of the reward systems that support good behaviour, good work, the meeting of set targets and good attitudes. These are celebrated in assemblies. Policies and procedures for promoting health and safety are also very good, but the school is justifiably concerned about the consequences of further deterioration of rotting window frames, some of which are too dangerous to open. Procedures for child protection and ensuring pupils' welfare are now very good, with two designated child protection officers. This is good improvement since the last report when there was no mention in the school's documentation of a person responsible for this area, which is a requirement under the Act.

40. Procedures for monitoring and improving attendance are very good with a rigorous approach to authorising absence for reasons other than illness.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The partnership that the school has with parents is very good and has been maintained since the last inspection. Parents believe that the school works closely with them and they have a very positive view of what the school achieves and provides. The concern that some parents have about the range of activities outside lessons is not supported by the inspection evidence.

42. There is very good communication between the school and parents, with information provided through regular newsletters, parents' meetings and annual reports. The governors' annual report to parents and the school's prospectus contain all national requirements. Links with parents in the Foundation Stage are good. The department has established good induction arrangements so that children make a good start to their first year in school. The home visiting programme and the links with pre-school providers are good and are helping to make this process smoother and is benefiting the children. The school makes every effort to involve the parents and carers of children with special needs in discussions about how best to help their child. Parents appreciate that they can discuss issues informally with staff. The 'Confident Parents, Confident Kids' programme, to support parents, has been very successful and it will be repeated during next year. The school is also planning meetings with parents to discuss the effective use of homework diaries and

to address concerns about the increase in the number of pupils with special educational needs. All these initiatives are seen by inspectors to give parents and the school very good and flexible opportunities to work closely together. Annual pupil reports are clearly focused on strengths and weaknesses, with individual targets set in English and mathematics. The clarity of these reports, and that of the school prospectus, has improved since the last inspection.

43. Significant and successful efforts are made to involve parents in the life of the school. A large number of parents provide support in the classroom and there is a very supportive parents' association (LISPA). LISPA contributes substantial additional funding to supplement the school budget as well as organising social events and involving local businesses in school activities. The school is very grateful for their support and encouragement because they help to build a strong and constructive partnership between home and school. The contribution that parents make to children's learning at home and at school is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership and management of the school by the headteacher are excellent. She is very hard working and provides very clear educational direction for the school. All staff ably support the headteacher. A very good team spirit exists and there is a shared commitment to build on the improvements since the last inspection. This creates a very positive ethos, which reflects the school's commitment to an effective atmosphere for learning, very good relationships and equality of opportunity for all. These factors are having a positive impact on the standards achieved and the quality of education provided to a greater extent than at the previous inspection. The school's aims accurately reflect the work of the school. The leadership of subject co-ordinators and their monitoring and evaluating of standards within the subjects for which they are responsible are very good. The headteacher and deputy regularly monitor the standards in teaching and learning and the findings are fed back to the individual teachers.

45. Equal opportunities for both pupils and staff are well provided for by the headteacher, governing body and the senior staff. There are very good relationships throughout the school with no evidence of racial or other forms of conflict. The school pays due regard to the health and safety of all its pupils. The school is very effective in promoting the needs of individuals within the context of the school as a whole and is committed to the principles of social and educational inclusion.

46. Recent improvements in the increased number of learning support assistants and special needs support assistants are bringing consistent benefits to all of the pupils in the school and making a good contribution to pupils' achievement. This is for a number of reasons. The assistants are very competent, working closely with the special needs co-ordinator and the class teachers and have clear objectives set for their work. They are highly valued by the teachers.

47. The subject co-ordinators and other staff with special responsibilities play an important role in the management of the school. They not only provide leadership in their subjects but also monitor planning and support their colleagues. They manage

subject budgets delegated to them, allowing them to contribute more effectively to the overall management of the school.

48. The governors' role in helping to shape the direction of the school is very good. The chair of governors takes a very keen interest in the school and visits it regularly. She challenges the headteacher on her ideas and opinions and seeks indepth answers to her questions, she is a true critical friend to the headteacher and to the school. All governors work well with the headteacher, and an appropriate range of committees is in place. The committees meet regularly and all decisions are recorded and reported back to the main body of governors. Through a first class school improvement plan, they have prioritised areas for development accurately. The governors have a good awareness of the strengths and weaknesses of the school's provision and know the challenges that it faces. The governing body fulfils all its statutory requirements.

49. The school has made good improvement since the previous inspection and has addressed the key issues from that report. Although there are assessment procedures now in place, further improvement on this issue is required. Planning, and staff development have been refined, standardised and improved. This, in conjunction with the literacy and numeracy strategies, has improved the quality of teaching and teachers' ability to evaluate their own practice. Differentiated planning ensures progress, continuity and opportunities for questioning, problem solving and research. There are two new classrooms for Year 1 pupils that are adjacent to the reception classes. Children now move happily from their reception classes to Year 1. A strategic plan has been created which enables the school to monitor standards and evaluate effectiveness of spending decisions. Staff professional development is now an integral part of the development and maintenance plan and to the performance management process. A considerable amount of money has been spent to improve the quality and quantity of computer hardware and software in the school. However, many teachers are in need of further training to be kept up to date with the latest initiatives. Further training is planned in the spring term of next year and should improve the teachers' confidence and expertise. Early identification and support for children with special needs has been a major development. Close links with pre-school providers has enabled the special needs co-ordinator to liaise with parents and professionals to ensure that suitable programmes of support begin early in the reception classes. She has taken a more managerial role in organising the writing and implementation of effective individual plans by both teaching and support staff. Many staff have acquired skills and knowledge in specific medical conditions.

50. School development planning is very good. It clearly identifies priorities and makes the raising of standards the basis of all developments. The school takes effective action to meet its targets. There is very good long-term strategic financial planning. The carry forward of funds from one year to the next is used effectively to maintain current staffing levels and replace old resources and equipment. The school effectively applies the principles of best value. The financial management of the school is very good with the improvement plan making a valuable contribution to shaping the budget. Measurable improvements in the quality of education provided

for all pupils, including those with special needs, and in the quality of teaching confirm the strong links between managing the budget and targeting spending.

51. The headteacher and all staff have identified priorities for development and work together efficiently for improvement. The headteacher, deputy headteacher and staff are fully involved, along with the governors, in agreeing priorities in the school improvement plan. Developments in the curriculum have been effectively managed and there is a range of appropriate schemes of work in all subjects to support continuity and progression throughout the school. The governing body receives detailed information and data relating to monitoring, evaluation and attainment. The curriculum committee uses this information to build a profile of the school and to support and challenge the school improvement and direction. Roles and responsibilities for the staff have been appropriately allocated. All staff have job descriptions and co-ordinators have a good understanding of the subjects and areas they lead.

52. The administration of the school is very effective and unobtrusive. The very experienced administration team carries out day-to-day financial management effectively. The finance committee of the governing body monitors the spending of the budget on a very regular basis. The chair of the finance committee also monitors the monthly budget statements. These sensible procedures enable the teachers to concentrate on their work without unnecessary distraction. The school ensures it allocates its grant for staff training to support targets in the school improvement plan and in this way relates them directly to pupils' learning.

53. The school makes very good use of specific grants. For example, the grant for special educational needs is use very well and spending is topped up from the main budget. The principle of best value are embedded in the management of the school. Tenders are obtained for all major planned spending. The school employs sufficient staff that are well matched to the demands of the curriculum and support staff. Procedures for the induction of new staff are very good. The accommodation is very good. However, whilst the interior of the building is very good and well cared for by the cleaning staff, parts of the exterior are in urgent need of repair especially some window frames that have gaping holes in the woodwork. Learning resources are good and of a good quality.

54. Taking into consideration the excellent leadership and management by the headteacher, the very good management of the school by the management team and the very effective contribution of the governing body together with a shared commitment to improvement, the school has very good capacity to sustain its current level of success.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(1) Improve the quality of cross-curricular links between literacy, numeracy and information and communication technology by:

- Ensuring teachers' plans, when appropriate, include cross-curricular links with other subjects. (See paragraphs: 70, 94, 110 and 117).

(2) Improve the quality of marking in pupils' books by:

- Including comments about how pupils can improve on their next piece of work.
(See paragraphs: 73 and 94).

(3) Improve the impact of assessment and ensure it is used consistently throughout the school by:

- agreeing systems for assessing progress;
- ensuring that assessment informs the next stages of learning in lessons.
(See paragraphs: 73, 87, 102, 107, 113, 121 and 132).

(4) Improve standards in information and communication technology by:

- Ensuring the subject is specifically identified in teachers' timetables;
- extending the use of information and communication technology so that pupils' skills and knowledge are applied in all other subjects.
(See paragraphs: 73, 88, 94, 98, 101, 106, 108 and 114).

As part of its own self-evaluation and monitoring procedures the school has recognised some of the above issues and they are already priorities within the current school development plan. These include the quality of marking and the need to improve information and communication technology in all areas of the curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	20	6	0	0	0
Percentage	8	24	52	16	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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	240
Number of full-time pupils known to be eligible for free school meals	0	14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	53

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	5.3
National comparative data	5.2

Unauthorised absence	%
School data	0.4
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
	2000	42	44	86

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	32	37
	Girls	37	41	39
	Total	62	73	76
Percentage of pupils at NC level 2 or above	School	72 (88)	85 (91)	88 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	37	38
	Girls	41	39	42
	Total	73	76	80
Percentage of pupils at NC level 2 or above	School	85 (92)	88 (90)	93 (86)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	160
Any other minority ethnic group	

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)	10.6
Number of pupils per qualified teacher	22.5
Average class size	30

Education support staff: YR – Y2

Total number of education support staff	20
Total aggregate hours worked per week	340.5

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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	2000/2001
	£
Total income	502394
Total expenditure	481119
Expenditure per pupil	1991
Balance brought forward from previous year	14272
Balance carried forward to next year	35547

Recruitment of teachers

Number of teachers who left the school during the last two years	2
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	244
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	42	3		
My child is making good progress in school.	53	33	3		11
Behaviour in the school is good.	47	47	1		4
My child gets the right amount of work to do at home.	28	54	6		12
The teaching is good.	56	37			7
I am kept well informed about how my child is getting on.	33	50	10		7
I would feel comfortable about approaching the school with questions or a problem.	76	22	1		
The school expects my child to work hard and achieve his or her best.	69	26			4
The school works closely with parents.	49	49			3
The school is well led and managed.	82	17			1
The school is helping my child become mature and responsible.	59	38			3
The school provides an interesting range of activities outside lessons.	17	37	24	1	21

Summary of parents' and carers' responses

Of the questionnaires returned 99 per cent of parents believe the school is well led and managed and 98 per cent thought the school worked closely with parents. A significant minority thought the school does not provide an interesting range of activities outside lessons. The overall impression of parents at the meeting thought that standards are high, but there is also an emphasis on providing a 'rounded education' for all pupils.

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

55. Attainment on entry to the school in the Foundation Stage is broadly average in most areas of learning. This is confirmed by both the inspection findings and the baseline assessments, using the local education authority approved baseline scheme that is currently being carried out by the school. However, the attainment on entry profile of the school is changing and attainment on entry is lower than in previous years and in line with the demographic changes in the area. All children enter the school during the September term.

56. The induction of children into the school is managed very well and provides the children with an excellent start to school. This is because liaison between the school and the children's pre-school setting is exceptionally good and parents are fully involved in this process. A system of part-time admission builds the children's confidence so that by the time of the inspection in the eighth week of the term the children are confident, increasingly independent and happy in their classes. In this short time the children are already making steady progress and about eighty per cent of this intake should reach the Early Learning Goals by the end of the reception year and most of the remaining will exceed them. The main reasons for this are because the children are taught well and the learning support assistants and the special educational needs assistants have high expectations of the children under the leadership of the Foundation Stage co-ordinator.

Personal, social and emotional development

57. The personal, social and emotional development of the children is good and standards are above those expected for their age. Considering the very short time that the children have been in school they have made very good progress. They always become involved in their activities very quickly and can maintain their concentration for a good length of time. This is equally true in all areas of learning. They leave their parents and carers and enter school with confidence each day and have a growing sense of the community to which they belong. For example, when asked, 'Do you like coming all day?', they replied, 'I do!'. They know how to behave and are polite, well mannered and know what is right and wrong. They readily take turns and say what they think when asked; it was very noticeable how willing they were to listen to each other. A strong feature of their behaviour is how well they get on with each other and take responsibility for getting out their equipment, tidying up and getting on with the work they have been given. For children new to school their personal, social and emotional development is impressive. These characteristics make a good contribution overall to the pupils' attainment and the progress that they are making. The quality of teaching in this area is very good.

Language, communication and literacy

58. The children's language, communication and literacy development is good and standards for most children are above that expected for this age. If the present rate of progress is maintained most of the children should attain the Early Learning Goals by the time they reach Key Stage 1. The children speak to their teachers and support assistants confidently. Many are beginning to use more complex sentences. Some of the more able children can sustain interest and concentration of a theme for more than a short period of time, for example, by retelling a story or discussing a piece of work. They are confident when talking to people unfamiliar to them. They respond well to questions and in particular, in imaginative situations such as in role play, explain articulately what is happening and why. For example, children "painting" fences with water in the outside play area could describe the colours, how long it would take and often the cost.

59. Most children are already developing a good understanding of books and are learning how they work. They have favourite books, for example, one class chose a book they had enjoyed before for story time. They liked the familiarity of the story and benefited from the security of hearing a well-liked tale. They are thrilled to know what is going to happen next and as a result they are becoming increasingly skilled at using picture and other contextual cues. The more able children are beginning to use simple phonic sounds to help them read familiar words. About a third of the children are familiar with well-known words and are beginning to recognise them, they are making a good start in learning to read. Nearly all have favourite books and say why they like the story. The children have a good sense of humour and very much enjoy books of this type. Overall, the children are making a good start in learning to read and making good progress.

60. Children's writing is developing well. They know that text conveys meaning and like to be read to and listen to stories. They are starting to learn the sounds and names of letters through the systematic teaching that is both age appropriate and effective. This is helping to build the children's confidence and as a result the work in their books; in role-play, when children can cope with working in the writing area and are beginning to write. For example, a group of children were making food lists for the coming 'Elmer the Elephant' celebration. They used the knowledge that they had of letter and sounds very well in this exercise and clearly understood the purpose and use of creating a list. Their handwriting is appropriate for their age; many of their letters are well formed and phonetically in the correct place. The quality of teaching in this area is very good.

Mathematics

61. Attainment in mathematics is good and the progress that the children are making is good. The more able children can reliably count up to nine objects. They also know most of their numbers up to twenty and are familiar with larger ones, for example, their house numbers or the age of their parents. Most pupils can count to five although some still get the numbers in the wrong order. Nearly all are comfortable counting up to three. Most know the names of simple shapes such as squares and circles and can spot similar shapes in the classroom around them. They know several number rhymes and enjoy playing number games. They can

follow simple instructions like add one more and take one away to complete simple calculations. The quality of teaching in mathematics is very good.

Knowledge and understanding of the world

62. Attainment in knowledge and understanding of the world is satisfactory and the progress the children are making is sound. They are interested in the world around them and are curious about what they see. They are able to describe in simple terms what they see and will look at and examine things to find out more about them. They know how to use a magnifying glass and can talk about the things that they observe. Children notice simple similarities and differences, for example, in the leaves they are looking at. They are developing a sense of time and can talk about events that are important to them. They can show pieces of work that they have done since they started school. They remember the main events in the day well and know when, for example, they have story or the difference between the week and the weekend. When they are given the opportunity they use the computer with skill. They can control a mouse well, click and drag items and run simple programmes. They are very interested in this aspect of their work and concentrate intensely. Children are able to make simple collages using paper or leaves. They use the glue carefully without getting it everywhere. The quality of teaching in this area is good.

Creative development

63. Attainment in creative development is satisfactory and the progress the children are making is sound. The quality of teaching in this area is good. Children know the main colours well and when painting choose them carefully. Their drawings are simple and the children have very clear ideas about what they are representing and painting. They do not yet know how to mix primary colours, for example, how to make green. They readily join in simple songs and enjoy number rhymes. They are developing an appropriate sense of rhythm and can match simple patterns to create a composition that reflects the animal sounds they have been studying. To do this they use untuned percussion skilfully. They listen carefully to instructions and respond accordingly. Children play with each other in the role-play area very productively. They enjoy playing out stories. These sessions of imaginative play often involve writing activities, making lists or writing letters for example. They enjoy these experiences and they make a good contribution to all areas of learning in particular their personal, social and emotional development.

Physical development

64. Attainment in physical development is satisfactory and the progress the children are making is sound. Opportunities for the children's physical development are greatly helped by the excellent outdoor area that has recently been created and is an improvement since the previous inspection. The children also have good access to the hall. They move with confidence in the hall. They are able to start to make simple sequences deciding whether to move backwards, forwards or sideways. They practise these and work hard during the session. They watch their peers perform and are willing to learn from what they see. The children are very safety conscious and make sure they do not bump into each other. They use simple apparatus such as benches carefully and safely and can incorporate them into their

sequences. They work hard to improve them. Most of the children can dress and undress themselves, although some need help. In the outdoor area they ride trikes and scooters enthusiastically. Their fine motor control is satisfactory. They can use small construction sets creatively to build houses or cars and manipulate small toy animals in their imaginative play. They can use scissors, glue and other equipment such as a computer mouse skilfully. The quality of teaching in this area is good.

The quality of teaching and learning

65. The quality of teaching and learning overall is good. In particular good strategies are being used to teach literacy and numeracy. The teachers have a very good understanding of children of this age; as a result of this the activities they plan are well suited to the children. They explain ideas very clearly and this enables the children to deepen their understanding of the topic they are studying. For example, a group of more able children working on numbers bigger than twenty were helped to recognise numbers they were familiar with such as their house numbers or parents' ages. The children enjoyed this activity very much. They gained in their confidence as a result. The teachers have high expectations of all of their children and this is reflected in the high quality of their planning, the good quality of their questioning and good use of time during the lessons. This means that the children are intellectually engaged throughout the lessons, this enables them to make more progress than might be expected. The children concentrate very well and get on with what they are meant to be doing and see it as their responsibility to get their tasks done. They take their work seriously and have great pride in what they do. All children are making good progress. This is because the teachers plan carefully for children of all abilities and match work to children's needs accordingly. Day-to-day assessment is good, and, along with the current baseline assessment, provides good information that is used to provide a challenging curriculum. As a result all children are reaching their potential and achievement is good. Support staff deployment is very good, the learning support assistants and special needs assistants are used very well and make a very positive contribution to the standards and progress in the Foundation Stage. They benefit all children and bring a wide range of knowledge skills and expertise to the children. All children benefit from this valuable resource. The main reasons for the support staff's effectiveness are that nearly all their time is spent in direct contact with the children, usually in very small groups, they have clear objectives for their work and they have a very good understanding of the need of children of this age.

ENGLISH

66. The pupils currently in Year 2 are attaining above average standards in most aspects of English. Standards in speaking and listening are good and above average. Standards in writing are above those normally expected for pupils of this age and stage. Standards of reading are average. Since the previous inspection, the school has improved standards in speaking and listening whilst standards in writing were well above average they are now above average. Reading is now average rather than above as judged in the previous report. This is particularly commendable, given that the nature of the intake has changed since the previous

inspection. There are now a greater proportion of pupils who have significant learning difficulties.

67. In the 2000 National Curriculum tests, the school's results indicated that standards of reading were average and writing above average, when compared to the national averages. When compared to similar schools, results in reading were below average and writing was average. However, the percentage of pupils attaining the higher Level 3 was well above average in both reading and writing. There is no significant difference in the performance of boys and girls. Trends reflect generally the national trend, though results showed a decline in 2000. Pupils with special educational needs learn well and make good progress in English. Provisional National Curriculum tests results indicate that standards have been maintained in both reading and writing.

68. Pupils in both Year 1 and Year 2 are confident speakers and listeners with many attaining above average standards. Teachers frequently encourage pupils to give explanations or reasons, which gives pupils good opportunities to reflect on what they have said or why they have given a particular response. The school's policy of requiring pupils to memorise the words of hymns and songs helps them to have good diction and speak clearly. Teachers genuinely value the pupils and their learning, and use good questioning skills to elicit reasoned answers rather than merely a yes or no, so that pupils feel encouraged and confident to try to articulate a response, even if they may be feeling uncertain about their answer. These good speaking and listening skills are noticeable also in other aspects of school life. In mathematics, pupils are encouraged to talk about the methods they have used, and in science they are prompted to articulate their scientific thinking and offer scientific explanations. In assemblies the pupils listen carefully both to the teacher and to each other. Overall, the pupils make consistently good and often very good progress with the development of their speaking and listening skills.

69. Standards of reading are average, with some of the higher attaining Year 2 pupils attaining above average standards and reading accurately and well. Most of the pupils have a very good phonic knowledge, and as a result even the youngest pupils are confident to 'have a go' at unknown words. This is because phonetic knowledge and understanding are well taught across the school. Nearly all pupils use pictures to help them interpret the meaning of the story and many have a good sight vocabulary and can confidently and correctly tackle words such as 'enormous' and 'uncomfortable'. The pupils read a wide range of texts including fiction, non-fiction and poetry. Reading diaries provide a valuable link between home and school and are regularly completed by both the teacher and the parents, the vast majority of whom give very good support to this aspect of their child's learning. Most parents listen to their child read, or share a book with them, nearly every evening. The pupils' ability to read accurately is better developed than their comprehension skills. Although pupils are often able to briefly summarise what has happened in the story so far, they are less confident when asked to predict what might happen next. They are not always able to guess the meaning of the word from the context. Whilst many pupils are able to use simple dictionaries to help with spellings, they use dictionaries and thesauruses less frequently to find out the meanings of words. The recently refurbished library for the Year 2 pupils is most attractive and now has a

well organised, good quality range of fiction, non-fiction and poetry books. As yet, it is not used regularly to extend and enhance pupils' reading skills and their learning skills in other subjects. The school has plans in hand to extend the use of the library to give better support for the development of literacy across the curriculum.

70. Standards of writing attained particularly by the higher attaining and average ability pupils are often good. The school's results in the end of Key Stage 1 National Curriculum assessments of writing have been consistently above average. The pupils are taught at an early stage to write in a joined, cursive style and clear and explicit links are made between handwriting and spelling patterns, as the school's programme for this is used to good effect. As a result, many pupils are confident to 'have a go' at writing simple sentences and stories from a young age. Most understand the importance of correct punctuation and write capably in simple sentences. Year 1 pupils can spell one and some two-syllable words; some Year 2 pupils can confidently spell three syllable words. Spelling is well taught and the pupils are tested regularly; even so, their learned spellings are not always transferred correctly when the pupils are engaged in independent writing. Too often, the lower attaining pupils do not have the skills necessary to form letters correctly and as a consequence they sometimes lack the confidence to try a new word when they are writing. These pupils do not always receive sufficient support for their writing, either through the way the teacher helps them to 'model' their writing and letters, or through some form of 'scribing' their thoughts and words for them to copy. Whilst most pupils make good progress with their writing, as yet there are few opportunities explicitly planned for writing to be used extensively to support a range of curriculum subjects. There were, though, some good examples of writing displayed as part of the Year 2's historical study of Samuel Pepys' diaries and the Great Fire of London.

71. Throughout the school most pupils enjoy the Literacy Hour and all teaching staff have a confident and competent knowledge of its structure. Lessons have clear objectives and usually proceed at an appropriate pace, though there are times during the week when the literacy hour unnecessarily extends to seventy-five minutes; as a result, there are imbalances within other curriculum subject time allocations. A particularly good feature of the literacy hour teaching is that the pupils have been taught to work industriously, co-operatively and with good concentration even when they are working independently. They stay well on task during the 'independent activities' aspect of the literacy hour. Pupils make effective contributions to the teachers' good questioning. Those with special educational needs are included and provided with a varied range of activities, well suited to their individual needs. These pupils are very well supported by the learning support assistants whose work has a most positive impact on pupils' progress and their good rate of learning.

72. The quality of teaching is good overall, with some very good teaching. The national Literacy Strategy is having a significant impact on teaching and learning. As teachers are now so confident with the strategy, they are beginning to look at ways of using it more flexibly. The Year 2 pupils responded with great enthusiasm to the story of the 'The Jolly Witch', especially when the teacher helped them to read the story with such expression. The Year 1 pupils thoroughly enjoyed the story of the 'Bear Family' in 'Peace at Last'; the impact on their writing, when asked what might help to give them 'A good night's sleep' was noticeably positive. Teachers manage and organise the pupils particularly well and have

high expectations of behaviour and good application to the task in hand. As a result, most of the pupils work hard, concentrate well and make good progress.

73. The school has some well developed systems for assessing and tracking the pupils' progress regularly at different times of the year, including the sensible use of Achievement books to help monitor how well the pupils are progressing. However, the use of assessment is weak and is infrequently used to inform the next stages of learning in lessons. Currently, the marking of the pupils' work is not rigorous enough; it does not help pupils to self evaluate sufficiently, and assess their own progress towards the targets they have been set as individuals. As part of its own self-evaluation and monitoring procedures the school has recognised this and it is a priority within the school development plan. Similarly, there are plans in hand to use information and communication technology more extensively to support English, as currently it is under-used in the subject.

74. The headteacher and deputy are jointly undertaking the role of the literacy co-ordinator. Their core responsibilities are monitoring and evaluating the implementation of the policy. Guidelines are in place and the National Literacy Strategy is the basis of all planning. Assessment in writing and reading takes place three times a year and data generated is used to inform planning, set targets and to check individual, class and cohort progress. Pupils are assessed at other times and regrouped if necessary.

MATHEMATICS

75. Currently, by the end of Year 2, pupils attain the standards expected for pupils of a similar age in mathematics. This finding is in line with that reported at the time of the last inspection.

76. Results of the National Curriculum assessments in 2000 show that the percentages of pupils attaining the expected level, Level 2 were below average, and the higher level, Level 3, are broadly in line the national average. However, when the school's performance is compared with that of similar schools nationally, its results are well below the national average. Provisional results of the National Curriculum tests in 2001 show an improvement since the previous year and standards are now in line with the national average. However, the baseline assessments provide a good picture of the children's levels of knowledge and understanding on entry and the school recognises well the mathematical needs of the pupils in each year group as it passes through the school. Results of assessments conducted at Year 2 show the progress made by the pupils at Key Stage 1 and the findings of the inspection support the school's view that these gains have improved in successive years since the last inspection. There are no marked differences in the performances of girls and boys. Pupils with special educational needs are supported well and make good progress.

77. The school has successfully implemented the National Numeracy Strategy since 1999 and this builds well on the high quality work on mathematical education at the Foundation Stage. It is having a positive effect across both years, particularly with the pupils' work on number.

78. Pupils are provided with an appropriately broad range of mathematical activities, but with a special emphasis on work on number. At Year 2, they have a secure understanding of place value to three places and know, for example, that the five in 257 is worth five tens (or fifty). They see patterns in numbers, as when highlighting multiples in a hundred square, are familiar with odd and even numbers and perform calculations in addition and subtraction to three digits. Standards of mental work are good - higher attaining pupils deploy strategies to work out answers to calculations, for instance, 53 take away 21, and they explain clearly their preferred method of working. The pupils apply well their understanding of work in number to work in other areas, such as money. They add together sums of money, as in shopping, and calculate reductions as in a 50% sale. In work on measures, the pupils are familiar with standard units, like litres for capacity, and know how to order objects, say by height, and draw lines to given lengths in centimetres.

79. Pupils recognise two and three dimensional shapes, they know something of their properties (like the cube has six faces, each a square) and they identify lines of symmetry, such as in capital letters. In work on data, the pupils produce tally charts, for example, in recording favourite sweets, and then draw block graphs. By the end of Key Stage 1 the pupils see links between mathematics and other subjects, such as for time-lines in history and numbers of repetitions in physical education. Significantly, by the end of Key Stage 1, the pupils of all abilities are confident in attempting work on paper and in talking about their workings in the subject, making effective use of correct mathematical vocabulary.

80. The quality of teaching mathematics ranges from satisfactory to excellent and is good overall; it has a positive effect on the pupils' learning, which also is good. The using and applying aspect of mathematics has improved since the last inspection when it was a key issue. Teachers' subject knowledge was also to be considered a key issue. Teachers have benefited from training since then and their knowledge and understanding of the subject is now good. The best teaching is characterised by very good planning, in line with the National Numeracy Strategy, but adjusted in light of the outcomes of previous lessons. Additionally, in the best lessons, effective use is made of resources, such as, small white boards and pens for mental and oral work and the classroom assistants are deployed well during these sessions. This effectively engages all the pupils and, together with a good pace and generous praise, sustains well their motivation. The teachers have realistic expectations of the quality of work that the pupils should produce and establish very good relationships in which the pupils' contributions are valued. This makes the pupils feel secure and encourages them to 'have a go'.

81. In an excellent lesson on number, the teacher was alert to the wide range of ability of the pupils. The teacher ensured they all achieved very well through appropriately differentiated tasks (matched with suitably challenging number cards), by the informed support of the classroom assistant and by perceptive interventions from the teacher to ensure understanding and to consolidate learning. A very effective plenary session reflected well on the work done and afforded praise for sustained effort. The pupils in this lesson behaved very well, took pride in the presentation of their work and enjoyed the mathematics.

82. All teachers have a good knowledge of mathematics and use correct mathematical terms. This equips the pupils well with the vocabulary to express themselves clearly and confidently. For example, in a well-taught lesson on money, the teacher provided a clear explanation of the equivalent value of coins - with, for instance, a 5p coin worth the same as two 2p coins plus one 1p coin. This assisted well the pupils in their task of determining which coins to use to buy a toy. The teachers organise the pupils well in mathematics lessons and include sessions when they are encouraged to work together in pairs or small groups. The pupils respond positively to this arrangement and work together very sensibly and productively. This strategy also makes a valuable contribution to their skills of speaking and listening as well as to their social development

83. Pupils with special educational needs achieve well with work appropriately matched to their abilities. Good use is made of resources, notably the classroom assistants who know the pupils well and are briefed clearly on their specific roles by the teachers. The sensitive and reassuring way that teachers and support staff relate to these pupils contributes very well to their confidence and enjoyment in the work.

84. Homework is set on a regular basis and this supports well the work in lessons. Where the homework diaries are used routinely they allow the pupils and parents to monitor the value of the work.

85. Mathematics is well resourced. A suitable range of apparatus to meet the demands of the curriculum is located in each classroom where it is clearly labelled and readily accessible to the teachers and pupils. Generally the apparatus is located alongside an attractive and informative mathematics display. There is scope, however, for the inclusion of more pupils' work in displays, to communicate their findings and to celebrate work done well.

86. The introduction of the National Numeracy Strategy (NNS) has made a positive contribution to mathematics. The NNS objectives form the basis for the scheme of work. This assists the teachers with their planning and ensures that there is appropriate coverage of all areas of the subject. However, a departure from the rigid adherence to the prescribed structure for all lessons - with a mental/oral starter, a main activity and a plenary session - could valuably be considered on occasions to allow for more variety. There are times during the week when the numeracy lesson unnecessarily extends to seventy-five minutes; as a result, there are imbalances within other curriculum subject time allocations.

87. The subject co-ordinator provides effective leadership and assists in the planning across both the years. Procedures for assessment are very good. Termly assessments of the pupils' knowledge and levels of understanding, linked to the learning objectives covered in lessons, are used effectively to monitor the progress of the pupils and determine the grouping arrangements of the pupils to better meet their needs. However, there is potential to use this information too for making adjustments to the planning - to more effectively consolidate previous learning, for example.

88. The school has rightly identified in its mathematics action plan the regular observation of teaching throughout the school, but there needs to be an identification of the current best practice and for that to be shared. The school is also aware of the need to promote further information and communication technology and the potential for its application to mathematics throughout the school. This should be explored as a matter of urgency. The rate of pupils' progress, quality of teaching and correctly identified areas of development indicate that the school's capacity to improve in mathematics is very good.

SCIENCE

89. The pupils currently in the top age group of the school are achieving standards that are above expectations.

90. In 2000, the school judged the number of pupils attaining Level 2 or above to be close to the national average and below average when compared with benchmarks for similar schools. The percentage of pupils reaching Level 3 was well above the national average and also when compared with similar schools. There is no significant difference of performance between boys and girls although girls did marginally better. The results of teacher assessments over time, from 1997 to 2000, indicate that the performance of all pupils is improving. Teacher assessments for 2001 show a similar picture of pupils attaining standards close to the national average. The inspection found that the attainment of the pupils at age seven is currently above expectations with those expected for pupils of this age. The school has improved on the standards reported at the time of the previous inspection. Pupils with special educational needs learn well and make good progress.

91. Younger pupils can describe physical differences between themselves and their classmates. Pupils know the major parts of their body, including their sense organs. They understand the changes that take place as animal and humans get older. By the age of seven pupils understand about the changes that occur when taking exercise. During an investigation they recorded their findings about how they felt before and after exercising. Pupils investigated the relationship between health and growth and the need for exercise in order to stay healthy. They understand the dangers of taking medicine and that no medicine should be taken without consulting their parents. Most pupils can put forward very good reasons as to why medicines should be kept in a safe place. They can explain the different ways packaging of medicine to keep them safe. For example, in 'blister' packets, childproof tops to bottles and written warnings of danger on the packets.

92. The overall quality of teaching and learning are good. This is because teachers have good scientific knowledge and share the learning intentions with the pupils. Therefore the pupils know what is expected and what they have to learn and understand. A particularly effective feature of the good teaching is the requirement that pupils provide explanations for their answers to questions asked. For example, one teacher required pupils to explain in detail what the differences were between food packaging and that for medicines. Such challenge develops pupils' scientific thinking well and does not allow for loose or unscientific answers. The pupils learn well when teachers stops the lesson to review the work covered so far. These

strategies enable pupils to attain good standards and a good quality of learning. Teachers' planning is good and the structure of the lessons has improved since the last inspection. Generally, teachers make good use of time and manage the pupils well and this results in maximum learning occurring in lessons. Occasionally expectations of what pupils can achieve are not high enough, especially for the high attaining pupils, and this results in pupils not achieving as much as they should. The support assistants are well briefed and have a positive effect on pupils' learning. Pupils with special needs are well supported throughout the lessons and they make good progress.

93. Pupils' attitudes to science are good. They listen carefully to their teachers, respond well to questions, and want to contribute, work hard and gain new knowledge as a result. Most pupils are confident in carrying out investigations. Behaviour is good. These good attitudes and very sensible behaviour contribute significantly to the rate and quality of learning. They work well together, either in pairs or groups, and this enhances their social and moral development.

94. The science curriculum meets the statutory requirements. It contributes well to personal, social and health education and there is an appropriate programme of drugs education. Links are made with literacy, however they are underdeveloped, for example, there was little evidence during the literacy hour of extended writing being used to support science. The policy is clear, well written and up to date and ensures all teachers are well aware of the many aspects of teaching science. The scheme of work is used as the basis of all planning in all year groups. Assessments are planned alongside the teaching and are derived from the learning intentions in lessons. These assessment records are used to inform teacher assessment at the end of the key stage. Insufficient use is made of marking, to check progress in areas for pupils' development. The subject makes a good contribution to spiritual, moral and social education through the awe and wonder expressed by pupils at the complexity of the natural world and the moral and social responsibilities we all have in respect of it. The co-ordinator is well qualified, enthusiastic and has a positive effect through her consultation role within the school. She has no non-contact time and therefore does not have the opportunity to monitor the quality of teaching. The use of information and communication technology for pupils to write reports, construct tables and display findings in graphical form is underdeveloped. The school makes good use of the school grounds to support science investigations. There are good links with the community. For example, the school has used the free lecture service provided by the Young Peoples' Trust for the environment and nature conservation. Resources are adequate and of good quality and meet the needs of the curriculum. The capacity for further improvement in science is good.

ART AND DESIGN

95. Pupils' work in art, including those with special educational needs, is above expectations of pupils of a similar age and is an improvement on the findings of the previous report. Pupils make good progress in their art lessons, which results in progress over time being good. Pupils with special educational needs make similar progress to that of their classmates.

96. Teachers provide pupils with the opportunities to observe objects and record their observations using pencils, crayons, paint, pastels and charcoal. There are cross-links with other subjects. For example, in the Year 1 classes, pupils were studying autumn and have made individual collages of autumn leaves. While other pupils had painted the leaves and made hat bands with them. Pupils explore imaginatively the medium of paint and pastels. They mix colours and use a variety of brushes in their work. They effectively use paint and collage to illustrate well-known stories and poems such as 'The Rainbow Fish' and 'Elmer the Elephant'. In the Year 2 classes, pupils were studying the work of the artist Sir Matthew Smith. They had looked in a mirror and had drawn a life size self-portrait of themselves and then had endeavoured to draw their portrait in miniature. Pupils appraised their efforts and discussed what they found easy or hard in painting their portraits.

97. Pupils talk positively about their art lessons and they behave well. In the lessons observed, pupils enjoyed the practical activities, concentrated on what they were being taught and took care of their own and others' work. They worked co-operatively, sharing equipment in a sensible and mature way. They put away and tidied up the materials not only their own but for other pupils as well. Pupils' attitudes and behaviour in art lessons are good. They enjoy their work, concentrate well and try hard to achieve the objectives set for them by their teachers. They evaluate their own and each other's work, especially pupils in Year 2, with growing confidence and discuss their work willingly.

98. The quality of teaching and learning is good. This is because the teachers are confident in their knowledge and understanding of the subject and the learning objectives are shared with the pupils. The pace of the lessons is brisk and pupils are keen to do their best. Teachers give good explanations and this maintains pupils' interest and focuses them on their thinking on art and their own performance. This helps the pupils to decide how they would do things better next time. The teachers use plenty of perceptive questioning that challenge pupils' understanding of colour mixing and choice of media. The links with information and communication technology are under-developed. There are satisfactory links with the art traditions of other cultures.

99. The art co-ordinator is very enthusiastic and has the responsibility for monitoring, evaluating and planning of the curriculum. There is a policy that has recently been reviewed. A two-year scheme of work has been introduced this term. The guidelines for progression of skills will now need to be reviewed with the introduction of the new scheme of work. Teachers assess pupils' work informally at the end of each unit. The co-ordinator has recently introduced a gallery of samples of pupils' good work that is displayed in the hall. Each pupil has a sketchbook, which is a good record of progress over time. Each year there is an Art Week, which is well supported by the parents. A number of artists visit the school and work alongside the pupils. For example, pupils made a pebble sculpture in the grounds of the school. Resources are good and of a good quality.

DESIGN AND TECHNOLOGY

100. No design and technology lessons were observed during the inspection due to timetable commitments therefore no secure judgements could be made on teaching or provision for this subject. However, an analysis of pupils' past work, teachers' planning and discussions with pupils indicate that standards attained by pupils are consistent with those normally found in most schools for pupils of this age. Pupils, including those with special educational needs, make sound progress.

101. Throughout the school, teachers link design and technology effectively to other subjects such as English, science and art. However, there was little evidence of the use of information and communication technology in this subject. After a visit by the 'Puppet Man' younger pupils designed and made their own pop-up puppets. Year 1 pupils designed and made their favourite sandwich. Year 2 pupils designed and made puppets and recorded what materials they would need to complete the task. They recorded what they found hard to do and what they would do the next time to improve on their original ideas.

102. The co-ordinator has the responsibility to write the policy, monitor year group planning and the teaching of design and technology. She also organises the annual visit of the 'Puppet Man' and the rota for visits to the Craft Bank. Planning is sound and based on the National Curriculum and ensure coverage, continuity and progression. Assessment is informal and teachers assess pupils' responses to the tasks set. The co-ordinator sees this as an area for future development. Parents offer support by sending into school requested items for specific topics. The 'Puppet Man' is invited to give his puppet show and share some of his secrets and skills with the pupils in preparation for the school's own 'Puppet Week'. The support staff give very good support to all pupils during lessons and the teachers value their contributions. Visits are made to the Craft Bank to restock for future tasks and activities. Resources are good and of good quality and are stored either in the classrooms or centrally and are accessible to the staff and pupils.

HISTORY AND GEOGRAPHY

103. At the end of Key Stage 1, when pupils are aged seven, they attain standards in both history and geography that are in line with those expected nationally for pupils of this age and stage. Standards in both subjects have been maintained since the previous inspection. In history, especially, the planned curriculum has improved and it is now clear what will be studied and how the pupils' skills, knowledge and understanding will be developed progressively. Pupils with special educational needs make good progress according to their capabilities.

104. In history, evidence from last year's work shows that pupils know about the 1950's and the Coronation of Queen Elizabeth II. They can compare and contrast life in Britain then and in the 1990's, showing differences and similarities in for example, everyday objects such as the telephone, the television or the computer. Current Year 2 pupils have just finished studying the diary of Samuel Pepys, whose diary gives an 'eye witness' account of the Great Fire of London. They are beginning to understand the concept of considering 'evidence' as an important skill of being a young historian.

105. In geography, the pupils make good use of the local area and environment to further their geographic skills. They have visited Basingstoke; they answered a simple questionnaire about their likes and dislikes in the town. They considered the similarities and differences between that location and their own area. Year 1 pupils are able to locate different places on the world map through 'Teddy's Travels'. Postcards are received and the places that 'Teddy' has visited helps the pupils to understand the wide range and variety of places there are in the world.

106. There were no lessons in history and geography scheduled during the inspection, so it is not possible to comment about the quality of the teaching in either subject. In their recorded work, the pupils certainly take great pride in presenting their recorded work carefully. Discussions with pupils indicate that they enjoy the subjects and that they have a good re-call of the work they have done. There was little evidence of information and communication technology being used to support either subjects.

107. The co-ordinator for history and geography intends to further develop resources for the subjects. She has the responsibility for monitoring and evaluating the policies and planning in both subjects. A two-year curriculum map for both subjects has recently been reviewed. Currently, neither subject has any assessment procedures, only what the pupils have been taught. The school also plans to increase the pupils' opportunities for learning and developing their skills through the increased use of the library. Resources are good and meet the needs of the curriculum in both subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. At the time of the last inspection the pupils' level of attainment was in line with that expected nationally for pupils of a similar age. However, the overall level of attainment in information and communication technology (ICT) is now below national expectations and the school is acutely aware of this. Pupils with special educational needs make satisfactory progress according to their capabilities.

109. Since the school was previously inspected it acted in good faith and on strong recommendations from an authoritative source to invest in a specific computing system. This proved to be a wrong decision in light of later changes in circumstances beyond the control of the school. Therefore, pupils have not had sufficient opportunities to develop the necessary skills to ensure their attainment meets national expectations. Their progress is inconsistent and sometimes unsatisfactory. Nevertheless, there is now in place a networked system of personal computers. Additionally, the significant work of the subject's joint co-ordinators has resulted in the review and rewriting of the subject policy, with the support of the local authority. This has been approved by the County in order for funding to be released for further staff training to commence in January next year.

110. Although the school is currently very well resourced and has a scheme of work in place, the subject is not identified in the timetable. Planning needs to be more formal and include set times in teachers' timetables for the teaching of skills and to ensure progression and continuity across the age groups. Presently, the

teachers make their own decisions about how much ICT may be deployed in other subjects. For instance, in Year 1, computer generated bar charts are produced to support the work in mathematics on ordering by height. In English, pupils in Year 1 work on the computer to supplement their work on phonics and, in Year 2, they apply the computer to work on spellings. Year 2 pupils also use the computer to write text to include on posters they design for science. An appreciable number of pupils bring ICT skills and knowledge from home and this contributes to their work in school. Recent work in Year 2 on the Great Fire of London was supported by information that pupils had accessed on the Internet at home, but brought to school and incorporated into a wall display.

111. Older pupils know the component parts of a computer, use a mouse and keyboard correctly, for instance, deploying a shift key, and demonstrate how to access their personal files of work. With support they store and retrieve work they have done. They know how to control purposefully devices like tape recorders and CD players (as in assembly) and describe the effects of their actions. They understand that by giving signals or commands they produce alternative outcomes, as in the movements of a turtle on the screen. The pupils enjoy the work on computers. They demonstrate confidence in deploying the machines and, when required, work well in pairs, taking turns accordingly.

112. The school library has had installed an appropriate library program on the computer located there. The pupils are beginning to understand how this facility may be used to record and determine which pupils have which books out on loan.

113. The school has made a decision not to have a computer suite but to locate the computers in the classrooms. Currently, they are readily available but inadequately deployed. However, the teachers are anxious to incorporate ICT in their work with the pupils and are alert to the need both to teach skills and to apply skills in their teaching and the pupils' learning across the curriculum. The school held an inset day at the beginning of this term for the teachers to be introduced to the new network system of personal computers. Another training session is being planned at the beginning of next term to familiarise the staff with new initiatives. No formal assessments take place. Individual teachers keep their own records.

114. The need to improve ICT in all areas of the curriculum is rightly identified as a high priority in the school improvement plan. There the objectives to secure improvement are readily identified and clearly costed in terms of time and money. There is very strong commitment to see these improvements and the facilities are in place in the school for them to happen. The subject covers the statutory programmes contained in the National Curriculum.

MUSIC

115. At the end of Key Stage 1, pupils aged seven attain standards that are in line with those expected nationally for pupils of this age and stage. Standards have been maintained since the previous inspection.

116. The pupils often achieve well and sometimes very well. Improvements in their achievement are mainly directly attributable to the wider range of good quality un-tuned percussion, which the school now has, and to a most useful scheme of work which has been drawn up by the subject co-ordinator and the staff jointly.

117. Pupils in Year 1 are developing a good sense of rhythm and can detect patterns in sounds. Most of them can identify confidently and correctly a nursery rhyme when its sound and rhythm is clapped by the class teacher. They use un-tuned percussion very skilfully when accompanying a song they have learned, for example, 'Uncle Tom'. They record their musical efforts, and appraise them, suggesting improvements; about half of the Year 1 pupils are able to do this with considerable sophistication. They are able to name the instruments correctly and describe the kind of sounds they make. Pupils in Year 2 are able to create, collaboratively in groups, musical accompaniments also using un-tuned percussion. They capably suggest refinements and improvements to the group's efforts, for example after listening to a recording of their accompanied singing of 'Don't put that on the table'. Pupils with special educational needs are well supported, especially by the learning support assistants. The school's music provision is inclusive, and as there is a good range and quantity of musical instruments, particularly of un-tuned percussion, all pupils have frequent opportunities to use them. There was little evidence that information and communication technology is used to support this subject.

118. The quality of the pupils' singing during assembly is tuneful and sweet. They demonstrate good diction and nearly always memorise the words of hymns and songs, which makes a good contribution to their confidence with speaking and listening.

119. The pupils are well behaved in lessons and they have very positive attitudes to the subject. They often work hard, with tremendous concentration, enthusiasm and noticeable enjoyment. The subject makes a very good contribution to the pupils' spiritual and cultural development.

120. The quality of teaching and learning is good overall. In one third of the lessons observed the teaching was outstanding. In the very best lesson, the teacher's knowledge and understanding of the subject and management of pupils were excellent. During this lesson pupils' learning was excellent because the pace of the lesson was very brisk and so kept the pupils interested. The pupils showed sheer delight at their ability to compose, perform and appraise their efforts. Teachers have mainly good subject knowledge, and if their technical knowledge is limited they are well supported by colleagues, the co-ordinator and the detailed ideas and suggestions within the planning. This secures the progressive development of the pupils' musical skills and understanding. Additionally, teachers have very high expectations of the pupils' behaviour and they organise lessons well, so that lessons move forward at a good pace, the pupils learn well and are challenged to improve.

121. There is an up to date policy. The co-ordinator does the medium term planning for music for the whole school. She gives staff ideas through this planning

and is given half a day per term to do this. Currently, the co-ordinator is developing assessment procedures in music but there are no assessments of pupils' attainment at this time. Resources were purchased after an audit in January last year and are now good.

PHYSICAL EDUCATION

122. During the period of the inspection it was possible to see lessons only in games and dance. However, based on these observations, standards in physical education are in line with national expectations. This finding is consistent with that at the time of the last inspection. There is no difference in the attainment of girls and boys.

123. In both years the pupils work enthusiastically in games and dance. In games they develop and practice a variety of ways of travelling with a ball, such as dribbling it on the floor with their hands or feet. These skills they successfully transfer to simple games like passing a ball by kicking it gently one to the other in pairs. In dance they move their bodies in appropriate and well-co-ordinated ways, linking skills and actions and controlling different parts of their bodies as directed, such as when skipping, turning and jumping. In games and dance the pupils show a good awareness of space and of the positions and movements of other pupils.

124. The quality of teaching is good. Lessons are well planned and prepared. Adequate time is allowed for the pupils to dress suitably for the activities and this element of the lesson effectively contributes to the pupils' independence. Teachers are aware of matters of health and safety and include warm up and cool down sessions. However, opportunities to make optimum use of these times are not consistently taken up through, for instance, inviting the pupils to be aware of the changes in their bodies, like the quickening of the pulse rate with activity. Teachers have high expectations of the pupils with regard to their application to the work. As a consequence, the pupils behave very well, listen attentively to their teacher and maintain concentration when working. The pace of lessons is good and, with apparatus made readily accessible beforehand, time is not wasted between activities and the lessons sustain momentum. Better teaching points include the identification of individual pupils to demonstrate skills, such as catching a ball, although opportunities for pupils to make evaluations of their own and the performance of others tend to be omitted. The teachers are alert to the work of each individual and with the support of the classroom assistants all pupils are effectively encouraged to improve their own performance and they achieve well. The subject makes a valuable contribution to the pupils' social development as they are directed to work in pairs or small groups. There was evidence that information and communication technology is used to support this subject.

125. The subject co-ordinator has assumed responsibility for ensuring that physical education is adequately resourced and has overseen the adoption of the scheme of work recommended by the local authority. Additionally, as part of her role, the co-ordinator leads staff development sessions and monitors the teachers' planning. A positive development in respect of assessment has been initiated this term with a group of three pupils being assessed in each lesson according to the

identified learning objectives. The classroom assistants valuably assist the teachers with this work.

126. The physical education action plan is clearly documented with a focus on the maintenance of standards. It includes the monitoring of lessons through the planning for progression in skills development. This has the potential to raise standards but the school should look also to obtaining external advice and guidance on ways in which the quality of teaching may be further improved.

RELIGIOUS EDUCATION

127. At the time of the previous inspection, standards in religious education, by the time the pupils were aged seven, were in line with the expectations contained in the Locally Agreed Syllabus. During this inspection, due to the timetabling arrangements, it was possible to see only two lessons, but judgements from these, along with samples of pupils' work, displays and from discussions with teachers, confirm that standards have been maintained and the progress made by pupils is good.

128. An observation made at the time of the last inspection was that appropriately detailed planning was not evident. However, since then the subject co-ordinator has obtained support from the local authority's advisory service and now, in place, is an appropriate policy statement and a scheme of work. Additionally, linked to the documentation, there have been opportunities for staff development in the planning, teaching and learning of religious education. The quality of the planning is now good. It allows for adequate coverage of the key concepts (like relating to human experience), skills (such as empathy) and attitudes (for example, respect). The school has made the decision for the pupils to study two faiths at Key Stage 1, Christianity and Judaism, but also to celebrate each year the festival of another faith that this year, is the Muslim festival of Divali. The character of the teaching and learning of religious education is such that it involves visits and makes worthwhile links with other subjects. For instance, the pupils make regular visits to local churches to see the significance of symbols, like the cross, to people who worship there. Lessons such as drama, art and food technology are incorporated into the lessons to assist the pupils with their learning. 'Circle Time' (a class discussion session) also contributes to religious education through talking about pertinent issues, such as honesty.

129. Through studying Christianity the pupils learn that the Christian holy book is the Bible and contains stories about Jesus as well as stories told by him, such as the Good Samaritan. They know something of the story of Christmas, and learn, for instance, about the shepherds' journey to Bethlehem. The pupils recognise that the Lord's Prayer is special to Christians. In learning about Judaism, the pupils are introduced to aspects of the faith such as the festival of Purim, and they appreciate that the Shema is a special prayer to the Jewish people. Religious education also allows for the pupils to reflect on themselves through, for instance, considering what may be considered 'good' or 'evil', with discussion playing a major role in their learning.

130. The quality of teaching is at least good; the pupils' attitudes to the subject are very good and they achieve well. During the week of the inspection two classes of pupils from Year 1 concluded a programme of work on Autumn and the Harvest with an afternoon of celebration. The teachers planned very well for the special event and ensured a variety of activities that met the learning objectives. This sustained well the interest and involvement of the pupils. Previous work had resulted in the pupils having harvest headbands to wear which effectively added to their appreciation of the special nature of the occasion. Excellent use was made of the school grounds for the pupils to see signs of autumn. With the effective deployment of classroom assistants and other adult helpers, all pupils were totally absorbed in the singing of a special seasonal song as they walked hand-in-hand between the trees. The sensitivity with which the teachers managed the pupils made a significant contribution to their excellent behaviour and, notably, their spiritual development. The well-structured programme for the afternoon included the eating together of bread - the pupils previously having made harvest loaves. The final element of the day was the reading of a very appropriately selected story about a field mouse, but with a highly relevant theme that afforded very effectively an opportunity for the pupils to reflect on something of the cycle of life. The joint reading of the story by the two teachers promoted well the notion of sharing and, overall, the afternoon provided the pupils with a meaningful and memorable occasion.

131. Religious education makes a significant contribution to the pupils' spiritual, moral, social and cultural developments. It assists well the pupils in the development of their speaking and listening skills.

132. Resources for religious education are adequate but are supplemented appropriately by the authority's schools library service. The subject co-ordinator is aware of developmental needs, such as improved assessment, recording and reporting and for the further use of information and communication technology to support the subject. These issues are rightly identified in the subject's action plan. The curriculum fulfils the requirements of the Locally Agreed Syllabus.