

INSPECTION REPORT

PORTWAY INFANT SCHOOL

Andover, Hants

LEA area: Hampshire

Unique reference number: 115857

Headteacher: Mrs B. Rolison

Reporting inspector: Ms H. M. Carruthers
22167

Dates of inspection: 25 - 28 February 2002

Inspection number: 193780

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Miss J. Beal
Date of previous inspection:	28 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22167	Ms H. M. Carruthers	Registered inspector	Mathematics Art and Design Design and Technology	What sort of school is it? The school's results and pupils' achievements How well pupils are taught. How well the school is lead and managed What should the school do to improve further?
10329	Mr B. Sampson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23805	Mrs M. Lygoe	Team inspector	English Information and Communication Technology History Special Educational Needs	How good are the curriculum and other opportunities offered to pupils?
27225	Mrs A. Sketchely	Team inspector	Science Religious Education Geography Foundation Stage	Spiritual, Moral, Social and Cultural Development
18370	Mr K. Johnson	Team Inspector	Music Physical Education	How well the school is lead and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Portway Infant School is situated on the western edge of Andover and is close to the Portway Industrial estate. The present headteacher has been in post since 1998 and the new deputy headteacher started this term. The school draws its pupils from a wide surrounding area with many parents choosing to bring their children to this school from other areas. Its 265 pupils, (148 boys and 117 girls) aged from four to seven are taught in nine classes, with an average class size of 29. Ninety children are in their reception year and taught in one of three Foundation Stage classes. The school admits most four-year-olds in the autumn term on a full time basis. Most pupils receive some kind of pre-school education. There is a wide range in intake but for the majority attainment at entry is average. Sixty-three pupils are on the special educational needs register covering a range of learning disabilities, which is a significant increase since the last inspection. This accounts for 24 per cent of the school roll and is broadly in line with the national average. The number of pupils having a formal statement for special educational needs is well below the national average. A small number of pupils are known to be eligible for free school meals, which is well below the national average. Very few pupils are from ethnic minority groups. No pupils require extra support due to having English as additional language.

HOW GOOD THE SCHOOL IS

This is an effective school, which has made considerable improvements since the last inspection. Good teaching overall enables pupils to make good progress in learning to attain standards at the expected level and often above that, particularly for higher attaining pupils. The school performed well in its 2001 National Curriculum tests and it carries out a detailed analysis of all results to support planned improvement. Good use is made of tracking systems to set appropriate targets for individual pupils. The headteacher, governors and staff work together to form a very effective team, which is committed to continued improvement. The school gives good value for money.

What the school does well

- Pupils show good attitudes to work and their behaviour is good.
- The overall good quality of teaching is enabling pupils to make good progress in their learning.
- The school provides very good equality of opportunity for all pupils.
- The leadership of the headteacher ensures very clear educational direction for the school.
- The monitoring and evaluation of the school's performance and taking effective action are very good.
- The school has developed very effective links with its parents and the community.

What could be improved

The headteacher, governors and staff should continue to implement the school's improvement plan to raise standards further and highlight the following as a priority for action:

- The consistency in provision between the three reception classes which make up the Foundation Stage of learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection report in April 1997 highlighted five key issues for improvement. The teaching and learning policy and mission statement have been revised and considerable improvements have been made to lesson planning. Good improvements have been sustained in teaching. Assessment for English, mathematics and science is now rigorous in its analysis to aid raising standards further. Monitoring of teaching and the work of the school is now systematic. The school has made good improvements overall, not just on the key issues identified but in other aspects, such as in promoting reading and increasing provision for pupils' cultural development and opportunities for them to be independent. It makes effective use of the literacy and numeracy strategies and is part way through updating provision for the Foundation Stage. There is a very good commitment to continued improvement and capacity to succeed.

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
	1999	2000	2001	2001
reading	A	B	A	B
writing	C	D	B	C
mathematics	C	D	B	C

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

Similar schools with up to and including 8 per cent of pupils entitled to free school meals.

These results show consistent good standards in reading and some fluctuation in writing and mathematics over time. The fluctuations reflect the variations in the attainment levels of different year groups and numbers of pupils identified with special educational needs. However, the school is not complacent and the improvement plan is linked to its analysis of results and raising standards further in writing and mathematics feature strongly in this. The school sets and meets whole school and individual pupil targets to ensure each child achieves of its best. The table shows that when the 2001 results are compared with similar schools these are above average in reading and average for writing and mathematics.

Inspection evidence indicates that standards for the present group of Year 2 pupils in English, mathematics and science are average for the majority, with those capable of higher attainment achieving above average standards. In English, there are particular strengths in pupils' speaking and listening skills and in the use of writing linked to other subjects. In mathematics, pupils' use of mental mathematical skills to solve problems is developed well. In science, pupils benefit from good use of the school grounds to watch how things grow and change. In information and communication technology and the other subjects of the curriculum, pupils' attainments are as expected for their age. In religious education, pupils' attainment is appropriate to the expectations of the Locally Agreed Syllabus. From entry, many of the youngest children make good progress to attain the expected standards set out as the Early Learning Goals, which define the levels children are expected to reach at the end of the reception year. The high percentage of good teaching has a positive impact on pupils making good progress in their learning. Overall, pupils achieve well compared to their range of attainment on entry to the school. Evidence shows that there are more pupils with special educational needs this year and a wider variation in their abilities. Analysis of pupils' work and assessment information reveals that they are making good progress over time and achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about their work and show good levels of concentration. Parents report their children like coming to school.
Behaviour, in and out of classrooms	Good. Pupils work and play together well. They understand right and wrong and are helpful and friendly to each other and to visitors.
Personal development and relationships	Good. Pupils are keen to take on responsibility and to help in class and around the school. Pupils show much consideration and respect towards each other.

Attendance	Very good. It is well above the national average with a low rate of unauthorised absence. Pupils arrive on time and lessons start promptly.
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Pupils use the role-play areas well and are involved fully in the tasks set for them there. At play times, older pupils look out for younger ones and they respond well to this responsibility.

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.

Taking into account the lessons seen, the effectiveness of teachers' planning, the standards achieved and the progress made, the overall profile of teaching is good. The quality of teaching in English and mathematics is good. Literacy and numeracy skills are taught effectively and there is a good focus in using these in other subjects. In most lessons, teachers provide stimulating activities for pupils and this is consistently applied in the Year 1 and 2 classes and results in good learning. However, the organisation of pupils' recorded work is not always consistent, particularly in mathematics and science. Pupils' work is marked but teachers' comments to aid improvement could be developed further. In the reception classes, although teaching and learning are good the environment provided is not consistently rich across all classes and some opportunities to extend learning further are lost. There has been a considerable improvement in teaching since the last inspection and the school now meets the needs of pupils of all abilities well. In the very few instances when teaching was unsatisfactory insufficient learning took place through a lack of pace.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Much improved lesson planning now for all abilities in all subjects and for children in the reception classes. Effective use of the literacy and numeracy strategies throughout. However, inconsistent provision provided for the youngest children. Homework is being developed well and the school is considering extending its extra-curricular provision, which is currently satisfactory.
Provision for pupils with special educational needs	Good with some excellent features. It is very well managed and support staff make a significant contribution to pupils' learning. Pupils are integrated very fully into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There is good provision for pupils' moral, social and cultural development with improvements made in cultural provision. Satisfactory provision for pupils' spiritual development with room to extend planned links to the curriculum and in assemblies further.
How well the school cares for its pupils	Very good procedures for child protection and pupils' welfare. Assessment now very good for English, mathematics and science and satisfactory for other subjects with action plans to extend this further. Very good procedures for monitoring and promoting attendance.

The school works very well in partnership with parents and the community and provides a very caring environment for its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership and management by the headteacher, who is well supported by staff. Very clear educational direction, which involves developing the role of all staff in working as a team to continue to improve the school.
How well the governors fulfil their responsibilities	The governing body has a very good understanding of management issues and works effectively within a strong committee structure.
The school's evaluation of its performance	Very good analysis of test results, which link directly to the targets set in the school's improvement plan to raise standards further. A much improved aspect since the last inspection. The headteacher monitors throughout and there are plans to extend the role of subject co-ordinators in this.
The strategic use of resources	Good use of finances to provide staffing, resources and to make improvements. All classes have an effective learning support assistant assigned.

The school provides very good accommodation, good levels of staffing and learning resources. Developing teachers' musical expertise further is an area for extension. The school is very successful in its commitment to equal opportunity for all. Best value principles are followed well to make good use of the budget.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Children are expected to work hard. • The progress their children make. • The standard of behaviour expected. • Children are taught to be mature and responsible. • The quality of teaching provided. • They feel able to approach the school. • The leadership and management provided. 	<ul style="list-style-type: none"> • The information provided about pupils' progress. • How closely the school works with parents. • The organisation and amount of homework set. • The number of extra-curricular activities provided.

The inspection team agreed with parents' positive views. On the issues for improvement, satisfactory information is provided about pupils' progress. The school works closely with parents and provides very good information, particularly on the curriculum. Homework is sufficient for the youngest pupils and is being developed and improved for those in Year 2. The school is looking into the possibility of increasing its provision for extra-curricular activities, especially for older pupils. A few parents queried the supervision provided at lunchtimes, but the team found this well organised and sufficient.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the last inspection, there has been an increase in the number of pupils with special educational needs on roll. The range of pupils' attainment on entry reflects this and there is considerable year-on-year variation with an increase in pupils with below average ability in intakes but it remains average overall.
2. The year-on-year variation in intakes is reflected in the school's National Curriculum test results in comparison to all schools nationally for pupils at the end of Year 2. Results in reading have remained above or well above the national average but in writing and mathematics these have been more variable over time, ranging from well above average in 1998 to average in 1999, below average in 2000 to above average in 2001. The school has made considerable moves to improve its results in reading and the school's improvement plan is geared towards making improvements in writing and mathematics. In comparison to schools in a similar context, test results for 2001 were above the national average in reading and average in writing and mathematics. There is some slight difference in the performance of boys and girls, which the school addresses well. No differences were noted during the inspection.
3. In reading and writing the test results for 2001 were above the national average at the expected and higher levels. In mathematics, test results were average at the expected level but above the national average at the higher level.
4. The school sets realistic but challenging targets, which reflect pupils' attainment at entry, tracks their progress and assesses levels to be attained in the tests. From this analysis the results for 2000 matched the targets set, as did the results for the higher targets set for 2001. The targets set for 2002 are lower than those for last year to reflect the year-on-year variation in pupils' performance and the number of pupils with special educational needs. This fluctuation in the year-on-year trend is similar to the picture reported on at the time of the last inspection. A key aim of the school is to improve standards consistently, despite variations in intakes.
5. In science, teachers' assessments for pupils by the end of Year 2, in 2001, were above the national average at the expected level and well above this at the higher level. The predictions are that these results will not be as high in this year's tests due to year-on-year variations.
6. Inspection findings are that children in the reception classes that make up the Foundation Stage have made a good start to their learning on the now termed Early Learning Goals. These cover six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world, and children's physical and creative development. Children are making good overall progress from the wide level of attainment at entry. Evidence indicates that those pupils now in Year 1 have attained the standards expected at the end of the Foundation Stage. This is an improvement since the last inspection when progress was considered inconsistent between the reception classes. However, there is still some inconsistency in the richness of curriculum provision between the classes.
7. From the evidence gathered, the standards found in this inspection are average overall and as expected by pupils at the end of Year 2. Given the attainment level of the current year group, this represents good achievement. Evidence clearly shows that there are more pupils with special educational needs this year and a wider variation in the abilities of pupils. Analysis of pupils' work and of school assessment information reveals that pupils are making good progress over time and achieving well. Higher attaining pupils are challenged well in all subjects and often attain above this, particularly in literacy and science. With the exception of information and communication

technology, standards have been maintained since the last inspection but this is an improvement for the higher attaining pupils as a lack of challenge was noted then. In information and communication technology, the curriculum requirements are now greater but the school is well on the way to implementing the changes.

8. The implementation of the National Literacy Hour and the Numeracy Strategy is having a positive impact on pupils' achievements in English and mathematics. In English, standards in speaking and listening are good overall with teachers making this a strong focus for improvement. A good feature in English provision, is the effective use of structured role-play to aid the development of pupils' speaking and listening skills and to enhance learning in other subjects, such as history. In reading and writing standards are average but with the higher attaining pupils attaining above this. Reading has a wider profile and is less narrow in the range of books provided than was commented on in the last inspection report. There are particular strengths in pupils' writing linked to other subjects, such as science and history. However, when writing, many pupils hold their pencils using the wrong grip, which makes forming their writing more difficult. In mathematics, improvements since the last inspection have been made to the way pupils use their mathematical skills across the curriculum and there is a strong emphasis on mental work. Standards in all aspects of mathematics, investigations, use of number, shape and measurement and data handling are as expected by the end of Year 2. In science, good use is made of the school grounds and in investigative work, which challenges all pupils, including higher attaining pupils, well. However, the organisation of written work, particularly in science and mathematics, requires some improvement.
9. In the other subjects of art and design, design and technology, geography, history, music and physical education pupils' attainment for the majority is as expected by the end of Year 2, with higher attainers achieving above this. Pupils' achieve well in their work from entry to Year 1 and make consistent good progress, which is an improvement on the patchy progress reported on at the last inspection. In art and design, pupils' use of sketchbooks, although optional and not a requirement, is very well developed and results in some good quality drawing. Design and technology planning ensures clear progression in the development of pupils' skills. An appropriate use is made of the area surrounding the school to consolidate pupils' achievement in geography. Work in history is brought to life by the use of role-play to enhance learning. In music, pupils' learning is enhanced by involvement with visiting musicians and workshops. In physical education lessons, effective use is made of dance to link to other areas of the curriculum, such as topics in history, to enrich pupils' learning.
10. Religious education provision meets the requirements of the Locally Agreed Syllabus with pupils attaining appropriate standards. Pupils' understanding of Bible stories and stories related to other faiths is developed well through the good questioning skills of teachers.
11. Pupils with special educational needs achieve well, particularly in literacy and numeracy. Pupils are integrated successfully into all lessons and well supported by teachers and learning support staff. The very few pupils from ethnic minority groups achieve well and make good progress.

Pupils' attitudes, values and personal development

12. Pupils have good attitudes to learning overall and often these are very good. This aspect compares well with that of the previous inspection. Parents state that their children really enjoy coming to school. The youngest children in the Foundation Stage are eager and enthusiastic to learn and they respond well to adults. These youngest children tidy up after their lessons well and get ready for work and play without any fuss. In lessons, pupils in Year 1 and Year 2 are interested in what they learn and most of them concentrate very well. For example, in literacy, a group of Year 2 pupils were discussing how Cinderella's ugly sisters felt on the morning after the ball. Then they were putting the sisters' remarks into direct speech. The pupils were due a break between lessons but they were so interested and involved that the session was extended by ten minutes. Even then, the pupils did not want it to end.
13. Both pupils' behaviour at the school and the absence of any behaviour of an oppressive nature are still good. During several sessions of play seen, early in the morning, at break and lunchtimes

pupils were friendly and entered into games together very well. Within lessons, where pupils are very interested and well managed, behaviour is often very good and occasionally excellent. Not one incident of bickering or bullying was seen, during the whole inspection. Neither was evidence of sexism or racism witnessed. Pupils are well taught to consider and understand the impact of their actions upon others. They know that the way they act towards other pupils can be returned, enhanced, for good or otherwise. Pupils are very orderly and disciplined, walking between lessons, to lunch or into assemblies. They are very polite, open doors ahead of you and ask if you are lost. No evidence of graffiti or vandalism was seen during the inspection. The school has had only one fixed-term exclusion during the most recent reporting year.

14. The respect shown by pupils for the feelings, values and beliefs of others is very good and a strength of the school. They realise well that not everyone has been brought up the same as themselves, has the same religion, looks and talks the same or even eats the same food. It is obvious, from the way that the more able help the less able in the school, that these feelings are a natural part of most of pupils' lives.
15. Pupils use their initiative well. The school is gradually building upon this and this aspect has improved appreciably since the previous inspection, particularly for pupils in Year 1 and Year 2. In the last report, opportunities to show initiative and be independent were limited. During the inspection pupils collected and returned registers and dinner books. They helped teachers arrange assemblies, put out resources and chairs in class, without being told and tidied up library books. The school's teaching and learning policy gives opportunities for committees of pupils to advise and debate whole school issues with the headteacher, for example the Playground Committee. Hereby, groups of older pupils, identified by a badge, act as Friends to younger and sometimes potentially disruptive children at playtime and, for example, teach them how to play.
16. Relationships within the school both between pupils themselves and with staff are very good and a real strength of the school. Most children look up to their teachers and support staff and confide in them. They know to whom they can turn if they are sad, have a problem, or just want someone to talk to. Within class and at playtimes pupils mix very well. Boys and girls sit, work and play together with few problems whatsoever. The school is successful in providing an inclusive environment for all pupils including those with special educational needs and those from different ethnic groups.
17. Attendance at the school is now very good and is another strength of the school. It has improved significantly since the previous inspection and is now above the national average for this type of school. Unauthorised absences are very low and the school has no unexplained absence trends. The majority of the children come to school and into classes on time and most lessons commence promptly.
18. Overall, the positive attitudes, values and personal development of the children at Portway Infant School contribute significantly to the good standard of their learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Teaching was satisfactory or better in 94 per cent of lessons. It was satisfactory in 22 per cent of lessons; good in 52 per cent and very good in 22 per cent of those observed. Teaching was judged unsatisfactory in just 4 per cent of lessons. This is a big improvement as the last inspection report highlighted 21 per cent of lessons with unsatisfactory teaching, some being poor. The weakness identified from the last inspection report has been addressed in terms of better and more consistent lesson planning, which meets the needs of pupils of all abilities well and now results in good progress made in learning. The high percentage of good and very good lessons is having a strong impact on pupils' good learning and progress.
20. Since the last inspection, teachers have successfully introduced the Literacy Hour and Numeracy Strategy. This has helped teachers widen their range of teaching strategies and enabled them to focus more clearly on what is taught to different abilities. In numeracy, a strong emphasis has been placed on developing practical and investigative work and the use of mental mathematical

skills. Teachers have been encouraged to plan more independence for pupils in their learning. The use of day-to-day assessment has improved considerably since the last inspection and is used very effectively to support lesson planning in literacy and numeracy and science. Its use is being developed further for religious education and the other subjects of the curriculum.

21. The teaching and learning of children in the reception classes, which form the Foundation Stage, was good overall. Teaching is good overall in all the areas of learning with strengths in the teaching of communication, language and literacy. In this area of learning children are provided with a wide range of tasks to develop their speaking and listening, reading and writing skills. Overall, teachers provide good opportunities for children to engage in constructive play but the quality of provision between the classes is inconsistent. Teaching in mathematics is good overall with instances of well planned practical activities taking place which extend and enhance learning, however, again the quality of the activities provided by teachers is inconsistent. When teaching was very good, as in a physical education lesson forming part of children's physical development, the teacher built successfully on previous learning to extend this even further with children using a wide range of different movements very well. In the good lessons seen, teachers gave clear explanation to the tasks set, which matched abilities very well, children worked purposefully and at the end of the lesson they had made good progress in learning, for example, when distinguishing different sounds. In the satisfactory lessons seen children made sound gains in their learning but opportunities to extend this were not developed further. In the unsatisfactory lesson seen, there was a lack of pace in children's musical activities, which made learning insufficient.
22. For pupils in Years 1 and 2, teaching was good overall. In the very good lessons seen, pupils often attained above average standards and progress in learning was good or better. For example, in a Year 1 science lesson, the teacher's subject knowledge was very secure and pupils enjoyed the challenging and exciting investigation into different types of materials. When teaching was good, teachers excelled at getting pupils to understand the learning objective for the lesson to push learning forward. Often, particularly at Year 2, this required considerable perseverance on the teacher's part as many pupils found taking on new learning challenging. In the satisfactory teaching, pupils made sound gains in their learning, such as when talking about a Bible story in Year 1. In the unsatisfactory lesson seen, the pace slipped and pupils made insufficient progress in their learning in literacy.
23. The quality of teaching seen in English was good overall. Teachers use the literacy hour effectively and plan lessons to cater for all abilities well. Good use is made of questioning by teachers and pupils listen carefully to each other. Teachers make effective links to other subjects, both through very well-constructed role-play and writing. In mathematics, the teaching seen was good overall and ranged from satisfactory to very good. Again, teachers use the numeracy strategy to good effect and placed a strong emphasis on getting pupils to develop their mental mathematics skills. In the best lessons, teachers got pupils to explain their strategies for working out a problem. In science, the teaching was good overall, with one very good lesson seen. Teachers make good use of the school grounds for direct observation and are keen to encourage pupils' investigative skills.
24. In information and communication technology, only one taught lesson was seen, which was good. Information and communication technology is taught as an ongoing part of all lessons and overall teaching is at least satisfactory. There are plans to develop its use further, but in some lessons, such as in mathematics, teachers use information and communication technology well to consolidate and extend learning.
25. In the other subjects, the indications are that teaching in art and design is good overall with two very good lessons and one good lesson seen. Teachers achieve a good balance between teaching skills and letting pupils apply these skills to their imaginative work. The teaching in design and technology was good in the one lesson seen and effective planning underpins the teaching of the subject throughout the school, indicating at least satisfactory if not good teaching throughout. The teaching in geography was satisfactory in the one lesson seen with pupils making sound progress in their learning. The teachers' use of the school grounds is being developed for geography. In history, the quality of teaching is good overall, with one very good

lesson seen. Teachers make very good use of role-play to enhance pupils' learning. Lesson planning is secure throughout the school and the use of artefacts is well considered as an essential part of these. The teaching in music is good overall with one very good lesson seen. In this lesson, the planning and structure of the lesson enabled pupils to make very good progress in learning and extended their response to music, which they like to listen to. The teaching in physical education is good overall. Teachers are enthusiastic and plan interesting lessons; they join in and motivate pupils well enabling them to make good gains in learning.

26. The teaching in religious education is good overall. Teachers make good use of role-play to help pupils understand Bible stories and use artefacts well to make lessons more meaningful. Pupils respond well to this and their learning is good.
27. Teaching for pupils with special educational needs is good and therefore these pupils learn at a similar rate to others in their classes. Teachers ensure that pupils with special educational needs are fully included in all lessons and they plan tasks that are matched well to pupils' individual needs. Additional help, from learning support staff and from the special needs support assistants, is good and at times very good. There are particular strengths in literacy and numeracy with pupils integrated successfully into all lessons and well supported by teachers and special needs assistants and learning support staff. Good use is made throughout the school of learning support staff, not just for special needs pupils but for all pupils.
28. Children in the reception classes of the Foundation Stage make good progress. Children are taught to be independent and soon become accustomed to getting things out and tidying away after lessons. However, opportunities to extend children's learning even further are sometimes missed and are inconsistent across the classes. Children are keen to learn and respond very well to their teachers and the learning support staff. The effective teaching enables children to become confident quickly.
29. Pupils in Year 1 and 2 make good progress overall, and this is often better, particularly for those capable of higher attainment. This is a big improvement since the last inspection when progress was sound but patchy and some unsatisfactory progress was noted for higher attaining pupils. Teachers have tightened up considerably on lesson planning so that the needs of all pupils are now well met. Notable instances of very good progress are in the development of pupils' speaking and listening skills and in their scientific skills of investigation. This is an improvement since the last inspection when progress linked to other subjects was variable. There are now greater year-on-year variations in the attainment of intakes than at the time of the last inspection with a higher proportion of pupils with below average abilities and the pupils work hard to attain expected levels.

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

30. The quality and range of the curriculum is good overall, and statutory requirements are met in a way that provides stimulating experience for pupils in Years 1 and 2. The school has systematically and effectively tackled areas of weakness, particularly in planning, identified by the previous inspection. Therefore pupils' learning is developed step by step, and their progress is good. Strong links between subjects ensure that learning is coherent and relevant. The stimulating and well-planned role-play areas are a significant strength.
31. The curriculum for the children in the reception classes, which form the Foundation Stage of Learning, is satisfactory overall and based on national guidance. There are, however, aspects in provision, which require further development to ensure consistency across the three classes. Planning for children in the reception classes provides for all the expected aspects of the Foundation Stage curriculum, including outdoor activities. There is some good practice evident but there are not enough consistent opportunities for children to make independent choices in their learning.
32. The school's strategy for teaching literacy is good. Reading is generally effectively promoted and progress is good. Pupils have very good opportunities to practise their reading and writing skills in all relevant subjects. The school has focused recently on increasing planned opportunities for

developing speaking and listening within many lessons as well as during role-play sessions. Pupils respond well to these opportunities and most are confident speakers. The strategy for teaching numeracy is good and pupils have suitable opportunities to use their skills in science and design technology. A strong emphasis is placed on practical activities with pupils given good opportunities to use their developing mathematical skills to solve problems.

33. The school has responded well to the changing demands of the National Curriculum, and suitable guidance is in place to aid teachers' planning in all subjects. The school has developed a very good system of curriculum development and review. Curriculum changes are supported very well by staff training, which ensures that teachers feel confident with new initiatives. However, many subject policies are now out of date, having been overtaken by recent changes. These are due to be revised in line with the school's recently revised policy for learning and feature in the subject co-ordinators' action plans for improvement. A policy for the Foundation Stage is due for development to reflect the changes taking place.
34. The curriculum for science is very well planned and therefore standards are rising. Provision for information and communication technology (ICT) has improved recently, with new computers and software being introduced, and programmes of training to improve teacher expertise. Pupils now use ICT increasingly across the curriculum, for example in literacy and history. There remains scope to develop this even further, particularly in mathematics. Provision for art and design, and for design and technology is very well planned. Year 1 and 2 pupils are taught in smaller groups for one session a week, during enrichment sessions. The pupils benefit from working in smaller groups, and from teachers focusing on subjects in which they have good subject knowledge. The school has recognised that these sessions are too long for music lessons and adjusted them accordingly. Music provision is satisfactory, but prospects for the further development are limited until the overall level of teachers' confidence is improved. There is a good programme for personal, social and health education, which is enhanced by visits from the police and other services. The sex education policy meets requirements and is reviewed annually, and proper attention, appropriate for the age group, is given to drugs awareness within the science programme.
35. There is very good equality of access and opportunity. Joint planning between teachers ensures that pupils in Year 1 and 2 have similar experiences, although this has yet to be achieved fully in the Foundation Stage. Throughout, there is good provision for pupils with special educational needs, including those with emotional and behavioural difficulties. Targets in individual education plans are specific, measurable and regularly reviewed. Teachers' planning includes specific provision for lower attaining pupils and this helps them learn effectively. The school has begun to focus on providing specific extension activities for gifted and talented pupils.
36. There is only one extra-curricular club for Year 2 pupils. Provision in this aspect is similar to that often found in infant schools for pupils of this age but there is scope for more to be provided. The school recognises that this is an area for possible development and is in the process of giving it due consideration. Pupils' experience is, however, extended by a range of other opportunities. There is a good programme of visits and visitors to the school. Links with the community are very good and pupils benefit from visiting local factories and shops, as well as meeting local church ministers and enjoying talks from parents. The school has developed strong links with local pre-school providers and links with the junior school are good, particularly in the area of special educational needs.
37. The provision for pupils' spiritual, moral, social and cultural development is good overall. Provision for spiritual development is satisfactory and provision for their moral, social and cultural development is good. Assemblies, which broadly fulfil statutory requirements, promote Christian values through appropriate stories and songs. When the whole school gathers together, there is a reflective atmosphere with music and a candle. Most pupils respond respectfully to this and listen attentively. In an assembly about why we are special, pupils were asked to think carefully about what they were especially good at. The story of the 'Hare and the Tortoise' was used to demonstrate that "slow and steady" is often the way to achieve. This is an improvement in assemblies since the last inspection, although there is not always enough time given for reflection, particularly in class assemblies. Opportunities to develop pupils' spiritual awareness

and reflection in other areas of the curriculum are not explicitly planned, despite the use of the school grounds, which enhances this.

38. The school is effective in the way in which principles that separate right from wrong are established and the school's vision statement speaks of their commitment to developing moral values. The Portway Code provides suitable guidelines for promoting good behaviour and displays about rules and behaviour towards one another are on show around the school and in classrooms. The school takes every opportunity to discuss moral values. There is a very low, occasional incidence of pupils who do not always follow the school code.
39. Provision for pupils' social development is good. There are clear expectations throughout the school that pupils will work and play together sensibly and constructively. During lessons, pupils are encouraged to work in pairs and groups and to share resources. Many very good opportunities are provided at playtimes, including games and large toys and static equipment, for pupils to share together. Some classrooms have class monitors and older pupils have special responsibilities including helping to get the hall ready for assembly. A 'Buddy' system exists in Year 2 to promote the importance of friendship and to prepare pupils socially for the move to the junior school.
40. The school plans well for pupils' cultural development and work involving different cultures is carefully identified throughout the curriculum. A wide variety of visits and visitors make a strong contribution through religious education, history, geography, art and music. Each year pupils are immersed in a different culture for one week. During the Chinese week this year, pupils watched The Dragonfly Mime Dancers who performed 'The Willow Pattern' story. Other strong features of this provision are visits from the police, the fire brigade and a traffic warden and the school's very good links with local industry through two local well-known national companies. There are very good learning resources including a wide range of musical instruments from different cultures. Development in this area and in pupils' awareness of the multicultural diversity of society is considerably improved since the last inspection when it was said to be variable.
41. The school makes particularly good use of its grounds. This presents a very rich learning environment for pupils and is well used. Pupils are encouraged to take part in looking after plants and animals, which contributes fully to their spiritual, moral, social and cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has very good procedures for child protection and for ensuring pupils' welfare. These procedures have improved upon the already favourable ones reported upon at the previous inspection and are now a strength of the school.
43. The headteacher is the named and very well trained child protection person and the new deputy headteacher will shortly join this role. The staff are very well briefed on their relevant responsibilities and new teachers receive familiarisation as part of their induction to the school. The school maintains a detailed written policy and has very good liaison with the local education authority. All relevant documentation is securely locked away.
44. The school's named health and safety person is very well trained. She works very closely with the governor responsible for this and the maintenance manager. Between them, they have managed secure risk assessment documents for the school.
45. All fire fighting, portable electrical and physical educational equipment is date checked. The school carries out well-recorded, termly, fire exercises. Escape routes are well marked and accessible. The school has sound procedures for recording and reporting accidents and administering medicines. There are sufficient trained first aid personnel. Very good use is made of outside professional help, particularly the school nurse and the community policeman. The latter comes in and talks about 'Stranger Danger', drug and alcohol problems as part of the school's three-year, personal, social and health education, rolling programme. Vehicle access to the school, noted at the previous inspection, is still a problem for the school. However, by liaising

with the neighbouring junior school the utmost is done to ensure child safety. The school has a small number of pupils who are partially excused attending religious education lessons and collective worship. Appropriate alternative arrangements are made for them. Lunch is served and consumed in very hygienic conditions and pupils are very well supervised at all times.

46. Procedures for monitoring and improving attendance are very good and a strength which explains the improved figures. The school uses the computerised recording system very effectively. Parents are made very well aware of their relevant responsibility. The school has a good range of absence letters, which it sends to parents as necessary. Currently it is doing its utmost to dissuade parents from taking children on holiday during term time. There is very good liaison with the educational welfare officer and the school has a tight lateness routine.
47. The school has good procedures for monitoring and promoting good behaviour and eliminating that of an oppressive nature. The written policy contains very relevant awards and sanctions ranging from stickers and the headteacher's award down to time out and individual behaviour plans, with parents being involved. The school is at present developing its policy for racism as required. Pupils are taught during circle time lessons, which cover discussions on personal and social themes, and in assemblies to try and have the confidence to report bullying to either a friend or an adult if necessary. All the staff are made well aware of what they should look out for.
48. Satisfactory procedures are maintained for monitoring and supporting the pupils' personal development. The school is gradually developing the personal, social and health programme to include citizenship. Currently pupils are taught via stories, in science, drama, role-play and religious education. Details on progress are kept in pupils' files from, for example, personal consultation sheets taken up with parents at open evenings.
49. The school cares very well for pupils with special educational needs at all stages. Assessment is used well to plan for individual needs and additional support is of good quality. Support for pupils with emotional and behavioural difficulties is very good and this enables them to have full access to the curriculum. Provision for pupils with statements of special educational needs is excellent. The school provides well for the very small number of pupils from ethnic minority groups and is inclusive for all pupils.
50. The school has made good progress in tackling the key issue from the last inspection relating to assessing and monitoring pupils' progress, and in using assessment to improve teaching. Assessment procedures are very good in the core subjects of English, mathematics and science, and teachers use the information to plan work, which is matched well to the needs of different pupils. Progress in reading is carefully monitored and additional support is carefully targeted. Pupils in Years 1 and 2 regularly refer to their individual writing targets and are aware of what they need to do to improve their work. Assessment procedures in the remaining subjects of the curriculum are currently being developed by subject co-ordinators as part of their action plans. The school has focused on developing programmes of work in line with national guidance and teachers are now working towards the introduction of uniform assessment systems for these subjects. At present individual teachers keep their own records of pupil progress. There are no standard methods as yet for teachers to record or monitor pupils' personal development but where there is cause for concern individuals are carefully monitored. Pupils' achievement and good work are recognised and rewarded in assemblies.
51. Assessment procedures in the Foundation Stage for the reception classes are satisfactory overall and children who need additional support are identified at an early stage. There is, however, scope for improving the assessment and recording of pupils' personal, social and emotional development with a more structured system.
52. The arrangements for analysing pupils' attainment and for tracking their progress are good. Achievement in the annual Year 2 National Curriculum tests is rigorously examined and staff identify areas in which teaching and learning might be improved. Individual progress is followed from the time pupils enter the school. Baseline information, gathered at entry, is used as a basis for predicting expected attainment of individuals and of groups of pupils. These predictions are monitored and revised. Assessment data is used when pupils are placed in their new class

groups each year. A computer programme is just being introduced to improve further the analysis and tracking of pupil progress.

53. Overall, the school looks after its pupils in a very caring and supportive atmosphere, which contributes directly and positively towards pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. From talking to parents at the pre-inspection meeting and during the inspection, plus reading returned questionnaires, the majority think that this is an effective school. A very high percentage think that the staff are approachable, their child is expected to work hard, to become mature and responsible and is making good progress. They believe that the school is well led and managed and teaching is good, as is behaviour. A minority of parents expressed the view that they are not well informed of their child's progress, the school does not work closely with parents, homework is insufficient and that there are not enough out of school activities. The inspection team found satisfactory information is provided about pupils' progress and the school works closely with parents providing very good information, particularly on the curriculum. For the youngest pupils homework is well established but is being improved for those in Year 2. The school is discussing increasing its provision for out of school activities, particularly for older pupils. A few parents queried the amount of supervision provided at lunchtimes, but the team found pupils well supervised at all times.
55. The quality of information provided for parents is very good. Each family receives a prospectus and a Governors' Annual Report. At present, both have very minor statutory omissions, mostly some information requiring greater clarification, of which the school is now well aware. The annual academic pupil reports are easy to read, individualised and informative. They show achievement and cover targets. Curriculum evenings are now held with Governors' meetings and are quite popular with parents. New parents are particularly pleased at the quality of pre-school meetings in July and again when children start school in September. There are three meet the teacher/open evenings per year, which are well attended. Home and School agreements were well accepted. Parents of children with special educational needs are interested in their child's individual educational plans and attend reviews willingly. Parents are very pleased at the open door nature of the school. They particularly like the concerts, and assemblies specifically put on for them.
56. Parental help in the school and at home is good. The school has a lot of parents who work full time but some still manage to come in and help with visits out, cooking, games, needlework and particularly in craft week, at Christmas. Of particular interest, during the inspection, was the number of parents and pre-school children taking part in the weekly 'Stay and Play' morning session, along side community facility play-workers, held in the school hall. At home, the school is pleased with the help that parents give with spelling, reading and the mathematics packs.
57. The impact of parents' involvement on the work of the school is good. The school is indebted to its very active and energetic parent association, which is shared with the neighbouring junior school. Between them, they manage to raise very considerable sums of money, boosted by links with local firms, which goes towards various, much needed, educational resources and projects. In addition, groups of parents come into school regularly and help with gardening, painting and play-area walks.
58. Overall, the effectiveness of the school's links with its parents and the community is very good and a strength of the school. These links help considerably towards the strength of pupils' learning and have even improved upon the positive provision noted at the previous inspection. The school receives very strong support from local industry. Parents whose children have special educational needs are kept well informed of their children's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The leadership of the headteacher provides a clear vision for the continued development of the school and is very good. The headteacher has taken a strong lead and has addressed the weaknesses identified in the last inspection report in terms of the quality of the curriculum and teaching and in raising standards and improving pupils' progress. The management of the headteacher is very good in terms of involving all the staff in working together to develop their roles and responsibilities. The headteacher is well supported by the new deputy head and senior management team of Foundation Stage and Year group managers. Together, the headteacher, staff and governors have provided a very good strategic school improvement plan to continue to take the school forward in its development. An effective analysis of National Curriculum test results is carried out and is at the heart of the school's improvement plan in order to raise standards further, particularly in writing and mathematics. As part of the school improvement plan, subject co-ordinators have good action plans for the continued development of all the subjects for pupils in Year 1 and 2 and in the Foundation Stage of learning. The lack of strategic plans and action plans was considered a weakness at the time of the last inspection. Much work has taken place to improve lesson planning for pupils since the last inspection but although this is effective for pupils in Year 1 and 2, there is still some inconsistency in application of these in the Foundation Stage.
60. Overall, the governing body is very effective in fulfilling its responsibilities. It has widened its role since the last inspection and now has a clear overview of the curriculum, standards and the progress pupils make. There is an effective committee structure and a strong involvement in the school. Governors have a very good understanding of the school's strengths and weaknesses and are actively involved in the analysis and discussion of test data. The governing body takes a strong role in shaping the direction of the school alongside the headteacher and staff. The governing body fulfils its statutory duties. It produces a readable and informative annual report for parents and regular newsletters. However, a few very minor pieces of required information in the annual report and the school's prospectus would benefit from a fuller explanation. The governors are now aware of this and will address these. Key governors are linked to special educational needs, numeracy and literacy, the developing provision for the able child and to numerous school projects but they are not linked to all subjects, although they are considering this and other options.
61. The monitoring and evaluation of the work of the school and its performance by the headteacher, governors and key staff has improved since identified as a weakness in the last report and is now very good. The teaching and learning policy has been reviewed with all staff involved in this. It has given a focus for monitoring of teaching and has enabled effective action to be taken to improve the quality of teaching since the last inspection. The action taken to improve the school and meet targets is very effective and part of this is due to the carefully structured pace adopted. It is planned to link the update of subject policies to this and to provide a policy for the Foundation Stage. A greater involvement of staff is planned in monitoring as part of their ongoing development when subjects are on focus. The progress of implementing the school improvement plan is constantly monitored by the headteacher, staff and governors through staff meetings and governors' committee meetings. The school is very aware of new initiatives and progress in performance is regularly evaluated for effectiveness. The school's mission statement has been reviewed to ensure it stresses equal opportunity for all and provision for the able and talented child is being developed by the deputy head. A clear aim of the school is to be inclusive for pupils of all abilities and backgrounds.
62. The efficient financial planning has been maintained since the last inspection. There are clearly identified priorities for spending and a good understanding of the principles of getting the best value from all spending. The carry forward from the budget for the last financial year was broadly in line with the local education authority's recommendations and is used to help maintain these priorities, such as providing the good quality learning support staff, and to fund identified improvement projects. Particularly good use is made of the learning support staff, all of whom make a strong contribution to the work of the school. The carry forward for this financial year is below the figure for last year and the headteacher, governors and staff are considering and evaluating all expenditure for best value with rigour. The school has fairly high unit costs per pupil but it makes good use of its resources, grants and all funding.

63. The day-to-day administration of the school's work has maintained its strong position since the last inspection. The items for improvement noted on the last auditor's report of 1997, have long been addressed. The use of information technology is effective in supporting the efficiency of the school but still requires development to extend pupils' learning.
64. The school has a good level of staffing and although music is taught effectively and the subject is well co-ordinated, there is no music specialist on the staff. Increasing the level of teachers' expertise and confidence in teaching music is an area recognised for development so as to have a greater impact on standards. Staff new to the school are well supported and good provision is made for newly qualified teachers who join the school. There are good procedures for the development of staff, linked to job descriptions, school improvement and personal development.
65. The provision for pupils with special educational needs is very well managed. Funding is used effectively to meet individual needs across the school. Staffing levels are good, and support staff are competent and make a significant contribution to these pupils' learning.
66. Accommodation in the school is very good. Classrooms are spacious enough for the numbers of pupils and the furnishings are of good quality. There is a generous shared area outside the Foundation Stage classrooms and a well-appointed library. The school makes best use of all areas. Good external developments, such as the pond and newly planted orchard, have been extended since the last inspection and provide rich learning resources for pupils and impacts well on standards. Resources overall are good and improved for cultural provision since the last report. Available funds are used thoughtfully to build up resources in those areas prioritised by the school. Numeracy and literacy are well resourced in both books and apparatus, which are used by pupils throughout the school. Resources for the Foundation Stage are adequate overall but there is some inconsistency between the three classes in the richness of the learning environments provided.
67. At the time of the last inspection, the judgement was that the school was giving satisfactory value for money. It had five key issues to address, based around the need to improve the curriculum and assessment, teaching and the strategic management of the school and monitoring of its performance in order to provide more challenge to improve standards and pupils' progress. It has made good and at times better progress on addressing these issues. The school now provides well for its pupils, it achieves average and at times above average standards and pupils now make good progress. Higher attaining pupils are now challenged well and those pupils with special educational needs continue to make good progress. The teaching and learning is now good and the school has maintained and improved upon the good attitudes reported on at the last inspection. The school now gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. The following key issue is already identified in the school's improvement plan as an area for development and should now be highlighted as a priority for action:
- Continue to implement the revised curriculum for the Foundation Stage to address the inconsistency in provision between the three classes:
 - Look at further ways of enabling children to make choices and to encourage independence so that it is consistent across the classes.
 - Extend the use of assessment to compliment the implementation of the curriculum.
 - Provide a policy for the Foundation Stage of learning, which reflects what is planned and expected for this age group.
 - Extend further the monitoring of teaching and learning to ensure consistency across the classes.
- (Paragraphs: 6, 21, 28, 31, 33, 35, 51, 59, 61, 66, 69, 71, 73, 82, 83)

In addition to the key issue above, the following minor points for improvement should be considered for inclusion in the governors' action plan:

Continue to implement co-ordinators' action plans to develop assessment procedures and its use for the other, non-core, subjects of the curriculum, information and communication technology and religious education.

(Paragraphs: 50, 112, 120, 125, 130, 141)

Plan ways of extending opportunities for reflection in assemblies and increase planned spiritual links throughout the curriculum.

(Paragraphs: 37)

Improve the organisation of pupils' work, particularly in mathematics and science and extend the use of marking.

(Paragraphs: 8, 97, 98, 106)

Develop, as planned, a programme to extend the monitoring role of subject co-ordinators to link with the school improvement plan when a subject is in focus.

(Paragraphs: 61, 115)

Provide further training to continue to raise teachers' confidence in teaching music.

(Paragraphs: 34, 64, 133)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	28	12	2	0	0
Percentage	0	22	52	22	4	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, care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	265
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1

Number of pupils on the school's special educational needs register	63
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English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	45	45	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	40	43	43
	Girls	43	43	40
	Total	83	86	83
Percentage of pupils at NC level 2 or above	School	92 (88)	96 (85)	92 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	42	43	45
	Girls	43	41	42
	Total	85	84	87
Percentage of pupils at NC level 2 or above	School	94 (89)	(93)	97 (96)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	170
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	11.8
Number of pupils per qualified teacher	22.5 : 1
Average class size	29.4

Education support staff: YR – Y2

Total number of education support staff	12
Total aggregate hours worked per week	237

FTE means full-time equivalent

Financial information

Financial year	2000/01
	£
Total income	548,239
Total expenditure	535,190
Expenditure per pupil	2,005
Balance brought forward from previous year	21,614
Balance carried forward to next year	34,663

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	265
Number of questionnaires returned	89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	2	0	1
My child is making good progress in school.	46	49	2	0	2
Behaviour in the school is good.	33	63	1	0	3
My child gets the right amount of work to do at home.	29	56	12	0	2
The teaching is good.	46	48	1	0	4
I am kept well informed about how my child is getting on.	26	58	11	3	1
I would feel comfortable about approaching the school with questions or a problem.	52	45	1	1	1
The school expects my child to work hard and achieve his or her best.	53	44	3	0	0
The school works closely with parents.	33	56	6	1	4
The school is well led and managed.	58	36	2	1	2
The school is helping my child become mature and responsible.	51	45	2	0	2
The school provides an interesting range of activities outside lessons.	15	46	16	6	18

Due to rounding up not all percentages add up to 100.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. There have been improvements in teaching and provision for children in the Foundation Stage since the last inspection, although work on the curriculum is not yet complete. This initial stage in children's learning has benefited considerably from being moved to another area within the school. However, the shared area has not yet been developed to provide a sufficiently stimulating environment. The use of resources and opportunities to explore and play are not consistent across the three classes. The outside areas are a very great strength, being well used and planned into the curriculum thus making a very valuable contribution to children's learning.
70. The children come from a variety of pre-school settings. Initial assessments show that many children are of at least average ability when they join the school, although some others are below average and a few have considerable special needs. Overall the majority of children make good progress from their entry point and by the time they are ready to start in Year 1 most are attaining the Early Learning Goals in all six areas of learning.

Personal, social and emotional development

71. Children make good progress in this area of learning. Classrooms are organised in such a way that children are given many good opportunities to make choices and decisions about their work. In many instances, they are encouraged to be independent and to organise their own learning. In most instances, resources are easily accessible and children find what they need and tidy up well at the end of an activity. They work and play together constructively, share and take turns. In a mathematics lesson about patterns, they shared beads and games, handling equipment sensibly. However, although there are some good opportunities to show independence and make selections these are sometimes restricted and inconsistently applied across the classes. The outside areas provide excellent facilities and children respond especially well when accompanied in the school grounds. They have good self-help skills, put on their own coats and wellingtons and are very helpful towards one another. Teaching is good in most instances with children showing good attitudes to learning. Overall this area of learning contributes successfully to all others.

Communication, language and literacy

72. Children are provided with a wide variety of opportunities to write, read, speak and listen. Literacy teaching is at least good and sometimes very good. Most children write and recognise their own name and some are making a good attempt at writing words and sentences. Many know and write the letters of the alphabet. Writing is well supported and encouraged in the classroom by interesting writing areas such as shops and post offices. However, the quality in provision of these is variable across the classes. During literacy lessons children share big books together. The opportunity to answer questions and practise sounds and letter names develops successfully both their reading and speaking and listening skills. Children are keen to share their enjoyment of books and are encouraged to take books home every week. A reading record travels regularly between home and school to which all contribute: parent, child and teacher. Children are beginning to build sight vocabularies and strategies for tackling new words. In a very good literacy lesson using the big book 'Titch', children at first worked together as a class with the teacher. They recalled the lesson from the day before and were eager to show what sounds they knew. They were encouraged to discuss the story as they went along and exhibited good prediction skills. During independent work, each group was given a specific literacy task. Literacy links with other areas of the curriculum are strong. Teaching is good in this area and children have good attitudes to learning.

Mathematical development

73. Teaching in this area of development ranges from satisfactory to good but is good overall. Children are making good progress and by the end of the reception year, many will have

exceeded the Early Learning Goals. A range of mathematical activities ensures that children learn to count to ten. They are beginning to understand the language of number and develop mathematical vocabulary such as 'less than' and 'more than'. During registration, children were observed adding and taking away in ones and twos. In a lesson about shape, children could identify circles, squares, triangles and rectangles. One or two could remember and recognise a hexagon. In a lesson about repeating patterns, all children could make patterns of varying complexity and some could explain about how and where the pattern repeated itself. Overall, good organisation, choice of tasks and questioning skills make a valuable contribution to children's learning. On most occasions, teachers create a rich mathematical environment and make good use of resources including several shops. However, in some instances opportunities to extend learning are insufficiently developed because of limited provision in activities. Children show good attitudes to learning, being keen and enthusiastic.

Knowledge and understanding of the world

74. In this area of development, adults support children well in investigating their surroundings. The school grounds offer a very rich environment to enhance learning. Children visit it often and are guided to observe and investigate the many things that are happening there by teachers and very able classroom assistants. Children plant bulbs and watch them grow and blossom, observe the frog spawn in the pond, look for signs of new life, observe the progress of the trees in the orchard and tend their own gardens. They study the weather each day and fill in a weather record. After a visit to a local garden centre teachers and classroom assistants provided a garden centre role-play area to extend children's learning. There are many opportunities for good links with other areas of development and for children to practise their speaking, listening and number skills.
75. The quality of teaching is good overall. In a very good lesson about things old and new children handled artefacts such as a washboard, an iron, a kettle and a lamp. The teacher encouraged them to describe the artefacts and sort them into sets. This provided excellent links with other subjects. The teacher successfully extended children's vocabulary by asking for "old" words and they responded with "scratched", "worn out", "old fashioned" and "damaged".
76. At the technology table children worked hard to meet the challenge of making their own moving picture. They showed remarkable perseverance and sustained concentration. They used large and small construction kits and make models to test for floating and sinking. Children use the computers independently for a range of tasks. Children responded very well to the activities offered in this area and showed good attitudes to their learning. Children are making good progress and, by the end of the reception year, many will have exceeded the Early Learning Goals.

Physical development

77. A wide range of outdoor equipment and successful teaching of dance and other physical education activities helps children to make good progress in the development of their physical skills. High quality 'ride on' toys and wooden stepping stones help them to run, jump, balance and climb showing an awareness of others and the space around them. During a very good dance lesson using the nursery rhyme, 'Humpty Dumpty' children worked with their whole body to retell the story. The teacher modelled suggestions for the children to stimulate ideas and followed it up by teaching them how to assess each other's performance. The classroom assistant was used exceptionally well to support two children with particular needs. The lesson was well planned with warm-up and cool-down periods. All children showed a very good awareness of space and moved with good control and co-ordination. They could balance and travel easily and were already meeting the Early Learning Goals expected of them by the end of the year. Children took the activity very seriously, observed and listened to each other very well and could get themselves ready for their lesson quickly.
78. Children are involved in practising finer movements throughout all areas of development. There are some good opportunities for them to use construction materials, to cut, stick, and write although some awkward pencil grips are not corrected.

79. Teaching in this area is good overall with children showing confidence and enjoyment in physical activities resulting in good attitudes to learning.

Creative development

80. Children make good progress in this area and many are in line to exceed the expectations of the Early Learning Goals by the time they move to Year 1. Whilst making moving pictures they use fine manipulation skills and choose from a range of materials. They experience malleable materials when making clay pots. Children mix paint and create shades of colour. They are very well supported by adults in role-play situations, especially in the garden centre, when they enjoy extended opportunities for speaking and listening.
81. Children are keen to sing and make up a wide range of actions to go with songs. They sing tunefully and have a good recall of words. This is evidence of good progress over time. In a singing lesson there were lots of opportunities for children to be active and they enjoyed the humour of the song 'Ten Fat Sausages' which helped develop counting skills. They sing many other songs to help them to consolidate their knowledge of number. The quality of teaching is good overall with one lesson judged as unsatisfactory. In this lesson, the pace was too slow and expectations too low for the majority of the class. Children enjoy taking part in creative activities and show good attitudes to learning.
82. Overall, the reception classes provide a good foundation for progression to Year 1 and the National Curriculum. Teachers and able classroom assistants manage classes calmly and very good relationships exist between adults and children. This provides a relaxed atmosphere in which children are praised and encouraged. Much has been achieved to revise planning using national guidance for the Foundation Stage, however the use of this in practical terms is not consistent across the classes and there is some variation in the quality of curriculum provision. A policy for the Foundation Stage, which consolidates what is expected and links to the school's teaching and learning policy, is to be provided. Monitoring of teaching and learning takes place but needs to be extended further to ensure consistency of provision across the classes.
83. Assessment at entry, baseline assessment, gives a clear picture of children's skills and knowledge on entry to the school and careful observations during the reception year are used appropriately to plan learning. As yet, no formal assessment is made of children's personal and social development but all adults are very aware of children's needs and those experiencing difficulties are very well supported.

ENGLISH

84. Standards of attainment by the end of Year 2 in the 2001 National Curriculum tests were well above the national average in reading and above average in writing. Standards over the past four years have fluctuated but the overall trend is an improving one. Girls consistently perform better than boys do, the difference being similar to that found nationally. Standards in the current Year 2 are below those in the 2001 tests. School data and inspection evidence clearly shows that there are a greater number of pupils with special educational needs this year and a wider variation in the abilities of pupils. Analysis of pupils' work and of school assessment information reveals that pupils are making good progress over time and achieving well. This is the result of good teaching. Pupils with special educational needs make good gains in their learning, because of focused support and carefully planned work.
85. Standards in speaking and listening are generally above average. This year teachers have focused specifically on improving standards in speaking and listening and there are many good planned opportunities for pupils to develop their skills. Therefore most pupils speak confidently during whole class lessons, and they readily take part in discussions during group activities. Pupils respond well to opportunities to work with their 'talking partners'. Most pupils are very eager to contribute their ideas and to answer questions and this teaching strategy is very effective in involving the whole class in discussion while maintaining the pace and focus of lessons. Teachers and support staff provide good models of spoken English and they encourage correct

speech effectively. Most pupils listen attentively and know that they must wait their turn to speak. By Year 2, most pupils speak clearly and the higher attainers express their ideas with assurance. Teachers generally target questions carefully to ensure that pupils from all ability groups are involved in answering. Speaking and listening skills are promoted very well in the stimulating role-play areas. A group of Year 2 pupils, for example, were fully involved as they took part in a 'medieval banquet', speaking confidently and taking the parts of different characters.

86. Standards in reading are similar to those expected nationally by Year 2 for most pupils with higher attaining pupils attaining above that. Reading is generally promoted well throughout the school and most pupils enjoy reading. Progress in reading is good and pupils achieve well. Group reading sessions are managed well. Teachers ensure that the pupils learn to use a range of strategies when they read to help them to tackle unfamiliar words. Most pupils are confident in using pictures and the context to work out a new word. Higher attainers have a secure understanding of letter sounds but other pupils rely on using the initial letter or linking single sounds. Some average and lower attaining pupils in Year 2 are not confident in attempting words containing combinations of letters such as 'ea' and 'ai'. Spelling skills are taught and there is scope for teachers to ensure that pupils apply their knowledge of sounds within their reading. By Year 2, most pupils read simple texts competently and with good expression. Higher attainers read fluently and with very good understanding. Lower attaining pupils have a more limited understanding of what they read. The shortcomings identified in the previous report have been tackled in most classes and books are generally suitably matched to pupils' reading level. Some Year 1 pupils, however, could cope with more demanding books and a few of the books given to the higher attainers are unnecessarily dull and repetitive. Reading corners in some classrooms are well organised and attractive. In other classrooms they are less inviting. This is an area for development.
87. Basic reference skills are taught very well and are used effectively across the curriculum. By Year 2 most pupils can distinguish between fiction and non-fiction books and have a good understanding of how to use a simple contents and index page. Pupils can explain how to use the library index, although many find the numbering system very complex. Average and lower attaining pupils use simple alphabetical order to search for words in dictionaries and in an index, while higher attaining pupils begin to understand how to use the second and third letters in a word to refine their searches.
88. Standards in writing are currently similar to those expected nationally for pupils by the end of Year 2. Pupils make good progress and they achieve well. Pupils have very good opportunities to write in all relevant subjects and an analysis of pupils' work reveals some very lively extended writing in history. Most Year 2 pupils have a sound grasp of basic punctuation and begin to write structured stories. They learn to plan their work and begin to understand how to edit and redraft their writing. Higher attainers use increasingly imaginative vocabulary and begin to use inverted commas to denote speech. Punctuation skills are taught well and many pupils in Year 1 are aware of the need to use full stops and capital letters. Average and higher attaining Year 1 pupils write sequences of sentences independently. They become increasingly confident in using their knowledge of sounds to spell words and gain a secure knowledge of words, which they use frequently. There is scope for teachers to make greater use of homework by sending spellings home regularly for Year 2 pupils to learn.
89. Joined handwriting is carefully taught and standards are mostly good by the end of Year 2. Pupils learn to form their letters correctly and most use the skills learned in writing practices in their other written work. However, a significant minority of pupils hold their pencils incorrectly and some of these pupils write quite slowly. Teachers in Years 1 and 2 do try to teach the correct way to hold pencils but habits have already been established during the Foundation Stage. This is an area for development.
90. The quality of teaching is good with one lesson seen judged unsatisfactory. Teachers have good presentational skills and pupils are interested and involved from the start of most lessons. Planning is good and lessons generally are well structured with a good balance between direct whole class teaching and individual or group activities. The previous inspection report referred to too much time being spent on "dull mechanical exercises". This is no longer the case. Teachers

rarely use worksheets and tasks are interesting and purposeful. Activities are usually varied appropriately to the different needs of pupils. Lessons build effectively on pupils' previous learning and relevant links with other areas of the curriculum are mentioned. Lesson objectives are shared with the class and therefore pupils understand what they are expected to learn. Little time is wasted during lessons and pupils generally settle down quickly to start activities. Pupils show good attitudes to learning overall, the exception being the one unsatisfactory lesson during which learning was insufficient due to a lack of clarity in some activities. Learning support staff make a significant contribution to pupils' progress. They are well trained and their support is focused and effective. Teachers are very careful to ensure that all pupils are fully involved. For example, in a Year 2 lesson the teacher skilfully involved pupils of all abilities through carefully targeted questions about the "Three little wolves and the big bad pig". She valued all pupils' efforts and consequently pupils were confident in answering.

91. Support for pupils with special educational needs is good, and at times very good. Pupils with individual programmes of support make very good progress during lessons and over time. Teachers use information and communication technology well to reinforce learning and use of the computer is planned as an integral part of almost all lessons. When teachers set homework tasks pupils generally respond well. For example, during one lesson the teacher suggested pupils found the antonym for 'bossy' and pupils returned the following day with good suggestions.
92. Subject management is good. The literacy strategy has been successfully introduced and pupils are using relevant skills in their learning across the whole curriculum. Assessment procedures are very good and are used effectively to group pupils for their work and to set individual and group targets. Assessment records and test results are analysed rigorously and the school actively tackles any weaker aspects and this is having a positive impact on improving standards. Effective monitoring of planning takes place. Good opportunities are provided for pupils to develop their social and cultural awareness through reading and writing activities.

MATHEMATICS

93. The 2001 National Curriculum tests showed that by the end of Year 2 pupils attained results above the national average in comparison to all schools nationally. In relation to schools in a similar context, pupils' attainment was in line with the national average. Trends in standards over the last four years reflect the year-on-year variation in the abilities of intakes. The percentage of pupils with special educational needs and those pupils of a lower ability alter with each intake. In 2000, the intake included a higher percentage of these pupils and the school considered the test results presented an accurate picture of standards for that year group. Standards in the present Year 2 are below those for 2001 and test results for this year are predicted to be lower and the school has set its targets accordingly. Information gathered at entry to the school is used to help the school to predict and set targets but these are kept under review.
94. The school conducts a rigorous analysis of its test results and there is a clear and realistic plan to improve attainment in mathematics and to extend the achievement of pupils of all abilities. In breaking the 2001 test results down, pupils attained average results at the expected level and above average results at the higher levels. A similar pattern emerges when breaking down the levels for schools in similar contexts. Boys achieve slightly better than girls in tests but the school is proactive in this and no differences were noted during the inspection.
95. Evidence from work samples and provided by inspection findings, indicates that standards of attainment are in line with the national average by the end of Year 2 for the present group of pupils. Pupils, including those with special educational needs, make good progress and achieve well from entry. This represents a similar picture on standards to that reported on at the last inspection but progress is now better. Challenge for all pupils has improved since then in the use of mathematics across the curriculum and in the application of investigative and mental recall skills. Those pupils capable of higher attainment are now challenged by the effective use of questioning by teachers and work provided is better matched to their needs.

96. Good use is made of the National Numeracy Strategy to provide pupils in Year 1 and 2 with a well-planned and broad curriculum. A strong emphasis is placed on practical work and the over use of worksheets, which was criticised at the last inspection, is less evident. Pupils in Year 1 are confident in using their knowledge of numbers to solve problems and make patterns. They can count on and back and understand simple odd and even numbers. Those pupils capable of higher attainment can double numbers and show much confidence in this and counting on. Pupils work using numbers up to 100. Information and communication technology is used to support work and a group of pupils could play an odd and even game using numbers up to 40 showing good progress in their learning. Good progress is evident between Year 1 and 2 but pupils in Year 1 are more confident and able to use mental mathematical skills with less teacher support, reflecting the variations in the abilities of intakes. In Year 2, pupils progress to work using much higher numbers, over 100. They understand when a number is greater or less than another number. Pupils' work covers developing an understanding of the use of simple multiplication tables. Good progress in learning is evident and pupils are encouraged to explain their strategies for working out problems. Many pupils find this difficult but their sense of achievement is strong when they succeed.
97. Work samples show work covered on shape and measurement. In these samples, pupils' progress from Year 1 to Year 2 is clear in the increasing complexity of the tasks set. Pupils progress from simple measurement to finding the area of shapes. Work is kept for all pupils in individual books and folders and although most pieces are named and dated not all are held together in sequence for ease of tracking progress. Good links are made to other subjects, such as a range of simple graph work in science and design and technology and pattern work in art and design. Information and communication technology is used throughout but the school plans to develop its use further.
98. The quality of teaching ranges from satisfactory to very good and is good overall. The weakness in lack of challenge for pupils identified at the last inspection has been overcome by a tightening up of planning and the good use of the numeracy strategy. Teachers make good use of this strategy to focus on developing pupils' mental recall skills and their powers of investigation. In the very good lessons, teachers challenge pupils very well and quickly spot when a greater explanation of the task is required so no time is lost and learning is very productive throughout the lesson. When teaching is good, teachers are successful in getting pupils to consolidate and extend learning. Good use is made of learning support staff, all of whom are actively involved in lessons. All work is marked but comments could be developed further to extend pupils' learning.
99. Pupils show good attitudes and work with much enthusiasm. They work together sensibly at practical activities and help each other to complete the tasks when working in pairs or small groups. Pupils respond well to questioning from their teachers and make good gains in their learning.
100. The subject is well led with a good action plan to develop it further. The school has plans to extend work for the more able pupils. There are very good procedures in place for assessment and very good use is made of assessment information to inform planning and to set targets for improvement. The work undertaken on developing assessment has improved considerably since the last inspection. Monitoring is undertaken and there are plans to extend this further. The subject makes a good contribution to pupils' social and cultural development. The good use of resources has a good impact on developing pupils' learning.

SCIENCE

101. The 2001 teacher assessments showed pupils' attainment in science to be above the national average for those reaching the expected level by the end of Year 2, and well above for those reaching the higher level. Compared with schools in similar social circumstances, the percentage of pupils reaching the expected level was in line with the national average and those reaching the higher level well above average.

102. Attainment in science in the current Year 2 is close to national expectations but taking into account baseline levels for this year group when pupils joined the school, results in 2002 are likely to be lower than last year. The 2001 results were particularly good. However, inspection findings note pupils in Year 2 are currently achieving well and making good progress in lessons despite a higher than usual number of pupils needing extra support. Pupils that are more able make good progress. Standards since the last inspection have at the very least been maintained and have improved in some areas. This is because of good teaching and an improvement in planning and assessment, which is now proving to be effective in raising standards and enabling pupils to make good progress in their learning.
103. An analysis of pupils' work shows that the curriculum is well organised and that investigative work is well taught. They ask questions, make careful observations and record appropriately. They are encouraged to behave like scientists, carry out tests and make predictions about what they think might happen. When making electrical circuits pupils were encouraged to predict which materials would or would not make good conductors. Pupils use scientific language, notice similarities and differences and explain their understanding. In a very good lesson exploring materials and objects using their senses, pupils were asked to describe materials and their properties, explaining from what else they thought an object could be made. Pupils are given good opportunities to use their literacy and numeracy skills and communicate their findings through drawings and charts. When sorting materials they used Venn diagrams and a diary format for recording observations on a daily basis. Sometimes results are tabulated using information and communication technology. For example, in their work on favourite fruits, pupils prepared pie charts and block graphs using a computer data program.
104. In past work there is limited evidence of different tasks for pupils with special needs, but there is evidence that they are helped to record their findings and that their thoughts are sometimes scribed for them. Pupils with special educational needs made good progress in lessons seen during the inspection. They were given tasks that were suited to their ability and level of understanding and well supported by classroom assistants.
105. There is an equal emphasis placed upon the different aspects of science. Scientific enquiry threads evenly through the study of living and physical processes as well as the study of different materials. This good balance of the different areas of science supports pupils' learning and understanding well.
106. Overall the quality of teaching is good. Teachers have good subject knowledge and lessons are well planned and pupils know and understand what they are to learn. High quality resources are prepared in advance and this makes for a good pace in lessons. Teachers' clear questioning skills and skilful interventions encourage pupils to investigate. In a good lesson about electrical circuits the teacher constantly moved around the room from pair to pair of pupils questioning them about what was happening. Value was given to the recording of the circuit as pupils were told that they would need it for the next science lesson because they would need to remember what they had done. They were encouraged to behave like scientists by drawing and labelling correctly. Pupils produce good work but it is not always systematically organised. This prevents pupils from referring to it at a later date to support new work.
107. During their science lessons pupils are very well behaved, interested and sustain high levels of concentration showing good attitudes to learning. They use equipment safely and with respect. Most are able to share materials and work well together. They exhibit good speaking and listening skills.
108. The management of the subject is good. Since the previous inspection, improvements have been made to teachers' understanding of science and imbalances between different parts of the curriculum improved and this has enabled pupils to make better progress. Assessment is well used to aid work in the subject. Work in the subject makes a good contribution to pupils' spiritual and social development.

ART AND DESIGN

109. Evidence from three lesson observations, displays and samples of work indicate that by the end of Year 2, pupils reach the standards that are expected for their age. This represents a similar picture of standards as reported on at the time of the last inspection but progress is better and more consistent. Pupils, including those with special educational needs, make good progress in their learning and achieve well in all aspects of the art curriculum. There are sound links to other subjects, for example design and technology, history and information and communication technology. A strong feature of pupils' work is the use of sketchbooks in which to draw and design. Pupils treat these with great respect and take great pride in using them.
110. The last report noted that there was an over emphasis on skills work. Now there is a good balance between teaching skills and letting pupils make their own interpretations and using their imaginations. For example, pupils in Year 1 looked at how famous artists had drawn buildings and then used their knowledge of line drawing and tones to make their own interpretations of different buildings.
111. The quality of teaching in two of the lessons seen was very good and good in the third and indications are that it is good overall. In the very good lessons, teachers inspired pupils in Year 1 to produce good quality drawings and combined this effectively with learning about the work of famous artists, such as L. S. Lowry. In the good lesson seen at Year 2, pupils made good progress in creating a motif to print on a piece of silk-like material. In these lessons, teachers made effective use of evaluation so pupils could share what they liked about each other's work. Pupils made sensible comments about each other's work and showed very good attitudes to learning. They are highly motivated and engaged in their work, not wanting to stop when lessons end.
112. The subject is well led and there is a clear plan to continue the development of art. Since the last inspection, improvements have been made to lesson planning and learning objectives are now clear for all lessons. Assessment is being developed and linked to planning and work covered using sketchbooks. Resources are readily available for pupils to select from and the art areas in the classrooms are kept clean and tidy. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. For example, pupils in Year 2 had learnt about the story of the 'Willow Pattern Plate' and linked this with making their own 'Willow Pattern' stories as well as mixing different tones of blue.

DESIGN AND TECHNOLOGY

113. Evidence from planning, work samples and one lesson seen indicates that standards are in line with what is expected by the end of Year 2. Standards have been maintained since the last inspection with improvements in progress. Indications are that pupils make good progress in designing, making and evaluating. Pupils in Year 1 make moving pictures and animals and by Year 2, they have progressed to understanding and using winding mechanisms and pulleys. Pupils with special educational needs are integrated fully in all lessons and make good progress.
114. Teaching in the lesson seen was good. Pupils in Year 2 were suitably challenged by the task and they made good progress during the lesson to design and make a winding mechanism. Pupils worked well in groups showing good attitudes to learning. They completed the task with, for example, some making a drawbridge for a castle and others a bucket to wind up water from a drinking well. Good attention is paid to safety when pupils use tools. Pupils can cut, measure and join materials.
115. The subject is managed well. Since the last inspection, improvements have been made to lesson planning to provide a clear progression in skills. Assessment of skills is linked to lesson planning. The Qualifications and Curriculum Authority's guidance is used to aid planning and assessment. Staff training has been undertaken to increase the confidence of teachers in teaching the subject and evidence indicates that the weaknesses in teaching identified at the last inspection have been overcome. There is a good plan for continued development, which includes reviewing the policy to reflect changes and to continue and develop monitoring. Resources are of a good quality and well kept. The school now benefits for a well designed 'kitchen area' for pupils to use. Pupils in Year

1 have made salads as part of a project on healthy eating. There are sound links to other subjects, such as mathematics, information and communication technology and art and design. The subject makes a good contribution to developing pupils' social skills.

GEOGRAPHY

116. It was only possible to observe one geography lesson during the inspection; additional evidence from past work and talking to pupils shows that by the end of Year 2 pupils meet the standards expected for their age. The progress of pupils in Year 1 and those with special needs is good. In Year 2 progress is satisfactory. Standards have been maintained since the previous inspection. Opportunities for pupils to carry out geographical enquiries are now a strong feature of the curriculum especially in Year 1. This is an improvement since the last inspection.
117. Younger pupils begin early to acquire good mapping skills. Sound curriculum planning places an emphasis on making maps and plans using the school grounds. It successfully builds from this to make plans of their classrooms. Pupils learn to make simple keys and to develop their field work skills. Each Year 1 class has a toy bear and a diary that accompanies pupils, and at times teachers, home for the weekend and for holidays. This excellent stimulus encourages pupils to locate and recognise features of a variety of local places as well as those far away. It provides very good practise of pupils' literacy skills. Pupils successfully use a digital camera to record findings when investigating their own locality and make graphs using the computer. Year 2 pupils study Andover and its place in the Test Valley and the wider world to help them to identify where places are. Mapping and field work skills developed in Year 1 are planned for and built upon in Year 2. Pupils follow up their mapping skills from Year 1 with imaginary map work of an island. Pupils visit a local Arboretum and use the school grounds but their skills of contrasting and comparing their views of the two locations are not so well developed.
118. The quality of teaching in the lesson observed was satisfactory. Pupils went to two local roads to conduct a traffic survey. They were well prepared for the visit and very well supervised. There were good resources available on return to school. Maps were appropriately large enabling pupils to trace the route they had taken. A number of local photographs were available enabling pupils to practise recognising places around them. The lesson was followed up with the use of the computer guiding pupils to use a graph of their survey results. Good links were made between the two subjects. Pupils were given a homework sheet to help them to consolidate what they had learned.
119. Pupils are interested in geography and their attitudes to learning are at least sound overall. They listen and behave well even when excited as on the survey expedition. Good opportunities are provided for pupils' personal development.
120. Good planning makes a major contribution to the good progress of pupils in Year 1. The use of the school grounds, visits and Barnaby Bear contribute well to pupils' experiences. The school is currently overhauling the curriculum, especially in Year 2, to ensure the same level of progress and challenge exists for all pupils. Account is taken of pupils with special needs and they are well supported. As yet, little work is planned for the more able pupils to ensure that they make the progress of which they are capable. Currently there is limited formal assessment of the subject to inform teachers about how much progress pupils are making, or to inform lesson planning and the curriculum. However, the school has clear plans to introduce this and to extend work for pupils that are more able. The co-ordinator is effective and keen for geography to be well taught and has worked with the local education authority inspector for geography. She has a comprehensive action plan for further development of the subject. Resources are good and support the subject but the use of the school grounds is not yet fully developed. The subject makes a sound contribution to pupils' social and cultural development.

HISTORY

121. Standards of attainment in history by the end of Year 2 are similar to those expected nationally. Standards have been maintained since the previous inspection but progress is now more consistent and is good. The curriculum for history is imaginatively planned, and the role-play areas are a significant strength. These areas have been designed with very great attention to detail, encouraging pupils to reinforce their learning through purposeful play.
122. Year 2 pupils have a secure factual knowledge about life in medieval castles. They know that people had different roles within the castle, some working as turnspits and others as jesters. Their understanding emerged clearly as they took part in a 'medieval banquet'. The servants poured wine from flagons while the lord and lady drank. A turnspit carried the boar's head to the table, while guests danced and huntsmen galloped off on horses. Learning support assistants are skilful in successfully ensuring that the quality of the role-play is sustained. Pupils understand that information about the past can be found from different sources. They use CD-ROMS and Internet sources to find information and know, for example, that Captain Scott left a diary when he died during his last expedition. Pupils begin to understand why people in the past behaved as they did, for example, explaining how Captain Oates walked out of the tent to die. Year 1 pupils gain a sound knowledge of some famous historical characters and events, describing the story of Guy Fawkes and his punishment with some relish.
123. Only two history lessons were observed, but the overall quality of teaching is good and at times very good. In a very good lesson in Year 1 the teacher brought the lesson to life by dressing up as Mary Seacole so that pupils could question her. Teachers have good subject knowledge and preparation for the lessons is outstanding. Many of the 'props' in the role-play areas were made in the school, for example the range and dresser in the Year 1 kitchen. Artefacts are brought to life within a real context as pupils use toasting forks, flat irons, carpet beaters and a mangle. Pupils have good opportunities to record their ideas in writing. The quality of written work on Captain Scott by some Year 2 pupils was very good. Pupils with special educational needs are given good support and their progress is good.
124. Pupils show good attitudes to learning. They join in role-play with serious enthusiasm for the part to which they have been assigned. In Year 1, the Victorian household's 'servants' hurried on with their tasks as Queen Victoria had been invited to tea. Very good opportunities are provided for pupils' personal development.
125. Subject management is good. The co-ordinator has a clear action plan and since the last inspection, planning has been developed in the light of changing national requirements. She has identified the need to improve the assessment system across the school and has plans to do this. Assessment was an area for development at the time of the last inspection, however, a strong focus since then has been the improvement in planning. Very good opportunities are provided for developing pupils' social skills and cultural understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. Standards of attainment are similar to those expected nationally by the end of Year 2. Since the previous inspection, while teachers concentrated on implementing the literacy and numeracy strategies, the focus on using information and communication technology (ICT) was reduced. During the past year, however, there has been good progress in developing teacher confidence and in improving resources. The school is now well placed to continue to move forward.
127. Many Year 2 pupils use computers confidently to draft stories. They have good basic word processing skills moving the cursor competently and understanding how to edit and change their work. Most punctuate their work competently, inserting full stops and using the shift key to type capital letters. At Christmas, pupils used a simple graphics program competently to draw pictures for their Christmas cards, using a range of tools to create their picture. Pupils made good progress in their learning as they began to program a robot to move over a treasure map. Most pupils remembered how to clear the memory and could move the robot forwards and backwards. Higher attaining pupils could enter a series of instructions and understood how to turn the robot through a right angle. Lower attaining pupils needed some help to remember how

to sequence the instructions. Pupils worked well during a Year 2 history lesson to search for information about rooms inside medieval castles. They know that information can be found easily from CD-ROMs and via the Internet. Pupils are beginning to use the digital camera, for example to record their work in drama as they create still images of 'Sleeping Beauty'.

128. Only one full lesson in ICT was observed, although pupils used computers to support their learning in a number of lessons. Teaching was good in the single lesson seen. Pupils of all abilities were fully involved in the lesson and the teacher questioned them skilfully to ensure that they understood how to program the floor robot. The pupils were fully engrossed in the lesson as they all wrote their own sequence of instructions on small 'white-boards' before trying them out. Pupils with special educational needs were supported well and played a full part in the lesson. Progress was good, although there was scope for higher attaining pupils to work independently and to progress even more quickly. Year 1 pupils are also making good progress. Some pupils already have good word-processing skills. They have had satisfactory experience of working as a class to collect data and to create class graphs.
129. The pupils' attitudes to learning are good. The subject provides good opportunities for pupils to work together in pairs and small groups to extend their social skills. This they do sensibly, sharing information and helping each other with their tasks.
130. Subject leadership is very good. The co-ordinator is ensuring that teachers' confidence in the subject is being improved by training. Teachers' planning shows that ICT is used well in some subjects, such as literacy and history, and there are plans to extend the use further in mathematics. Individual teachers keep their own records of pupils' progress and a common system for assessment across the school is planned for.

MUSIC

131. By the end of Year 2, pupils attain the standards in music that are expected for their age. These standards have been maintained since the previous inspection. Throughout the school pupils systematically build up their musical knowledge and skills because of a well planned programme for learning which is enriched by the performances of visiting musicians including a workshop led by members of the Bournemouth Symphony Orchestra. By the time pupils leave the school they have made good progress. They perform confidently on untuned percussion instruments, keeping a steady beat. They understand how musical sounds can be organised and used to express feelings or movements. Pupils begin to explore simple methods of musical notation, and they sing tunefully in time with an accompaniment. Pupils with special educational needs are included fully in all lessons and make good progress.
132. The quality of teaching and learning is good. Teachers use the school's planned programme of work and national subject guidance well to structure lessons at the right level for pupils. The youngest pupils learn the names of percussion instruments and how to distinguish between high and low notes, while older pupils recognise the 'pulse' of the music and select an instrument which best suits a character, a mood, or a particular movement. In a Year 1 lesson taught by the music co-ordinator, the pupils' learning was very good because of the pace of the lesson and the very strong challenge to pupils' listening skills. They learned how sound patterns can be organised in different ways, by clapping the rhythm of sounds in pupils' names. When the teacher re-arranged the pupils into different order, the rhythm pattern changed, helping pupils to understand the rudiments of musical notation. Later in the lesson pupils listened to Peter and the Wolf, identifying some of the instruments of the orchestra and responding to the music by quickly sketching what they felt were the most interesting parts of the composition. All teachers make very good use of resources in lessons, so pupils can experience music through listening and playing. Pupils treat instruments with care and show good attitudes to learning when taking part in musical activities. Learning support staff work very well with teachers and contribute effectively to the smooth running of lessons. Music lessons provide pupils with appropriate opportunities to develop social skills and to enhance cultural awareness.

133. The co-ordinator works energetically to support colleagues and help maintain standards in the school. By teaching both Year 1 and Year 2 pupils she is able to gain a good overview of the curriculum and the standards achieved. The school recognises that because there is no specialist teacher, staff training is required in order to secure greater staff confidence. However, at the time of the last inspection, there was no co-ordinator for the subject and the school has moved forward since then in this respect. A recent initiative is the ocarina club, in which pupils learn to play a small hand held wind instrument, but there are no other opportunities for playing or appreciating music outside of lesson times. Planning is monitored but the monitoring of teaching throughout the school, as well as extending arrangements for assessing and recording pupils' progress, are areas which the school is aware of and plans to develop further.

PHYSICAL EDUCATION

134. By the end of Year 2, pupils reach the standards in physical education that are expected for their age. This is a similar picture to that of the previous report. Due to a more flexible approach to the teaching of games, gymnastics and dance skills, all pupils progress well in lessons and enjoy the results, which that brings. This was demonstrated well in a Year 2, lesson where the teacher linked a dance lesson to the 'Knights and Castles' topic being studied in history. Using the tale of the Sleeping Beauty pupils demonstrated their balance, poise and control of movement well to piece together the main story events culminating in a creditable performance. Most pupils by Year 2 explore different ways of moving without inhibition. They change speed and direction and work at different levels showing increasing ability to hold stillness in a balance. They are aware of others working in the space around them and begin to throw, catch and control a ball with confidence. Pupils know about the effects of vigorous activity on their bodies. Pupils with special educational needs take a full part in all lessons and make good progress.
135. The quality of teaching and learning is good overall. Pupils are active for most of their lessons because little time is lost in the organisation and explanation of activities. Teachers demonstrate clearly, often using pupils' best practice to encourage others. Teachers and learning support staff monitor activities well and where they join in, during dance lessons for example, pupils' performance is enhanced. The brisk pace of the teaching and challenging activities resulted in good progress in games skills for a Year 1 class. Pupils were noticeably better at sending a ball to a partner and controlling the return pass because the teacher increased the challenge through each activity and gave pupils enough time to practise and improve the new skill. Pupils are given the opportunity to evaluate and discuss their work to see how it can be improved. This good practice effectively promotes speaking and listening skills as well as pupils' social development. Pupils show good attitudes to learning and working with each other. Pupils are provided with a good range of opportunities to develop their social skills and cultural awareness through dance.
136. The subject is managed well. There have been some effective developments in curriculum planning since the last inspection, which incorporates updated national subject guidance. The quality of teaching has been monitored and this resulted in a course of in-service training for staff and in the use of gymnastics apparatus. The co-ordinator has undergone training and consequently can offer valuable support for the teaching of games' skills. These improvements have a positive impact on improving pupils' progress. Resources have been extended since the last inspection enabling the planned curriculum to be fully met. Currently there are no opportunities for pupils to extend their skills and interests in sports' activities outside of school time to help improve standards.

RELIGIOUS EDUCATION

137. Pupils make good progress in religious education. By the end of Year 2, pupils' knowledge and understanding of the subject is in line with expectations of the Locally Agreed Syllabus. Pupils' good progress is an improvement since the last inspection when it was considered insufficient in some instances. Pupils with special educational needs make good progress.

138. Knowledge about Christianity is successfully taught especially through Bible stories and festivals. Pupils across the age range respond well to stories about the people that Jesus met and key events in His life. Teachers tell the stories powerfully and use skilful questioning to help pupils to analyse them. They learn to empathise with characters and explore their own feelings through well-organised role-play. Excellent photographs provide very good evidence of the sensitive way in which other world faiths are approached. The practical study of festivals such as Divali makes the knowledge interesting and accessible for pupils. They have the opportunity to respond to religious experience through special clothes, food and the making of Divali lights and Rangoli mats. Very good links with other subjects are maintained. For example, pupils wrote a thank you letter to the parent who came to celebrate Divali with them and made clay lamps to hold their Divali lights. Pupils study creation and learn about symbolism through their work on water. There is a limited amount of written work, however, pupils contribute to class books and develop their understanding of religious ideas through a variety of speaking and listening activities. This is a valuable support to their literacy development.
139. Three lessons were seen during the inspection and the quality of teaching overall was good. Lessons were characterised by well told stories and good opportunities for pupil participation. Teachers gave good explanations to questions that pupils raised, encouraging them to reflect on their own experiences and feelings and helping them to understand the religious idea in the lesson. In a very good lesson using the story of Zacchaeus, pupils were helped to reflect and to understand that Christians believe that Jesus changes people's lives. In the lesson, pupils demonstrated their ability to draw upon knowledge from previous lessons. They could remember the Christmas story and understood what it meant to collect taxes and were able to relate this to Zacchaeus as a Tax Collector. They took part in a very well organised role-play, which enabled them to understand some of the deeper feelings in the story. The teacher then built upon this experience and skilfully developed it by introducing a 'hot seating' situation where pupils became characters and were challenged to explain their feelings. Finally, pupils were invited to reflect upon how they felt after they had met Jesus in the role-play situation. Pupils' interest was consistently held and stimulated by the very good pace of the lesson and skilful use of subject knowledge, pupils' participation and challenging questioning.
140. Pupils' attitudes to their lessons are good. Pupils are responsive to questions, reflective, interested and keen to take part in all aspects of lessons. They are well behaved even when excited and sustain concentration for long periods. Lessons make a sound contribution to pupils' spiritual, moral, social and cultural development.
141. The co-ordinator has worked hard to establish a relevant curriculum which supports other subjects. Currently the assessment of pupils' progress is informal and limited in use to inform future lesson plans. However, the co-ordinator has a good action plan for subject development and these areas will be addressed in the near future. Resources and artefacts have greatly improved since the last inspection and this has a positive impact on standards and pupils' progress.