

INSPECTION REPORT

OAKRIDGE JUNIOR SCHOOL

Basingstoke

LEA area: Hampshire

Unique reference number: 115974

Headteacher: Mrs Y Davie

Reporting inspector: Mr RWG Thelwell
20977

Dates of inspection: 9th – 12th July 2001

Inspection number: 193871

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Oakridge Road Basingstoke Hampshire
Postcode:	RG21 5RR
Telephone number:	01256 473545
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T Nicholetts
Date of previous inspection:	10 th – 19 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
20977	Robin Thelwell Registered inspector	English; Geography; History; Physical education; Equal opportunities.	The school's results and achievements; How well are pupils taught? How well is the school led and managed?
9487	Frances Hurd 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?
20865	Michael Burghart Team inspector	Mathematics; Religious education; Art; Special educational needs.	How good are curricular and other opportunities offered to pupils?
20671	Jon Palethorpe Team inspector	Science; Information and Communication Technology; Design and technology; Music.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oakridge Junior School is situated in the north of Basingstoke and shares a site with Oakridge Infant School. The majority of its 209 pupils come from families living in council or other rented accommodation. Prior to joining from the infant school, the performance of pupils currently in Year 6 was assessed as broadly average. However, over the course of the four years of Key Stage 2¹, the profile of the year group changed considerably. Forty per cent of pupils joined the school between Years 3 and 6. Presently there are seven classes with an average size of 29.9. Each class caters for pupils from two year groups.

The school has identified 92 pupils as having special educational needs. This represents 44 per cent of those on roll, and is twice the national average. None have statements of special educational needs allocated to them under the terms of the DfEE Code of Practice². Forty-five pupils are known to be eligible for free school meals. At almost 22 per cent, this is above the norm. No pupils require extra support as a consequence of being in the first stages of learning English as an additional language.

In addition to the appointment of the headteacher only two months prior to the inspection (promoted from deputy head), the last two years has seen a high turnover of teaching staff; a result of promotions, family relocation and retirement. At the time of inspection, and as a result of a teacher's promotion to another post, the school was looking to appoint a member of staff for September.

Although the school has no parent teacher association, parents support fundraising activities whenever they are organised. The school has a full set of aims and objectives which focus on personal as well as academic development.

HOW GOOD THE SCHOOL IS

Oakridge Junior School is a happy and caring school with strengths and good features. Although there are areas still in need of improvement, the headteacher, staff and governors work well as a team. In line with their stated aims, they have provided a stimulating learning environment for all pupils. The high turnover of pupils, which results in over a third of a year group changing between Years 3 to 6, is managed well. Teaching is good across the school, and positive attitudes and good relationships are the norm. Standards of literacy and numeracy have risen following the successful introduction of the requisite national strategies. Whilst all pupils make good progress in learning regarding English and numeracy, the high proportion with special educational needs make very good progress in literacy. This results in half achieving nationally expected levels by the time they leave at the end of Year 6. Although the unit cost per pupil is above average, this is an effective school that gives satisfactory value for money.

¹ Key Stage 2 refers to pupils in Years 3 to 6 aged 7 to 11.

² The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupil who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

What the school does well

- The quality of teaching is good.
- Provision for special educational needs is very good.
- The school promotes and achieves good attitudes and relationships.
- The school makes good provision for pupils' social development.
- The National Literacy and Numeracy Strategies have been implemented well, with positive effects on pupils' attainment.
- Provision for pupils' personal, social and health education is good.

What could be improved

- Standards in mathematics.
- Statutory compliance with National Curriculum requirements for information and communication technology (ICT) and geography, together with those relating to acts of collective worship.
- Monitoring of standards and quality of teaching; developing teachers' management roles.
- Procedures for child protection, and the continued development of those for health and safety.
- Provision for pupils' multicultural knowledge and understanding.
- Pupils' punctuality.
- Parents' understanding of the school's homework policy.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in addressing the issues from the last inspection of March 1997. A review of the curriculum led to appropriate time being allocated to all subjects. With the exception of geography, all subjects now have schemes of work to ensure the systematic development of pupils' learning. The school development plan has been improved and now has clearly defined links between priorities for improvement and the school budget. Further developments have been made in procedures for monitoring pupils' attainment and progress. Although the school prospectus now contains the necessary information, the daily acts of collective worship do not comply with statutory requirements. Although registers are completed correctly, the school has yet to implement formal procedures for monitoring attendance and punctuality.

The successful introduction of the national strategies for literacy and numeracy has led to standards for these elements of the curriculum rising. The school has effectively introduced a programme for personal, social and health education, and has recently established a school council that has quickly become an active voice for pupils regarding school activities. Governors have overseen building developments and the improvement in resources for ICT. Individual and group targets are set for improving standards in literacy and numeracy in addition to statutory targets set by the school in conjunction with the local authority. Performance management for staff has been introduced well, and the quality of teaching has been improved. Subject to staffing levels being maintained, and the headteacher not having to reduce the time given to management responsibilities, the school is well positioned for further development and improvement under her good leadership.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores³ in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	E	E	D	C
Mathematics	C	D	D	C
Science	C	E	D	C

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

Results of the end of key stage assessments for 2000, for pupils who have since left the school, were below average for English, mathematics and science when compared with all schools. They were average when compared with similar schools⁴. This marks a creditable achievement considering 65 per cent of those assessed were on the school's register of special educational needs. The school's overall rate of improvement reflects the national trend, although at a lower level of attainment. Inspection evidence, together with results of assessments for 2001, for which as yet there are no national comparisons, confirm the upward trend has continued in English. The overall proportion achieving the expected level⁵ or better, surpassed the previous year's national average, with a quarter reaching the higher level. This is a noteworthy achievement when taking into account 42 per cent of this year group has special educational needs. Results in mathematics and science

³ Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

⁴ Similar schools refers to those with more than 20 per cent and up to 35 per cent free school meals eligibility.

⁵ The national expectation is that, when assessed at the end of Key Stage 2, pupils should achieve Level 4, with the higher level being Level 5.

show a slight decline in the overall proportions gaining the expected levels. However, lesson observations, together with work sampling, confirms standards in science are satisfactory overall. In mathematics, the focus on numeracy led to that aspect being satisfactory, but resulted in an underemphasis on other areas of the subject which are judged to be below expectations. In ICT, although pupils work at levels consistent with expectations for their age, they have not covered the full requirements of the National Curriculum; this results in attainment being below average. The same is true for geography. Standards in religious education meet the requirements of the locally agreed syllabus. Attainment in art, history, music and physical education meets expectations at the end of Year 6. However, insufficient evidence was available to judge standards in design and technology at the end of the key stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning. They are interested in their work and respond well to good teaching. This has a positive effect on the progress they make.
Behaviour, in and out of classrooms	Satisfactory overall. In nearly all instances pupils behave well in lessons. However, at some other times, when not under the direct supervision of adults, behaviour is of a lesser standard.
Personal development and relationships	Relationships between pupils, and amongst pupils and staff are good. They contribute well to pupils' learning.
Attendance	Although attendance is satisfactory, many pupils arrive late each morning.

TEACHING AND LEARNING

Teaching pupils:	of	aged 7-11 years
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Lessons seen overall	Good
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Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching was judged to be satisfactory or better in 96 per cent of lessons observed. It was good or better in 64 per cent, including 15 per cent very good and 2 per cent excellent. Two lessons (4 per cent) were judged unsatisfactory. Here, inappropriate tasks and management strategies resulted in pupils making too little progress and a deterioration in behaviour. Overall, the good quality of teaching has a positive impact on pupils' learning, progress and achievement.

Teaching of literacy was good in 67 per cent of lessons including 25 per cent very good. With the exception of one lesson, the remainder was satisfactory. Strengths lie in effective planning with objectives that are carefully explained to pupils. Teachers' enthusiasm, skilled questioning and interesting activities are underpinned by good subject knowledge. The teaching of numeracy was good or better in 58 per cent of lessons, including 33 per cent very good and 8 per cent excellent. The remainder was satisfactory. Lessons contain enjoyable activities to reinforce pupils' understanding of concepts taught. Pupils are challenged regularly through mental arithmetic sessions, and often asked to explain how they arrived at their answer.

Teaching and support for the high proportion of pupils with special educational needs is good from teachers and learning support assistants. In most lessons observed, higher attaining pupils were given tasks suitably matched to their abilities, although there were instances when more challenging work would have resulted in them making greater progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although the school offers a broad curriculum, the full requirements of the National Curriculum for ICT and geography are not met. The focus on numeracy has led to an underemphasis on the other required aspects of mathematics.
Provision for pupils with special educational needs	Very good provision that is well managed by the special educational needs co-ordinator.
Provision for pupils'	Provision for pupils' social development is good. Whilst provision for spiritual, moral and cultural development is

personal, including spiritual, moral, social and cultural development	satisfactory overall, pupils' awareness of the richness and diversity of cultures other than their own is insufficiently well developed.
How well the school cares for its pupils	Although overall provision for monitoring and assessing pupils' academic development is satisfactory, the identification and assessment of pupils with special educational needs is good. However, formal procedures for child protection, together with those for health and safety are unsatisfactory.
Partnership with parents	The school has a satisfactory, and improving, partnership with parents who make a positive impact on the life and work of the school. However, the overall contribution of parents to pupils' learning at school and at home is an area in need of development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The newly appointed headteacher has a clear vision for the school's development. She provides good leadership. However, the roles of the senior management team and subject managers are not yet fully established. Subject managers have yet to make an impact on raising standards.
How well the governors fulfil their responsibilities	Governors are supportive and closely involved with statutory and financial planning. However, they do not ensure statutory requirements are met for ICT, geography or collective acts of worship.
The school's evaluation of its performance	The headteacher monitors the quality of teaching. Monitoring of standards is to be developed. The school has made limited use of data from statutory and other assessments to help determine the need for curriculum modification.
The strategic use of resources	Good. The school makes efficient use of its resources to support pupils' learning. At each stage of planning and evaluation, the governing body applies the principles of 'best value' to good effect.

Notwithstanding the high turnover of staff during the last two years, the school is sufficiently staffed with suitably qualified teachers. It has a good number of learning support assistants. Accommodation is satisfactory. Whilst resources are satisfactory overall, areas for development include the provision of fiction texts, together with literature to support pupils' multicultural awareness and understanding.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils enjoy coming to school. They are taught well and make good progress. • The school expects pupils to work hard and achieve their best. • The school is well led and managed; it keeps parents well informed on pupils' progress. • The school helps pupils become mature and responsible, and behaviour is good. • Parents feel comfortable about approaching the school with a question or a problem. 	<ul style="list-style-type: none"> • The amount of homework given to pupils.

Seventy-two parents returned the Ofsted pre-inspection questionnaire, and sixteen parents attended the meeting with the Registered Inspector. Several parents wrote letters in support of the school. With the exception of judging pupils' behaviour to be satisfactory rather than good, inspection evidence confirms the positive views expressed by parents. The inspection team considers an appropriate amount of homework is provided for pupils, relative to their age and understanding. However, it finds there is no common understanding amongst parents of the school's policy on homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Prior to their transfer from the nearby infant school, end of Key Stage 1 assessments showed attainment for pupils who have subsequently left Oakridge Junior School, together with those currently in Year 6, to be broadly in line with national averages and expectations. However, over the four years of Key Stage 2, a high proportion of each year group changes. Of those pupils in last year's Year 6, 33 per cent had joined the school since the start of Year 3. When assessed at the end of the key stage, 65 per cent of the year group had special educational needs; three times the national average. Similarly, of those currently in Year 6, 40 per cent joined since the start of the key stage. Forty-two per cent are on the school's register of special educational needs; double the national average.

2. Results of Year 2000 assessments for pupils at the end of Key Stage 2, showed overall attainment in English, mathematics and science to be below average when compared with all schools. When compared with schools with similar free school meals eligibility, results were average. Following a review of pupils' performance in English, the school's focus for improvement centred on improving pupils' skills of inference and deduction within reading, together with developing

further strategies for spelling. For mathematics, the aspect of data handling was targeted for greater emphasis. Despite the high turnover of pupils, and the high levels of special educational needs, although at levels below, and at times well below, national averages between 1998 and 2000, assessment results confirm a year on year improvement in English, mathematics and science. The school's improvement over time reflected the national trend.

3. End of key stage assessments for 2001, for which as yet there are no national figures for comparison, confirm the trend of improvement in English has been maintained, with an increase in the proportion of pupils achieving either the expected or higher levels. The overall percentage of pupils reaching the expected level or above surpassed the previous year's national average. When taking into account the high proportion of pupils with special educational needs, this represents a noteworthy achievement. Results of mathematics and science both showed a slight decline in the overall proportions achieving the expected levels. However, when comparing results of the current year group with those that went before, it should be noted that the year group assessed in 2001 had 15 fewer pupils than in 2000. This means that each pupil has a larger percentage value and the performance of any individual will have a greater effect on the school's results.

4. In lessons observed, attainment in speaking and listening was average. Pupils listen attentively, answer questions readily, and make thoughtful contributions to discussions, as shown during the end of lesson plenary sessions and in pupils' participation on the school council. Pupils make good progress, and, by the time they leave the school, they use a wide range of vocabulary, including subject specific terms, in an appropriate manner.

5. By the end of the key stage, standards in reading are average. This reflects good progress, consistent throughout each year group. By the end of Year 6, most pupils read with fluency, accuracy and expression. They talk about their favourite books and authors with growing confidence, giving considered reasons for their preferences. Pupils have a good understanding of how to use the library to find information, and have sound referencing and research skills.

6. Standards of writing are satisfactory. Pupils express themselves successfully, and draft and edit their work well. They write for a range of purposes, and make effective use of their developing writing skills when producing work for other subjects including history, geography and religious education. Pupils acquire satisfactory strategies for correct spelling, and make effective use of dictionaries and thesauruses to support writing. By the end of the key stage, the standard of handwriting is above average. Nearly all pupils write in a fluent and clear cursive style, and present their work well.

7. In mathematics, the successful introduction of the National Numeracy Strategy has been effective in raising standards, resulting in pupils' attainment at the end of the key stage being in line with averages and expectations for this element of mathematics. Mental arithmetic is developed well through regular 'mental agility' activities. Numeracy skills are used appropriately in other subjects including science and design and technology. However, due to the focus on numeracy, other required aspects of the curriculum have been underemphasised. As a consequence, overall attainment in mathematics is below average and some higher attaining pupils do not always realise their full potential.

8. Inspection findings show pupils make satisfactory progress in science, and achieve levels of attainment broadly in line with expectations. Whilst there is no marked difference in the attainment of boys and girls, higher attaining pupils do not always reach the levels of which they are capable. In information and communication technology, all pupils make satisfactory progress within lessons and work at levels appropriate for their age. However, pupils have not covered the full requirements of the National Curriculum, and standards for those currently in Year 6, are, by omission, below expectations. In religious education, pupils make satisfactory progress as they move through the school. By the end of the key stage, they achieve standards in line with the requirements of the locally agreed syllabus, and have appropriate knowledge of Christian beliefs and other world faiths.

9. Across the key stage, pupils make sound progress and meet nationally expected levels in art, history, music and physical education. Although working at levels consistent with expectations for their age, pupils do not cover the full requirements of the curriculum for geography. This results in overall attainment failing to meet national expectations. Whilst pupils in Years 3 and 4 work at a satisfactory standard in design and technology, limited evidence of pupils' work in Years 5 and 6 precludes a judgement regarding their overall level of skill and understanding for the end of the key stage.

10. The above average proportion of pupils with special educational needs make good, and in some cases (in literacy) very good, progress with regard to their ability and experience. This is especially true in English and science where many (nearly 50 per cent of special educational needs pupils) achieve nationally expected levels before they leave the school. Good individual education plans and support are successful in helping such pupils make good progress. In most lessons, higher attaining pupils are provided with suitably challenging work, and make appropriate progress. However, there are instances, within mathematics and science, when work more closely matched to their needs would have enabled them to make better progress.

11. Having exceeded the target set by the local education authority for English, and met that for mathematics in 2001 assessments, the school is already working on targets to ensure that pupils shortly to be in Year 6 will achieve their full potential. The school has a positive attitude to raising standards, and the headteacher, staff and governors work together to this common end.

Pupils' attitudes, values and personal development

12. Pupils have good attitudes to work and show enthusiasm for learning. In the main, they work hard and concentrate well. Most pupils always try their best, welcoming opportunities to share their work with their classmates. All respond best to good teaching of well planned lessons, of which many examples were observed. For instance, in a mathematics lesson a Years 3 and 4 class, pupils enthusiastically competed against their teacher in a mental numeracy tug-of-war. Most pupils willingly join in class discussions and listen to each other's contribution, as in a Years 3 and 4 religious education lesson when they were invited to describe the outfits they had worn to weddings. Pupils with special educational needs usually respond well to school. Although there are occasions when pupils' frustration leads to problems, the school is successful in managing the situation. Such pupils'

behaviour was judged satisfactory during the inspection. Pupils are very friendly and welcoming towards visitors, eager to talk about their school and their personal interests. Through the school council, they have requested the creation of a homework club to be held on school premises.

13. Over a third of pupils' attitudes and behaviour during lessons was judged very good. Most pupils listen carefully to their teachers, and settle to work quickly. Good examples of co-operative working in class were seen, as when pupils with special needs were working together under the direction of the special needs co-ordinator, and in a Years 3 and 4 class, when groups were asked to make lists of the dangers of smoking. However, pupils sometimes call out answers rather than put their hands up, and rush into doing work without waiting to hear all the instructions they need. The noise level is often quite high, even when pupils are working well. Attitudes and behaviour were judged unsatisfactory in only 4 per cent of the lessons observed. It was noticeable that even in these lessons, the majority of the class made every effort to continue working and remained co-operative and well behaved.

14. Behaviour overall during the inspection was judged satisfactory. There were nine fixed period exclusions during the last year, all applying to one child. There were no permanent exclusions. Pupils behave well in the dining hall at lunchtimes. Such times are run on a shift system and well managed by the supervisory staff. Those pupils having cooked meals clear their own plates away without instruction. Relaxing music is played, and the atmosphere is calm and pleasant. Different age groups mix well together at playtime, and although boys tend to concentrate on football, a few examples of boys and girls playing together were observed. Boys began fighting each other on several occasions, although these incidents were generally quickly stopped by supervisory staff. Some pupils indulged in 'bench-pushing', where seven or eight children at once try to push each other off benches onto the ground. Pupils were not markedly sympathetic or supportive of others who suffered minor injuries during playtime, leaving them to make their own way to supervisory staff for treatment.

15. Examples of good, and in some cases very good, relationships between pupils and staff were seen during the inspection. Some pupils obviously have real affection for their class teachers or members of the non teaching staff. It is plain that the headteacher has the respect and trust of her pupils, who regard her praise for one of their achievements as a major accolade. Pupils' personal development is satisfactory. All pupils have responsibilities within their classrooms, and are responsible for recording their library loans by using computer scanning equipment. Years 5 and 6 pupils run the school tuck shop at break, man the telephone at lunchtime, take out rubbish bins at playtimes and show visitors around the school. Most pupils enjoy these opportunities and take their responsibilities seriously. Pupils participate well in class discussions: for example in a class assembly for Years 5 and 6, they willingly described situations they found challenging. Pupils appreciate each other's efforts in the weekly 'merit assembly', freely applauding their friends and whispering congratulations to them.

16. Attendance is satisfactory overall, being line with the national average. Whilst the rate of authorised absence is below average (4.4 per cent as against 5.2 per cent), that of unauthorised absence is slightly above average (0.6 per cent as against 0.5 per cent). Punctuality in the mornings could be improved. Observation of arrivals on one morning during the inspection found that 33 pupils arrived in the ten

minutes after they were officially supposed to be in school, and a further nine during the next 20 minutes. None showed any sign of hurry or concern over their late arrival.

HOW WELL ARE PUPILS TAUGHT?

17. Good teaching is a feature of this school. Teaching was judged to be satisfactory or better in 96 per cent of lessons observed. It was good or better in 64 per cent, including 15 per cent very good, and a further 2 per cent excellent. In two lessons, teaching was unsatisfactory. Here, inappropriate tasks and management strategies resulted in pupils making too little progress and behaviour deteriorating. The overall quality of teaching marks an improvement on the last inspection when eight per cent of lessons were judged unsatisfactory. All teachers and learning support assistants work well as a team, sharing knowledge and expertise. The quality of teaching has a positive effect on pupils' responses and the progress they make.

18. With the exception of ICT, music and science, teachers are secure in their knowledge of subjects taught. Teachers are enthusiastic, and this contributes well to positive, well managed classes. On many occasions, pupils' understanding is significantly enhanced by teachers' clear explanations and effective demonstrations. For instance, in an ICT lesson, pupils in Years 3 and 4 were given very clear step by step guidance on how to use a 'search engine' to find information on the Internet, and transfer it to a new file using the 'copy and paste' process. During a games lesson, the teacher gave those in Years 5 and 6 a clear demonstration of the techniques involved in correctly carrying, handing over and receiving the baton for a relay race.

19. In the most successful sessions observed, at the start of lessons, teachers communicate objectives clearly, ensuring pupils understand fully what they are expected to achieve. In nearly all lessons, teachers have suitably high expectations of pupils, give them tasks appropriately matched to their ability, and provide them with good support and reassurance. In a small number of lessons, work was not sufficiently matched to the needs of higher attaining pupils. Where this was the case, although pupils made satisfactory progress, they could have made more. A notable feature in all lessons is the attention staff pay to good effort.

20. Across the school, classrooms are well organised to promote learning. Teachers were observed using an appropriate range of teaching strategies, including individual, group and whole class teaching, to good advantage. The use of questioning techniques by staff is very effective, and has a positive impact on the development of pupils' learning, particularly speaking and listening skills. Teachers use questions well to elicit pupils' understanding. For example, in a lesson for Years 3 and 4 which compared Hindu and Christian weddings, pupils' knowledge was ascertained and reinforced through questions including, "Where do the weddings take place? What do the brides wear? Who brings them to the wedding? and What do the brides carry?" Equally successful is the use of open questions that require pupils to consider and organise their thoughts before giving an explanation by way of a response. Such an example being that asked of pupils in a personal, social and health education lesson, 'Responsibility – what is it?' Another expectation that impacts well on learning is teachers encouraging pupils to use correct vocabulary within subjects. Good examples of questioning and the use of subject specific

language occur regularly at the end of lessons when pupils discuss what they have learnt.

21. Teachers across the school make good use of time and available resources that build on previous learning. Nearly all lessons start with a recap of what pupils have learnt earlier, and how this is to be developed within the session. A good example being how a recent visit made by pupils in Years 3 and 4 to the site of the old Basingstoke canal, was discussed, then incorporated within their work in producing an informative leaflet for pupils from the nearby infant school.

22. A significant contribution to the effective teaching observed, came from the school's team of support assistants. They work in close partnership with teachers to enhance pupils' learning. Teachers ensure all those working with them have a clear understanding of the objectives, methods and resources to be used. Teaching of the 42 per cent of pupils with special educational needs is good, both from teachers, who plan activities at different levels as the normal course of everyday lessons, and learning assistants whose support is good. Individual education plans relate well to the needs of pupils for whom they are written. Staff use these plans well to meet specific needs. Relationships between staff and these pupils are good. Teachers give clear instructions, and use praise constructively. As a result of good support, such pupils make good progress in relation to prior attainment.

23. Teaching of the daily literacy hour was judged to be satisfactory or better in 92 per cent of lessons observed. Sixty-seven per cent were judged as good, including 25 per cent very good. Lessons are well planned with clear objectives, using the structure of the National Literacy Strategy to good effect. Interesting activities are provided for pupils, and good use is made of the end of lesson discussion time. Lessons are characterised by the enthusiasm of teachers, expressive reading and leading of stories, and skilled questioning to ensure pupils understand the content and structure of texts. In the lesson judged unsatisfactory, pupils were set inappropriate tasks, and they made too little progress. The teaching of numeracy was judged to be good or better in 58 per cent of lessons of which 33 per cent were very good and 8 per cent excellent. The remainder was satisfactory. Lessons are well planned, with suitable activities to reinforce pupils' understanding of concepts taught. In mental arithmetic sessions, pupils are challenged to think and use their recall of number with rapid responses. They enjoy mental number activities played against the teacher, and respond well when required to explain how they arrived at their answers.

24. Day to day planning is good. Teachers make satisfactory use of ongoing assessment to help plan what is to be taught next. With the exception of geography, schemes of work are in place for all subjects to help teachers plan the systematic development of pupils' skills, knowledge and understanding. In nearly all cases, the quality of marking is good. In addition to giving pupils good oral feedback during lessons, written marking acknowledges effort and gives clear guidance as to what pupils must do to improve. Although a third of parents responding to the Ofsted pre-inspection questionnaire recorded concerns over the provision of homework, the inspection team finds teachers make appropriate use of homework. The amount and challenge of work given is suitably matched to age and capabilities of the pupils concerned. Whilst all teachers encourage pupils to complete their homework, the degree to which work is returned varies, and depends very much on the support given by parents.

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

25. The school continues to offer pupils a broad curriculum which includes all National Curriculum subjects. With the exception of information and communication technology (ICT) and geography this meets statutory requirements.

26. In the case of ICT the school is implementing the new, more rigorous, national expectations, and over the next two years all pupils will have covered all necessary aspects in sufficient depth. However, for those currently in Year 6, although work completed is often to a good standard, there has not been enough time (or until this year sufficient equipment) for pupils to have completed all specified elements. Good plans are in hand and ICT now appears as a subject in its own right on each class timetable. However, the school is aware that the use of ICT to support other subjects is underdeveloped: for example in data handling for mathematics and science. Currently, there is no scheme of work for geography; this results in aspects of the requirements of the National Curriculum for geography, such as work on differing localities, not being addressed.

27. National strategies for literacy and numeracy have been successfully introduced since the last inspection. Both have had positive effects on pupils' attainment. This has resulted in English being presented in a way that systematically builds upon pupils' basic skills and develops their literary awareness and creativity. Planning allows for a good balance of speaking, listening, reading and writing, and pupils have responded by making good progress. The school's performance in National Curriculum tests for English has risen as a consequence. Standards have been raised in numeracy and the National Strategy has been well used to improve pupils' mental agility, accuracy, and to use strategies such as addition and subtraction in solving problems. However, the high profile given to numeracy has left other aspects of mathematics underemphasised. The school is now aware of this and intends to develop work in shape, space, measures and data handling. More work in terms of investigations and using and applying mathematics is needed to extend pupils' understanding, especially the more able.

28. Planning for other areas of the curriculum in general is secure, with policies and schemes of work in all areas except geography where developments are in hand. Subject managers effectively set long term planning on a two year rolling programme to ensure that pupils in mixed age classes do not repeat work unnecessarily. There is good evidence of improvements to the curriculum as a whole over this school year on the initiative of the new headteacher: for example the key issue concerning the time available to each subject (especially religious education) has now been addressed.

29. Provision for the high proportion of pupils with special educational needs is very good. A very effective combination of withdrawal, and 'in class' support is well planned for. Good quality individual education plans and work suitably set at a variety of different levels in each class, enable pupils to make good, and in literacy very good progress. Withdrawal times are organised at different times to ensure that pupils receive their entitlement to the National Curriculum and that all are fully included in school life.

30. A developing strength of the school is the recently formulated scheme of work for personal, social and health education. The quality of planning is good and the subject has been successfully introduced to each class timetable.

31. The curriculum is enhanced by a satisfactory programme of extracurricular activities in a range of clubs, mainly involving sports. The school makes good use of visits and visitors to give pupils firsthand experience. For example, amongst other trips, Year 5 pupils have the opportunity of a week at Stubbington field study centre; Year 6 attend a Junior Citizen awareness day; and Years 3 and 4 visit Butser Farm Celtic homestead. The very good school council has requested more clubs for next year. Visitors to the school include the vicar, the police liaison officer, a falconer and a storyteller in Book Week. Overall, links with, and the use of, the community, make a sound contribution to the quality of the curriculum on offer.

32. The school's use of homework was criticised by 34 per cent of those parents returning the Ofsted questionnaire. Inspectors find that the school's policy and practice to support the curriculum with homework is satisfactory. However, further clarification of the school's procedures is needed to improve parents' understanding of the process.

33. There are good links with both infant and secondary schools with regard to special educational needs, with liaison between the co-ordinators, the transfer of pupils' records and some joint training of learning support assistants. However, there is room for improvement in liaison with such other schools over curriculum matters: for example which elements of the design and technology curriculum are to be addressed in Key Stage 1 and which in Key Stage 2. The newness of some subject managers has had restricting effects from this point of view, but closer communication between the new head and other schools is having a positive impact.

34. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. This represents a decline since the last report where this was judged good. Possible reasons for this include the school's emphasis on the core curriculum, particularly literacy and numeracy; and the recent high turnover of staff.

35. Opportunities for pupils' spiritual development are adequately provided for. Teachers do take advantage of examples which arise from work in the curriculum to improve pupils' spiritual awareness. For example, when Years 5 and 6 pupils were in awe of a very large number in mathematics, staff skilfully led class discussions towards establishing the concept of infinity; and Years 3 and 4 pupils' work in close observational drawings of grasses and plants were expanded to an appreciation of the wonders of nature. However, although there is good planning through religious education and assembly to develop pupils' understanding of spiritual matters, assemblies do not fulfil statutory requirements as acts of collective worship. Opportunities are missed to promote spirituality. Currently there is a lack of planned opportunities in subjects such as art and music to develop pupils' sensitivity to the beauty of creative arts.

36. Provision for moral development is sound. Pupils are taught the difference between right and wrong and have appropriate opportunities to contribute to the school's ethos: for example negotiating class and school rules; and serving as members of the school council.

37. A relative strength is provision for pupils' social development. The school creates a good range of situations where pupils are encouraged to work and play together and pupils respond well. For example, mixed gender groups were observed negotiating their own terms and responsibilities in practical mathematics. Pupils discussed sensibly what they had to do and who was to do what. They took turns, gave each other support and credit, and were keen to explain their strategies to others. At play, although at break times there is a tendency for over exuberant activities, the school has a tradition of team work: for example in football, cricket and in the orchestra and choir.

38. Pupils' cultural development is satisfactorily provided for. Pupils are introduced to local and national culture through their work in geography and history; and the newly introduced personal, social and health education programme. A focus on citizenship this year is having a positive effect.

39. Religious education makes a good contribution to pupils' awareness of the traditions and customs of the Christian, Hindu and Islamic faiths. However, presently there is too little emphasis throughout the school on developing pupils' understanding of the diversity of the United Kingdom and world cultures, with a negative effect on pupils' multicultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school has effective arrangements for assessing pupils' attainment, particularly in the core subjects of English, mathematics and science. The school now uses optional assessments at the end of each year to monitor each year group's progress. Teachers make regular assessments as a natural part of teaching and learning, with the criteria for assessment being based on the learning objectives identified within planning. Assessments are fairly accurate, although there are, as yet, no portfolios of pupils' moderated and levelled work to further support teachers with assessment procedures. The school is working to develop assessment procedures in ICT, where, at present, although clear records show when a pupil used a computer, they do not always indicate how well the pupil developed the required skills. Assessment in most other subjects is developing well, although not as advanced as in English, mathematics and science. Grids are used to record pupils' achievements, together with special notes on individual's strengths and weaknesses. This is an effective method that gives an immediate picture of class and individual performance, and supports teachers in planning for what has to be taught next.

41. The school has analysed, and acted upon, the data obtained from end of key stage assessment results for English. However, this has yet to be undertaken with sufficient rigour in mathematics, or at all in science, for it to make an impact on how curriculum provision is to be modified in order to raise pupil attainment.

42. Assessment for special educational needs is good. Needs are identified and effectively targeted. All those on the register of special educational needs are the subject of good individual education plans which highlight small steps that, when achieved, will ensure pupils will make progress. Targets are broken down into small steps and well communicated to staff, parents and pupils. Pupils' performance is

well documented and good tracking and monitoring ensure that resources are used efficiently to support pupils and that pupils are fully included in school life.

43. Procedures for monitoring and improving behaviour, and for eliminating oppressive behaviour, are satisfactory. There is a recognised system of rewards and sanctions, which is well understood by staff and pupils. Parents report that incidents of bullying have been handled well. Some staff manage pupils' behaviour extremely well, whilst others have yet to develop consistently effective strategies. Learning support staff provide good and sometimes very good support for class teachers in the management of behaviour. The discipline policy was drawn up by the previous head in 1998 and is now ready for review. No racist or sexist behaviour, or examples of bullying were observed during the inspection.

44. Procedures for monitoring and improving pupils' personal development are satisfactory overall. The programme for personal, social and health education is well planned and effective. It already incorporates material for citizenship, as national guidelines require for September 2001. However, a large variety of crisps are on sale during the morning break, with no healthy alternative, such as fruit, or slow release carbohydrates such as buns, on offer. Some children buy three or four packets of crisps and eat them during this short period. Staff care about their pupils, and try to get to know them and their families well. They meet the school's mission statement which declares its first concern is 'to create a happy, caring school where the well being of every child is of primary concern'. A 'merit assembly' is held weekly when certificates are awarded to pupils for achievement in literacy or research skills and for effort shown. Awards are given for behaviour and a 'Special Book' is displayed in the reception area where staff record pupil achievements.

45. Procedures for monitoring and improving attendance and punctuality were unsatisfactory at the time of the last inspection, and this is still the case. However, the inspection team did not observe any instances where staff completed registers incorrectly. Unexplained absences are followed up by the school office on the first morning of absence, and the education welfare officer visits termly to check the registers. The school does not make use of a computerised registration system which would automatically monitor attendance, nor is there any formal manual monitoring of attendance patterns, although the administrative officer notifies the headteacher if she has any concerns about individuals. The registers are closed half an hour after the official start of school, and a considerable number of children arrive during this half hour. The lack of punctuality is masked by the fact that each day begins with assembly rather than a lesson.

46. Procedures for child protection are unsatisfactory. There is a child protection policy, but it is extremely brief and does not conform to local authority guidelines. It is not dated and has no date for review on it. However, it is included in the staff handbook and in the information pack given to supply teachers, and all staff are given a verbal briefing on child protection at the start of the academic year. The school keeps detailed records of any concerns in this area. The headteacher is the child protection liaison officer, but has not yet fully completed her training for the role. No other members of staff have undertaken the training. Some staff were not aware that the headteacher was the child protection liaison officer.

47. Informal procedures for health and safety are satisfactory, and the headteacher and governing body have recently taken a number of steps to improve

security. Vandalism on the site has been much diminished since the installation of close-circuit television cameras, although the cameras themselves are now the target for attack. The governor responsible for health and safety recently met with his counterpart from the neighbouring infant school to discuss common issues, and is hoping to do the same with the secondary school on the other side of the school site. Lunchtime supervisors challenge anyone using the path through the grounds during breaktimes. Anyone helping in school is police checked. There is a good awareness amongst staff of the importance of safety in physical education and design and technology lessons, and the school always visits any off site destination before taking pupils there for the first time. A COSHH (Control of Substances Hazardous to Health) inspection was carried out earlier this year, and electrical appliances are tested annually. There is a dedicated medical room, with a well stocked first aid post, and there are four first aiders on the staff. First aid boxes for off site activities are kept ready made up and regularly checked. Staff accompanying pupils on off site visits always carry a mobile phone to alert the school of traffic delays or other difficulties.

48. Although formal procedures for monitoring health and safety are being developed, the current situation does not meet requirements. The school does not use any form of formal risk assessment checklist, and until this term no regular programme of risk assessment was undertaken. There are no consistent and clear risk assessment records showing actions undertaken, no health and safety guidance for staff planning off site visits, and no programme of health and safety training for staff covering such topics as manual lifting.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Replies from parents' Ofsted pre-inspection questionnaires, together with parents' comments made at meetings held before and during the inspection, confirm parents have a good opinion of the school. They feel the school has high expectations of its pupils, and find staff approachable and helpful. Parents believe the leadership and management of the school are good, that children are helped to become more mature, and that their children like school. They think behaviour is good and that their children make good progress. Although 34 per cent of parents replying to the questionnaire indicated their dissatisfaction with the homework provided, the inspection team found insufficient evidence to support their views. The amount and nature of homework given is appropriate for the ages and abilities of the pupils concerned.

50. The school has worked hard to create satisfactory links with all parents. Any queries and complaints are answered within 24 hours. There are two parents' evenings annually, and parents can speak to teachers informally at the end of the day, although many children arrive and leave unaccompanied. Parents are invited to sports day, Christmas events, and the annual book fair. Class teachers telephone parents to inform them of particularly outstanding achievements by their children, as well as informing them if the child's behaviour has been unsatisfactory. The school organises a regular programme of social and fundraising events.

51. Parents have a satisfactory impact on the life and work of the school. Three have started helping regularly this term, and nearly all parents give good support to the school's social and fundraising events. There are always volunteers to help on

visits and accompany school teams on sporting events off site. There is no parent-teacher organisation, and no parents help with after school or lunchtime clubs.

52. The quality of information provided for parents by the school is good. There are regular newsletters with full details of school events. All classes sent out curriculum information this term and curriculum evenings have been held. The prospectus offers clear and helpful information on all aspects of school life, although there could be more stress on the importance of punctuality. However, reports tend to describe the curriculum covered rather than clearly explaining what pupils know, understand and can do, particularly in relation to subjects other than English and mathematics. Reports do not include targets for improvement, or comments from children themselves on their progress. Personal development is described by a grading system and some brief comments. Communications with parents regarding special educational needs are good. All parents whose children are subject to individual education plans are appropriately consulted, and the requirements of the Code of Practice are fully met. There is a good partnership between home and school to help such pupils reach their targets, both personal and academic. Information regarding homework has been circulated to all parents, and a separate letter was given to parents of Year 6 pupils, explaining these pupils would have an increased amount of homework to prepare them for secondary school. However, some parents still do not have a clear understanding of the school's policy.

53. The contribution of parents to pupils' learning at school and at home is unsatisfactory. A high proportion, perhaps half, of the homework set for pupils is not done. The proportion of pupils arriving late in the morning indicates parents could most help their children's learning by ensuring that they arrive on time.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The previous report found the headteacher gave the school a very clear sense of purpose and very good leadership. Inspection evidence confirms the current headteacher, who was deputy headteacher prior to her appointment two months before the inspection, already provides strong and effective leadership. She sets a clear direction for the school's development, based on her awareness of the needs of pupils. She receives good support from a hard working staff, who, along with the governing body, have a commitment to providing quality education. This has resulted in the school having a clear set of aims and values that are reflected in its day-to-day life. In line with their stated aims and mission statement, staff and governors have established a positive and caring ethos that supports pupils' learning.

55. Together with the governing body, the headteacher manages the school well. Day-to-day management and organisation are good. Roles and responsibilities are well defined, and staff have specific management responsibilities that support the school well. Written communication regarding all aspects of school life is regular and informative. This aspect of management is undertaken well, and has a positive effect on pupils' attainment, and is appreciated by parents.

56. Management of the curriculum is delegated to teaching staff, who, with the exception of a newly qualified teacher, each takes responsibility for managing a number of subjects or aspects of school life. However, their role has yet to be fully developed, and several managers are very recent appointments to the school. Staff

have only recently managed subject budgets, and, with the exception of those responsible for English and special educational needs, subject managers have played little part in the management and development of their subject, or in monitoring the quality of teaching; this being undertaken by the headteacher. Although evaluation and analysis of assessment data has been carried out in English and mathematics to determine future curriculum modification and provision, it has yet to be undertaken in science.

57. There is regular and productive communication between the headteacher and chair of governors. Committees covering a range of management areas meet regularly. Individual governors are now linked with a specific subject. Whilst at an early stage of development, it is intended that governors will visit the school to observe 'their subject' being taught across the school in order to develop further their understanding of the school's provision for the National Curriculum.

58. The preparation of the school development plan is well managed, with governors and staff successfully involved. The resulting document is of good quality, being clear and well structured. It establishes relevant priorities, responsibilities and resource requirements. It clearly states the criteria that will be used to evaluate success. In contrast to the findings of the last report, the development plan is a useful tool for school improvement. It is monitored and evaluated on a regular basis.

59. National Curriculum requirements for ICT and geography are not met. Daily acts of collective worship do not meet with statutory requirements. In all other respects, the governing body meets its statutory obligations. The school complies with requirements relating to the Code of Practice for the identification of pupils with special educational needs. With the exception of higher attaining pupils not always being sufficiently challenged within mathematics and science, governors ensure equality of access to the curriculum for all pupils.

60. Special educational needs is very well managed by the special educational needs co-ordinator. She very successfully monitors assessment, record keeping, planning, teaching, links with parents, and a budget to maintain resources. Because of this, the school is well resourced and provision overall is very good. The school has an above average number of learning support assistant hours per week, and this is entirely appropriate given the high number of pupils on the special educational needs register. Learning support assistants are very well managed and make a good contribution to pupils' education. Training opportunities for assistants are well managed, and support staff are very effectively led, monitored and advised by the special educational needs co-ordinator.

61. The school is sufficiently staffed with appropriately qualified teachers for the number of pupils on roll. Curriculum managers and the special educational needs co-ordinator all have appropriate expertise in their areas. There are some subjects where teachers need greater knowledge and understanding: for example in science, information and communication technology and music. The learning support assistants are well qualified and give good quality support to pupils, especially those with special educational needs. The administrative staff are efficient and complement the work of the teaching staff. At the time of the inspection, the school was seeking to appoint a replacement teacher for the academic year 2001. Failure to appoint at such a late stage in the term will result in the headteacher taking a

greater teaching involvement, thus reducing the time available for management activities and potentially having a negative effect.

62. There are effective procedures for the induction of new staff, especially newly qualified teachers. The present newly qualified teacher has a mentor to guide her, and has the necessary non-contact time allocated for a range of purposes, including observing other teachers. Effective systems for performance management have been introduced. Professional development procedures are in place for the headteacher and all staff; these are used well to determine future in-service training.

63. The accommodation is satisfactory, and has been improved since the last inspection. The school makes good use of available space, for example the tutorial room which is used for small group work and food technology. The inside of the school provides an attractive learning environment, and is clean and very well kept. The outside of the school building is not in the same state of repair, and detracts from the image and ethos of the school. There are good grounds, with hard and grassed play areas, and a large space for which an environmental area is planned.

64. There are sufficient learning resources for all subjects, of satisfactory range and quality. Resources for religious education and special educational needs are very good and well used. The library contains a good collection of reference and non-fiction books, but some fiction books are looking tired, and there is too limited provision for development of multicultural awareness. Resources are enhanced by the use of local centres: for example for science resources, making visits to local places of interest for history and geography, and by inviting visitors into school.

65. The standard of financial planning and management, together with that of financial control is good. The last audit of the school's financial management systems, undertaken on behalf of the local authority, raised very few minor recommendations for improvement; these have since been addressed. Governors are closely involved in financial matters, and all expenditure, including funding for special educational needs and for staff training, is carefully targeted and used appropriately. Although the funds carried forward into this year's budget were above recommended levels, it was due largely to the receipt of additional, unexpected funding. In addition, the school's inability to recruit staff resulted in funds accruing further. However, governors have allocated funding for a wide range of appropriate initiatives and developments.

66. Although the school's unit cost is a little above average, when taking into account:

- The high proportion of pupils with special educational needs;
- The positive added value in terms of standards when pupils leave;
- The quality of education provided;
- The effective deployment of staff and use of resources;

Oakridge Junior School gives satisfactory value for money. Whilst this judgement seems less positive than the 'good value for money' reported at the time of the last inspection, it should be viewed in the context of heightened expectations now held regarding school performance.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to improve the school further, the governors, headteacher and staff should:

▪ **Raise** standards in mathematics by:

- Improving the balance of the curriculum by giving more emphasis to aspects of mathematics in addition to numeracy;
- Ensuring higher attaining pupils are provided consistently with tasks that are closely matched to their abilities.

(Paragraphs: 2, 3, 7, 10, 27, 41, 59, 80, 81, 84, 85, 86, 94.)

▪ **Raise** attainment in information and communication technology (ICT) by:

- Ensuring the requirements of the National Curriculum are met;
- Covering all elements of the curriculum in sufficient depth;
- Providing sufficient opportunities to use ICT across the curriculum, particularly in mathematics and science;
- Improving, as planned, teachers' expertise and confidence in the use of ICT, through the provision of in-service training.

(Paragraphs: 8, 18, 25, 26, 59, 75, 84, 93, 94, 99, 108, 115, 117, 118, 135.)

▪ **Raise** attainment in geography by:

- Devising and implementing a scheme of work that meets the requirements of the National Curriculum;
- Providing appropriate resources to meet the needs of the planned curriculum.

(Paragraphs: 9, 24, 25, 26, 28, 59, 78, 104, 108.)

▪ **Improve** overall performance levels of the school by:

- Extending and developing the rigorous analysis of National Curriculum and other assessment data to modify and improve curriculum provision and raise pupil attainment;
- Developing further the programme of monitoring teaching and learning across the school, and developing the role of subject managers, to include them effectively in the process, as well as in relevant decision making.

(Paragraphs: 41, 56, 81, 84, 85, 86, 94, 99, 103, 118, 122, 135.)

▪ **Improve** procedures for child protection and pupils' welfare by:

- Implementing a policy for child protection based on local authority guidelines;
- Ensuring all staff receive training on such guidelines and procedures;
- Implementing a programme of regular risk assessment.

(Paragraphs: 46, 48.)

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

- Improving provision for pupils' cultural development; enabling them to gain a greater knowledge, understanding and appreciation of the richness and diversity of cultures other than their own.
(Paragraphs: 39, 64, 76.)
- Fulfilling statutory requirements with regard to daily acts of collective worship.
(Paragraphs: 35, 59.)
- In order that they can support their children's learning, ensuring parents have a clearer understanding of the school's homework policy.
(Paragraphs: 32, 52, 53.)
- Implementing formal procedures for promoting and monitoring attendance and punctuality.
(Paragraphs: 16, 53.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

47

Number of discussions with staff, governors, other adults and pupils

26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	15	47	32	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	209
Number of full-time pupils known to be eligible for free school meals	45
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	92
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	9
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	27	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	24
	Girls	23	16	24
	Total	38	34	48
Percentage of pupils at NC level 4 or above	School	72 (62)	64 (60)	91 (82)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	21
	Girls	19	15	20
	Total	35	34	41
Percentage of pupils at NC level 4 or above	School	66 (62)	64 (66)	77 (72)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

No of pupils

Exclusions in the last school year

Fixed period	Permanent
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Black – Caribbean heritage	1
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	204
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

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	9	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: Y3 – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	24.9
Average class size	29.9

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	151

Financial information

Financial year	2000 – 2001
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	£
Total income	430653
Total expenditure	401663
Expenditure per pupil	1941
Balance brought forward from previous year	52538
Balance carried forward to next year	81528

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	3	1	1
My child is making good progress in school.	57	36	4	0	3
Behaviour in the school is good.	49	50	0	0	1
My child gets the right amount of work to do at home.	24	42	31	3	1
The teaching is good.	57	40	0	0	3
I am kept well informed about how my child is getting on.	51	40	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	24	1	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	40	49	4	0	7
The school is well led and managed.	62	36	0	0	1
The school is helping my child become mature and responsible.	56	42	1	0	1
The school provides an interesting range of activities outside lessons.	27	44	14	4	11

Due to rounding percentages do not total 100.

Summary of parents' and carers' responses

In addition to those who returned the questionnaire, sixteen parents attended the pre-inspection meeting with the Registered Inspector. Parents agree the school promotes good standards, values and attitudes. They feel the school is successful in building pupils' self-confidence, and find the support for pupils with special educational needs is effective. Parents find the staff to be very approachable when they have concerns. They consider behaviour is of an acceptable standard and that any incidents of bullying are dealt with swiftly. It was evident at the meeting that not all parents had a full understanding of the school's homework policy. They feel the school is improving, particularly in literacy, numeracy and ICT. "I am amazed at what my daughter can do," one parent declared. All parents spoke in positive terms about the new headteacher.

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

ENGLISH

68. The last inspection judged overall standards in English to be average at the end of Year 6. However, end of key stage assessments showed attainment, based on average National Curriculum points achieved by pupils, to be below average. Since 1998, when standards were assessed as well below average, there has been a steady improvement attributable to:

- The ongoing development and application of the National Literacy Strategy;
- Review and analysis of statutory assessment outcomes;
- The successful introduction of group and individual target setting for literacy.

69. Results of the end of key stage assessments for 2000 showed that although performance was below average when compared with all schools, results matched those of similar schools, based on pupils' eligibility for free school meals. This was a creditable achievement when considering that 65 per cent of those assessed were on the school's register of special educational needs.

70. Analysis of assessment results for English led to an emphasis on teaching inference and deduction skills for reading, together with a focus on strategies to improve spelling. Inspection evidence, together with results of the end of key stage assessments for 2001, for which there are, as yet, no national figures for comparison, confirm the upward trend has been maintained. An increase in the proportion of pupils achieving either the expected or higher levels, results in attainment at the end of Year 6 now meeting national expectations. This reflects both good teaching and learning, particularly when taking into account that 42 per cent of pupils in the year group have special educational needs.

71. The school provides many opportunities for the development of pupils' speaking and listening skills, through discussions in literacy lessons, circle time and end of lesson plenary sessions. Pupils make good progress and achieve levels expected for their age. Nearly all listen attentively to their teachers and other adults, and to each other's contributions, and respond readily to questions. Most are keen to read to an audience, examples of what they have just read or written. Pupils readily enter into discussion. For example, when pupils in Years 5 and 6 considered the effectiveness of the ending of a fiction text they had read, they gave well considered views, together with reasons to justify their opinions. When pupils in a Years 3 and 4 class were asked why an information text's structure and presentation was effective, one pupil stated, "The author gives us knowledge with a sense of fun," whilst another declared, "He sets out the information in a sequential order." By the time pupils leave the school, they use a wide range of vocabulary, including subject specific terms when discussing items of interest, or explaining their views.

72. By the end of the key stage, standards in reading are average. This reflects good learning, consistent throughout each year group. Pupils' recall of key words is good, and they have a range of strategies to tackle new words. Higher attaining pupils are challenged well in all aspects of reading. Pupils with special educational needs receive very good support, so that they often attain average standards. When they leave the school, at the end of Year 6, most pupils read texts with expression

and accuracy. They have satisfactory levels of comprehension and comment perceptibly on issues raised within texts. Pupils consider how vocabulary is used to develop character, setting and plot, as when pupils in Years 5 and 6 discussed a passage from 'Harry Potter and the Philosopher's Stone'. When reading poetry, pupils have an appreciation of alliteration and onomatopoeic words, which they say with enthusiasm and appropriate expression. Reading skills are used to good advantage in all areas of the curriculum, to gain information from reference material, and increasingly, through the use of the Internet.

73. Pupils' skills of referencing and research, which are taught through the National Literacy Strategy, are satisfactory. The school employs a part time library assistant to support the management of the school's well organised reference library and to manage the computerised library systems. All pupils access the system to record their withdrawal and return of books, and use it to search for texts they require to support their learning. The school has already recognised the need to improve its provision for fiction texts, and has allocated funds to this purpose.

74. In writing, pupils make good progress as they move through the school. This results in attainment meeting national expectations by the end of Year 6. The teaching of grammar and punctuation is developed systematically within the framework of the daily literacy lesson. Work reviewed during the inspection confirms pupils write successfully for a range of audiences, using a variety of genre. Well crafted prose and poems are written, with classes compiling noteworthy anthologies of their own stories and poetry. Pupils use the skills of drafting and editing to good advantage when writing reviews and synopses of books, and when working on extended writing. By Year 6, the use of paragraphs is well established and pupils make effective use of a wide range of punctuation, including speech conventions. In order to consolidate the skills learnt during the daily literacy lessons, pupils in Years 5 and 6 are given regular opportunities to write freely and independently for a purpose and audience of their choice. These successful 'writers' workshops' are now to be extended to pupils in Years 3 and 4. In stories and persuasive writing, pupils commence with a clear introduction, followed by a series of logically ordered points that lead to a considered conclusion. When writing letters, the majority of pupils show a suitable level of formality, together with an appropriate breadth of vocabulary. Effective use is made of dictionaries and thesauruses to support writing and to develop and broaden vocabulary.

75. The school places much emphasis on handwriting skills. By the end of the key stage standards are above average. Nearly all pupils write in a fluent and clear cursive style, and present their work well. However, the use of word processing programs to enable pupils to write, draft and edit direct to screen, or for the presentation of completed work, has yet to be developed fully.

76. Pupils' literacy skills are used and developed satisfactorily in other subjects. Discussions within personal and social skills lessons effectively support the development of speaking and listening. For example, pupils in Years 3 and 4 discussed and then role played scenarios related to, 'Taking responsibility for your own actions', and how to say, 'No' to those attempting to persuade you to do something against your better judgement. The school has identified that the subject makes insufficient contribution to pupils' cultural development, and has allocated resources to purchase a range of texts to address this need.

77. The quality of teaching was judged to be satisfactory or better in 92 per cent of lessons observed. It was good in 67 per cent, including 25 per cent very good. One lesson was judged unsatisfactory. In this lesson, pupils were set inappropriate tasks, and, as a consequence, they made too little progress, and behaviour deteriorated. Teachers plan effectively to the guidelines of the National Literacy Strategy, and, at the start of each lesson, pupils are given a clear explanation of the objectives to be met. Teachers have good subject knowledge, and this is used effectively to stimulate pupils' imagination and enthusiasm. Further positive features of lessons are the brisk pace and effective questioning which involves all pupils. In nearly all lessons, teachers have high expectations of pupils' performance and provide them with work that is well matched to their abilities. The effective use of the well briefed learning assistants is noted, particularly in their support for pupils with special educational needs. Their close work with teachers enables these pupils to make good progress in terms of prior attainment.

78. Despite having held the position for less than a year, the subject manager provides sound management. Good procedures are in place to monitor what pupils know and can do. These include regular assessment of pupils' performance, and both group and individual targets for literacy being set for all pupils. A portfolio of moderated examples of pupils' work in English is in the early stages of development. Whilst the manager monitors planning and is now involved in the analysis of assessment data, he has yet to monitor the quality of teaching of English across the school. Although monitoring of teaching is currently undertaken by the headteacher, it is planned for the subject manager to become involved in this aspect of monitoring from the start of the next school year. The planned curriculum, which meets the requirements of the National Curriculum, is not only supported by a satisfactory level of resources, but through the provision of 'Book Weeks' and 'Book Fairs', together with visiting authors and storytellers.

MATHEMATICS

79. Pupils' attainment in mathematics at the end of Year 6 is below average when compared with all schools nationally. This is substantiated by inspection evidence and National Curriculum assessment tests in Years 2000 and 2001. The school continues to work to improve on this, with noted success in numeracy. The introduction of the National Numeracy Strategy has been effective in raising standards and pupils' achievement in this element of mathematics has improved and is now in line with the national average.

80. When compared with similar schools, and taking into account very high special educational needs, the school's performance in National Curriculum tests for 11 year olds was average in 2000. There was no significant difference in the performance of boys and girls. However, results of tests in 2001 have dropped, not only as a whole, but with a lower proportion of pupils achieving above expected levels. Although the school met its target for the percentage of pupils reaching the basic expected level, the school's performance in mathematics has declined since the last inspection.

81. During the inspection it was evident that because of the current focus on numeracy, other required aspects of the subject are underemphasised; namely work on shape, space and measures, data handling and investigations to use and apply mathematics. This is a contributing factor to the school's below average

performance in 2001. Other reasons for this situation, which the school is addressing are:-

- Insufficient analysis of past results and data from testing;
- An emphasis on lower attainers in a concerted effort to get them to the nationally expected level, Level 4, which was not altogether successful, and insufficient attention to higher attaining pupils;
- The newness of the subject manager (who is leaving after only two terms at the school);
- The relative inexperience of some staff teaching in Year 6;
- A smaller proportion of pupils achieving above average levels.

Notwithstanding a lack of emphasis on some elements, mathematics still meets the basic requirements of the National Curriculum.

82. Pupils were seen to respond positively to mathematics lessons, especially mental sessions where all years enjoyed reciting, predicting and looking for patterns. In a Year 5 lower ability group every one of the ten pupils present contributed to an oral session devoted to identifying strategies for addition. Pupils are interested in problem solving with numbers and are often accurate when working with money. A very good feature of pupils' attitudes was noted in more than one lesson where Years 5 and 6 and Years 3 and 4 pupils, who were set tasks at different ability levels, worked well in groups. Pupils supported each other well and checked their answers in the light of commonsense, and what they had been taught: for example Years 5 and 6 using inverse operations to validate their answers.

83. The quality of teaching in the twelve mathematics lessons observed ranged from excellent in a Years 3 and 4 session on developing the relationship between addition and subtraction; to satisfactory in a Years 5 and 6 lesson on co-ordinates and translations. Overall teaching is satisfactory, but good for numeracy. Strengths in teaching are in:-

- Planning which makes objectives particularly clear, with these subsequently well communicated to pupils;
- Very good special educational needs support through: 'in class' help; withdrawal; and work set at a variety of levels in each lesson;
- Pupil management; where pupils' behaviour and response was at least satisfactory in all lessons, and more often than not good, as a consequence of teachers' good preparation and questioning;
- Relationships, which were judged as good in all but one Years 5 and 6 lesson;
- A two year rolling programme designed to avoid unnecessary repetition.

84. Areas for development in teaching include raising the emphasis on aspects of mathematics in addition to numeracy and making yet more use of ICT to support the subject particularly in data handling. The school intends to continue to look for ways to improve the performance of more able pupils.

85. Overall the subject's management is satisfactory but much of this is a consequence of the work of the headteacher who, as deputy head was the co-ordinator for mathematics until January 2001. The new manager confirmed existing planning and policy and should have completed an audit of resources before he leaves at the end of this term. The school is aware of the need to balance numeracy

work with the other required attainment targets and this forms the basis of the current mathematics action plan. The budget for the subject is managed satisfactorily and this has resulted in there being sufficient resources.

86. Assessments are carried out at the end of Years 3, 4 and 5 through the use of 'optional' National Curriculum assessments, in addition to the school's own testing and statutory end of key stage tests. Results are used effectively to set targets for individuals and this especially benefits pupils with special educational needs who are fully included in all mathematics activities. However, the school's overall below average scores in mathematics, whilst English scores for the same pupils have risen, indicates that too little use is made of information derived from assessment. This, together with the need to establish a subject manager for September, who will not only review standards, but monitor teaching and learning, forms the basis of mathematics development at the school.

SCIENCE

87. Results of the 2000 National Curriculum tests at the end of Key Stage 2 showed the proportion of pupils achieving the expected level, to be close to the national average and average when compared with similar schools. At the higher level, results were well below the national average, but in line with those of similar schools. These were the best results the school had achieved in the last four years, and a considerable improvement on 1999. However, results for 2001 are slightly down on the 2000 results at both levels, although there are as yet no national figures enabling comparisons to be made. The school attributes this to:

- The high number of pupils with special educational needs (42 per cent);
- The high mobility of pupils, with 40 per cent of pupils assessed having joined the school after Year 3;
- The disruption to pupils' education caused by a number of teacher changes.

88. Inspection findings show attainment is broadly in line with the national average, although not all of the more able pupils are reaching the levels expected for their ability. This is a similar judgement to the last inspection. There is no marked difference in the attainment of boys and girls. Pupils with special educational needs are well supported and make good progress.

89. Pupils in Years 3 and 4 have a sound knowledge and understanding of electricity and its uses. They know which appliances use electricity, which materials conduct it, and construct a simple circuit with bulb, battery, wires and a switch. They know about a variety of light sources, and have investigated the position of the sun and shadows. Pupils measure accurately, and produce several clear and well presented graphs to show their findings. They know that eating healthily is important for the development of their bodies. They discuss the requirements of a healthy diet, and investigate which cereals give most energy, again displaying their results clearly.

90. In Years 5 and 6, pupils study the school grounds and the types of grass, flowers and trees they find there. Many have a detailed knowledge of the parts of a flower and their functions. They have investigated what happens when you leave fruit in different conditions, and recorded their observations. Some pupils draw conclusions from their results. Pupils investigate which surfaces have the most

friction by conducting experiments with shoes on surfaces. The results are written up neatly, although some of the writing shows a lack of understanding of what is a fair test.

91. Good links with other subjects are made whilst studying science. For example, there are good links with geography and design and technology when pupils are studying the school grounds. Pupils look for ways of improving their environment, and plan an adventure playground. There are good links with design and technology when pupils study healthy food, and design and make a fruit salad. There are good links with mathematics and physical education and information and communication technology when investigating the effect of exercise on the heart rate, where pupils measure their heart rate before and after exercise, and put their results straight onto a spreadsheet. These links are all planned into the curriculum, and help to give a coherence to learning.

92. Teaching in science is satisfactory, although lesson observations and scrutiny of pupils' work indicate that there are strengths and weaknesses. Among the good aspects of teaching are:

- Thorough planning with clear learning objectives made known to pupils;
- Good preparation and organisation;
- Very clear explanations and demonstrations;
- Good use of the appropriate scientific vocabulary;
- Full access for all pupils, including those with special educational needs.

Whilst these aspects enable pupils to make good progress in their lessons, there are however, aspects of teaching which need improvement. These include:

- Teachers' knowledge and understanding, particularly in scientific enquiry. For example, some pupils think that to do a test three times makes it a fair test, when there are other important factors to consider. Their ideas were not corrected by the teacher;
- More consideration of the tasks set to achieve the lesson objective. For instance, there are a number of ways of exercising to increase the heart rate, but some are more effective in ensuring that all pupils are exercising at a similar rate, and some are far safer than others;
- The recording of pupils' work in a variety of books and folders, which makes it difficult to track pupils' performance. Science work is found in science books, draft books, sketch books, topic books and folders. The work in topic books is carefully presented, but is copied, either from work that has already been done, or from worksheets or the board. Whilst this looks very good, its contribution to pupils' scientific thinking, knowledge and understanding is doubtful.

93. The scheme of work that pupils follow is being changed in line with new requirements, and is developing well. Units of work are carefully planned to ensure that pupils build on previous knowledge and understanding. Good links are identified with other subjects. Whilst there is some effective use of information and communication technology within science, the school is aware that this area needs further development. Planning across two year groups is effective in ensuring that similar work is covered by all pupils. Assessment tasks are highlighted in the medium term planning, and all teachers keep records of assessments in their assessment files, which are then used to influence further planning.

94. The subject manager's work in developing the subject is very good. She leads well as a teacher practitioner, has a very good knowledge and understanding, a clear vision, and a commitment to raising standards. There are several areas for development, most of which are already in the development plan. These include:

- Raising levels of attainment, particularly of more able pupils;
- Improving teachers' knowledge and understanding, especially in scientific enquiry;
- Analysing test results in detail to determine where strengths and weaknesses lie;
- Developing a portfolio of moderated and levelled work to assist teachers in their assessments;
- Increasing the use of information and communication technology in science;
- Systematic monitoring of teaching and learning to enable the manager to judge the effectiveness with which plans are implemented across the key stage.

The school's capacity to make these improvements, with the current manager, is good.

ART AND DESIGN

95. Although no art lessons were observable during the inspection due to timetable constraints, scrutiny of pupils' work past and present, and discussions with staff and pupils indicate that standards in art are in line with national expectations when pupils leave the school at the end of Year 6. This is the same as at the time of the last inspection.

96. Pupils have suitable experience of exploring and developing ideas: for example with good work in observational drawings of plants in Years 3 and 4; and producing portraits of each other in the Tudor style in Years 5 and 6. Pupils work in a variety of media including pencil, chalk, charcoal, pastel, paint and printing. They experiment with colour, line, tone and texture to produce work, not only that is descriptive, such as Years 5 and 6 landscapes to explore perspective, but are representative. Abstract pictures are a good example of pupils learning to express themselves. Pupils' positive response to art is confirmed by the presentation of their work.

97. In an improvement since the last report all pupils now use sketchbooks to record their work. Particularly in Years 3 and 4 these are well annotated with comments from teachers giving praise and prompts for future development. There are good examples of links with other subjects: such as illustrations of stories written by Years 3 and 4; drawings which show the features of the Basingstoke Canal in geography; and examples of different types of fastenings combining art and design and technology.

98. The school is aware of its own historical emphasis on two-dimensional art, which continues in some classes, and has sought to develop modelling in papier maché and clay to complement collage, paper weaving and textile work which are extensions of two-dimensional studies. There are satisfactory examples of pupils' learning and basic skills, in models of cakes and wire framed face masks. However, currently there is too little evidence of pupils' appreciation of noted works of art, and efforts in the style of famous artists, and developing opportunities for pupils to make

more choices in creating their own art. With no lessons observed it is only possible to judge the quality of teaching in art by the quality of planning, and outcomes in examples of pupils' work. Such evaluations point to satisfactory teaching.

99. The subject manager has made a good start in developing planning in a scheme of work based on national guidance and in drawing examples of pupils' work together in portfolios. She is committed to completing an audit of standards and available materials and manages a budget for art satisfactorily. The leadership and management of the subject are satisfactory and there are sufficient resources to teach art. However, the school is aware that the use of ICT to support the subject is underdeveloped. The lack of opportunities for the monitoring of actual teaching by the subject manager has led to her not being fully aware of what happens in art in the upper part of the school. This has been recognised as an area for the school's development by the new head, with time provided for the purpose.

100. The school's own targets for art include improving the way in which pupils' work is displayed, and continuing to develop assessment of pupils' achievements.

DESIGN AND TECHNOLOGY

101. Curriculum plans for design and technology indicate pupils in Years 3 and 4 complete three units of work during each year, whilst those in Years 5 and 6 complete just two. One of these, making a Tudor house, was completed in the autumn term, and the second has yet to be started. This raises questions as to how well pupils' skills can be developed with such a long period of time between units of work, and has made judgements on attainment at the end of the key stage impossible. The only piece of work seen for this age group did not show a high level of skill in using tools or sufficient quality in the finished product, a problem which was commented on in the last inspection. However, it is not possible to make a judgement on one piece of work. In Years 3 and 4, there is evidence of work at a satisfactory standard. Pupils designed and made their own photograph frames. This work was linked with ICT; the photographs in the frames were those taken by pupils themselves, using a digital camera. The design and making of the frames shows thought and care. At the time of the inspection, pupils designed a fruit salad, ready to make in following lessons. Pupils had given due thought to the purpose: for example for under fives, a picnic, or a Sunday lunch, and they had used previous knowledge of taste, colour and texture to help them with their decisions.

102. The only teaching observed involved pupils in Years 3 and 4 designing fruit salads. Teaching was never less than satisfactory, and in the majority of cases was good. Lessons were thoroughly planned, and well linked to previous work, including the healthy eating topic in science. Lesson objectives were clear, and well explained to pupils, enabling them to know exactly what they were trying to achieve. Pupils were well managed, with very good relationships. This provided an atmosphere in which pupils were keen to get on with their work and do their best, enabling them to make good progress.

103. The school's policy and scheme of work for design and technology has recently been reviewed. The school now follows the recommendations of the Qualifications and Curriculum Authority as to what pupils should be taught. However, two of the planned units for the lower juniors are taken from work intended for Key Stage 1 pupils. Whilst there is no reason why the exemplar scheme should

not be modified in this way, to do so without discussion with the infant school, where these units may already be undertaken, seems unwise. Planning is done together in the two year group teams, and includes good links with other subjects. Basic assessment procedures are in place, but require further development. Evidence of pupils' work, possibly with the use of photography, will enable teachers to have a better idea of pupils' achievements, and to write more meaningful comments on end of year reports.

GEOGRAPHY

104. The previous inspection reported standards at the end of Year 6 were in line with national expectations. Since then, national initiatives and requirements for other subjects, particularly English and mathematics, have required the school to give geography a lower priority. The school has yet to provide a scheme of work that ensures all requirements of the National Curriculum are met. Work observed within lessons, together with a review of past work confirms pupils make satisfactory progress in their geography skills and knowledge. However, teachers' planning does not include all necessary aspects of the required curriculum. By omission, pupils' attainment does not meet national expectations by the end of the key stage. The school is now in a position to raise the subject's profile and that of pupil attainment.

105. Pupils have a satisfactory understanding of settlement theory, and consider the effect of rivers, hills and woodland on the setting up and subsequent growth of villages. When visiting Eastrop Park as part of their studies on the Basingstoke Canal, pupils successfully linked their work in geography to that of history when considering 'cause and effect', and why the canal systems fell into disrepair and usage. Good work is undertaken across the key stage regarding map work. There is clear progression from simple maps where pupils use the symbols to tell the story of what they might see as they travel along a given route, to more exacting work involving co-ordinates, longitude and latitude and scale. Map work is incorporated well within pupils' local study of Oakridge and Basingstoke. They note how the boundaries, land use and breadth of amenities have changed over time, and conduct traffic surveys resulting in them producing plans of road networks in the area, reflecting society's increasing communication and travel requirements. Pupils have a clear understanding of the reasons for the ongoing development. Satisfactory work stems from pupils' studies of different climatic zones. They produce informative booklets regarding the influence climate has on lifestyles, plants and animals. In association with their work on rivers, pupils in Years 5 and 6 study the water cycle and the journey of a river from its source to the sea. They understand the process of erosion, and the terms meander and tributary.

106. During 'School Grounds Week', pupils across the key stage worked in groups to survey and map the school grounds. They reviewed the ways and extent to which the land is used, and produced graphs showing the range and proportions of trees and wildlife they discovered. Pupils then gave much thought and consideration to how the overall area might be improved in terms of layout and usage.

107. Pupils show positive attitudes to geography and are enthusiastic about their work. They work well either by themselves or with others, frequently discussing sensibly the tasks on which they are engaged. The quality of teaching, judged to be good overall, provides interesting and purposeful activities that meet the needs of pupils with different levels of attainment. Questioning is used well to elicit

understanding and prompt pupils to think clearly about the work in hand. The subject plays a satisfactory part in the provision of pupils' cultural development.

108. The recently appointed subject manager has started to produce a scheme of work, taking into account most recent National Curriculum guidance. Priorities, in addition to the completion of the scheme include:

- Ensuring resources meet the scheme's curriculum requirements;
- The subject manager becoming more involved in evaluating standards of work, and in monitoring the quality of teaching of geography across the school;
- Developing a portfolio of pupils' work in geography to assist with assessment procedures.

HISTORY

109. No history lessons were observable during the inspection. However, review of pupils' work and teachers' planning, together with discussions with pupils and staff, confirm that all pupils, including those with special educational needs, make sound progress in their development of historical knowledge and skills. Standards have been maintained since the last inspection, in that, by the end of Year 6, attainment is consistent with national expectations.

110. By the end of the key stage, pupils have a satisfactory understanding of chronology and change, together with the concept of cause and effect. Pupils produce a variety of timelines, including those which mark important happenings during their own lifetime, and of notable events in their own lives to date. The planned curriculum meets the requirements of the National Curriculum and is supplemented by a programme of relevant visits and visitors to support pupils' learning.

111. History comes alive for pupils in Years 3 and 4 when, as part of their work on Celtic Britain, they visit a Celtic farm. Having woven fences and helped construct wattle and daub walls, they experience the smoke filled interior of the roundhouse and appreciate the living conditions of that era. As part of their studies on Roman Britain, pupils research information from a range of materials, including computer programs. This results in them gaining a sound understanding of this time. Learning is aided further when pupils receive a visit from a 'Roman soldier' who explains his duties and way of life, and provides a range of artefacts to handle. When studying the culture of Ancient Egypt, pupils relive the past when they dress in costumes authentic to that civilisation. They develop an understanding of the work of archaeologists as they piece together fragments of facsimile Egyptian pottery. When studying Tudor England, pupils in Years 5 and 6 are visited by a 'Tudor Pedlar'. They handle and examine a range of artefacts, dress in period costume, and watch several displays, including the handling of a musket. The visit not only gives pupils an understanding of everyday life of that era, but helps them learn the importance of primary sources of evidence in telling the story of our heritage. Review of pupils' work shows pupils to have an appropriate understanding of life during Victorian England, particularly the lives of children.

112. Pupils apply their developing writing skills to good advantage in history. For example, they produce interesting and informative accounts as to what it must have been like as a Roman slave. As seventeenth century children trapped within the

plague stricken Derbyshire village of Eyam, they write letters to their relatives describing their plight. As newspaper reporters, they cover the story of the failed 'Gunpowder Plot' and the part played by Guy Fawkes.

113. Planning confirms teachers provide interesting and relevant activities, and make effective use of resources in order to reinforce pupils' understanding of the concepts being taught. Opportunities to assess pupils' understanding are built into each topic. The subject plays an important part in the provision of pupils' cultural development.

114. The subject is well managed. A clear and helpful policy is in place, together with a scheme of work that complies with recent National Curriculum guidance. Priorities include the further development of CD-ROM computer programs, together with the use of Internet facilities. A further priority is the production of a portfolio of pupils' work to support teachers' assessment of standards in history.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

115. The previous inspection found that attainment in information technology was in line with national expectations at the end of the key stage. Current inspection findings are that, in what they are covering, pupils' attainment in information and communication technology is in line with national expectations, and for some pupils it is above. However, not all of the National Curriculum requirements are met, as for example, in spreadsheet modelling and multimedia presentations, so by omission, pupils' attainment is below expectations. Whilst this indicates that pupils' attainment is now lower than at the time of the last inspection, it must be remembered that the National Curriculum requirements have changed considerably, and the school is working towards meeting these.

116. By the time pupils leave the school, most use a word processor competently to write texts. When considering the impact they want to make, for example with a title, they change the style, colour and size of letters. Their control of the mouse is good, although keyboard skills are underdeveloped. Pupils access information from a CD-ROM or the Internet when researching topics, and competently copy and save to their own Word document. For example, pupils downloaded information on the heart, the skeleton and muscles, to help them with their science work. Many pupils are competent when entering data onto a database, and choose their method for displaying the results. For example, bar charts and pie charts were used to show the variety of plants growing in the school grounds. Pupils used the school's digital camera to take photographs of themselves, which were then put into photograph frames they had made in design and technology.

117. There was insufficient evidence to make a firm judgement about the quality of teaching during the inspection. The only lesson seen was taken by the subject manager, and was good. A clear demonstration with clear instructions gave pupils a good insight into using a search engine for information on muscles. Good use was made of questioning to check understanding, which appeared to be sound. However, this was all theoretical, with pupils taking turns later in the week to practise the skills involved. The provision of only two laptops in the classroom made other methods of delivery very difficult. Classroom computers are just beginning to be seen, by pupils and teachers, as a resource to be used as part of their routine work in all subjects, although further development is needed in this area.

118. Information and communication technology in the school is very much at a developmental stage, but moving in the right direction. Plans for September, together with the good knowledge and understanding, and commitment, of the subject manager, should enable it to move forward at a good pace. There are new systems of hardware and software in place that will now enable the requirements of the National Curriculum to be met, although further development will allow pupils to have greater access to computers. A new scheme of work has been developed which ensures coverage of all the required elements and shows how pupils' skills should develop. In a very short space of time, the subject manager has worked hard on these developments, and on developing the awareness of other teachers, although still more needs to be done on developing staff competence and confidence. Assessment procedures are being developed to add to the present system, where most records simply indicate when a pupil has used the computer, and not how well they have developed their skills and understanding. Little monitoring is completed at present, except for collecting the sheets mentioned above, which are of limited value. The manager now needs to be able to judge the effectiveness with which plans are implemented in all classes through a programme of systematic monitoring of teaching and learning in lesson observations.

MUSIC

119. The last inspection judged attainment in music to be in line or above the level expected at the end of the key stage. The judgement for this inspection is very similar in that the majority of pupils attain standards in line with expectations, whilst a small minority, who play musical instruments, achieve higher.

120. Pupils' singing in assembly and in singing practice is satisfactory in that it is in tune and in time. However, it lacks enthusiasm, causing lacklustre performances. Whole school singing lacked a role model, singing heartily, to enthuse pupils. When playing tuned and untuned instruments, most pupils demonstrate good control. They handle and play the instruments with care and sensitivity. They explore sounds, and compose their own music, sometimes concentrating on elements such as pitch and dynamics, or with attention to structure, using a pentatonic scale. Pupils rehearse their compositions and play them to others. Good use is made of time at the beginning and end of lessons, when pupils are provided with opportunities to listen to music to appreciate how it can be influenced by the place and time it was composed.

121. Overall, teaching in music is satisfactory, although it ranges from good to unsatisfactory. Planning for all lessons is thorough, with clear and appropriate learning objectives. The aspects which contributed to the more successful lessons were:

- Good teacher knowledge and understanding, enabling the teacher to use the correct musical vocabulary and correctly name instruments;
- The teacher touring the class effectively, making suggestions to pupils on how they could improve;
- All pupils having an instrument to play, enabling them to take an active part in the lesson;
- Pupils being well managed, displaying good attitudes and behaviour.

When these are present, pupils work hard and make good progress. However on occasions, weaker aspects were evident, which meant that pupils made less, and sometimes unsatisfactory, progress. These included:

- Too much teacher talking and insufficient pupil activity;
- Ineffective pupil management strategies, which mean that pupils spend too much of their time being inattentive;
- Teachers having insufficient knowledge and understanding to help pupils improve, for example by telling pupils they had done well when they had not even attempted the set task;
- Teachers having insufficient knowledge to name correctly the instruments they are using, for example calling glockenspiels xylophones, and telling pupils tuned instruments are not percussion.

122. The policy and scheme of work for music have both been reviewed and are appropriate for pupils of this age. The subject manager, who has a very good knowledge and understanding of the subject, gives informal support to colleagues through planning sessions and discussion after lessons. However, her role needs to be developed to focus more on monitoring teaching and learning. Assessments are built into weekly plans, and good records are kept of pupils' achievements. The choir and the orchestra provide good opportunities for pupils who enjoy singing or learn to play instruments. They provide opportunities for performance, such as at joint local festivals, and especially around Christmas time. This could be developed further, particularly for the instrumentalists, who are quite capable of playing many hymns for assembly. There is a sufficient range of instruments to deliver the curriculum, although storage does not enable easy access for pupils if they are not put out beforehand.

PHYSICAL EDUCATION

123. Evidence from lessons observed, together with discussions with staff, and a review of planning, confirms the planned physical education curriculum meets the requirements of the National Curriculum. Pupils make satisfactory progress as they move through the school, and, by the end of Year 6, performance is consistent with national expectations. The subject has maintained its position since the last inspection, which reported attainment for most areas of activity, to be in line with expectations by the end of the key stage. Pupils with special educational needs play a full part in all activities and make sound progress. All pupils understand the importance of warming up at the start of lessons, and of cooling down at the end. They recognise the need for exercise to maintain healthy bodies.

124. In gymnastics lessons, pupils in Years 5 and 6 work well in pairs and groups to devise and perform movement sequences that incorporate held symmetrical and asymmetrical positions. Pupils work well at different levels and speeds, and show good control of held balanced positions both on and off apparatus. Pupils use apparatus thoughtfully to support their sequences, showing appropriate changes of direction and body tension in their moves. They show control when mounting and dismounting apparatus, and good awareness of safety issues.

125. In indoor activity lessons, pupils in Years 3 and 4 made good use of space and showed an awareness of those around them as they moved with good control of speed and direction. They demonstrate sound techniques when working in pairs to

develop skills associated with throwing and catching. Pupils showed satisfactory control of speed and direction when throwing balls and quoits at a range of targets. In outdoor games activities, older pupils were observed practising the technique of passing on the baton within a relay race. They worked co-operatively in groups, and, by the end of the lesson when running in a controlled, competitive situation, nearly all were able to carry and pass on the baton in the correct manner. When running, most pupils showed appropriate techniques with correct body positions, high knee-lift, and use of arms to assist momentum.

126. Satisfactory arrangements are made for pupils' outdoor adventurous activities. There are opportunities during various field trips and residential visits which include many team building activities. During the spring term, pupils in Year 5 swim at a nearby pool. It is reported that by the time they leave the school, the majority swim the required 25 metres.

127. Pupils have positive attitudes to physical education. They enjoy physical activities, and co-operate well in groups and pairs. In the main, they listen carefully to instructions, concentrate well, respond quickly and work sensibly. Pupils take pride in demonstrating to the rest of the class, and appreciate the efforts of others. They evaluate sensibly the performance of others, stating aspects they feel to be successful, and where improvements can be made.

128. Teaching was judged to be good in 60 per cent of physical education lessons observed; the remainder was satisfactory. Lessons are well planned and show a clear development of skills and activities. A common strength was the importance placed on drawing attention to pupils' good and praiseworthy attempts. In all lessons observed, teachers had high expectations, both of performance and behaviour. Appropriate emphasis was placed on safety issues, particularly with regard to movement and use of apparatus. Support staff make a positive contribution in their work with pupils who require assistance in developing new skills.

129. The subject is managed soundly by the headteacher. Appropriate documentation supports teachers' planning for the development of pupils' skills across each element of the curriculum. The school actively promotes sport, and pupils take part in a wide range of seasonal inter-school matches and tournaments. Pupils benefit from a number of after school sports clubs, and have worked with several well qualified specialist sports coaches. In response to a request from the school council, a 'tag rugby' club is to be set up in the near future. The subject supports pupils' social and moral development through their working in groups and teams, and by complying with the various rules and regulations of the games and events in which they participate.

RELIGIOUS EDUCATION

130. The last inspection found standards of religious education to be satisfactory at the end of Year 6. Currently pupils, including those with special educational needs, attain in line with the expectations of the locally agreed syllabus. However, sampling of pupils' work shows that little work is recorded by pupils. This makes it difficult to track individual's progress.

131. The few lessons it was possible to observe, and discussions with pupils and staff demonstrate that the agreed syllabus is covered and that pupils have a sound

understanding of customs and the basic history of a variety of faiths. For example, Years 3 and 4 pupils have studied Hindu weddings and the festivals of Divali and Holi and compared them with Christian traditions. Years 5 and 6 pupils have a satisfactory knowledge of the five pillars of Islam and the importance of symmetrical patterns to this faith.

132. As intended in the aims and objectives stated for the subject in the school's policy, religious education does encourage pupils to reflect on different beliefs, customs and values. This enhances pupils' personal development, notably in aspects of spiritual, moral, social and cultural development. By the time they leave, pupils of all abilities show respect for different faiths and have been introduced to the teachings of various religions.

133. Pupils respond positively to religious education as was the case at the last inspection. For example, Years 5 and 6 pupils were amazed when looking at the intricate decoration on a Muslim temple and were keen to experiment to create their own patterns. Pupils listen to each other and staff and demonstrate a tolerance which is a feature of the three main faiths of which they are taught: Hinduism, Islam and Christianity.

134. The quality of teaching is satisfactory overall with good features in planning and the use of artefacts. Pupils' learning is sound as a result. Staff use good prompt questions to get pupils to think before responding and in all four lessons observed over half of pupils, including a variety with special educational needs, were seen to volunteer answers. In an improvement since the last report religious education now features regularly on class timetables. However, the timing of three out of the four sessions as last lesson in the afternoon during the inspection means that pupils are often tired and do not receive the full benefit of the subject. Teachers' knowledge and understanding of the subject was criticised by the last inspection; these now appear satisfactory. Some in-service training and much improved planning has supported staff in a curriculum area where no teacher was initially specifically trained.

135. The subject manager for religious education makes a good contribution in developing planning and maintaining a good range and number of resources. His positive support for colleagues has improved their confidence and enhances pupils' progress. Currently the manager does not monitor other staff teaching the subject. The senior management team have observed teaching in general, but more regular opportunities for monitoring by the person responsible would help to further the subject and promote assessment of pupils' performance. Although assessment is a feature of the locally agreed syllabus its use is inconsistent. Teachers' comments in reports about pupils' performance tend to be descriptive rather than evaluative and apply more to coverage rather than individual achievement. Acts of collective worship contribute to the school's stated five per cent of time for religious education. Although not all assemblies meet statutory requirements for worship they do make a sound contribution to the subject in the moral and cultural senses.