

# INSPECTION REPORT

## **AWBRIDGE PRIMARY SCHOOL**

Romsey

LEA area: Hampshire

Unique reference number: 115856

Headteacher: Mr Dean Buckland

Reporting inspector: Mr Brian Gosling  
22453

Dates of inspection: 20 – 23 May 2002

Inspection number: 184769

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Danes Road Awbridge Romsey Hampshire
Postcode:	SO51 0HL
Telephone number:	01794 340407
Fax number:	01794 341620
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Roger Savage
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
22453	Brian Gosling Registered inspector	Mathematics Science Geography History Information and communication technology Equal opportunities	The school's results and pupils' achievements How well is the school led and managed?
10965	Pat Edwards 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?
16831	Marcia Ewart Team inspector	English Art and design Design and technology Music Physical education Special educational needs	How well are pupils taught?
30266	Hilma Rask Team inspector	Religious education Foundation Stage	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in a rural location to the north of Romsey. There are 149 pupils: 70 boys and 79 girls who are taught in five classes with a sixth class established in the mornings to allow Years 4, 5 and 6 to be taught English, mathematics and science in separate year groups. There are no pupils from minority ethnic backgrounds and no pupil has English as an additional language. The proportion of pupils who are eligible for free school meals is below the national average, whilst the proportion of pupils with special educational needs is broadly in line with the national average. The majority of these pupils have moderate or specific learning difficulties and the proportion of pupils with a Statement of Special Educational Need is below average. There has been a high turnover of teaching staff at the school recently and a number of long-term absences. At the time of the inspection, only one teacher, currently on long-term absence, has remained on the staff since the last inspection. The headteacher arrived two years ago, and almost all of the teaching staff joined the school in the last two years. The school's records show that children's attainment, when they start school, varies from above to below the county average. The children currently in the reception group started school with attainment that was above the county average.

### **HOW GOOD THE SCHOOL IS**

Awbridge Primary is an effective and improving school. The headteacher has quickly established a new teaching staff that works well as a mutually supportive team. The very good provision for pupils' personal development ensures that they acquire very good attitudes to learning. This is sustained by good teaching throughout the school that maintains high standards, despite the fall in standards in 2001. The effective leadership and management of the school have secured good improvement since the appointment of the current headteacher and there is a clear and shared vision for school improvement. Although the unit cost per pupil is relatively high, the school provides satisfactory value for money.

#### **What the school does well**

- Standards are good in mathematics, science and music.
- Pupils' attitudes and behaviour are very good as a result of the school's very good provision for their personal development.
- Teaching is good across the school and often very good.
- The curriculum is enriched by good links between the subjects and a wide range of extra-curricular activities.
- The leadership and management of the headteacher are very good and there is a shared vision for school improvement.
- The governing body is developing its strategic role well.
- The partnership with parents has improved greatly since the last inspection.

#### **What could be improved**

- Standards of writing in Key Stage 2 are not high enough.
- Assessment information is not used well enough to plan what pupils need to learn next.
- The role of subject leaders is not sufficiently developed.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 when the management of the school required substantial improvement. The school has made good improvement since the appointment of the current headteacher and the present staff form an effective and mutually supportive team that demonstrates a very good capacity for further improvement.

The areas for improvement identified in the last inspection report have been addressed fully. The headteacher has significantly improved the management of the school and he plays an active role in the development of teaching and the curriculum. The partnership with parents and the community is much better, as parents acknowledge, and the governing body has improved its strategic role. Standards are better in religious education and information and communication technology. Other improvements have focused on the quality of teaching and learning. This has led to higher standards in mathematics, science and music as well as greatly improved standards of pupils' attitudes to learning and behaviour. The result is a happy school where lessons are enjoyable and pupils are industrious.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A*	C	E
Mathematics	C	A	C	E
Science	A	A*	C	E

Key	
very high	A*
well above average	A
above average	B
average	C D
below average	E
well below average	

The table above shows that results fell in 2001 to close to the national average. (A\* indicates that results were very high and in the top five per cent of schools.) It is not surprising that this is well below the average of similar schools with less than eight per cent of pupils receiving free school meals. The reason for this fall in standards is that the pupils who took the national tests in Year 6 in 2001 had not benefited from the current good teaching in earlier years and their learning had been disrupted by a series of long-term absences. The school is not complacent and accepts that these results are disappointing. Nevertheless, the school's detailed records show that this group of pupils had made better than the nationally expected progress since Year 4. Inspection judgements are that standards currently are better and above the national average in mathematics and science, although standards in English remain average because pupils' attainment in writing is not high enough in Key Stage 2.

Results of the national tests and teacher assessments in Year 2 in 2001 were very high in reading, writing, mathematics and science. High standards have been maintained by improvements in the quality of teaching and learning throughout the school and particularly in Key Stage 1 where it was unsatisfactory at the time of the last inspection. The trend in the school's results, which was previously above the national trend, was reversed by the results in 2001. The school has responded by reviewing its targets for pupils' attainment in English and mathematics and setting more challenging targets, including higher targets for more able



pupils. Current standards now meet national expectations in all other subjects, having improved in information and communication technology and religious education, and exceed these expectations in mathematics, science and music.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very good attitudes to learning and they work hard in lessons.
Behaviour, in and out of classrooms	Pupils' behaviour is very good in lessons and around the school. They are polite and courteous and they support each other well.
Personal development and relationships	Very good. Pupils show much maturity in the way they conduct themselves and they enjoy very good relationships with adults and other pupils alike.
Attendance	Good. Attendance is above average.

### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching is good throughout the school and there is little variation in the quality of teaching in the different key stages. Almost two thirds of lessons are good or better and almost one fifth are very good or excellent, although one lesson seen was unsatisfactory. This is a significant improvement since the last inspection and is due to the new teachers in the school and the focus the headteacher has given to improving teaching and learning in the last two years. English and mathematics are taught well.

Teachers plan lessons well with a clear idea of what pupils are expected to learn. The high expectations of teachers and the very good management of pupils result in pupils developing very good learning skills. They are keen to learn and they work hard in lessons to do their best. Literacy and numeracy are generally taught well, although there is insufficient focus on teaching writing skills in lessons other than English and older pupils in Key Stage 2 are not shown clearly enough how to improve their writing. Class sessions are very effective but assessment is not used sufficiently to ensure that group tasks are planned to meet the particular learning needs of all pupils. The unsatisfactory lesson resulted from a lapse in the usually good management of pupils and they did not apply themselves to their tasks as well as they could.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The broad and balanced curriculum is enhanced by good links between the subjects of the National Curriculum and the

	development of personal, social and health education. There is a wide range of extra-curricular activities that pupils enjoy. Statutory requirements are met.
Provision for pupils with special educational needs	Good. These pupils are identified early and they receive effective support from both teaching and support staff.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good overall. This has a direct impact on the very good attitudes to learning and the behaviour that pupils demonstrate. The provision for pupils' moral and social development is very good, whilst the provision for their spiritual and cultural development is good.
How well the school cares for its pupils	This is a caring school. There is very good provision for pupils with Statements of Special Educational Need.

The school's partnership with parents is good and this is a significant improvement since the last inspection.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher is providing very good and strong leadership that emanates from a clear idea of what is needed for the school to develop and improve. However, due to instability in the teaching staff over recent years, the role of subject leaders has not been sufficiently developed.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well. The role of individual governors is being developed well and, as a body, they have a clear understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	The school is very clear about what needs to be improved because the school's performance is evaluated clearly and in detail.
The strategic use of resources	Very good. Despite the financial constraints created by a number of long-term absences, the school has made very careful strategic use of both financial and personnel resources. In doing so, the school has applied the principles of best value very well.

The school's staffing is good and is used imaginatively and well. The accommodation is good. The resources for learning are satisfactory overall and good for the children in the Foundation Stage. The resources for English, including the library, and for information and communication technology are also good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• The progress their children make.</li><li>• Behaviour in the school is good.</li><li>• The good quality of the teaching.</li><li>• The school is approachable.</li><li>• The high achievement of the pupils.</li><li>• The leadership and management of the school.</li><li>• Their children become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• There are no areas of significant concern to parents.</li></ul>

Inspectors note that parents' views of the school have improved greatly since the last inspection when there were a number of significant concerns, and they agree with parents' very positive views of the school.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and pupils' achievements

1. The school's records shows that the attainment of children when they start at the school varies from year to year and has been both above and below the county average in recent years. The children currently in the reception group began school with attainment that was above the county average. Effective teaching in the Foundation Stage ensures that high standards of attainment are maintained and these children have attained virtually all of the Early Learning Goals<sup>1</sup> in all areas of learning before they enter Year 1. However, this was not the case with many other year groups in the school.
2. In the national tests at the end of Year 2 in 2001, the school's results<sup>2</sup> were very high compared with all schools in reading, writing and mathematics. (Very high indicates that results were in the top five percent of schools.) Teacher assessments show that pupils' attainment in science was also very high. Compared to similar schools, the results were very high in reading, mathematics and science, and well above average in writing. All pupils attained the nationally expected Level 2<sup>3</sup> and most pupils attained the higher Level 3, except in writing where a little under a quarter of the pupils attained this higher level. These results are impressive and show a dramatic improvement from the previous year, when they were well below average in all three tests. Although some variation is to be expected from year to year with smaller groups of pupils, it is likely that changes in the school also had an impact on standards. The most significant of these is the team of teachers in the school who are now using different methods to promote pupils' learning effectively. The results in 2001 for Year 2 arrested what had previously been a downward trend in the school's results in all three tests.

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<sup>1</sup> On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of early learning goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1, when they begin Key Stage 1 of the National Curriculum.

<sup>2</sup> On the school's results: An average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

<sup>3</sup> On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

3. At the end of Year 6 in 2001, however, the school's results were close to the average in English, mathematics and science and well below the average of similar schools in all three subjects. These results were much lower than in previous years and reversed the trend in the school's results, which was previously above the national trend. It would appear that the school's new methods were not so successful in Key Stage 2. However, these pupils had received most of their learning in the school, and in the key stage, from different teachers. As the school points out, this group of pupils was affected by long-term absence and they were taught by a number of supply teachers. This may explain why few pupils attained the higher Level 5 in English. The deputy headteacher now teaches the Year 6 class to ensure that their work is suitably challenging and the school's detailed records show that this group of pupils made good progress in their last two years in the school.
4. Inspection evidence confirms that standards in Key Stage 1 are above average in English, mathematics and science. In Key Stage 2, standards are higher than last year and are above average in mathematics and science. In English, standards are good in reading but remain average in writing as few pupils attain the higher Level 5. Early indications of the teacher assessments in 2002 support these judgements. The school had previously set targets for pupils' attainment that were too low but, since his arrival, the headteacher has recognised this and these targets have been revised, are now challenging and demonstrate a commitment to high standards. The school is well set to achieve these targets for it has established a new team of teachers and has addressed the weaknesses identified in teaching and learning.
5. The school assesses pupils' attainment each year to chart their progress through the school and ensure that all pupils are fully included in the school's educational provision. This assessments have shown that there is no clear pattern in the attainment of boys and girls from year to year. The school also analyses the progress of pupils in the same year but in different classes. This has identified the importance of maintaining stability in the teaching of the class and the need to share good practice across the school. Consequently, teaching and learning policies have been developed that are helping to raise the quality of teaching. The school has established a list of gifted and talented pupils, and has prioritised the needs of more able pupils in the school improvement plan. Pupils with special educational needs, including one pupil who has a Statement of Special Educational Need, make good progress. This is because funds are properly allocated to provide extra support to pupils in class so that they are included in all lessons and because support assistants use specific programmes to improve pupils' language skills.
6. Standards have improved since the last inspection in mathematics and science across the school and in English in Key Stage 1. They have also improved in information and communication technology and religious education, which now meet national expectations, and in music, which exceeds national expectations in both key stages. Standards meet national expectations in all other subjects in both key stages.
7. Pupils' attainment on entry to the school varies from year to year and, in addition, there have been significant changes in the school over the last few years. For example, all of the teachers who were teaching at the school during the inspection have arrived since the last inspection and most in the last two years. Furthermore, disruptions have been caused by a number of long-term absences. For these reasons, it is difficult to judge the achievements of pupils accurately. Nevertheless, high standards are maintained generally and pupils achieve well in mathematics, science and music, and English in Key Stage 1. However, pupils do not achieve as well as they should in writing in Key Stage 2 and standards could also be higher in

some non-core subjects, other than music. To this end, the school has identified the need for improvements in pupils' writing and plans to develop the role of subject leaders as a means to improve pupils' achievement in all subjects.

### **Pupils' attitudes, values and personal development**

8. Pupils' attitudes to learning and their behaviour have improved significantly since the last inspection and are now very good. This is because the headteacher has focused on improving teaching and learning and has introduced a new behaviour policy that is implemented consistently by all members of the school staff.
9. Pupils enjoy coming to school and parents report that their children are keen and eager to attend school. Pupils' interest and their attitude to their work are very good. They listen attentively to explanations and instructions and they are keen to contribute in discussions. They settle to their tasks quickly and maintain concentration well, striving to complete their tasks. Pupils show a good deal of commitment to their work and they are very enthusiastic and eager to do their best. They co-operate well with each other and value each other's contributions. These positive attitudes help to make lessons happy occasions where pupils are industrious and this makes a significant contribution to their learning.
10. The school has high expectations of pupils' behaviour and these are achieved through the consistent application of the behaviour policy by all teachers and the positive response from pupils. Behaviour in classrooms and around the school is very good and pupils are very polite, courteous and friendly. They demonstrate their acceptance of the school's behaviour policy and show care for one another, their belongings and school property. Pupils develop personal and social skills very well and are clearly motivated by the school's systems of rewards and sanctions. In the last reporting year there were four, fixed period exclusions involving two boys who have now left the school. There were no incidents of disruptive behaviour or bullying during the inspection and the unsatisfactory behaviour observed rarely extended beyond the failure to pay sufficient attention in lessons.
11. Relationships between pupils and adults and between pupils are very good throughout the school. All pupils, including boys and girls work together and mix freely. They are considerate of each other's feelings and they talk and play together pleasantly.
12. Pupils accept responsibility willingly and enjoy helping with class and school routines. Older pupils stand for election as house captains and others act, for example, as library monitors, classroom helpers and as class monitors for playground games. Opportunities to encourage the development of pupils' independent learning and research skills are provided predominantly by homework tasks.
13. Pupils' attendance for the last reporting year was a little above the national average. Pupils arrive punctually for school allowing lessons to start on time and continue without interruption.

### **HOW WELL ARE PUPILS TAUGHT?**

14. At the time of the inspection, all children in the reception group had attained the Early Learning Goals and, suitably, they were receiving work from the Key Stage 1 National Curriculum. Consequently, no lessons were seen in which the Foundation Stage curriculum was taught. Nevertheless, the evidence of a scrutiny of the children's work, teachers' planning and children's records, along with the evidence of the

progress that these children had made since starting at the school, shows that teaching in the Foundation Stage is good.

15. The quality of teaching is good across the school. In almost two thirds of the lessons seen, teaching was good or better and, in almost one fifth it was very good or excellent. One lesson, however, was unsatisfactory. There was little difference between the teaching in Key Stage 1 and Key Stage 2 and teaching of a high quality was seen in both key stages. This is a significant improvement since the last inspection, when a fifth of lessons were unsatisfactory.
16. A number of factors have contributed to the improvement in the quality of teaching. These include the development of schemes of work, a focus on improving teaching through the provision of a detailed teaching policy, and the effective induction of new members of staff by the headteacher. There has been virtually a complete change in the teaching staff since the last inspection and the headteacher and governors have been careful in appointing new teachers. The headteacher and deputy headteacher monitor the performance of all teachers in the classroom and they give feedback on strengths and areas for improvement. This has had a large impact in improving the quality of teaching. Staff training has been beneficial in improving the teaching of literacy, numeracy and information and communication technology. The school improvement plan sets targets for further improvements and shows a commitment to attaining the highest standards in the quality of teaching.
17. Teaching objectives are made clear in planning and are shared with pupils so they know what they are learning in a lesson. As a result, pupils listen attentively and respond thoughtfully. This is particularly the case in the whole-class sections of lessons where the pace of teaching and learning is very good. A weakness in some lessons that are, nevertheless, satisfactory is that group tasks do not sufficiently extend or deepen pupils' knowledge and understanding. In a few lessons, this was because the tasks were unrelated to the main teaching points. In several of these lessons, it was because assessment was not used effectively to target tasks at the right level of difficulty for the pupils concerned. In these cases, the pace of learning slowed and occasionally led to some pupils losing concentration.
18. In many cases, teachers assess and mark pupils' work well. They mark pupils' work regularly and consistently with encouraging comments for pupils. Some teachers have developed good systems for using marking as a method for assessing pupils' learning and they frequently tell pupils how they can improve their work. However, the frequency and quality of marking are inconsistent and does not always indicate the standards to which pupils should be aspiring. For example, some teachers' handwriting, which should act as a model for pupils' own writing, does not set high enough standards. While pupils regularly draft and re-draft their work, marking does not give enough guidance to them on what they have done well and how they can improve. Pupils' progress, both in lessons and over time, is impaired when the standards expected are not made clear to pupils.
19. In the best lessons, teachers have high expectations and communicate these to pupils, so that they are clear about the standards required. In an art lesson for pupils in Year 5 and Year 6 for example, the teacher showed examples of different methods of working to obtain different effects. Consequently, pupils made good choices and were able to discuss and evaluate their work. In a Year 4 literacy lesson, the teacher focused on the precise nature of the vocabulary chosen by the author in a story by Ann Fine. He then showed how a new ending might be written and again spent time showing how the choice of words was crucial in communicating different meanings.

The effect was that when pupils wrote their own endings, they too made some very effective choices of words.

20. Curriculum plans provide good support for teachers' planning and they are having a positive effect in developing teachers' subject knowledge, which is generally good. However, there are no portfolios of pupils' work in the core subjects to support teachers' understanding of the progressive nature of the National Curriculum. There is a very good scheme of work for music, which is giving non-specialists the confidence and capability to teach music effectively. Schemes contain guidance on assessment, particularly at the end of each topic. Teachers do not make sufficient use of this assessment to adjust their plans to ensure that they meet the needs of all pupils and help them make the best possible progress. The learning needs of pupils with special educational needs are addressed suitably and they receive good support in lessons. A good start has been made in setting individual targets for pupils in English and mathematics. While these act as a reminder for pupils as they work, they are not used well enough to guide teachers' planning, either weekly or from term to term.
21. Teachers' management of pupils is very good. Good relationships are maintained well, with praise and encouragement being used to motivate pupils and enhance their learning. As a result, pupils work hard and complete the tasks they are set with commitment and enthusiasm. In the only unsatisfactory lesson seen, unsatisfactory behaviour management led to a slow pace of learning and opportunities to deepen pupils' understanding were missed.
22. Classrooms are well organised and resources are prepared well. Classroom displays are of a high standard and are used to support and challenge learning and to give recognition for good work. In one weekly assembly, pupils' achievements are celebrated, which extends the mutual respect between teachers and pupils and develops the school's focus on learning together. A charming example of this was the award of a certificate to a pupil for reminding a teacher to estimate before calculating in a mathematics lesson. Homework is set consistently in line with the school's policy. The regular use of homework is effective in promoting the development of literacy, numeracy and science.
23. The quality of teaching is good in both key stages in mathematics, science, information and communication technology, and music, and English in Key Stage 1. Teaching is satisfactory in all other subjects and English in Key Stage 2. Teaching has improved significantly in information and communication technology and religious education since the last inspection when it was unsatisfactory.

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

24. There has been good improvement in the curriculum since the time of the last inspection, and the school now provides a broad and balanced curriculum that meets statutory requirements for all subjects of the National Curriculum, the Foundation Stage curriculum and the locally agreed syllabus for religious education. The school has policy documents and schemes of work in place for all subjects of the National Curriculum. Provision for religious education is now in line with the locally agreed syllabus, and the school has developed a new policy and scheme of work. The curriculum is enhanced by good links between the different subjects of the National Curriculum and by the development of personal, social and health education



throughout the school. Although all children in the reception group had moved on to work within the National Curriculum at the time of the inspection, evidence from planning shows that the curriculum provision for children in the Foundation Stage is good. The provision for pupils with special educational needs is good throughout the school, and these pupils have equal opportunity to take part in the full curriculum provided within the school.

25. The staff and governors have agreed a policy on sex education as part of the new personal, social and health education policy. This initiative provides good opportunities for pupils to develop a greater self-awareness and is enhanced by the introduction of 'circle time'<sup>4</sup>. The school has good links with the Hampshire Constabulary to develop pupils' awareness of drugs and traffic safety. The school places a strong emphasis on a healthy living approach and encourages pupils to consider their own roles and responsibilities for future citizenship, through such activities as shoebox collections for those less fortunate than themselves in Chechnya, and in campaigning on issues relating to the life of the school, such as the house system.
26. Some Year 2 pupils are taught in a mixed Year 1/2 class whilst others are taught in a mixed Year 2/3 class. This arrangement is not entirely effective, because it does not sufficiently address the different learning needs of the pupils, giving priority to the curriculum rather than identified learning needs of the pupils. However, the headteacher and governors have recognised this. They plan to reorganise into six classes, as soon as is financially expedient, to ensure that all Year 2 pupils have the same curriculum opportunities, and to develop teachers' planning to more suitably address pupils' learning needs. The school has made good use of additional staffing to provide year group sessions in English, mathematics and science for pupils in Years 4, 5 and 6 and this is having a positive impact on standards.
27. The school's effective strategies for teaching numeracy skills have a positive impact on the standards which pupils achieve. However, the school's strategies for teaching literacy are not equally effective, since standards in writing are not high enough and teachers' planning does not reflect the range of writing opportunities provided for the pupils throughout the curriculum. Insufficient use is made of assessments to inform curriculum planning throughout the school.
28. The co-ordinator for special educational needs provides good leadership. She has undertaken further training, which has led to a revision of the format of individual education plans in line with the introduction of the new Code of Practice<sup>5</sup> for special educational needs. She manages the special educational needs support assistants well, having weekly meetings to direct their work and having monitored their work with pupils. Teachers now have a better awareness of pupils' special educational needs and set appropriate targets in individual education plans.
29. The provision for extra-curricular activities is very good. There is a wide range of clubs that are organised for pupils during lunchtimes and after school, including sporting activities, such as basketball, football and netball, which include both boys

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<sup>4</sup> On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

<sup>5</sup> On SEN Code Of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils 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.

and girls. There is also a thriving choir and orchestra. Clubs are open to pupils of all ages at the school.

30. The pupils benefit from the wide range of visits that they undertake, such as to the Hindu Temple in Southampton, Marwell Zoo, the 'Victorian Experience' at Beaulieu and The Mary Rose. Frequent visitors from the community come into the school. For example, the local vicar makes regular visits, and parents with expertise in art, pottery and local history come in to work with pupils. The school has good links with the local residential care home where residents enjoy visits from the school choir. All pupils in Year 6 have an annual residential visit to the Isle of Wight where they develop team building skills through a range of challenging activities. The school has good links with local playgroups, other local schools and the local secondary schools, and this ensures a smooth transition into school for the youngest pupils and for those moving on to the next stage of their education at the age of 11.
31. Provision for pupils' spiritual, moral, social and cultural development is very good overall. This is a significant improvement since the last inspection and is having a beneficial effect on pupils' improved attitudes and behaviour.
32. The provision for pupils' spiritual development is good. Collective worship meets statutory requirements and provides good opportunities for reflection and prayer. The assemblies provide opportunities for pupils to gain knowledge and insight into other religions and their values and beliefs, which was seen in a whole-school assembly on 'special' people. Across the curriculum, spiritual development is encouraged through poetry, music and art. For example, a project and display 'In Praise of Trees' encouraged pupils to consider and marvel at the wonders of nature.
33. The provision for pupils' moral development is very good. A clearly understood set of values underpins all school activities. In practical terms, this plays a powerful part in pupils' moral development. From the time they enter school, children are aware of acceptable and unacceptable behaviour. Teachers encourage pupils to take responsibility for their actions and deal sensitively with any minor incidents of misbehaviour. Members of staff on duty at lunchtime supervise pupils with care and respect ensuring the school's policy for behaviour is applied consistently. The headteacher maintains a high profile during these sessions and is frequently amongst the pupils assisting members of staff in maintaining the high standards that are expected.
34. Provision for pupils' social development is very good. Adults set very good examples and help pupils raise their self-esteem and confidence in all areas of school life. Opportunities for pupils to co-operate and collaborate are included in lessons and pupils respond well to this, as was seen in a Year 6 science lesson where pupils were testing for acidic and alkaline properties. They take part in fund raising for charities such as operation 'Christmas Child', which gives pupils an awareness of others less fortunate than themselves. The many after school clubs provide ideal structures allowing pupils further enhancement of their social skills.
35. The school's provision for pupils' cultural development is good overall. Displays include a composition of Raga Indian Music, and collage work using herbs and spices used in Indian cooking. Additionally pupils visit places of interest such as Portsmouth City Museum and Beaulieu to study their own cultural background. As part of a developing understanding of world faiths, pupils visit a Hindu temple in Southampton. Pupils in Years 5 and 6 took part in an 'Indian afternoon' during the inspection where visitors helped with activities such as henna hand decorations, the printing of Indian

designs on cotton material and the studying of authentic Indian costume, jewellery and food. These activities help pupils develop an awareness of the wide diversity of cultures in Britain and the wider world.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. As found at the previous inspection, staff work hard to provide a caring environment. Adults treat pupils with respect and value them as individuals. They monitor their personal development well through circle time and class discussions. Staff place good emphasis on raising pupils' self esteem and making them aware of their individual achievements particularly through individual target setting in literacy and numeracy. This gives pupils confidence in their own ability and encourages them to respond positively to new challenges. Parents and governors are rightly proud of the standard of care the school provides. The school assesses what children can do when they start in the reception year. These and the results of statutory and non-statutory tests and assessments in English, mathematics and science are carefully analysed providing the school with much useful information. However, there is no policy or whole-school approach for the use of this assessment and teachers do not make sufficient adjustments to the planned curriculum to take account of pupils' identified strengths and weaknesses.
37. Child protection training is regularly undertaken and all members of staff are familiar with child protection procedures. These procedures comply with the recommendations of the area child protection committee.
38. Members of staff use the agreed procedures for promoting good behaviour consistently and very effectively. There are few incidents of unacceptable behaviour and members of staff deal promptly with any reported incidents. The home-school agreement supports these procedures well.
39. Arrangements for monitoring attendance are good. Registers are called at the beginning of each session and any absence is followed up promptly. The holidays taken in term time are carefully recorded and monitored. The education welfare officer visits the school each half term but is always available should the need arise.
40. The school effectively looks after pupils' health, safety and general wellbeing. Sex education and drug awareness form part of the school's programme for personal, social and health education, which is well supported by outside agencies such as the school nurse and local police. The school follows effective procedures regarding accidents and first aid. Parents are informed promptly of any accidents involving their children and of any treatment given. The first aid station is appropriately sited and stocked. There is a detailed health and safety policy agreed by the governing body and risk assessments are undertaken regularly.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

41. The school's partnership with parents is good and this represents a significant improvement since the last inspection report, which noted a number of weaknesses.
42. The great majority of parents indicate that they are pleased with what the school provides. Most parents who replied to the parents' questionnaire were pleased with the quality and quantity of information they receive in regular newsletters and the half-termly curriculum letter. The school prospectus is attractively presented and provides a useful practical guide to the school. A library newsletter is produced regularly with the help of parents who volunteer to act as librarians. Parents know they are welcome in school and can talk to teachers about concerns at any reasonable time. Any complaints are logged and carefully considered. The headteacher is available

outside school at the beginning of each school day and holds a monthly surgery where parents can discuss events with him. Most parents like the new format of annual progress reports that contain information on work covered, progress being made and areas for improvement. Parents report that they are given a clear picture of how their children are progressing at parent teacher consultation meetings. Attendance at these meeting is high. A record is kept of parents who do not attend and they are offered an appointment at a time of their choosing.

43. The majority of parents are happy with the amount of homework their children receive and the school appreciates the regular contribution of a number of parents and volunteers who help in school. Parents are regularly consulted by questionnaires regarding their expectations and views of the school. The replies are carefully analysed and action is taken where appropriate. The Parent Teacher Association is open to all parents and is active in organising fund-raising events that raise considerable amounts of money to assist with school resources.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

44. The headteacher has monitored and analysed the school's provision very carefully and, consequently, he has a clear idea of what the school needs to do to improve. He provides very good and strong leadership that is committed to high standards and he has created a good team that is mutually supportive and shares a commitment to succeed. The headteacher, who is ably supported by the deputy headteacher, has focused on improving the quality of teaching and learning. In this, he has been successful, as teaching has improved since the last inspection and pupils' attitudes to learning are now very good and have a significant effect on the good standards they attain.
45. The last inspection report noted a number of areas requiring improvement in the role of the headteacher to raise the quality of leadership and management in the school. The current headteacher has addressed these issues fully and extended his role further. He differentiates clearly between leadership and management and has set up separate senior teams to address these different challenges more efficiently. He manages the school well, monitoring its performance carefully, and his leadership is collegiate, teaching alongside colleagues to allow the best use to be made of the school's resources and facilities.
46. The difficulties in establishing a stable teaching staff have hindered the development of the role of the subject leaders and responsibility for English, mathematics and science is currently shared between the headteacher and deputy headteacher. All teachers have responsibility for at least one subject and they show a strong commitment to improving the school's provision across the curriculum. Plans for improvement are being developed for all subjects and these inform the annual school development plan. However, the role of subject leaders is not sufficiently developed for these plans to be implemented effectively as subject leaders do not currently monitor standards and the quality of teaching. The school plans to improve the role of subject leaders to enable them to establish clearly strengths and weaknesses in different subjects.
47. The school plans carefully for improvement. This is contained in three separate, but linked, documents: the school development plan, which includes subject leaders' action plans, the school improvement plan and the school management plan. These comprehensive documents provide a good focus for school initiatives and are a

valuable 'work in progress'. There are clear priorities that are focused on teaching and learning, and all aspects of the developmental and evaluation process are identified. All members of staff and the governing body are involved in the developmental process and this is creating a mutually supportive team. As well as an evaluation report on the initiatives of the school improvement plan, the headteacher produces a school self-evaluation report. These allow teachers and governors to become reflective about the school's provision, celebrating successes and acknowledging weaknesses.

48. The governing body has improved its role considerably since the last inspection. They have created five sub-committees to help them fulfil their duties more effectively. The chair of governors and the headteacher, who enjoy a good relationship, meet weekly and one governor visits the school each half term, providing the full governing body with a written report of the visit. This allows them a greater understanding of the work of the school and, as a body, they have a very clear idea of the strengths and weaknesses in the school's educational provision. The school has good plans to continue the training of governors to allow every governor, including those new to the governing body, to play a full role in the strategic management of the school. Statutory requirements are met fully.
49. Good procedures are in place to ensure that the principles of best value are met and financial planning is very good. For example, the expenditure on temporary teachers is unusually high as a result of long-term absences and, although the school is keen to return to six classes following an increase in pupils numbers, this has been delayed until the school's financial position is more stable. Expenditure is closely linked to the school improvement plan and the finance committee meets twice each term to monitor the school's spending. Governors receive regular reports and monitor the expenditure against spending targets that are detailed and prioritised in the school improvement plan. Daily spending is managed and monitored effectively and satisfactory use is made of new technology. The school administrative officer is very efficient and plays an effective role in daily management, as part of the school management team, and she provides a friendly welcome to the school for parents and visitors alike.
50. The school's staffing is good with additional teaching provided for the core subjects of English, mathematics and science to allow Years 4, 5 and 6 to be taught as separate year groups. There are very good procedures to introduce new teachers to the school and professional development is linked effectively to the developmental needs of the school.
51. The accommodation is good. Classrooms are bright and airy and the whole school is enlivened by interesting displays that show the range of pupils' work and provide further stimulation. For example, the mathematics puzzles board challenges pupils to solve problems on the board and explain the best answer. Outdoor facilities include a stimulating and secure area for the children in the Foundation Stage, a good-sized field and a basketball court. Resources are at least satisfactory for all areas of the curriculum and they are good for the Foundation Stage, English, including the library, and information and communication technology.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to maintain the high standards the school already achieves and raise standards in other subjects, the headteacher, governors and staff should:

- (1) Raise standards in writing in Key Stage 2 by:
  - (a) developing portfolios of pupils' writing that identifies National Curriculum levels in order to improve teachers' subject knowledge;
  - (b) develop the teaching of literacy skills in subjects other than English;
  - (c) improving marking so that pupils are clear about what they have done well and how to improve.(Paragraphs 4, 18, 20, 27, 71, 74.)
  
- (2) Improve the use of assessment information to inform planning to identify clearly what pupils already know, understand and can do, and to plan tasks on the basis of what individuals or groups of pupils need to learn next.  
(Paragraphs 17, 26-28, 36, 78, 83.)
  
- (3) Develop the role of subject leaders to allow them to identify the strengths and weaknesses in their subject to inform their planning for improvement by:
  - (a) conducting a scrutiny of pupils' work regularly to establish strengths and weaknesses in their learning;
  - (b) monitoring teachers' planning to evaluate curriculum provision;
  - (c) monitoring teaching and learning in the classroom to identify where improvements can be made.(Paragraphs 46, 78, 83, 87, 92.)

*(The school monitors its performance well and has prioritised all three areas identified above in the current school improvement plan.)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	15	12	1	0	0
Percentage	3	15	44	35	3	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	149
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	32

#### 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	14
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	5.1

#### Unauthorised absence

	%
School data	0.2



National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	8	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (71)	100 (62)	100 (76)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	100 (67)	100 (81)	100 (81)
	National	85 (84)	89 (88)	89 (88)

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

The number of boys and girls at NC Level 2 and above has been omitted, as there were fewer than 10 boys.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	22	18	22
Percentage of pupils at NC level 4 or above	School	92 (100)	75 (95)	92 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	21	21	23
Percentage of pupils at NC level 4 or above	School	88 (100)	88 (100)	96 (100)
	National	72 (70)	74 (72)	82 (79)

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

The number of boys and girls at NC Level 4 and above has been omitted, as there were fewer than 10 girls.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	128
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.8
Number of pupils per qualified teacher	21.9
Average class size	29.8

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	103

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3.0
Number of teachers appointed to the school during the last two years	3.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2000/2001
	£
Total income	371,946
Total expenditure	357,666
Expenditure per pupil	2,308
Balance brought forward from previous year	3,294
Balance carried forward to next year	17,574

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	149
Number of questionnaires returned	51

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	41	0	0	0
My child is making good progress in school.	51	45	4	0	0
Behaviour in the school is good.	53	45	0	0	2
My child gets the right amount of work to do at home.	35	53	12	0	0
The teaching is good.	53	41	2	0	4
I am kept well informed about how my child is getting on.	35	53	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	43	47	6	0	4
The school expects my child to work hard and achieve his or her best.	69	27	4	0	0
The school works closely with parents.	39	47	10	4	0
The school is well led and managed.	53	39	4	0	4
The school is helping my child become mature and responsible.	49	49	0	0	2
The school provides an interesting range of activities outside lessons.	39	49	8	2	2

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

53. There were 21 children in the Foundation Stage at the time of the inspection, who were being taught in a mixed class with pupils in Year 1. Almost all of these children have had the benefit of pre-school education. Results of assessments undertaken when these children started school show that their attainment was above the county average. However, the school's records show that the attainment of children when they start school varies from year to year and has been both above and below the county average in recent years. Nevertheless, children make good progress and the children currently in the reception group have reached the Early Learning Goals expected for children in the Foundation Stage before the end of the reception year. Consequently, at the time of the inspection, the children were working within the National Curriculum alongside their Year 1 classmates, where they continue to make good progress and sustain high standards of attainment.
54. Although the Foundation Stage curriculum was not being taught during the inspection, a scrutiny of children's work and teachers' planning, along with children's records, together with discussions with the children and the evidence of sustained high standards of attainment all demonstrate that teaching is good in all areas of learning. The teacher and the trained nursery nurse work in a very effective partnership to support children's learning as well as their personal, social and emotional development. Children with special educational needs are identified early and they receive good support. This ensures that they make good progress towards the targets in their individual education plans.
55. The mixed reception and Year 1 class is accommodated in a spacious and well-resourced classroom, with both carpeted areas and a washable floor area used for creative activities, construction and sand and water activities. Large double doors lead out to a secure enclosed playground area and this provides appropriately for the children's physical development.

### **Personal, social and emotional development**

56. A strong emphasis is made of the children's personal, social and emotional development, and consequently the children are enthusiastic participants in their own learning. They are eager and responsive and behave very well in lessons, sharing resources together and talking about their activities very confidently. Children are keen to take responsibilities around the classroom, such as taking the register, organising pencils, books and tidying up, and they take on these responsibilities in a mature manner. Children know the difference between right and wrong behaviour, and they show great respect for the feelings of others, which they demonstrate when a child has a minor injury. They develop an empathy with the beliefs and attitudes of other people through work as a part of their religious education such as the story of the birth of Krishna. During sessions where independent activities are self-selected, children demonstrate a mature and sensible approach when they place their names on a planning board and engage in activities together. Both boys and girls show a very good level of independence and are confident in making choices and negotiating turn taking, for example during role play in the old laundry, where they collaborate in folding large clothing items and pegging these out to dry.

## **Communication, language and literacy**

57. Children make good progress in speaking and listening, reading and writing. Speaking and listening skills are very good. Children are confident in expressing their ideas in both small groups and to a larger audience, showing a good command of spoken English and a wide vocabulary to communicate their thinking. For example, when very hot water was added to jelly cubes, one child suggested, 'The jelly looks as if it's melting'.
58. Standards of reading are good, with the higher attaining readers already confidently tackling independent reading with expression and a good recall of the story line. All the children are developing an interest in books and are eager to read. Children use a range of strategies to make sense of the text, including visual clues, the overall meaning and their growing knowledge of individual letter sounds and familiar words recognised on sight. Regularly maintained reading diaries invite parents' comments and children take books home on a regular basis.
59. Children make good progress in developing early writing skills and the higher attaining children are very confident in writing short texts and stories unaided. They make good use of their phonic knowledge to try and spell unknown words, such as 'magical' and 'discover'. All the children enjoy book making activities and attempt independent writing. Through regular games and activities, the children learn to spell simple familiar words and use their knowledge of letter sounds to build up simple spelling patterns. Through good modelling of the reading and writing processes by the staff during shared reading and writing activities, the children build up their knowledge and experience of literacy. They enjoy exploring the enlarged text story of 'The Pig in the Pond' and eagerly place the events of the story into a sequence, or imagine the story from the point of view of the pig. The children begin to form a legible handwriting style through regular opportunities to practise their handwriting.

## **Mathematical development**

60. Children make good progress in mathematical knowledge and understanding. They count confidently up to 20 and beyond and know the names of simple, common shapes. Practical mathematical tasks, such as explorations with sand and water, provide opportunities to investigate volume and capacity and to find out about the relative sizes of sets of objects. Most children record their mathematical work confidently, learning how to form numerals accurately and neatly. The higher attaining children undertake and record simple addition and subtraction to 20, and all children undertake addition and subtraction to ten. At the time of the inspection, children were learning about money and recorded simple shopping transactions using toy coins to purchase items from a pet shop. Children identify coins by value and some of them estimate the exact change needed from 20 pence when an item costing less than this is purchased.

## **Knowledge and Understanding of the World**

61. Children develop a good knowledge and understanding about the world and move on to explore past and present times as they investigate washing through a topic on water. An area was organised to recreate a Victorian laundry and the children enjoyed acting out the work which goes on there, as they wash and iron and hang out the clothes. Children are eager to contribute to a class display on washing past and present and enjoy handling old artefacts, such as a dolly and old iron in connection with this topic.

62. Scientific learning is good. The children investigate absorbency through testing out different types of materials and show an emerging understanding of the conditions for a fair test through this work. They plant cress, sunflower and bean seeds and record the growth of the seeds when they water them. Children develop confident use of the computer, showing good mouse control and keyboard skills. They enjoy the use of a programmable toy, which they give instructions to move.

### **Physical development**

63. Children make good progress in their physical development and develop an awareness of space when they use wheeled toys and other outdoor apparatus in the outdoor playground. The school has identified the need to improve the equipment for outdoor use, the surface of the outdoor play area and to provide greater physical challenges for the children. The children develop good skills in cutting and pasting and they use scissors skilfully.
64. During outdoor games lessons, children move with confidence and show good control and co-ordination when they stretch, shake and jump. They show increasing accuracy in throwing and catching using bean bags and large and small hoops, and enjoy the challenge of increasing the distance between partners to catch the beanbags. During physical education activities, children listen carefully to instructions and co-operate well together in pairs. They change sensibly and with very little adult assistance.

### **Creative development**

65. Progress in this area is good as the children receive many opportunities to develop their creative skills. They handle materials of different texture and they use paints, glue and collage materials to create lively pictures. The children enjoy singing and music making and they try hard to maintain a steady beat when using a range of percussion instruments. They behave well and make a real effort to work together and share resources sensibly. They enjoy taking on the role of workers in a laundry area and they engage in the activity with total enthusiasm, as they wash and scrub, iron and peg out the clothes together.

## **ENGLISH**

66. In the national tests at the end of Year 2 in 2001, all pupils reached the nationally expected Level 2 in reading and writing. Almost three-quarters of the pupils attained the higher Level 3 in reading but less than a quarter attained this level in writing. Inspection evidence shows that standards in reading and writing in the present Year 2 are good, and that pupils, including those with special educational needs, are making good progress in lessons. Standards in speaking and listening are very good.
67. In the national tests at the end of Year 6 in 2001, the percentage of pupils reaching the nationally expected Level 4 was well above the national average, but the percentage reaching the higher Level 5 was well below average. Standards in the current Year 6 are very good in speaking and listening, and above average in reading, but below average in writing. The school has attempted to compensate for this by improving the staffing ratio for pupils in Years 4, 5 and 6. As a result, there is accelerated progress in some classes so that pupils' progress is at least satisfactory in speaking and



- listening, and in reading, but it is unsatisfactory in writing as standards in handwriting and spelling are unacceptably low.
68. In Key Stage 1, pupils listen attentively to their teachers and to each other in discussions and are able to respond appropriately. They explain their own ideas clearly and well, with a developing vocabulary, often in complete sentences. They are able to frame their own questions to the teacher. In Key Stage 2, pupils speak confidently within class and to adults. By Year 6, they are very articulate speakers. For example, a lower attaining boy was able to take the 'hot seat' as a wholly believable Pied Piper and answered questions put to him by the rest of the class. Many pupils benefit from opportunities to speak to the whole school in assemblies or take part in the school's dramatic productions that increase their confidence in front of large audiences.
69. Standards of reading are good. At the end of the reception year, some pupils are already attaining the standard expected at the end of Year 2. They understand the sequence of a story and express opinions about major events in the story. In Year 1 and Year 2, pupils develop a good phonic knowledge. They become accurate readers, able to use context to predict what will happen next. They use non-fiction books with confidence, understanding how the layout can help them retrieve information. In Key Stage 2, pupils show a growing ability to infer meaning and to evaluate character and plot. At the end of Year 6, they use the library well to retrieve information. They use the contents and index pages skilfully and they use scanning and skimming techniques to find an answer to a specific question. Higher attaining pupils read difficult texts and retell the main ideas using the text to justify their opinions. Year 6 pupils read with pleasure and understanding. They show great confidence when using the sense of the text to help them tackle unknown words. However, phonetic strategies are underused by average and lower attaining pupils and this sometimes leads to inaccurate pronunciation.
70. The very good standards in speaking and the pupils' good phonic knowledge in reading are reflected in the good standards of writing by the end of Year 2. Pupils' writing is very well structured in a range of styles, for instance writing explanations, letters or pieces of poetry. Higher attaining pupils write longer stories structuring them into chapters. They choose words well for effect and use complex sentence structure. Pupils' cursive handwriting shows improvement over time, with a satisfactory range of attainment. Spelling is phonetic and higher attaining pupils usually spell accurately. Progress is good as pupils gain in confidence and attempt longer and wider ranging pieces of writing.
71. Standards of writing are variable in Key Stage 2. At best, pupils are able to write in a range of styles and show a good control over word choice to convey meaning and emotion. For example, Year 4 pupils show a good grasp of poetic form in writing Haiku poems. Year 5 pupils show a good awareness of audience and an ability to write persuasively in letters they have written to Tony Blair. In Year 6, pupils use headings, bullets, a variety of print styles and appropriate grammar in designing posters. However, the potentially higher attaining pupils in Year 6 are not reaching the higher levels of attainment because they do not extend their use of language into more complex and precise forms. Handwriting and spelling are unsatisfactory at the end of Key Stage 2.
72. The quality of teaching is good in Key Stage 1 and satisfactory, overall, in Key Stage 2. It is never less than satisfactory and is sometimes very good or excellent. Features of very good and excellent lessons include: analysis of the features of text,

modelling composition, developing pupils' control of vocabulary and supporting pupils' thinking in their own composition.

73. Pupils are given a very good start in developing reading and writing skills in their reception year and they progress to a full literacy hour in the summer term. In Key Stage 1, there is very good teaching of phonics to help pupils read and spell unfamiliar words. Whole-class teaching is good. Teachers share with pupils what they will learn, employ a range of questioning styles and allow time for pupils to engage with texts. Pupils make very good progress in these sections of literacy lessons. When working in groups or as individuals however, tasks are not always set at the right level for pupils to make as much progress as they could. For example, some pupils in Year 1 spend more time drawing and colouring than focusing on the literacy content of their work.
74. In Key Stage 2, the teaching of reading is generally good, but there is a wide variation in the quality of teaching writing. This is due in part to the variation in teachers' subject knowledge. Where subject knowledge is good, teachers develop pupils' understanding of text structure, purpose and a finely tuned sensitivity to the use of language. In a Year 5 lesson, pupils responded to their experience the previous day of being segregated in class by hair and eye colour. This gave them a powerful insight into racism and acted as inspiration for writing their own poetry. The teacher led them through a series of exercises to develop their expressive language. Pupils were completely engaged in their work and showed real intellectual effort in composing their poems. Further variation in the quality of teaching is due to the fact that assessment is not used well enough to target teaching more rigorously at aspects of pupils' work which are identified as needing improvement. Pupils are set individual targets based on an analysis of their written work, but these are insufficiently used to direct teachers' planning. In many cases, the feedback that pupils receive on their written work is inadequate to support improvement as pupils are not given clear enough direction on what they have done well and how to improve. Teachers' handwriting often serves as a poor example for pupils to emulate, although handwriting has been identified as needing improvement. Similarly, insufficient attention is paid to developing good habits in learning spellings, which are corrected on some occasions but ignored on others without a clear reason.
75. Pupils with special educational needs make good progress. The support they receive in class and the use of language programmes to develop phonic knowledge are having positive effects not only on improving reading, but also writing. Extra programmes are delivered outside of literacy lessons so pupils do not miss the range of work undertaken there. These pupils are included in literacy lessons by careful questioning and well-targeted tasks.
76. Homework is set according to the school policy and covers reading, spelling and, in junior classes, regular writing tasks. These pieces of writing are sometimes emailed to the school for the teacher's attention. Homework is well planned, regularly marked and provides good support for pupils' learning.
77. There are opportunities for pupils to develop their literacy skills across the curriculum. For example, in writing letters to pen pals and politicians, composing reports in science and explaining problem solving strategies in mathematics. However, there is insufficient planning that focuses clearly on these opportunities to develop pupils' writing skills in other subjects. Teachers do not make the literacy opportunities in these activities explicit in their planning, although they are becoming increasingly aware of the potential for developing literacy skills across the curriculum.

78. Through an analysis of the national tests, the subject leader has identified handwriting and spelling as areas requiring improvement. Teachers have had training on a phonic approach to spelling and this is having an impact on teaching in the infant classes. The headteacher monitors planning and the subject leader offers teachers support in planning, particularly where there are mixed-age classes. However, termly planning is not adjusted to take account of the information gained from analysis of assessments so, for instance, insufficient attention is paid to planning for handwriting and spelling. The teaching of literacy has been monitored through the general monitoring of teaching strategies but it is not sufficiently focused to have a positive impact on the teaching of literacy. The subject leader has targeted spending of her allocated budget well, for instance on improving information and communication technology resources for teaching literacy. However, her role is not sufficiently developed to allow her to establish a clear understanding of strengths and weaknesses in the subject. A member of the governing body has responsibility for English and visits the school several times each term for discussions with the subject leader.

## **MATHEMATICS**

79. The attainment of pupils is above average at the end of both key stages. This is an improvement since the last inspection and better than the standards attained by pupils in Year 6 in the national tests in 2001. This is because the pupils who took the national tests in Year 6 in 2001 had not benefited from the current good teaching in earlier years and their learning had been disrupted by a series of long-term absences. The school monitors the progress of pupils carefully and this shows these pupils had made good progress in the last two years, whilst those with special educational needs made at least satisfactory progress.
80. In Key Stage 1, pupils develop a good understanding of the number system with a good mental recall of number facts. This is achieved by regular practice in lessons and homework assignments and, by the end of Year 2, many pupils have a good mental recall of many multiplication facts. Pupils also develop a secure understanding of inverse operations and this, along with a good understanding of place value, allows them to complete quite complex computations accurately and quickly. Pupils recognise and name common two and three-dimensional shapes correctly, which they identify by the number of sides, corners and vertices. They measure using both standard and non-standard measures. For example, pupils in Year 2 first measure the perimeter of a netball court using paces or their own feet as they choose. Later, they measure the perimeter in metres using a trundle wheel and this gives them a good understanding of the greater accuracy and commonality of standard measures.
81. In Key Stage 2, all pupils soon develop a good mental recall of multiplication facts that is the basis of the effective and quick way that they make mental calculations involving fractions, percentages and decimals as well as whole numbers. They use and interpret co-ordinates in all four quadrants and they are familiar with square numbers and the square root of numbers. Pupils develop a very good understanding of algebra and they correctly find the unknown values of quite complex algebraic equations. They have a clear understanding of angles as a measurement of turn and they measure angles accurately with a protractor recognising and naming acute, obtuse and right angles. Pupils create graphs that they interpret accurately and they understand the terms mode, median and mean.

82. The basic skills of numeracy are taught well. Pupils' good understanding of the number system is achieved through regular practice, ensuring that they have a good mental recall of number and multiplication facts. This allows them to work quickly and efficiently with number problems. Teachers encourage all pupils to use their knowledge of number facts to estimate an answer before they start and, by Key Stage 2, this becomes a natural practice and helps pupils in their mathematics work. For example, when considering  $8372-1987$ , pupils estimate this as  $8500-2000=6500$ . One boy went further and suggested that  $8372-2000=6372+13=6385$ . This demonstrates the pupils' skilful use of their numeracy skills well. Targets are set for all pupils in mathematics and, in some lessons, these are displayed in front of the pupils to remind them of their personal challenges as they work. However, they are not used sufficiently by all teachers when planning tasks in lessons.
83. The quality of teaching is good in both key stages and reflects the good progress that all pupils, including those with special educational needs, now make. Teachers set clear learning intentions that they share with pupils. This allows pupils to be aware of what they are doing and why. Teachers have high expectations of both pupils' work and their behaviour and this ensures that pupils work hard in lessons and maintain concentration on their tasks. The very good relationships that have been established in all classes and the good management of pupils have a significant effect on the very good attitudes of the pupils, who are enthusiastic and very co-operative. Teachers' planning for lessons is generally good and tasks with different levels of difficulty are set for pupils, with particular attention to the support required by those with special educational needs. However, there is insufficient use of the assessment of what pupils already know, understand and can do in order to set tasks that reflect what individual pupils need to learn next. There is an overuse of worksheets in many lessons and the books that pupils use do not always match their ability and need. For example, some of the youngest pupils use books with blank pages and this does not help them to set their work out neatly in columns to avoid unnecessary mistakes. Marking is variable throughout the school. When it is best, teachers make assessments of what pupils have learned to inform their planning and show pupils how they can improve. However, pupils' work is sometimes not marked and, on many occasions, no comment is made beyond what is correct or not. The role of the subject leader has not been sufficiently developed to allow strengths and weaknesses in the subject to be clearly identified through monitoring the quality of teaching and learning throughout the school.

## SCIENCE

84. In the national tests and teacher assessments in 2001, pupils' attainment was very high in Key Stage 1 and close to the national average in Key Stage 2. The group of pupils who took the national tests in Year 6 had suffered many disruptions to their education since the last inspection that were caused by teacher absences. School records show that all pupils, including those with special educational needs, had made at least satisfactory progress in their last two years in the school and inspection evidence shows that standards are currently above average at the end of both key stages. This is an improvement since the last inspection.
85. A substantial amount of pupils' learning is gained through experiments and investigations. This enlivens their learning and stimulates their interest, allowing them to develop a good understanding of the requirements of a fair test. In Key Stage 1, pupils conduct experiments with some assistance into the importance of sunlight and

water in growing cress. In their work on materials, pupils investigate the absorbent qualities of different materials. They understand that it is necessary to ensure that the same volume of water is used with different materials in order to maintain a fair test. Pupils also investigate the magnetism of a variety of materials and the bounce in different types of ball. They explore forces, such as gravity, by dropping paper clips and then tying parachutes to them. One pupil explained the difference by saying, 'The parachute went slower because the air was pushing it up'.

86. In Key Stage 2, pupils develop independence in conducting fair tests. They clearly understand that to maintain the fairness of a test only one variable may be changed and they evaluate their experiments. For example, one pupil in Year 6 noted that, 'I spilled some of the water so it wasn't entirely a fair test'. Pupils conduct experiments that effectively develop their understanding of the conditions necessary for plant growth and the different qualities of various materials. They measure sound in decibels around the school and create a graph that they interpret accurately to establish the noisiest and quietest places in the school.
87. The quality of teaching is good in both key stages. Lessons are prepared carefully to ensure that pupils have easy access to the resources that are necessary for their tasks. Pupils are managed very well and teachers have high expectations of their work and behaviour. Consequently, pupils are industrious in lessons and they enjoy their experiments. Teachers encourage them to be imaginative and develop their experiments. For example, pupils in Year 6 conducted an investigation to find the acidic or alkaline properties of different solutions. After testing various solutions, they used their findings to predict and then tested other solutions that they prepared themselves. The quality of the marking of pupils' work is variable and, on some occasions, work is not marked. This limits the ability of teachers to assess what has been learned and provides insufficient guidance for pupils about how well they are doing. The role of the subject leader has not been sufficiently developed and this has been hampered by the lengthy absence of the subject leader.

## **ART AND DESIGN and DESIGN AND TECHNOLOGY**

88. These two subjects are taught alternately as part of topics that are often linked to other subjects, such as the Tudors in the history Programme of Study. It was not possible to observe any lessons in design and technology during the inspection, and only two lessons in art and design were seen. Judgements are made from these lessons, a scrutiny of pupils' work and teachers' planning, and by talking to pupils and teachers. Pupils' attainment meets national expectations at the end of both key stages in both subjects. This is similar to standards at the time of the last inspection.
89. Pupils use a range of stimuli as starting points for their work. For example, pupils in Year 2 visit Southampton art gallery and take the work of Paul Morrison as inspiration for their own paintings. In Year 1, they consider and plan the ingredients they will need to make a fruit salad, after which they evaluate how successful their fruit salad had been. Pupils in Key Stage 2, working on a history topic about the Tudors, model their own trenchers and goblets in clay and glaze them in a popular Tudor colour. They also design and make a Tudor house and a garden that incorporates features of Tudor design. Many pieces of work are based on observation.
90. The use of sketchbooks is being developed. Pupils sketch ideas, mainly in pencil, in preparation for later work. In some cases, sketches are annotated and ideas evaluated, showing a good development of pupils' understanding of the artistic

process. Sketchbooks now have the potential to be used as resource banks of ideas which pupils can draw on in selecting their own ways of working. The skills of local artists are used effectively when they come into school to work with pupils on particular projects. A variety of displays that include sculpture, pottery, painting on canvas and water colour techniques, show the high standards which have been achieved in this way. However, the range of media in everyday use tends to be limited and few three-dimensional projects are undertaken. Both subjects are incorporated well across the curriculum and their use in history, geography and religious education provide opportunities to study the art and design of other times and cultures. As part of an 'Indian Afternoon' during the inspection, for example, pupils in Year 5 and Year 6 used genuine wooden printing blocks to pattern a swatch of material.

91. Although few lessons were seen, the quality of the work that pupils produce indicates that teaching is satisfactory, overall, in both key stages and in both subjects. Some good teaching was observed during the inspection and, in a very good lesson for pupils in Year 5 and Year 6, the teacher extended pupils' vocabulary to discuss texture and qualities of materials. He challenged their thinking by showing them different ways of working and encouraged pupils to discuss their own choices and later evaluate their work. The assessment of pupils' learning, though, is limited and is recognised as an area in need of development.
92. The subject leader for art and design has limited opportunity to develop and monitor the subject, but is working on a new scheme of work and is already having a positive effect on standards and teaching. The leadership of design and technology has been inconsistent following the lengthy absence of the subject leader.

## **GEOGRAPHY and HISTORY**

93. These subjects are taught alternately and, consequently, it was only possible to observe one lesson in history in Key Stage 1 and two lessons in geography in Key Stage 2. Judgements are made on the evidence of these lessons, a scrutiny of pupils' work and teachers' planning and talking to teachers and pupils. Standards meet national expectations at the end of both key stages in geography and history. This is similar to the position at the time of the last inspection.
94. In Key Stage 1, pupils explore the local area and draw maps on which they begin to include symbols. They describe human and physical features in simple terms and they include on a map of a local walk. Pupils develop a good understanding of change over time as they consider the ways in which washdays have changed since Victorian times. They begin to develop their knowledge of chronology and some pupils in Year 2 begin to study the ancient world.
95. In Key Stage 2, pupils develop their understanding of maps and this is linked to mathematics when they use co-ordinates to identify locations on a treasure map. They consider the features of the locality carefully through planning a travel guide for Romsey that will attract visitors. Pupils study famous people such as Grace Darling and Guy Fawkes. The historical periods of the Tudors and the Victorians are studied and there are good links with other subjects. For example, in their study of the Tudors, pupils draw portraits of Queen Elizabeth I and pictures of the Golden Hind. They use embroidery skills to make a Tudor flag and further design and technology skills are used to create a model of Tudor garden and they work with a potter to make trenchers and goblets. Some interesting projects are undertaken to enhance pupils'

learning. For example, during the inspection an 'Indian Afternoon' was organised to link with a study of India. Pupils considered a variety of artwork based on Indian designs and techniques, as well as clothes that raised issues of the different climate.

96. The quality of teaching in the few lessons seen was satisfactory in both key stages. Teachers plan their lessons suitably with a reasonably clear idea of what they intend the pupils to learn. However, there is little attention paid to the different rates at which pupils learn. Teachers manage pupils very well and lessons are happy occasions. In Key Stage 1, the teacher dressed up in Victorian costume and showed pupils how she goes about her daily work, letting the pupils help her. This made the lesson very enjoyable and secured effective learning of the pupils about how things have changed. The subject leader is currently developing a long-term plan that is intended to ensure greater consistency and continuity in the teaching of these subjects.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

97. Standards have improved since the last inspection when they were unsatisfactory. Pupils' attainment now meets national expectations at the end of both key stages. This has been achieved by a revitalising commitment and enthusiasm for the subject. The subject leader is knowledgeable and demonstrates the effective use of information technology, which she uses well in her own lessons, and a new scheme of work has been produced that is used by all teachers. The resources for the subject are now good; there is a computer suite that allows computer projection for teaching, a computer microscope and the software in use has been reviewed and improved. All teachers have received suitable training that has raised their confidence in using computers. The computer suite is timetabled for use throughout most of the week. Although the computer suite does not contain sufficient computers to allow all of a class of older pupils to use it at the same time, the headteacher takes half of the class for another lesson while the class teacher uses the computer suite with the rest of the class. This ensures that all pupils have suitable access to the computers.
98. The pupils in Key Stage 1 gain a secure understanding of the use of a computer keyboard. They develop these skills to write labels that they use to identify plants and their own work in other subjects. They also use the computer to draw simple pictures and they create and print graphs of data that they have collected, such as their favourite type of bread. Pupils develop their understanding of control technology through using a programmable toy and a screen turtle.
99. In Key Stage 2, pupils develop their skills and understanding by selecting fonts and considering the layout of their work. They design posters with a good use of colour, fonts and font size that enhance the look and impact of their work. They combine text and images confidently and the oldest pupils use hyperlinks skilfully to combine music with their text and images on their web pages. They also use spreadsheets well to consider finances for a party. Pupils achieve high standards in communicating information when they create their own 'web' pages. They make good use of the Internet and some pupils send their homework to their teacher by email. Pupils have some experience of monitoring external events with computers and control technology but this is not as well developed as their good experiences in communicating and handling information.
100. The teaching seen during the inspection was good in both key stages and this has improved standards of pupils' attainment. These teachers use the resources confidently and have a clear idea of what they want the pupils to learn. Lessons are

organised well and teachers use the computer projector well for demonstrations. Pupils are managed well, especially as there are not enough computers for a whole class to use easily and this results in productive lessons where pupils work hard at clearly understood tasks. The knowledgeable and enthusiastic subject leader is taking a clear lead in improving both provision and teaching in the subject. This is having a significant effect on raising standards.

## **MUSIC**

101. No music lessons were seen in Key Stage 2, although groups of pupils taking part in the school choir and orchestra and instrumental tuition, as well as assemblies were observed. Judgements are also based on this evidence as well as samples of pupils' work and recorded musical performances. Pupils' attainment exceeds national expectations in both key stages. Singing is very good throughout the school. This is an improvement since the last inspection.
102. Pupils sing sweetly, in tune and with a good range of dynamics when preparing for a whole-school production. In Key Stage 1, pupils learn how to keep the beat of music. They talk about the sounds instruments make and for what they would be suitable. They respond to music, for example by playing along with taped Indian music and making up a dance to show varying speeds. They play in ensembles and begin to follow one of their members as a conductor. In Key Stage 2, pupils compose using the pentatonic scale, select instruments and give reasons for their choices and use a range of notation in recording their compositions. Year 6 pupils use a computer program to help their composition. Pupils listen and respond to a range of composers and to music from other cultures.
103. The quality of teaching, which is strongly supported by the subject leader, is good in both key stages. The music co-ordinator, a music specialist, teaches upper junior classes. Teachers introduce music vocabulary and pupils are able to use the correct terms when talking about tempo, rhythm and dynamics. Pupils enjoy music lessons and perform well with others. Pupils with special educational needs are given good support to enable them to take part in lessons. Pupils benefit from the many opportunities to make music in the school. A choir of about 30 and an orchestra of about 15 pupils practise weekly, led very well by the subject leader. They perform in school productions, regularly take part in school assemblies and take their music into the local community. Peripatetic teaching of brass, woodwind and strings enhances provision, allowing talented pupils to take music examinations and play in the district band. Pupils also learn from performances they hear by visiting artists and in concerts and the theatre.
104. The subject leader provides very good leadership in the subject. She has compiled and written a new scheme of work to match the topics studied in each year group. The scheme is giving very good support to non-specialist teachers, who now feel confident to teach the subject themselves. Further work remains to be done in monitoring the implementation of the scheme.

## **PHYSICAL EDUCATION**

105. A few physical education sessions were observed during the inspection, involving games in Key Stage 1 and swimming in Key Stage 2. These activities indicated that



standards meet expected levels in both key stages, which is the same as at the time of the last inspection.

106. Pupils in Key Stage 1 improve their throwing and catching skills, working with bean bags in reception and with balls in Year 2. They show co-ordination and an awareness of space as they move, and this is developed as they learn to mark other pupils in Year 2. In a swimming lesson, all pupils made good progress as able swimmers improved their strokes and beginners were taken through exercises designed to develop their confidence.
107. Teaching is satisfactory, overall, in both key stages. Planning is good. For example, the teachers' careful notes for a swimming lesson provided a good structure for parent helpers who coached more able swimmers. Good teaching helps pupils to develop their skills, providing greater challenges as the lesson progresses, such as when reception class pupils throw and catch their beanbags over increasing distances. Skills are also developed through specific coaching, such as reminding pupils to, 'Keep your eye on the ball,' when catching, or demonstrating the breast stroke arm and leg movements. Where teaching is good, the pace of lessons is brisk and learning is improved by good relationships, which encourage good behaviour. In one lesson, unsatisfactory behaviour management meant that pupils did not make the progress they could, as time was wasted when they became over excited in team games and failed to pay proper attention to the teacher.
108. In Key Stage 1, pupils are taught a range of physical activities such as outdoor games, dance, athletics and gymnastics. In Key Stage 2, they also have a ten-week course of swimming and participate in outdoor activities involving orienteering. Pupils are encouraged to take part in extra-curricular clubs covering gymnastics and various team sports such as netball, basketball, badminton and football. The school participates in area sports and athletics events and is proud to have won an area netball tournament.

## **RELIGIOUS EDUCATION**

109. Standards attained by pupils meet the expectations of the locally agreed syllabus in both key stages. This represents improvement since the time of the last inspection, where there were shortcomings in Year 6 pupils' knowledge and understanding and in planning. A new scheme of work has been formulated on a two-year rolling programme, which adheres to the guidelines in the locally agreed syllabus as required in the last inspection report.
110. It was only possible to observe one lesson during the inspection and, therefore, it is not possible to make a secure judgement on teaching. However, on the evidence from a scrutiny of pupils' work, including photographs, and teachers' planning, discussions with teachers and pupils and displays around the school, teaching is satisfactory. Pupils show a positive attitude towards the work they undertake in religious education as a result of the teaching in the subject.
111. Pupils in Year 1 learn about the stories Jesus told and know that Jesus was a special teacher within Christianity. They learn about the story of the birth of Krishna within the Hindu tradition, and enjoy recreating a small shrine to Krishna in the classroom. By the end of Year 2, pupils know about the Hindu festival of Diwali and understand that this is a celebration of light. They learn about special places for Hindus and Christians through visits to a Hindu Mandir in Southampton and to the local church in

Awbridge and learn about different values and beliefs within worship. They learn about the significance of the Paschal candle within the Christian church. Some sensitive writing by Year 2 pupils commented on the impact the visit to the Hindu temple had made. For example, 'I loved the service. They were so good, I wish I had joined in the song'.

112. By the end of Year 6, pupils know about the importance of prayer, as they learn about the values and beliefs within Islam, Judaism and Christianity, and they gain an understanding of the importance of pilgrimage and of the significance of particular rites of passage and festivals. Pupils in Year 5 and Year 6 write enthusiastically about their exploration of the Jewish festival of the Passover, which they recreate through sharing special foods together in the classroom with their teacher, who has particular knowledge of Judaism, which she is able to share with the pupils.
113. As they progress through the school, pupils show an increasing understanding and respect for the personal beliefs of others through the work they undertake in religious education. However, there is scope to improve the ways in which work is recorded and assessed in Key Stage 2, to provide pupils with a continuous record of work that they have undertaken.
114. The subject leader has worked with enthusiasm to develop the new scheme of work and has identified assessment opportunities within this scheme. However, she has no planned release time to monitor standards and the use of assessment across the school. Very good use has been made of visits, such as to the local church and Hindu Mandir to enhance the religious education curriculum. The local vicar makes a valuable contribution when he visits the school to talk to pupils and to answer their questions. A sound range of resources and books is available within the school to support teaching and this is enriched by good use of the regional centre's additional artefacts and resources.