

INSPECTION REPORT

SWANMORE CE PRIMARY SCHOOL

Swanmore, Southampton

LEA area: Hampshire

Unique reference number: 116371

Headteacher: Mrs Lesley Hutchings

Reporting inspector: Dr Brian Male
14906

Dates of inspection: 24 – 27 June 2002

Inspection number: 194788

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Church Road Swanmore Southampton
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Paul Mason
Date of previous inspection:	02/06/97

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14906	B Male	Registered inspector	English	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19419	S Boyle	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20614	D Kimber	Team inspector	Science Geography History	
26820	C Maddox	Team inspector	Art and design Music Foundation Stage	
19852	M Fowler	Team inspector	Information and communication technology Design and technology Physical education	
1949	T Thompson	Team inspector	Mathematics Special educational needs	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This very popular Church of England aided primary school takes pupils from four to 11 years old, and serves the village of Swanmore in Hampshire. At the time of the inspection there were 366 full-time pupils in 13 classes. Forty four of the pupils were still at the Foundation Stage. The school has increased significantly in size in recent years. Many pupils start school with standards of attainment above those usually found. The percentage of pupils known to be eligible for free school meals is well below the national average. The percentage of pupils identified as having special educational needs is below the national average. There are very few pupils from ethnic minorities or for whom English is an additional language. These proportions are much lower than in most schools.

HOW GOOD THE SCHOOL IS

This is a very good school with a very strong and supportive ethos that offers a very rich curriculum. Pupils make good progress across the school and standards of attainment are well above the national average by the time they leave at the age of 11. Pupils' behaviour and attitudes to school are very good. The good progress and high standards result from the good quality of the teaching, the richness of the curriculum, the pupils' very positive attitudes to learning, and the support they receive from their parents. The headteacher provides very good leadership and sets an excellent tone for the school. The school provides very good value for money.

What the school does well

- Standards of attainment are well above the national average in English, mathematics and science.
- Pupils' behaviour and attitudes to work are very good.
- The school involves the pupils in a very rich range of experiences in the classroom and way beyond.
- The school has a very strong and supportive ethos, and relationships between the pupils are excellent.
- The quality of teaching is good overall with a significant amount of very good teaching.
- There is very good provision for pupils' personal development.
- The school and its headteacher are held in very high esteem by parents.
- The headteacher sets an excellent tone for the school and, with her deputy, provides very good leadership.

What could be improved

- The school could make more specific use of the assessment data it collects to focus teaching on different groups in some classes.

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

The area for improvement is essentially a 'fine tuning' of already very good provision, and has already been recognised by the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997, and has made very good progress since then. Standards of attainment at the end of Key Stage 2 have risen since then and are now well above the national average in English, mathematics and science. Standards have also risen in information technology, music, art, history and geography. Pupils' attitudes and behaviour continue to be very good. The quality of teaching has improved and there is now a significant proportion of very good teaching. Provision for pupils' personal development has also improved. The headteacher has strengthened her leadership of the school which is now very good. She sets an excellent tone, and provides a very good model for relationships. All the key issues raised by the previous inspection have been addressed. There is a very good shared capacity to improve.

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				Key
	all schools			Similar schools	
	1999	2000	2001	2001	
English	B	A	A	B	well above average A above average B
Mathematics	C	A	B	D	average C below average D
Science	B	A	A	C	well below average E

The school's scores in national tests for 11 year olds in 2001 were well above the national average in English and science, and above the national average in mathematics. These standards were above those in similar schools in English, in line with that average in science, and below the average in mathematics. Standards in all three subjects have been generally well above the national average over the last four years. Inspection findings suggest that present standards are well above average in all three subjects, and are likely to be above the average of similar schools. These standards represent good achievement for the pupils.

The school's scores in national tests for seven year olds have generally been well above the national average, but were much lower in 2001. Inspection evidence suggests that present standards are much higher, being above well above average in reading and mathematics, and above average in writing. These standards are likely to be well above the average for similar schools in reading and mathematics, and in line with that average in writing. This is good achievement for the pupils.

Pupils make good progress through the Foundation Stage, and standards are generally average in writing and mathematics, and above average in all other areas of learning by the time children move to Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They take a very lively interest in their lessons and are very confident learners.
Behaviour, in and out of classrooms	Standards of behaviour are very good across the school. Pupils are polite and courteous and have a very high level of social skills.
Personal development and relationships	Relationships are excellent. Pupils are particularly thoughtful and caring and very aware of the needs of others. They work and play together exceptionally well.
Attendance	The rate of attendance is well above the national 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.

The quality of teaching is good across the school, with a significant amount of very good teaching, particularly at Key Stage 1 and at the top of Key Stage 2. Teachers are very hardworking and involve pupils in a very wide range of activities and experiences inside the classroom and beyond. This richness of experience has a significant impact on the progress pupils make. Teachers generally have a very positive approach to pupils, and value the contributions they make. This encourages the pupils' positive attitudes.

Where teaching is very good, there is high challenge for the pupils and a sense of excitement to the activities. These lessons build well on what different groups of pupils already know and can do, and teaching methods are well matched to learning needs.

The teaching of English and mathematics is generally good, and the basic skills of literacy and numeracy are well taught, although the teaching of writing, especially through the Foundation Stage and Key Stage 1 could focus more closely on the precise requirements of different groups. This need for a closer focus is also the feature of many lessons where teaching is satisfactory rather than good. The school is generally successful in meeting the needs of all its pupils.

The quality of learning is good across the school and often very good. Pupils have very positive attitudes to learning and sustain their concentration well. They take a pride in their work and wish to do well. Where there are sufficient opportunities, they show that they can work very well independently.

Key features in encouraging the pupils' positive attitudes are the good quality and level of interest of the great majority of lessons. Pupils have an expectation that the lessons will be interesting and stimulating, and they are seldom disappointed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a particularly rich curriculum. Pupils are involved in a very wide range of activities in the classroom, in the school grounds, and beyond. This makes a significant contribution to their progress and learning. There is an exceptionally wide range of extra-curricular activities.
Provision for pupils with special educational needs	The school makes some good provision for pupils with specific needs and there is some good support from teaching assistants. Other provision is generally appropriate, but in some cases should be linked more closely to learning needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development through strong relationships, the valuing approach taken by most teachers and the formal programme of personal education. There is excellent provision for social development, and very good provision for spiritual, moral and cultural development.
How well the school cares for its pupils	The school provides a very good standard of care for its pupils within its supportive environment. There is a good range of assessment procedures, but in some cases the data obtained could be analysed more closely to allow teaching to be focused precisely.

The school has an excellent partnership with parents. This close partnership enables parents to make a significant contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets an excellent tone for the school, and her own very good teaching provides a very valuable model. She has created a very positive ethos and ensured that the school provides a rich curriculum. She is very well supported by the deputy headteacher and provides very good leadership for the school.
How well the governors fulfil their responsibilities	The governors have a very good overview of the school and are strongly supportive of its work. They make a significant contribution to the management of the school, and fulfil their responsibilities very well.
The school's evaluation of its performance	The school is taking many valuable steps to monitor and evaluate its performance. Test and other assessment data are analysed and there are reviews of the effectiveness of teaching programmes. The level of analysis could be more detailed in English and mathematics.
The strategic use of resources	The school's budget is drawn up appropriately to support its targets. All special grants and funds are allocated appropriately and the principles of best value are observed.

The school is appropriately staffed for the number of pupils, although one extra teacher would allow all pupils to be taught in separate year groups. Learning resources are generally adequate across the school. The present accommodation includes four temporary classrooms that are far from ideal, but there are well-advanced plans to extend the building with a new permanent structure. This improvement is certainly needed. The school grounds have been particularly well developed to provide an extremely attractive and stimulating environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • Behaviour is good. • Children make good progress. • The school is well led and managed. • Children are expected to work hard. • The school makes good provision for personal development. • Parents feel comfortable approaching the school. • Children like coming to school. 	<ul style="list-style-type: none"> • There is no area where a significant number of parents would like to see improvement.

Parents were very supportive indeed of the school in their meeting with inspectors and in their replies to questionnaires. They are very pleased with the educational provision, and hold the headteacher in very high esteem. The inspection agrees with all their positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Many children enter the school with standards of attainment above those expected for children of this age. Pupils make good progress across the school, and standards are generally well above the national average, and above the average of similar schools, by the time pupils leave the school at the age of 11. These standards represent good achievement for the pupils.

The Foundation Stage

2. Many children enter the school as four year olds with standards of attainment already above national expectations. They receive a good start to their education in the reception classes, and standards of attainment are above those usually found in all areas of learning by the time children move to Year 1.

Key Stage 1

3. In national tests for seven year olds in 2001, the overall standards, as measured by average point scores, were in line with the national average in reading and mathematics, and well below average in writing. These standards were below the average for similar schools in mathematics, well below the average in reading and in the lowest five per cent for writing. This was an unusually low set of scores, and standards in all three aspects had been generally well above average in the previous three years.
4. Inspection evidence shows that standards this year are much higher, being well above average in reading and mathematics, and in line with the average in writing. These standards are likely to be above those of similar schools in reading and mathematics, but below that average in writing. These standards represent good achievement for the pupils in reading and mathematics, but standards in writing could be higher.
5. Standards are well above those usually found in science and music, and above those usually found in information technology, design and technology, history, geography and physical education. Standards are generally in line with those usually found in art.

Key Stage 2

6. The school's scores in national tests for 11 year olds in 2001 were well above the national average in English and science, and above average in mathematics. Compared to similar schools, these standards were above average in English, average in science, and below average in mathematics. Scores in all three subjects had generally been well above the national average in previous years.
7. Inspection evidence suggests that standards are well above average in all three subjects, but that within English, standards are higher in reading than in writing. These standards represent good achievement for the pupils.
8. Standards are well above those usually found in information technology and music, and above those usually found in design and technology, history, geography, art and physical education.

Progress of different groups

9. The school is generally successful in providing appropriate challenge for all its pupils and enabling them to progress, although the provision for pupils with lower attainment is not always sufficiently focused on their learning needs to allow them to make maximum progress. Pupils with special educational needs make appropriate progress in meeting the targets set in their individual education plans. The progress of boys and girls and of higher attaining pupils is in line with the general progress of the school. There is no pupil for whom English is an additional language requiring extra support.

Literacy and numeracy

10. Within English, standards of reading and speaking are higher than in writing at both key stages. Standards in numeracy are high across the school.

Pupils' attitudes, behaviour and personal development

11. Pupils have very good attitudes to school and take a lively interest in learning. They have a strong sense of ownership and of belonging to the school. A good example of this was the way in which two boys lay on the floor in the entrance hall one lunchtime, playing chess. They were relaxed, completely absorbed in their game, and oblivious to all that was going on around them, until they were moved away by a teacher. Pupils participate well in lessons, and willingly give their opinions and ideas, as well as listening carefully to what others have to say. When contributing to lessons, pupils think about what they are going to say and when asked give reasons to support their answers. They enjoy the activities, and work conscientiously, even in situations when they are not being directly supervised. Throughout the school, pupils have developed a strong work ethic so that teachers only very rarely have to remind them about working. In the very few instances where pupils do not show such a commitment to work this is because the lessons themselves are not sufficiently interesting to hold pupils' attention.
12. Behaviour in the school is very good. Pupils are sensible and responsible and do as they are told. Incidents of misbehaviour are usually very minor, and again occur in those lessons that fail to stimulate and where pupils become bored and fidgety. Pupils are very polite and show consideration for others. In conversation they show respect for adults and other children, and observe social conventions well, such as opening a door for others. Exclusion is used only very rarely and appropriately.
13. Pupils' personal development is excellent. Throughout the school they are given responsibilities and carry them out well. There are very many responsibilities for the oldest pupils which they take very seriously and responsibly; for example, the pupils who are expected to operate the music during assembly do so quietly and with the minimum of fuss. Older pupils paired with younger pupils help their charges with reading or with activities such as looking for leaves to make leaf prints. In Captain Phillimore's Woods, pupils show respect for the woodland environment and work well together making a house for their imaginary 'Boggarts'.
14. Pupils have excellent relationships with each other. They work and play extremely well together. They enjoy working with each other and do this particularly well. In the playground they play very well together; for example, the field was marked out for running and during one break the infant children organised themselves for races. They look after each other and are concerned for others. They show thoughtfulness and sensitivity towards pupils in the school who have disabilities and include them fully in their games. Pupils' relationships and personal development are better than

they were at the time of the previous inspection when they were found to be very good.

Attendance

15. The rate of attendance is well above the national average. This represents an improvement since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good across the school, with a significant amount of very good teaching, particularly at Key Stage 1 and at the top of Key Stage 2. Teachers are very hardworking and involve pupils in a very wide range of activities and experiences inside the classroom and beyond. This richness of experience has a significant impact on the progress pupils make. Teachers generally have a very positive approach to their pupils that values their contributions very well and encourages their very positive attitudes to school. The quality of teaching is enhanced by the contribution of teaching assistants, particularly in information technology.

Foundation Stage

17. Children receive a good start to their education in the reception classes where the quality of teaching is consistently good. Children are involved in a very good range of activities that cover the six elements of the Foundation Stage Curriculum effectively and are well matched to the children's needs.

Key Stage 1

18. The quality of teaching is good overall with a significant amount of very good teaching. Lessons are often very lively, and the pupils are involved in some exciting activities that are very effective in promoting their learning. Teaching is very good in mathematics, science and music. It is good in English, information technology, geography, art and physical education. Too few lessons were seen in history and design and technology for a judgement to be made.

Key Stage 2

19. The quality of teaching is good overall, with a significant amount of very good teaching at the top of the key stage where teaching is more challenging, and where activities are more stimulating. Teaching is very good in mathematics, information technology, art and music. Teaching is good in English, science and geography. Too few lessons were seen in design and technology for an overall judgement to be made.

General

20. Where teaching is very good, there is a sense of excitement in lessons, and a high challenge that moves learning along at a quick pace. For example, pupils' interest was held very well by a Year 5 English lesson where they took the parts of characters in a Seurat painting and imagined what they would be feeling. A Year 1 physical education lesson made very good use of music to provide rhythm to movement and so increased involvement and enjoyment. Many of the best lessons have high expectations of attainment, and pupils rise to these expectations. For example, a Year 3-4 information technology lesson expected pupils to import digital photographs into a document, and very good support from the skills instructor enabled them to accomplish the task successfully. A very good Year 5 geography lesson required pupils to interpret aerial photographs, and the teacher's very good questioning led the pupils effectively through the process.

21. Teachers use a good range of effective methods that encourage pupils to learn in different ways. This leads to a wider understanding of more difficult concepts, and helps to develop pupils' confidence in learning. The work the school has undertaken in developing a 'thinking skills' approach has been very effective in promoting many of these methods. Particularly good use is made across the school of 'response partners', where pupils discuss an issue with a fellow pupil. This discussion not only helps with speaking and listening skills, and encourages co-operation, but also helps understanding. For example, good use was made of the method in a Year 2 science lesson where pupils discussed the way in which snails move. The discussion significantly improved the level of observation as pupils replied, "Oh, yes. I hadn't noticed that", and worked together to draw conclusions. 'Story sacks' (collections of scenery and models) were used very effectively in Year 1 lessons to enable pupils to create story structures and sequence events before writing, and to extemporise dialogue for the characters. This early role play is extended effectively elsewhere in the school and used effectively in subjects other than English to extend understanding and explore relationships. For example, role play was used very effectively in some Year 3-4 geography lessons to look at economic relationships in third-world countries. In one lesson, a 'market-place' game enabled pupils to explore the power of the richer countries in international exchange. In another Year 3-4 class, the teacher took the role of village leader as her 'villagers' explained their lives and problems, "I'm trying to find some rich soil to plant this tree, but all the ground's so poor". There is good co-operation between classes that promotes both understanding and personal development. For example, Year 3 to 4 pupils worked with reception class children exploring the school grounds and locating different leaves in a science lesson. There are also reading partners for younger pupils which helps develop their reading and the older pupils' social skills.
22. The links made between different subjects are a feature of the teaching across the school. Careful planning has enabled the integrity of subjects to be maintained whilst learning is seen in a broad context. For example, a reception class lesson used role play in a 'pizza parlour' to involve pupils in a range of creative, social and practical activities. The Year 5 English lesson already mentioned, combined a study of Seurat's painting with writing and drama, and the Year 6 topic on islands successfully combined English and geography.
23. There is some good use of informal assessment to check on what pupils have understood so that the teacher can go over points again or direct teaching more specifically to a group. These lessons are particularly effective. For example, in a Year 1 science lesson, the teacher went back over previous work, and with a few simple questions found out who had understood the concepts involved and who needed further work at this level. This was particularly effective as it involved a job-share teacher taking over part way through a week. It was, again, some very effective questioning in a Year 6 English lesson that enabled the teacher taking over the class to give the appropriate support to each group with their writing.
24. The valuing approach taken by teachers is very important in building pupils' self-confidence and encouraging their positive attitudes. Almost all teachers are very positive in their approach, listen to the pupils very carefully and value their contributions, even when their answers are wrong or, as is often the case with young children, nothing to do with the question. In a Year 2 English lesson, the teacher was particularly gentle in responding to pupils' answers as he suggested, "Well, I can see why you say that, but do you really think it fits there?". Pupils so encouraged are willing to make further responses. This approach helps teachers to be inclusive of all pupils, by valuing all responses. However, in some lessons the approach is not sustained, particularly for lower attaining pupils.

25. The quality of teaching was unsatisfactory in a small number of lessons. In each case, the methods did not match the learning needs of lower attaining pupils.

Teaching of different groups

26. The school is generally successful in meeting the needs of all its pupils. Higher attaining pupils are encouraged to progress and this is manifest in the numbers attaining the higher levels at the age of seven and 11. There are some lessons in which the approach and materials provided for lower attaining pupils do not always match their needs. Most pupils in the school find learning easy, and the school's prevalent approach to teaching, which is mainly verbal explanation and discussion followed by a practical activity, is very successful. However, there are some pupils who need more visual support to accompany explanations, more structures to guide their activities, and sometimes smaller steps to learning. Where these are not present, as in some Year 3-4 lower attaining English and mathematics groups, lessons are unsuccessful and pupils lose interest.
27. Teaching approaches usually contribute positively to the progress of pupils with special educational needs. However, teaching methods in Years 3 and 4, for the lower achieving pupils and those with special educational needs in the setted groups in mathematics, are not always effective. Activities are often not matched sufficiently to their needs and the teaching sometimes concentrates on explaining how the pupils should complete their tasks at the expense of helping them understand the learning that lies beneath the tasks.

The quality of learning

28. The quality of learning is good across the school, and often very good. Pupils generally apply a very good level of effort and work at a good pace. They show a very good interest in their lessons and sustain their concentration particularly well. Where lesson objectives are clear and shared with the pupils, they gain a good understanding of what they need to do to improve.
29. Key features in encouraging the pupils' positive attitudes are the good quality and level of interest of the great majority of lessons. Pupils have an expectation that the lessons will be interesting and stimulating, and they are seldom disappointed.

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

The curriculum

30. The quality of the whole curriculum, including extra-curricular activities and links with the community, is very good and is a strength of the school. This is acknowledged by parents who commented very positively in the questionnaire and at the parents' meeting. The school has developed further the provision noted at the time of the last inspection. It is committed to achieving high standards in English and mathematics, but equally it ensures that these are not achieved at the expense of providing a good all-round curriculum.
31. The school provides a broad and balanced curriculum that meets all requirements, and involves pupils in a very rich range of experiences in the classroom and way beyond. This has a positive impact on the pupils' progress and on their attitudes to learning. The curriculum goes well beyond just including elements of what the pupils need to know and understand. The skills pupils need to learn in most subjects are included effectively in ways which develop their ability to work co-operatively and collaboratively. This has a positive impact on their behaviour and relationships. The

curriculum is accessible to all, and pupils are prepared appropriately for the next stage of their education. Links with pre-school settings and with local secondary schools are good, and Year 6 pupils talk positively about their next schools. All curriculum requirements are met for pupils with special educational needs. Individual education plans include targets for literacy, numeracy and, where appropriate, behaviour.

32. The deputy headteacher is very effective in co-ordinating and monitoring the termly planning of units of work. Evaluations are monitored regularly, and adjustments are made where appropriate. This contributes positively to the effective use of time for all subjects and ensures appropriate balance across subjects. Links across subjects, notably with English, mathematics and information and communication technology (ICT) are good. Strategies for the teaching of literacy and numeracy are good, and have had a positive impact on standards. Provision for pupils with special educational needs is generally appropriate across the school. This relates to the curriculum provided in class work as well as that provided when they work with the special educational needs co-ordinator or learning support assistants. However, in Years 3 and 4, arrangements for pupils with special educational needs, when they are withdrawn for small group work, are occasionally unsuccessful because the curriculum is not always matched to their needs.
33. The school makes excellent use of its grounds to promote learning. The weather was fine during the inspection and a significant amount of learning took place outdoors. The grounds also promote personal development with the small amphitheatre being used for drama and music and also serving as a place for pupils to talk quietly during their break times. The school has been successful in a bid to develop further the playground space and plans are well in hand. Pupils in classes of different age groups regularly combine for work. During the inspection, pupils from a Year 3 and 4 class joined with a reception class to tackle investigation into trees and their leaf shapes. They worked in small mixed age groups to find and identify several leaf silhouettes. This contributed positively to their scientific knowledge about life and living process, and also to their social development.
34. There is an excellent range of extra-curricular activities available to pupils. Different activities are available to different year groups. They range from music groups and orchestra, to Morris Dancing, sport and science. Extra-curricular activities contribute significantly to pupils' overall achievement. For example, the well attended after school orchestra achieves impressive standards of performance. A young pupil in the science club talked about a recent activity where he had used red cabbage water to show the acidity and alkalinity of lemon juice and sodium bicarbonate.
35. The school makes excellent use of the local community as a resource to enhance the curriculum. The school also contributes to the local community. Members of the local community regularly visit in order to contribute to curriculum; for example, supporting a unit of work about 'People who help us' at Key Stage 1, and reminiscing about times during the second world war when evacuees came to the area. There are appropriate links with the local church and local events, such as the annual carnival, and pupils from the school joined other schools in a design and technology challenge day to build a small solar powered vehicle.

Provision for pupils' personal development

36. The provision for pupils' personal development is very good, and this is an improvement since the previous inspection. The headteacher and deputy headteacher have established a very effective ethos that is valuing and supportive and underpins the school's approach. Their sensitivity and way of relating to others

provides an excellent model for staff and pupils. Most staff have responded very well to this, and have adopted a consistently valuing, supportive and sensitive approach. However, although this is almost always the case, just very occasionally some staff do not demonstrate such very high levels of sensitivity. Pupils' personal development is particularly well supported outside the classroom with many opportunities for pupils to take responsibility and to use their initiative. However, although generally this is the case, in some lessons there are very occasionally times when some teachers do not give pupils sufficient scope to select their own equipment and resources.

37. Provision for pupils' spiritual development is very good. The real strength of the provision for spiritual development is in the valuing of pupils as mentioned above and in the emphasis that the school places on the appreciation and love of the natural world. Visits to a local wood enable pupils to observe a deer running through the long grass beside them or see a fox ahead of them in the trees. These visits for all Key Stage 2 children at different times of the year and which culminate in an overnight stay for Year 6 pupils, give them a wonderful opportunity to observe, appreciate and enjoy nature. Daily acts of collective worship have a very good community feel, involve staff and pupils well, and ask pupils to consider challenging themes such as 'Where is Heaven?'
38. Provision for moral development is very good. There is an expectation in the school that pupils will behave in ways that are appropriate and they respond well to this. Within this provision, even the youngest pupils learn to reflect on complex moral issues, such as inequalities in the world through a programme of personal and social education that looks at the rights of the child for example, an entitlement to clean water.
39. Provision for social development is excellent. The school has a very well thought out programme to support pupils' social development, and the outstanding provision for residential visits and off site activities mentioned above, greatly enhance this provision. The opportunities to participate in extra-curricular activities, which include a thriving school orchestra, give pupils the chance to work alongside each other in a situation outside the classroom. The school council has a representative from each class and this gives all pupils an opportunity to influence decisions in the school. Older children partner younger children for work activities and are able to learn about the needs of younger children as well as contributing to the school community. The impact of these work partners is felt in the playground where the older children frequently look out for their younger partners. The school newspaper is yet another chance for pupils to contribute in a meaningful way to the life of the school. Of special note was the opportunity given to Year 6 pupils to organise a fun sports day for younger pupils. This was voted a great success by parents, teachers and pupils themselves.
40. Provision for cultural development is very good. There is a very strong focus on pupils' cultural development with very many opportunities through the life of the school, and through visits and visitors, for pupils to have first hand experience or watch others performing music, poetry, literature and drama. The multicultural aspects are developed well through learning about stories from other cultures, looking at art and listening to music. One feature of this provision was the good opportunity provided by the World Cup Football Competition for each class to adopt a country from those participating, and look at the food and culture of that country. The opportunities to use the resources that the school has in terms of pupils who follow religions other than Christianity have been used sensitively. The programme already referred to which gives younger children an insight into the lives of children less

fortunate than themselves, is a very good opportunity to learn about how some people live in other countries. However, although the school provides very good opportunities to learn about other cultures, it recognises that there is still scope to develop this provision to address more fully the more complex nature of many other societies and to prepare pupils more fully for the multicultural nature of our own society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Academic

41. There is a good range of assessment procedures used by the school, and many improvements have been made since the last inspection. Procedures now include baseline assessment for children under five, half termly assessments in English and mathematics from Year 2 to Year 6, and the formalisation of assessment recording systems in foundation subjects. Pupils, individually and in groups, have targets set for English and mathematics. The school has identified a focus upon 'assessment for learning' to raise standards. This involves helping pupils to make judgements on their own learning often at the end of lessons, and feed this back to the teacher. There is also some good early assessment to identify and support pupils with special educational needs.
42. There are inconsistencies in the quality of analysing and using the data available from assessment. There is evidence of good use of assessment data analysis to guide planning, such as the formation of groups of pupils in literacy, and the booster classes for mathematics and English in Year 6. The results of the national tests in Year 2 and Year 6 are analysed to see which topics require greater or lesser coverage. However, analyses of assessment data, particularly in English and mathematics are not always sufficiently detailed to enable teaching to be focused more precisely for different groups in some classes.
43. The school has good procedures for monitoring and supporting academic progress. Pupils are encouraged to assess their own progress in many lessons, and they are involved in agreeing English and mathematics targets.

Welfare

44. The school provides good support and guidance for its pupils. Procedures for health and safety are good. There is a vigilant and well thought out approach to pupils' health and safety, and appropriate risk assessment. The issues raised by the previous inspection about risk assessment, the child protection policy, and the marking of registers have all been addressed. The policy for child protection is now well established, but the school recognises the need to update all staff, including the midday supervisory staff.
45. The school is very effective at promoting good behaviour. Staff generally manage pupils very well by adopting a very positive and supportive approach, and by valuing pupils. Some staff tend to use a more negative approach at times, and this is seldom successful. Relationships between pupils are excellent, and this, alongside the school's provision for personal development, means that incidents of bullying are very rare. Pupils know that they can go to their teacher with any problems and they feel confident that their teacher will deal with these well.
46. The school is generally very sensitive to the needs of its pupils. A good example of this is the dedicated dining tables for the children in the reception classes. This gives the younger children a place where they can sit with others in their class and with a

mid-day supervisor to hand should they need adult help. The school recognises that it needs to provide appropriate facilities for older pupils to change and use toilets, and has taken steps to improve matters. However, improvements still need to be made in order to ensure appropriate privacy.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has established an excellent partnership with parents. Parents' views of the school are overwhelmingly positive and supportive and there was no area about which a significant number of parents had concerns. Parents hold the headteacher in very high esteem, and feel that teachers are very approachable. These extremely positive views by parents make a significant impact on the very positive attitudes of the pupils.
48. The school's links with parents are excellent. Parents are very interested in the school and many attend the meetings and workshops for them on topics which vary from 'helping with reading' to 'drugs awareness'. Parents like the system for parent teacher consultations which puts the onus on them to make appointments for the formal consultations with the teacher. This generally works extremely well because the time given over to these consultations is much greater than is usually found in schools. Parents themselves like this system because it means that teachers have time to give them a very full report of their child's progress. However, although parents are reminded to make an appointment, very occasionally some parents fail to make the appointment, and the school's system for following up these parents is not as effective as it might be. Very many parents attend the Governors' Annual Meeting, and the school uses this forum well to elicit parents' views and ideas.
49. The impact of parents' involvement on the work of the school and their contribution to children's learning at school and at home are excellent. Very many parents help in classrooms and give very good support for work outside classrooms. A good example of this is the wonderful story sacks that were made by parents and have been used very effectively in the Year 1 classes to support drama. The Friends of Swanmore Parents' Association works extremely hard and raises substantial sums of money each year which are used well to enhance the curriculum through visiting theatre groups and to improve recreational facilities such as the playground markings. Parents are keen to help their children with their homework and initiatives such as Barnaby Bear goes on holiday, which requires reception children to send a postcard to school, are well supported.
50. There is regular information for parents through the school's own newspaper and through regular newsletters. Parents know what their children will be learning through the termly information about the curriculum. The pupils' reports have very detailed information about English and mathematics, and have targets designed to help pupils improve their work, although there are sometimes too many targets to be helpful.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The headteacher and senior staff

51. The headteacher provides very good leadership and sets an excellent tone for the school. Her own, very good teaching provides a very valuable model for all staff. She is highly respected by parents and pupils alike. She is very ably supported by a dedicated deputy headteacher who makes a significant contribution to the running of

the school and the quality of education that it provides. Together, they form a very strong team and provide a very clear educational direction for the school. They have created a very positive ethos where pupils are valued as individuals, and ensured that the school provides a very rich curriculum that takes pupils way beyond the classroom. In this way, they have been very successful in ensuring that the school achieves its aims.

52. There is generally good management of other subjects and areas, with the management of music and information technology being particularly successful. Co-ordinators work hard to ensure that their subjects are well planned and that appropriate cross-curricular links are made. They maintain a good general overview of their subjects, although there could be more specific analysis of the assessment data collected in English and mathematics to identify different groups and to ensure that teaching and support are well targeted.
53. The special educational needs co-ordinator provides sound leadership for this area of the school's work. She ensures that all staff are aware of pupils' special needs, understand the system for identifying pupils' needs and are supported in addressing targets on individual education plans. Learning support staff are efficiently deployed to meet the needs of these pupils and generally work effectively with them.
54. The pupils with special educational needs, when they are withdrawn from their class, are often taught in a small room adjacent to a classroom. The space and resources available are inadequate for this to be effective for more than a very small number of pupils. This is exacerbated when there are two adults in the room at the same time.

The governors

55. The governors have a very good overview of the school, and are strongly supportive of its work. They are very well led by their Chair and have good systems for keeping in touch with the school and its work. They have drawn up very good plans for the extension of the school to replace the present temporary classrooms and to enable the creation of an extra class. They are now planning to raise the considerable sum of money that the school has to contribute itself to the cost of this extension, and are more than willing to put in the great amount of work that this will entail. They make a significant contribution to the management of the school and fulfil their statutory duties very well.

Monitoring, evaluation and targets

56. This is a reflective school that is taking many valuable steps to monitor and evaluate its performance, and this makes a significant contribution to the quality of education that it provides for its pupils. Test and other assessment data are analysed so that pupils' progress can be tracked, and targets set for the school and individuals. The level of analysis could be more detailed in English and mathematics to enable teaching and support to be more sharply focused. There are reviews of the effectiveness of teaching programmes, and full self-evaluation reviews which enable the school to consider how well it is doing and to take effective action where necessary.

The budget and best value

57. The school's budget is drawn up appropriately to support its targets. All special grants and funds are allocated appropriately and the principles of best value are observed. The building of the new extension will be the major issue for the budget over the next year and will naturally be the focus of planning. The school is almost in a position to create a fourteenth class and so avoid mixed age-range classes. The new extension will provide the extra room required, and the governors intend to look

closely at the budget in order to find the money required for the extra teacher. Such a move would be to the benefit of the school. The school makes very good provision for its pupils from its average income and so provides very good value for money.

Staffing, accommodation and learning resources

58. The school has an adequate number of staff who are appropriately qualified for the curriculum. The present accommodation includes four temporary classrooms that are far from ideal, but there are well-advanced plans for a new extension that would replace them with a permanent structure. This would also provide for the extra classroom that would allow the fourteenth class to be created, and give room for a computer suite. These improvements are certainly needed by the school. The school grounds have been very well developed to provide an extremely attractive and stimulating environment. The level of teaching and learning resources is generally appropriate across the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to build on its already very good level of provision and the high standards it attains, the next steps for the school are to:

- 1) make more specific use of the assessment data it collects to focus teaching on different groups in some classes by:
 - making more precise analyses of the assessment data already collected so that different groups of pupils can be identified and their needs defined;
 - ensuring that teaching and support can be specifically focused on these groups, especially those where attainment is low;
 - ensuring that teaching methods always match the identified learning needs.

(paragraphs 26, 27, 42)

The school may also wish to address the following minor issues:

- make more use of investigative approaches which provide independence for pupils; *(paragraph 36)*
- update child protection training for all staff. *(paragraph 44)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	96
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	29	41	21	4	0	0
Percentage	1	30	43	22	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	366
Number of full-time pupils known to be eligible for free school meals	n/a	8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	96

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	16	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	22
	Girls	13	12	14
	Total	30	28	36
Percentage of pupils at NC level 2 or above	School	77 (98)	72 (98)	92 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	23
	Girls	13	14	14
	Total	32	35	37
Percentage of pupils at NC level 2 or above	School	82 (96)	90 (100)	95 (100)
	National	85 (84)	89 (88)	89 (88)

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

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	27	34	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	21	26
	Girls	29	28	30
	Total	51	49	56
Percentage of pupils at NC level 4 or above	School	84 (94)	80 (83)	92 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	23
	Girls	26	27	28
	Total	46	48	51
Percentage of pupils at NC level 4 or above	School	75 (77)	79 (77)	84 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	343
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.12
Number of pupils per qualified teacher	24.2
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	124

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	748,000
Total expenditure	745,100
Expenditure per pupil	2,042
Balance brought forward from previous year	6,000
Balance carried forward to next year	8,900

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	366
Number of questionnaires returned	215

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	2	0	1
My child is making good progress in school.	53	42	3	0	1
Behaviour in the school is good.	57	41	1	0	1
My child gets the right amount of work to do at home.	34	51	10	4	1
The teaching is good.	64	33	0	0	2
I am kept well informed about how my child is getting on.	40	43	14	2	1
I would feel comfortable about approaching the school with questions or a problem.	62	27	8	1	1
The school expects my child to work hard and achieve his or her best.	60	35	4	1	0
The school works closely with parents.	41	44	10	3	2
The school is well led and managed.	68	27	4	0	1
The school is helping my child become mature and responsible.	68	30	1	0	0
The school provides an interesting range of activities outside lessons.	57	31	6	0	7

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

AREAS OF LEARNING FOR CHILDREN AT THE FOUNDATION STAGE

60. Children make a good start to their education in the reception classes, and standards of attainment are generally above those usually found by the time pupils move into Year 1. This is broadly in line with the findings of the previous inspection. The good quality provision and teaching noted in the previous inspection have been maintained, there is good support from classroom assistants, and the inclusion programme for a child with special educational needs is excellent. The school has greatly improved the outdoor play facilities for the reception children.
61. Children make good progress through the Foundation Stage and by the time they finish their reception year almost all have reached the Early Learning Goals in writing and mathematics. In all other areas of learning the majority have exceeded the Early Learning Goals and are working within the early stages of the Year 1 curriculum. This progress is promoted by the consistently good quality of the teaching and the children's extremely positive attitudes to learning.

Personal, social and emotional development

62. Children's social skills and personal development are of a high standard. They show confidence and form good relationships with adults and other children in lessons and during play. They are able to work with response partners in group discussions and interact well with their Junior Reading Partners. They are confident when speaking to adults and are happy to show visitors around the class, explaining routines and topics. They are able to sit quietly and pay attention and most are very eager to contribute in class discussions. They show excellent independence throughout the day. During self-registration in the morning, they are eager to count the children present, select their early morning task and help prepare the healthy snacks for class break. They are able to select and plan activities very well during planning board sessions and almost all can work in a group unassisted; for example, drawing a map of the visit to an aquarium, during role play in the Pizza Parlour and playing outside with wheeled toys. Children show confidence in dressing and personal hygiene. They change for physical education, and tidy their clothes up before lining up quietly. At lunchtime they wait patiently until it is their turn to wash their hands. Children behave very well throughout the day and they show kindness and consideration to others both in class and at play. They treat the school environment with respect; for example, tidying away equipment properly after a technology lesson and looking after the goldfish in the classroom.

Communications, language and literacy

63. All children enjoy listening to stories, and the vast majority are very eager to take part in discussions. Children are very confident and articulate when speaking. During role play they are able to converse using different voices according to their role. For example, one child greeted his customers in the 'Pizza Parlour' with "Buon giorno", a phrase they had learned in the school's inter-cultural day. On another occasion, many children were able to debate what type of otter a child had brought in for the role-play area: "Is it a sea otter or a river otter?". They were able to list many species seen on their visit to the aquarium, and suggest a whole range of names for different types of whales. Staff encourage children to speak about their experiences and show that they value their contributions. This enables the vast majority of children to gain a greater depth of understanding from the lesson. However, for a small number

of pupils, these speaking and listening activities are too long and unsuitable for their needs.

64. Almost all children are good at identifying letters and sounds. The commercially produced phonics system has provided a good support and children clearly enjoy the direct teaching of sound work. They make good progress in learning and using new sounds in reading and are beginning to use these for writing tasks. Aspects of the literacy hour framework are used successfully in the later stages of the reception year, and this ensures that children are well prepared for Year 1. Children clearly enjoy these sessions and show enthusiasm when sharing Big Books. They are well grounded in basic early reading skills and have a good grasp of a range of reading strategies for understanding new words. They handle books very well, and are able to discuss the story and characters. Children are encouraged to use the library independently, which they enjoy. Many know the difference between fiction and information books and use these to support their topic work. A few children are unfamiliar with their sounds and key words, and would benefit from more systematic teaching and tracking of their early literacy skills. Good teaching of basic letters and joins means that children make very good progress developing good handwriting skills using a cursive style. Teachers provide various opportunities for children to practise writing during the day; for example, during role play they made tickets and posters for the aquarium shop. The children enjoy regular writing sessions, when they are encouraged to use their phonic knowledge and word banks to write simple sentences. They are less confident and independent in this area. As a result, standards of attainment in writing remain in line with national expectation by the time children move to Year 1.

Mathematical development

65. Children experience a wide range of first hand activities with many opportunities to count and record numbers and measure in everyday situations. There is good emphasis on the use of correct mathematical vocabulary and consolidation of skills. Children know numbers to 20 and some are able to extend this to 100. One child was able to count on from 11 in tens reaching 110 and another child offered to write this for the teacher. Almost all can identify a number one less than ten. Higher attaining children would benefit from additional activities which challenge their levels of numeracy. Children use mathematics in every day situations. They find out basic times, count money using different coins during role play, make symmetrical patterns using paint and pegs and use two-dimensional shapes to make pictures. During water play they were able to describe containers as 'full' and 'empty' and a few were beginning to use standard measures such as litres and kilograms.

Knowledge and understanding of the world

66. Children are given a wide range of rich experiences, and their natural curiosity and enthusiasm for learning enable the vast majority to achieve high standards. Children are encouraged to observe, explore and describe the world around them through well-planned visits and topics, linking all the areas of learning. The majority have a good knowledge of the difference between a village and a city and are able to describe features such as houses, flats, roads and railway lines. Following a visit to Portsmouth, the children drew very sophisticated journey lines of their route. During the school's inter-cultural day, the children learned about Japan and Italy. They found out about the different types of food and art from these countries and several weeks later the children in both classes still like to answer the register in Italian and Japanese. They are able to observe carefully, using their skills to produce models and pictures of sea-life found at the aquarium. For example, during a technology lesson, they were able to construct their own mini tanks and decorate them with shells, sand and fish. The work produced was of a high standard and children were

able to say what they had done and what they would do with their finished products: "I'm going to get a little rod and a magnet to make a fishing game". Children are able to select and use tools confidently and use a variety of building materials whilst playing. Children using the computer were able to manipulate the mouse to relocate houses on a map and use the correct technical vocabulary to describe the functions they were about to carry out.

Creative development

67. Children have many opportunities to respond creatively and express their feelings in a variety of ways. Teachers encourage children to widen their creative ideas by providing adult support during some role play and art sessions. This support extends children's skills, confidence and vocabulary. They respond and represent their ideas through painting, model making, using construction kits, and performing to parents. They made considered choices when making prints of stingrays and used collage material to camouflage them in the sand. They were able to weave paper to make rainbow fish and explore colour, texture and shape to create a large frieze of animals for Noah's Ark. Children are very imaginative in role play and use the simple props provided by the teachers very well. Children enjoy singing as a class and in the hall and have taken part in a music day when they had the opportunity to explore a whole range of home-made and manufactured instruments.

Physical development

68. Many show particular confidence and skill during physical education and outdoor play activities, and make very good progress in these areas. The outdoor physical environment for the children is very good. The early years paved area is attractive and spacious. The combination of grass and sloped playground provides very good opportunities for children to develop their co-ordination, confidence and skills. Both classes have regular access to these areas, but the location of the second classroom means that direct access is not possible. Children engage in a variety of interesting activities, taking turns and sharing the wheeled toys. Children behave well when using the hall, and show very good awareness of space and body control during dance lessons. They quickly respond to the teacher's request to stop and listen and improve their skills by watching others demonstrate and then practising themselves. Most children make good progress in the development of manipulative skills. They handle crayons, brushes and scissors safely and carefully and good teaching and daily supervision means almost all can use a pencil correctly.

69. To improve the good quality provision even further, teachers should provide more challenging mathematical activities for the more able pupils and ensure that the few children who experience difficulties with basic literacy skills are given appropriate learning experiences.

ENGLISH

70. Pupils make good progress across the school, and by the end of Key Stage 2, standards are well above the national average in reading, speaking and listening, and above average in writing. These standards are higher than those found by the previous inspection.
71. Good teaching across the school, and the involvement of the pupils in a wide range of good literature contribute to this progress. The higher standards in speaking, listening and reading stem from the generally high standards in these aspects when children first start school, and the range of opportunities to extend these skills in school and at home. A considerable amount of time is devoted to the teaching of

reading each day through the National Literacy Strategy lessons and through extra 'ERIC' (Everyone Reads In Class) lessons. There are also many opportunities for speaking and listening in many subjects through activities such as class discussions, paired work and drama. Comparatively much less time is devoted to the teaching of writing. This is reflected in the standards attained.

Speaking and listening

72. Standards of speaking, in particular the ability to express more complex ideas and give explanations, are exceptionally high across the school. Most pupils start school with already very well developed skills in this area. Most are very articulate and confident in expressing their ideas, and listen carefully to what others have to say. Many are particularly adept at taking account of what others have said, and at responding accordingly. The many opportunities offered across the curriculum for pupils to discuss things in pairs and small groups have been very successful in promoting these standards. For example, when Year 6 pupils were asked to appraise each other's writing, they were able to do so with confidence and maturity, giving credit for good aspects and gently suggesting amendments: "The description of him climbing the hill is very good, but I'm not so sure about the description of the island. What do you think?". Drama and role play are also used very effectively across the school to encourage oral expression and to build confidence. Very good use of 'story sacks' (containing a range of models and props associated with a story) gives younger pupils particularly good opportunities to act out stories and improvise speech. Effective use of role play in geography in Years 3-4 enabled pupils to show their proficiency with the spoken word. One pupil was able to cut straight to the essence of his role in the poverty stricken village, "I'm unloading this old lorry of the very few goods that I have".

Reading

73. The school's scores in national tests for seven year olds have been generally well above average in reading until 2001 when standards were average. This was an unusually low year, and inspection evidence suggests that standards this year have returned to being well above average. Almost all pupils attain the expected level (Level 2) and a high number attains the higher level (Level 3). Pupils enjoy reading and can talk with confidence about their favourite authors and the features that they like about these books. They have a range of strategies for reading and understanding unfamiliar words, and many are able to interpret the meanings of quite complicated text.
74. The school's scores in national tests for 11 year olds were well above the national average in 2001; this continued a four year trend of such standards. Inspection evidence suggests that standards have been maintained this year, with almost all pupils attaining the expected level (Level 4) and a high number attaining the higher level where they understand meanings beyond the literal and can support their opinions from the text. Teaching of reading to older pupils is well focused on the higher-order skills such as the use of inference and deduction to look for 'hidden' meanings. There is a very good range of literature available, and this underpins pupils' appreciation of literature and their ability to understand a range of styles and techniques. For example, good use was made of comparative texts in Year 6 English lessons with a theme of being marooned on an island. Pupils looked at well-selected passages from 'Treasure Island', 'Lord of the Flies' and 'Kensuke's Kingdom' and were able to identify the most effective sentences and passages as a basis for their own writing. Interestingly, although pupils had a good 'ear' for effective phrases and sentences, their analyses of how the authors attained their effects were in very general terms and did not make use of their technical knowledge of grammar, syntax and parts of speech. This general level of analysis is a feature of many

lessons across the school, and is a factor in the slower development of writing skills. Many pupils have developed a love of literature and have their favourite authors and books such as 'Lord of the Rings'. These good attitudes to reading come from their good teaching and the wide range of literature available. Pupils develop good research skills and can use reference books with confidence, and would benefit from more opportunities to use these in independent library research both in English and other subjects.

Writing

75. The school's scores in national tests have been generally lower than in reading at both key stages over the last three years. Inspection evidence suggests that standards this year continue to be lower, being only in line with the national average at the end of Year 2, and above average at the end of Year 6. These lower standards are associated with the comparatively less time given to the teaching of writing, and to the need to focus more precisely on the needs of different groups within lessons.
76. At the age of seven, most pupils attain the expected level (Level 2) and an average number attain the higher level. Of those attaining the expected level, a large number only just manage to do so and their writing is still in need of much development. Teaching within the literacy hour generally addresses the skills of writing effectively, but does not focus sufficiently on the needs of different groups within the class. For example, having assessed some pupils as having attained Level 2c and others 2b, groups are not always formed on the basis of these assessments, and teaching and support are not always focused on the specific elements that would enable the groups to attain the next level. For example, in a lesson focussing on the writing of a letter, all pupils wrote the same letter although some were assessed as already having attained Level 3, and others were still at 2c. There is some very good teaching at the beginning of the key stage with a close focus on skills and use of 'story sacks' to help pupils organise the elements of their stories; these carry over well into the pupils' writing.
77. Pupils make good progress at the top of Key Stage 2, and some of the writing by older pupils is of a good standard. Many have developed a 'literary' style through absorbing many elements from their reading. For example, one Year 6 pupil wrote, "Reaching the top of the hill, I scaled a tree to obtain a better view". The use of the words 'scale' and 'obtain', and the starting of the sentence with a participle phrase, are not everyday speech, and show that the pupil understands the nature of a literary style. Where pupils do not develop such a style through the usual range of experiences offered by the school, there is not always the structure of support that makes explicit these elements and allows pupils to develop them in their writing. There was some very good work in Year 6 with their island stories, but all pupils were involved in the same structured task, writing the same element of the story at the same time. This not only reduced the scope for creativity, it did not allow focus on the needs of pupils who were at very different stages of development.
78. Teachers use a good range of techniques that enhance learning, and the use of 'story sacks' at Key Stage 1 has already been mentioned in this context. There is also good use of drama that helps develop speaking skills, explores characters' feelings and emotions within stories, and clarifies ideas for writing. For example, a Year 5 lesson made particularly good use of 'freeze-frame' techniques where pupils adopt the postures of characters within a scenario in order to explore the situation further. There were good links to art here with Seurat's painting 'The Bathers' used to provide the scene and characters. There was also particularly good use in this

lesson of pupils' work from a previous year as a model for the sort of writing that was expected.

79. The management of the subject has ensured that resources are good, and that pupils have access to a good range of literature, both in the school library and in classroom book areas. There are some good assessment arrangements that check on pupils' progress and attainment. These could be used more specifically to ensure that teaching and support are targeted effectively at different groups.

MATHEMATICS

80. The pupils attain standards well above the national average by the end of both key stages. This represents very good achievement for most pupils and shows very good progress since the last inspection.
81. Pupils' scores in the national tests for seven and 11 year olds have been above or well above average over time, except for last year. In 2001 scores dipped at Key Stage 1 and to a lesser extent at Key Stage 2. However, inspection evidence suggests that the 2002 scores will be well above average again at both key stages.
82. Pupils make particularly good progress across Key Stage 1 and in the older classes at Key Stage 2. In comparison, the rate of pupils' progress is slower in the younger classes at Key Stage 2. The three mixed ability Year 3 and 4 classes are organised into four ability sets for mathematics and it is the lower achieving pupils who do not make expected progress. This is because the teaching does not always take into account the needs of these pupils, including those with special educational needs. However, elsewhere in the school pupils with special educational needs make good progress and the higher attaining pupils make very good progress.
83. The quality of teaching is good overall, and often very good at Key Stage 1. At Key Stage 2 it is mainly good but a small number of lessons for the younger, lower achieving pupils were unsatisfactory. Teachers use the National Numeracy Strategy effectively in their termly and weekly planning. As a result, the curriculum meets requirements fully and is suitably broad and balanced. Whilst lessons are structured in line with the guidance, it is interpreted sensibly and appropriately. Generally, teachers are effective in explaining the objectives of lessons in terms that are clear to the pupils. Questions are often expertly phrased and all pupils are encouraged to contribute. If a pupil is unsure about an answer, the teachers draw on the knowledge of others and ask, "Can anyone help?", or "Has anybody reached a different solution?". The first parts of lessons, for practising mental calculations, are lively and brisk. Pupils respond to these with a great deal of enthusiasm. Mostly, teachers pitch questions at just the right level to provide sufficient challenge for the pupils. Teachers know their pupils well and are effective in targeting questions to pupils of different abilities. Generally, teachers move to the main activity smoothly and activities are suitably designed to motivate the pupils.
84. Teachers frequently employ three key skills which are significant strengths at Key Stage 1 and in the older classes at Key Stage 2. The application of these skills has a significant impact on the pupils' progress and on their attitudes to learning. Firstly, the teachers lead the pupils by a series of questions and activities, which are well matched to the pupils' ability to achieve the learning objectives in hand. For example, this was the case with Year 1 pupils who were learning about the value of numbers up to 100. The teacher designed whole-class and group activities that made the pupils think deeply about how to order numbers on a 'number ladder' which

ascended to 100. Secondly, teachers use ongoing and daily assessment effectively. For example, a Year 6 teacher gauged the pupils' responses accurately to questions about how to combine addition, subtraction, multiplication and division operations in one calculation and then adjusted appropriately what was taught next. This was done before deciding to proceed with more difficult tasks. Thirdly, teachers present learning in interesting ways. Games and investigations are used to motivate pupils, help them apply what they know and show the relevance of mathematics. This ranged from using a travel agent as a basis for money calculations to using a treasure hunt that required pupils to use a wide range of mathematical skills. Several lessons at both key stages involved pupils working collaboratively in pairs and small groups. Pupils work co-operatively and diligently in these situations. Occasionally, teachers did not provide sufficient visual prompts in the form of illustrations and diagrams to demonstrate and explain what was being learned during class and group teaching sessions which the pupils might refer to later. This tended to restrict learning in what were otherwise satisfactory lessons.

85. A very small amount of teaching was unsatisfactory for lower achieving pupils in the setted groups in Years 3 and 4. In these lessons, assessment was not used effectively, and, as a result, activities were not matched to the pupils' needs and they were not presented in ways to help the pupils learn. Teachers tended to give instructions about how to complete tasks but this was not underpinned by sufficient teaching to explain or demonstrate what the pupils needed to know or understand beforehand. The pupils had too few resources to help them because number lines, hundred squares and multiplication tables were not readily available. Occasionally, pupils with special educational needs did not receive sufficient positive encouragement, or sufficient thinking time, to give them confidence to try and find solutions for themselves.
86. The subject is well led by a knowledgeable subject leader. Training for staff has appropriately supported the implementation of the National Numeracy Strategy. There is a brief mathematics action plan in place which tackles the developments of approaches to problem solving and mental strategies, training of teaching assistants and the use of resources. Test results and teacher assessment data have been analysed, but the school recognises that this has not been sufficiently rigorous or systematic to allow teaching and support to be focused specifically on different groups.

SCIENCE

87. Standards of attainment in science are well above average at the end of both key stages. This represents an improvement since the last inspection. Pupils make good progress across the school, and progress is particularly good at the top of Key Stage 2. Pupils' very good attitudes, allied to the quality of teaching, underpin the overall high standards of attainment, and pupils achieve well. The standards found by the inspection are consistent with the school's scores in national tests for 11 year olds, which have been generally well above the national average over the last four years.
88. By the end of Year 2, pupils have very good levels of knowledge and understanding in many areas of science. For example, they have recorded sights and sounds on a walk in a wood; they have made predictions about whether bulbs would light up on electrical circuits; and they have considered the variations in forces acting upon objects like sails, or flags in a breeze.

89. Pupils continue to make good progress in building up their knowledge of science topics as they pass through Key Stage 2. Most pupils in Years 3 and 4 know the functions of parts of plants, and can investigate properties of materials such as absorbency. Pupils in Year 4 appreciate the attributes of fair testing, and some are developing their own methods of recording observations. Year 5 pupils have a good knowledge of the functions of major organs of the body. Year 6 pupils, discussing the need for fair testing, can talk about changing one variable when investigating how micro-organisms on the hands affect the degree of mould on bread slices. However, Key Stage 2 pupils have not been sufficiently involved in making their own decisions about investigations, such as selecting materials or resources to use, and of setting up their own investigations.
90. The quality of teaching and learning is very good in Key Stage 1, and this is an improvement since the last inspection. It is good overall in Key Stage 2. One unsatisfactory lesson was observed in the lower part of Key Stage 2. In lessons where pupils' learning is best supported, teachers demonstrate high expectations, manage pupils and time very well, and use very good questioning skills to promote thinking. There is very good use of resources to engage and include all pupils. This was illustrated with Year 1 pupils investigating plant life in the pond, Year 2 pupils observing snail movement, and Year 5 pupils responding to food brought into a lesson on nutrition. The good and trusting relationships between teachers and pupils were demonstrated in Year 6 sex education lessons where pupils were able to participate and share their knowledge, (or lack of it), confidently in a supportive atmosphere established by the teachers. The practice of making clear the lesson objectives is inconsistent, as is the use of a plenary to help pupils to review their learning. Also, some of the lesson planning does not make sufficient use of information from assessment to ensure that work in groups is more closely matched to the pupils' abilities. Activities in some lessons are too strongly teacher-directed.
91. Science topics link well with cross-curricular themes, and the subject leader provides conscientious and helpful guidance. Resources are satisfactory. The school has identified the need to expand investigative skills, and provide more opportunities for pupils to be independent in their enquiries.

ART AND DESIGN

92. Since the previous inspection, standards of attainment in art have been maintained at Key Stage 1 and have improved at Key Stage 2. By the end of Key Stage 1, they are in line with national expectations. At Key Stage 2 standards are above those found nationally. Since the last inspection the school has improved opportunities for three-dimensional work, printing and textiles by providing staff training to teach a wider range of skills and by purchasing a variety of new resources.
93. Art is used to enhance the curriculum throughout the school. For example, each term staff and pupils paint classroom windows to link in with the topics. The effects are visually pleasing and bring a sense of direction to the learning environment. A strength of the subject is the effective way art is used to link into other areas of the curriculum. For example, a large display board in the hall tells the story based on the book 'A balloon for Grandad' in a variety of art media such as paint, crayon, fabric and printing. This piece of collaborative work by Key Stage 2 pupils links effectively to literacy, as well as offering the pupils opportunity to express their feelings by making balloons with messages to friends and family. In Years 3 and 4, examples of effective cross-curricular links are three-dimensional Hindu shrines; painted and decorated with glitter and a tropical collage, in the style of Henri Rousseau. In Years

5 and 6, very good examples include paintings in response to the poem of 'The Lady of Shallot', and sketches of the coast carried out during a field study visit. Older pupils have the opportunity to tackle more challenging techniques during club activities such as making patchwork cards and experimenting with acid and alkali fruits to create dyes in science club. The school frequently takes a themed approach to art activities. Recent national and international events reflected in art work are the hanging mobiles made to celebrate the Queen's Jubilee and the World Cup. During inter-cultural day, pupils studied countries taking part in the World Cup and were inspired to produce well executed patterns, masks and weavings based on a range of ethnic patterns and shapes. The work of famous and local artists is represented adequately through framed pictures, a mosaic of Swanmore and a book illustrator. Some use is now being made of information technology to respond to art. For example, following a study of the work of Henri Matisse, pupils created their own version of his collages on the computer. Sketch books are well used in Years 5 and 6 to experiment with different art techniques such as shading, pattern, drawing from different angles and colour mixing.

94. The quality of teaching throughout the school is good overall. Particular strengths in lessons are good skills teaching, well organised resources and well structured lessons which build upon pupils' skills. Lessons at both key stages demonstrate very good improvements in the school's provision for three-dimensional work. In Year 2, pupils are able to use their designs of imaginary creatures to make clay models. Following explicit teaching they can attach clay parts to their models and they understand how to treat the clay appropriately. However, clay activities are less successful when the materials are unsuitable and insufficient tools are available. In Years 5 and 6, pupils were able to use paper and paste techniques systematically to create doll-models to a very high standard because the teachers demonstrated the skills needed in a structured way. The lessons had very clear purpose and direction with good opportunities for creativity and individuality once the basic models were made.
95. The school has a very good planning policy in place which fully reflects its commitment to cross-curricular links. Art plays an integral part in the whole curriculum and is used effectively to celebrate pupils' achievements through display, and to explore the local environment and the cultural diversity of the wider world. The subject is also recognised in its own right through the art gallery which displays samples of pupils' work and by the awarding of certificates for achievement. The subject leader is effective, and ensures staff are supported in their teaching of art by providing suitable training and detailed schemes of work. She is currently compiling a portfolio of work, which once completed will provide staff with very good examples of a range of pupils' work.

DESIGN AND TECHNOLOGY

96. Too few lessons were observed for a judgement to be made about the quality of teaching, but evidence from pupils' work suggests that standards are generally above average across the school. This is broadly in line with the findings of the previous inspection.
97. Through Key Stage 1, pupils develop a good knowledge and understanding of a range of materials, by making simple comparisons, cutting, marking and joining materials including textiles. For example, Year 2 pupils were working in the early stages of designing a model house, whilst others produced a variety of puppets using suitable materials and simple vehicles with axles and wheels.

98. Evidence was seen of good products early in the key stage where pupils had made simple purses using good joining techniques, appropriate fabric materials, and with clever decorative ideas incorporated. Older children had made loaves and bread rolls as well as moving toys. Pupils in their final year manufactured a variety of slippers and fairground equipment. The fairground equipment involved the use of axles, cogs, wheels and simple electrical circuits, and pupils clearly understood how these would be harnessed to produce movement in their models. A small group had been successful in a 'Solar Car' challenge in which they had generated an excellent car-body design and gained an award in a local competition.
99. Resources are adequate, with the kitchen area a particular asset, while good links with information technology through control techniques enhance pupils' learning. The development of the subject is supported enthusiastically by a new co-ordinator, who provides practical and valued support for colleagues.

GEOGRAPHY

100. Standards of attainment for seven and 11 year olds are above those usually found. This is an improvement since the previous inspection. Pupils make good progress in their knowledge and understanding of people, places and environments as they move through the school.
101. By the end of Year 2, pupils have developed a good knowledge of places near to home and in the wider world. Following on from Year 1 work in the local area, their learning and geographical vocabulary are enriched by visits and by making comparisons and contrasts between different localities.
102. Pupils' increasing understanding of contrasting localities, and of differing environments, are underpinned by their interest in geographical themes as they pass through Key Stage 2. Often the interest is stimulated by successful teaching methods. As part of their work on Keshapur, some pupils in Years 3 and 4 played the role of Indian villagers reporting to the village head, and others played a market game. This demonstrated and enhanced their understanding of the people's lives in that village. Year 6 pupils were able to appreciate conflicting environmental interests when they took part in a play about development near Ben Nevis. The wide range of visits – some residential, and some for a day or less – also enriches and inspires pupils' learning. Year 6 pupils talk enthusiastically about their visit to Brecon Beacons. Having recalled waterfalls and caves, they demonstrate good knowledge of physical geography when discussing features of limestone areas, processes of erosion, characteristics of mountain climates, and the qualities of different rocks. Pupils are also strongly aware of human impacts upon the environment, and how sustainable approaches can be promoted. Map using and map making skills are developed well as pupils progress from Year 1, when they work with simple maps of Swanmore, to Year 6, when they work with six-figure grid references on an Ordnance Survey map.
103. The quality of teaching is good overall. Strengths of teaching and learning include the variety of teaching approaches adopted, and the successful use of field work enquiries to motivate pupils. There is good promotion of social and cultural development, as pupils co-operate well together in the classroom and on visits. Pupils also learn about people from other cultural traditions, and are encouraged to empathise with those in other communities, such as Ben Nevis and Keshapur.

104. Geography has strong links with other subjects. Skills of literacy are used well, with written accounts in many topics, group discussions, and activities like role play. There is some effective use of ICT, such as a digital camera in Year 1, and Internet research, but there are few opportunities for handling data collected from field work.

HISTORY

105. It was not possible to see sufficient lessons for an overall judgement to be made about the quality of teaching and learning. However, from the evidence of two lessons, a survey of pupils' work and teachers' planning, and from talking with pupils, it is evident that standards are above national expectations at the end of both key stages. This indicates a rise in standards since the last inspection.
106. By the age of seven, pupils can place events and objects in chronological order and use common words and phrases relating to the passage of time. For example, pupils in Year 1 found out about Victorian seaside holidays by examining and describing unfamiliar objects as they were revealed from a 'lost' suitcase. Pupils, acting like detectives, tried to find out who owned the objects, and what they were used for. Year 2 pupils develop their sense of time, and of change and continuity, as they distinguish between objects from 100 years ago and their equivalent today, such as kettles, carts, and quill pens. Very good use is made of artefacts to extend their historical imagination and understanding of the past; for example, in a Victorian 'wash day'.
107. At Key Stage 2, pupils continue to expand their historical knowledge and understanding of characteristics of past periods and societies. Across the different age ranges, their learning is enriched by visits and other experiences such as the 'Evacuee Day' when Year 4 pupils dressed up, and played the parts of children in the Second World War. A residential visit to Swanage, a visit to Fishbourne Palace, and local graveyard investigations in Year 5 broaden pupils' learning experiences, and enhance their ability to distinguish between primary and secondary sources. Year 6 pupils recall ways in which visits, visitors, drama and role play have contributed to their growing knowledge and understanding of history, and describe how they combined in groups to produce a Greek Magazine, illustrating the social conditions and conventions of Ancient Greece. Information and communication technology was used in compiling this magazine, and Year 5 pupils used spreadsheets to process graveyard data. Pupils can communicate their ideas well in a variety of ways, and they have a good factual knowledge of features of the history of Britain and of other countries.
108. Because only two lessons were observed it is not possible to make an overall judgement on the quality of teaching and learning. However it is evident that teachers inspire pupils' interest, and that they make good use of resources, including artefacts loaned to school. Pupils' learning is promoted by the range of teaching methods used. It is evident that Year 6 pupils appreciate the way teachers join in, not only with visits, but also arranging other activities such as the Victorian Day. The subject is well led, and the school has drawn very effectively on guidance offered by the local education authority in developing the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Standards of attainment are above average at the end of Key Stage 1, and well above average at the end of Key Stage 2. This is a significant improvement since the previous inspection. Pupils are involved in a good range of experiences, and receive some very good teaching from the 'skills instructor'. This has resulted in the development of skills that pupils use confidently in all parts of the school. These skills build up very well through the school to culminate in the well above average standards.
110. Pupils make good progress through Key Stage 1. They are aware of the potential of their personal computers for a variety of purposes, and know the role that technology plays in items such as mobile telephones, compact disc players and televisions. Pupils are well aware of the uses of such devices and what they help us to do. In Year 1, children were able to input data they had collected to present a pictogram of their results. Pupils are confident in using computer programs and correct errors confidently when they are made. By the end of Year 2, more complex work is undertaken using programs specifically written for children in the school which add to pupils' interest and motivation. Throughout the key stage, teaching is at least good. Class teaching involves pupils well, and fosters good involvement. Opportunities are then given for each pupil to develop their own work. Some very good teaching takes place when smaller groups work with the skills instructor in the small computer 'pod'.
111. By the age of 11, pupils are able to understand the purposes of developments such as e-mail, mobile telephones, the use of computers in cars and text in televisions. Furthermore, they are aware of the impact of computers upon our lives, whether it be for accessing information, communicating speedily or in healthcare. All pupils know how to access information using the Internet and are comfortable when discussing the use of the computer within various areas of the school curriculum. In Years 3-4, pupils confidently follow a series of questions about the rainforest and access the relevant information to provide answers. They are able to enter the database and use the predetermined structure effectively. When taught in small groups pupils in the same year groups are able to import photographs, develop various colours and enhance the picture.
112. The ICT resources are generally good and there is a clear plan for further developments in the years to come, which have been carefully costed. The pod, a small suite of personal computers, is a valuable resource that is used extremely well as a base for lessons with the skills instructor.
113. The notable improvement in the pupils' ICT skills since the last inspection has been a direct consequence of very good subject management by the co-ordinator and teaching by the skills instructor. The subject is well structured and provides considerable motivation to pupils of all abilities. Very clear assessment procedures are followed when children work in small groups. The curriculum map drawn up for each year group ensures sound coverage of all national expectations. Further evidence of this is seen in graphical modelling of stage and stair designs, light-controlling activities in Year 5, and multi-media presentations produced by Year 6 pupils for pupils in the reception class.
114. The investments made by the school have improved the attainment of children both in ICT and in other subjects supported by it. Value for money has been clearly established, and projects have been well managed.

MUSIC

115. Pupils make very good progress across the school and their musical skills and understanding are well above national expectation. The high standards reported in the last inspection have been maintained, and improvements have been made in supporting non-specialist staff to teach music appropriately during class lessons. The school emphasises the importance of music throughout the school by providing many extra-curricular activities and additional tuition for musically motivated pupils. Music is held in high regard throughout the school, and as a result pupils are eager to sing and play. The musical skills of pupils involved in extra lessons are used effectively in general class lessons. Pupils with instruments are regularly encouraged to add more complex accompaniments to class pieces and this helps the whole group to progress well in class lessons.
116. At Key Stage 1, pupils sing clearly and with confidence. For example, in a Year 1 lesson, many pupils were able to build up the song Frere Jacques, singing the tune and maintaining the pulse by clapping or playing instruments at the same time. In Year 2, pupils are able to follow the colour-coded notes and can identify rests, the repeat sign and long and short notes when playing the recorder. They are able to use these skills to accompany a pre-recorded calypso rhythm.
117. At Key Stage 2, pupils are confident in using technical vocabulary such as 'tempo' and 'rhythm'. They can apply their musical skills and knowledge to good effect. For example, in a Year 5 lesson, pupils built up a complex piece with singing in two parts and instrumental accompaniment using syncopated rhythms. They sang and played with confidence and the final performance was of a very high quality. In addition to class lessons, many pupils take extra musical tuition. During these lessons, pupils demonstrate exceedingly good levels of musical competence. They are able to read music well, communicate using precise musical vocabulary and accompany a challenging range of songs.
118. Overall, the quality of teaching in music is very good throughout the school, and this underpins pupils' very good progress. Non-specialist teachers provide appropriate coverage of the musical curriculum and are very well supported by an effective scheme of work which gives clear direction and support for staff. The school benefits from having two music specialists on the staff in addition to several outside music tutors and parent helpers. The quality of teaching led by specialist teachers is very high. Teachers are able to use mistakes as teaching points, and ensure that pupils make very good progress. For example, in a Year 1 lesson the teacher was able to identify that pupils had detracted from the pulse into the rhythm and in Year 5 the teacher was able to immediately improve a pupils use of an instrument: "Hold the claves there so there is a nice resonating chamber underneath". The teachers' skills and enthusiasm encourage pupils to take part. All those involved in these lessons have a great sense of achievement and enjoyment.
119. Many pupils come together each week to participate in the school's orchestra. This hard-working and enthusiastic group is well led by one of the visiting specialists and supported by the music subject leader and a parent. The group regularly perform concerts of a high quality to parents and the local community. Recorder and choir clubs are also offered. Resources for the subject are satisfactory but limited. The class based scheme of work requires a CD player for the accompanying music but these are in short supply throughout the school. During the inspection, several class and outside musical tutors required the same equipment at the same time. The recently appointed music co-ordinator provides very good support for music. A

recent improvement has been the provision of a non-specialist scheme of work which has given staff greater confidence to teach music in class.

PHYSICAL EDUCATION

120. Standards of attainment across the school are above those usually found. This is broadly in line with the findings of the previous inspection. The school gives children a broad range of indoor activities and outdoor work, and there is a good balance between the physical education activities in which the children engage. Consequently children acquire and develop skills well, and are able to apply them in varying situations. Pupils across the school are able to evaluate and improve their own performance in a range of activities such as dance lessons, and they are aware of the value of fitness and health, and know the factors which are relevant to this.
121. Teaching is often very good at Key Stage 1, and pupils are very responsive within lessons, developing relevant movements for games and dance activities. The best lessons give high challenge but have a sense of excitement that enhances the pupils' learning and enjoyment. For example, a very good Year 1 lesson involved pupils in a very good range of activities at a vigorous pace, backed by music that maintained rhythm and urgency. In the lesson, pupils were encouraged to be reflective about their movements and think of ways in which they could be improved. Pupils are able to devise their own simple games, know about the impact of exercise, and use varying body parts rhythmically in time with music. A range of equipment is used which develops the children's skills in a range of activities including dance, gymnastics and athletics. All children co-operate well with each other and show early signs of using appropriate tactics to improve their involvement due to a modified approach in games.
122. Their good early development is maintained through Key Stage 2, where the school offers an enhanced range of activities both in lesson times and through the many extra-curricular activities. These activities include dance in various forms, netball, rounders, cricket, football and athletics. Teaching is generally good across the key stage, and extends pupils' skills and understanding well. Positive attitudes are developed by some very good teaching, pupils learn quickly and the standards achieved are good. Where teaching is less purposeful, or the equipment used is not well suited to the environment of the school field, skill development is slower and the pupils less well engrossed in the activity.
123. The playground area and the field provide very spacious resources in a delightful setting. The support given to teaching staff by the subject co-ordinator is good, and along with a number of colleagues, she also gives freely of her time to support the wide range of activities listed earlier and to inter-school competitions. The level of resources is adequate, and pupils of all ages take exceptionally good care of the equipment available.
124. Residential visits that are offered to children in three year groups provide a very good range of outdoor activities that would not be available within the immediate environment of the school.