

INSPECTION REPORT

ROMAN WAY PRIMARY SCHOOL

Andover

LEA area: Hampshire

Unique reference number: 116038

Headteacher: Mrs C Wydenbach

Reporting inspector: Mr T Richardson
16500

Dates of inspection: 20 – 23 May 2002

Inspection number: 194894

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Roman Way Andover Hampshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mr T Prentice
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16500	Mr T Richardson	Registered inspector	Science, information and communication technology, music, children in the foundation stage	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?
9646	Ms G Osment	Lay inspector		Pupils' attitudes, values and personal development; how well does the school care for its pupils; how well does the school work in partnership with parents?
23999	Ms C Davey	Team inspector	English, art and design, design and technology, religious education	
20230	Ms J Clayphan	Team inspector	Mathematics, geography, history, physical education, special educational needs, equality of opportunity, English as an additional language	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is just below average in size and is a community primary school for boys and girls aged four to eleven. At the time of the inspection there were 195 pupils on roll with roughly even numbers of boys and girls and only two pupils of an ethnic origin other than white European. More than half of the pupils are on the school's register of special educational needs and there is one pupil with a Statement of Special Educational Needs. The main areas of special needs are general learning and emotional and behavioural difficulties. There are no pupils at an early stage of acquiring English as an additional language. The school is in an area of recognised social disadvantage and although the proportion of pupils eligible for free school meals is average it is not a valid indicator of the school's circumstances. A significant number of pupils leave and enter the school after Year 2. The attainment of children on entry to the reception class is below average and many of these children have speaking and listening skills that are well below average.

HOW GOOD THE SCHOOL IS

This is a good school that directs its energies towards promoting the achievement of the pupils. Good leadership from the headteacher and senior staff is successful in promoting a good quality of teaching and teamwork between staff. Pupils are happy in school, their behaviour is managed very well and they are valued as individuals. As a result, pupils have very good attitudes to school and learn and behave well. By the end of Year 6, most pupils achieve well, even though some have attainments below national averages, and the school gives good value for money.

What the school does well

- Pupils achieve well, particularly in reading and writing, over their time in the school.
- There is good teaching and learning. Teachers and assistants work very well together and provide interesting activities that motivate the pupils to concentrate and try hard.
- There is good leadership, with a full focus on children and their achievements, that leads to all staff working together to successfully achieve the school's aims.
- Adults provide consistent and very good management in class that leads to pupils showing very good attitudes and good behaviour. This leads to improved learning.
- Individuals are respected. Teachers know their pupils very well and assess their progress with care so that pupils give of their best in return.
- All pupils are fully included in the life of the school. There is good celebration of their achievements and this leads to pupils having increased confidence and self-esteem.

What could be improved

- There is not enough consistent and regular provision to help pupils improve their speaking and reasoning skills. This prevents them doing as well in mathematics and science as they do in reading and writing.
- The presentation of pupils' work could be better, so that pupils take pride in their work and use it for revision.
- There is insufficient emphasis on making sure that pupils learn all the skills they should in art and design, information and communication technology, history, geography and music. This makes standards in these subjects lower than they could be.
- Geography is not taught often enough and pupils have too few opportunities to use computers. This restricts the pupils' achievements in these subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since then it has made good improvement. The key issues identified then have all been at least satisfactorily addressed. The school has also made good improvements to other key areas. The accommodation and teaching for children in the foundation stage is now of good quality. Teaching and learning throughout the school has improved and most pupils are

now achieving well in reading and writing by the end of Year 6. There is now a very effective procedure for improving behaviour. Also, there is effective teamwork, a happy teaching team and a shared vision for promoting pupils' achievements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E*	D	B
mathematics	E	E	E	E
science	D	E*	E	D

Key	
highest five per cent	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest five per cent	E*

More than half the school has special educational needs, and a large number of pupils leave and enter the school after Year 2; this lowers the school's results each year. Inspectors judge that the school's results are compared with schools having between 20 and 35 per cent of pupils eligible for free school meals. Children enter the foundation stage with below average attainment, and speaking and listening skills that are well below average. They show good achievement and enter Year 1 meeting the early learning goals in mathematical, personal and physical development. By the end of Year 2, the 2001 tests show that pupils' attainments are still below average with reading well below average; writing below average; and mathematics in line with the average for similar schools. By the end of Year 6, the pupils' results in the 2001 tests show that, although scores may not be high, the pupils have achieved well in their reading and writing over their time in school. Pupils generally achieve well in mathematics but a large proportion of pupils shows satisfactory achievement in Years 3 to 6. This is because their low ability in speaking leads to difficulties in understanding and explaining their working out. Most pupils show good achievement in science and catch up with their peers by Year 4. However, only a few go on to higher levels by the end of Year 6 because, once again, they are not so good at reasoning and explaining their understanding. The school's results at the end of Year 6 in English and science show improvements over the last five years that match the national trend. Results have improved in mathematics, but not since 1999. The school sets challenging and realistic targets that are based on detailed knowledge of what pupils should attain and is likely to meet the current targets. A large number of pupils has difficulty in their speaking skills as well as in their retention of facts and recall of things they had learnt earlier. The school teaches literacy and numeracy to pupils who are grouped by their ability. This is effective and meets pupils' needs. A number of pupils also attend master classes at other schools and this helps them to reach higher standards. There is good achievement in religious education. In history, music, art and design, geography and information and communication technology pupils enjoy the interesting topics they follow but not enough emphasis is given to systematically improving their skills in these subjects. There is unsatisfactory achievement in geography and information and communication technology because not enough time is given to teaching these subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy, enjoy school and are keen to work hard.
Behaviour, in and out of classrooms	Good. Pupils respond well to the school's behaviour policy and show good behaviour in all they do.
Personal development and relationships	Very good. Pupils show respect. They are courteous, trustworthy and treat others, property and resources with care.
Attendance	Satisfactory. Attendance rates match 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 has improved since the last inspection. The good teaching leads to most pupils achieving well over their time in school. English and mathematics are taught well. Reading, writing and mathematical skills are taught well in literacy and numeracy lessons and also at other times in the day. The lessons observed in science, design and technology, personal and social education and religious education were judged to contain good teaching and learning. The lessons that were observed in art, music and physical education were mainly satisfactory and no lessons were seen in history, geography and information and communication technology. Teachers are very good at managing the behaviour of pupils so that lessons are rarely disrupted and pupils are keen to get on with their learning. Teachers provide suitable challenges for pupils in lessons and this leads to pupils working and concentrating hard. There is a good quality of relationships between adults and pupils. Adults provide a strong emphasis on rewarding what pupils do well rather than criticising them for what could be better. As a result, pupils feel secure in school and are prepared to have a try in class. Pupils are motivated by the interesting activities and methods provided. Teachers and learning support assistants work very well together. Assistants regularly take groups of pupils and the quality of their teaching is generally good and they also know the pupils well and work hard at addressing their individual learning needs. There is consistent good teaching of the basic skills of reading and writing. Speaking and listening skills are developed in some science and drama lessons and some work with computers also promotes pupils' number skills. Also, the pupils are clear about the targets they are working on to improve their skills in literacy and numeracy. However, teachers often store pupils work unattractively and this limits the opportunities for pupils to set out their own work, as well as making revision difficult. Also, there is not a sufficient priority for helping pupils to improve their speaking, listening, memory and recall skills in all classes and lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils benefit from a good range of visits, activities and clubs. Not enough time is given to teaching geography or information and communication technology.
Provision for pupils with special educational needs	Satisfactory. The provision is effective and most pupils do well.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is good provision for pupils' spiritual and cultural development and very good provision for their moral and social development. The school successfully promotes the development of tolerance and acceptance of individual differences.
How well the school cares for its pupils	Good overall. There is excellent provision for eliminating oppressive behaviour and very good support is provided for pupils. There are good procedures for assessment and health and safety.

There are good links with parents and they support the school well either through homework or by helping in class.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a practical, 'hands on' approach that effectively promotes good teamwork so that all staff share a vision for doing the best for the pupils that they can.
How well the governors fulfil their responsibilities	Satisfactory. Governors are gaining confidence and expertise. They make sure that developments are completed and keep an appropriate overview of the implementation of the school improvement plan.
The school's evaluation of its performance	Good. The headteacher and senior staff have good knowledge of what the school does well and what should be improved, although this is not always clearly stated or recorded effectively.
The strategic use of resources	Satisfactory. Governors apply the principles of best value appropriately but still lack a strategic plan for the long-term use of finances.

There is adequate staffing, accommodation and learning resources and pupils are benefiting from the new playground equipment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • their children like school • the teaching is good and children make good progress • they are well informed about how their children are getting on and find the school to be approachable • children are expected to work hard in school and are given the right amount of homework 	<ul style="list-style-type: none"> • a more interesting range of activities outside lessons

Inspectors agree with all the positive comments made by parents. They also find that the school provides a good range of activities outside lessons and that these are of benefit to the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of pupils in the school is low. This is measured against national standards as an average of the National Curriculum Levels that pupils in Years 2 and 6 reached in their national tests. Due to the high proportion of pupils with special educational needs in the school these scores are low each year, because the results of these pupils inevitably lower the overall result for the school. However, national data does give some useful information about the school and inspectors looked in particular at what pupils have achieved over their time in the school rather than just looking at the final levels that pupils score in national tests.
2. The school's test results for pupils in Year 2 show a trend of improvement in reading, writing and mathematics over time that is below the national trend, but improving at the same rate as other schools in the country. The test results for pupils in Year 6 also show the same improving trend in English and science but improvement in mathematics has not increased since 1999. Inspection evidence indicates that the school's performance data has been compared against the wrong group of schools and that the number of pupils eligible for free school meals is not an appropriate indicator of the social context of the pupils. The school is now compared with schools having between 20 and 35 per cent of pupils eligible for free school meals. This comparison shows that in 2001 the Year 6 pupils' average scores in English were above the average for these schools; below this average in science; and well below this average in mathematics.
3. Children enter the reception class with below average development in almost all the areas of learning. Their speaking and listening skills in particular are well below average. By the end of the reception year, most of the children show good achievement and have improved their skills to meet the early learning goals in their personal, social and physical development and, this year, in mathematics. In all the other areas of learning the children are still below average but also show good achievement in some areas, for example in improving their communication skills from well below average to below average. In English, by the time pupils are at the end of Year 6 almost three quarters of them have made good achievement and are working at the level expected for their age in reading and writing, although their speaking skills are still limited. This latter point is the factor that is limiting achievement in mathematics and science. In mathematics, pupils achieve well during Years 1 and 2 and then the achievement of a significant minority slows down. Higher attaining pupils continue to achieve well and by Year 6 are working at the levels expected for their age. However, lower attaining pupils find difficulty with the reasoning and explanations they need to make about their work and it is the pupils' low speaking skills that are slowing them down. This leads to instances, for example, where pupils can do the sum involved but do not understand the words of the problem that surrounds it. In science, pupils achieve well over time so that, by the end of Year 4, most of them have caught up with their peers in other schools, and they continue to achieve satisfactorily from then on. In Year 6, while around three quarters of the pupils are working in science within the levels expected for their age, very few go on to attain higher levels. This is because gaining higher levels depends on pupils explaining their conclusions and giving scientific reasons with correct use of vocabulary, and success in this area is limited by the pupils' low speaking skills.
4. More than half of the pupils in the school have special educational needs. Inspectors noted that, during lessons, many of these pupils experienced real difficulty in their speaking skills as well as in their retention of facts and recall of things they had learnt earlier. The school has recognised this and now teaches literacy and numeracy to pupils who are grouped by their ability. This is effective as it means that teachers can continue to challenge the pupils with higher attainment as well as helping the pupils with lower attainment with their learning. In addition, a number of pupils attend master classes at other schools and this helps them to effectively reach higher standards. In many year groups up to half the pupils in the class have often moved into the school after Year 2. This makes comparisons of how well the pupils do in

Year 6, against how well they did in Year 2 very difficult. However, school data shows that those pupils who stay at the school throughout Years 1 to 6 generally do well and show good achievement over time in English and mathematics from below average on entry to the school to average or above by the time they leave. School data also shows that more than three quarters of pupils advance their attainment by at least two National Curriculum Levels in Years 3 to 6, and as this includes the pupils with special educational needs it represents good achievement by most pupils over their time in school.

5. This good achievement is the result of the good teaching and learning that is now embedded in the school. Teachers and senior managers keep a careful check on the progress that pupils make and set them targets that continually move the pupils forward in their learning. The school sets targets for itself that are based on the scores that pupils are expected to attain in national tests. Inspection evidence shows that the current targets are likely to be met, and are realistic and challenging, given the high proportion of pupils with special educational needs. Before the inspection, parents expressed their satisfaction that the school is challenging their children to achieve well and give of their best, and this was confirmed by observations of lessons and through discussions with the pupils themselves, who state they are challenged in class and enjoy doing their work and their homework.
6. In other subjects there is good achievement in religious education; and satisfactory achievement in art and design, history (in Years 3 to 6), design and technology, music and physical education. There is unsatisfactory achievement in geography and also in information and communication technology. Some parents expressed that they would like a greater emphasis on creative subjects and inspection shows that some subjects are not taught sufficiently often for pupils to remember what they have learnt. This is particularly evident in geography, where it is not taught sufficiently frequently for pupils to remember what they have learnt; and in information and communication technology where pupils do not have sufficient practice each week to improve their skills. Also, in history, music, art and design, geography and information and communication technology there is insufficient guidance for teachers on the skills that pupils should learn over time and this is limiting their achievement.

Pupils' attitudes, values and personal development

7. Ninety seven per cent of the parents and carers who responded to the pre-inspection questionnaire said that their children like school and this is evident in the way the pupils cheerfully enter school in the morning. In discussions with pupils during the inspection all of them expressed very positive attitudes towards the school. They all like their teachers and they feel they work hard. Inspection findings show that all of the pupils have very good attitudes to their work. For example, in a good Year 2 religious education lesson the pupils remained focussed throughout whilst making observations about Shabbat following the visit of a Jewish lady.
8. Parents and carers who responded to the pre-inspection questionnaire and attended the pre-inspection meeting feel that behaviour in the school is good. The inspection team agrees with the parents and also judges behaviour to be good. This is better than reported at the last inspection and in the main is due to the consistently applied behaviour management policy and a relevant rewards system. The pupils move around the school sensibly and although play at break and lunchtimes is boisterous, it is good-natured and no incidents of bullying were observed during the inspection. Good behaviour in lessons is contributing positively to standards of learning. For example, in a good Year 4 science lesson the pupils behaved well and conformed to class rules during preparation for their visit to the New Forest. Also during a talk from a Moslem visitor Year 6 pupils displayed impeccable and excellent behaviour.
9. The personal development of the pupils is very good. The very good provision for the pupils' spiritual, moral, social and cultural development is helping the pupils to develop personal qualities that are valued in a civilised society. Relationships, between pupils and between pupils and adults are very good. Pupils are courteous to each other, to teachers, other staff and visitors. They are trustworthy and show respect for property, treating the resources they use

with care. This was clearly demonstrated during design and technology lessons in Year 5/6 when the pupils were making fairground rides. All staff are very good role models in the way they conduct themselves. The school is successfully meeting one of its' aims 'that all members of the school community should demonstrate respect towards others.' Good opportunities are provided for pupils to work in pairs or groups. For example, in a Year 5 drama lesson the pupils successfully shared ideas when using role-play to empathise with real life situations; and also in a Year 2 physical education lesson when the pupils were developing ball control skills. In other lessons pupils also work well as individuals and this was evident in a good Year 3 literacy lesson. Pupils with special educational needs achieve well and make good progress for their abilities. They are fully integrated into their classes, and their presence enriches many facets of school life.

10. In all year groups there are opportunities provided for pupils to take responsibility in the daily life of the school. For example, there are monitor roles in every class and older pupils operate equipment during assemblies. The school is currently researching the setting up of a school council to provide more opportunities for responsibility.
11. There was one permanent exclusion from the school during the year prior to the inspection. However, given the very high level of support and care for all pupils in the school this number is reasonable. Based on national data, attendance rates are in line with other schools. Registers are taken promptly at the start of the morning and afternoon sessions and lessons start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching and learning is good throughout the school, and has improved since the last inspection. The good leadership of the headteacher and senior staff promotes an expectation of everyone doing their best for the children and this leads to most pupils achieving well over their time in school. In the lessons seen during the inspection, more than three quarters were judged to contain teaching and learning of good quality. The remainder of lessons contained satisfactory teaching and learning apart from one lesson that was judged to be unsatisfactory where the organisation and the activities chosen were not sufficiently interesting for the pupils. Within the lessons judged to be good, almost a third of these had very good teaching and learning. Teaching of this higher quality was seen throughout the school and serves to illustrate that the good quality of teaching is a consistent factor in the foundation stage, Years 1 and 2, and in Years 3 to 6.
13. The teaching of English and mathematics is good throughout the school. Insufficient lessons were seen in science and most foundation subjects to make definitive judgements about the quality of teaching across the school in each of these subjects. However, the lessons that were observed in science, design and technology, personal and social education and religious education were judged to contain good teaching and learning. The lessons that were observed in art, music and physical education were mainly satisfactory and no lessons were seen in history, geography and information and communication technology. From the analysis of these lessons the following strengths were noted.
 - Teachers have very good strategies for managing the behaviour of pupils and this results in good behaviour in class. An example of this was observed in a whole school assembly where the teacher realised that pupils were a little restless on a Monday morning and directed their attention to focus first on one door, then another, and finally on the clergyman who had come to take the assembly. The result was that pupils looked in the directions set and when they turned to the speaker were all giving eye contact, attention and were ready for the assembly to begin. In class, the pupils understand the procedures for teachers to give merits and awards and are motivated by the possibility of a certificate so that they give attention. Also any sanctions, whilst rarely applied, are seen by pupils to be fair. The school has a number of pupils with behaviour as their special need and the outcome of teachers' consistent application of the behaviour policy is that lessons are rarely disrupted and pupils are keen to get on with their learning.

- Teachers have high expectations and provide suitable challenges for pupils in their lessons. This leads to pupils working and concentrating hard. For example, in a lesson in the foundation stage the teacher expected that children would not only recognise the value of coins but also use them to purchase items from the class shop. As a result the children worked really hard and extended their counting skills as they found different ways to make eight pence. In a physical education lesson for pupils in Years 1 and 2, the teacher increased the challenge of the lesson by asking pupils to bounce small balls to one another. This made the pupils concentrate on their aim, distance and catching skills and these improved visibly during the lesson.
- There is a good quality of relationships between adults and pupils and this improves the quality of learning. Teachers and assistants value what pupils say and provide a strong emphasis on rewarding what pupils do well rather than criticising them for what could be better. As a result, pupils feel secure in school and are prepared to have a try at new learning in class, safe in the knowledge that their attempts will not be ridiculed.
- The pupils are motivated through the interesting activities provided and the teaching methods used by their teachers. For example, in a science lesson in Years 3 and 4, the teacher made good use of whiteboards for pupils to take notes about what they had learnt so far. In another science lesson for this year group, the teacher had used puppets to demonstrate how insects pollinate flowers and this visual presentation had clearly helped the pupils to remember and understand the process. In a lesson for pupils in Years 5 and 6 about citizenship, the pupils were motivated by an opportunity to think about improving their environment and the high level of interest generated spurred them on to prepare convincing presentations for the local council.
- Teachers have a good knowledge of the learning needs of their pupils. The teachers carry this knowledge effectively in their heads and apply it well during lessons. However, the individual education plans for pupils with special educational needs are not always clearly written or necessarily available in every class. In an English lesson for pupils in Years 5 and 6, the teacher knew that a number of pupils needed explanations to be in clear, small, and logical steps and provided this in the introduction to the lesson so that all the class successfully gained benefit from the poetry work that followed.
- Teachers and learning support assistants work very well together to the mutual benefit of all the pupils. For example, in lessons in Years 3 and 4 the assistant was observed regularly noting the contributions pupils gave to the lesson and the teacher followed this up by making sure that all pupils had an equal opportunity to contribute to classroom question and answer sessions. In the foundation stage, as well as other classes, the assistants regularly take a group of pupils so that more of the class can have appropriate attention. This works really well so that, for example, pupils in Year 1 can have separate literacy and numeracy lessons from the children in reception as well as pupils in Year 6 being able to work at different levels in their mathematics. The quality of teaching provided by assistants (under the direction of the class teacher) is generally good and they also know the pupils well and work hard at addressing their individual learning needs.
- Good use is made of assessment before lessons, to plan what pupils should learn next, and during lessons, to help pupils to understand more about their learning. In a drama lesson for pupils in Years 5 and 6, the teacher's plans showed that previous lessons had been evaluated for what the pupils had learnt and that the lesson being observed had been specifically constructed to take them a step further in their ability to question one another and remember the information obtained. In a lesson for pupils in Years 1 and 2, the teacher realised during the lesson that some pupils were confusing plus and minus signs and changed the planned ending for the lesson to effectively clear this confusion.
- There is consistent good teaching of the basic skills of literacy and numeracy. Reading, writing and mathematical skills are taught well in the timetabled lessons and also at other times and in other lessons during the day. For example, speaking and listening skills were developed in science and drama lessons and activities with programmable toys were used effectively to also promote pupils' number skills. Suitable opportunities are also taken to promote better spelling and writing in lessons other than English and

the pupils themselves are clear about the targets they are working on to improve their skills in literacy and numeracy.

14. The teaching of pupils with special educational needs is good and the majority of pupils make good progress towards the targets in their individual education plans. Teachers set work that is well matched to pupils' needs and include support assistants closely in the planning so that they are well briefed to support these pupils. Staff work hard and use the same strategies throughout the school to maintain a calm learning atmosphere so that pupils remain involved and interested in their work. During the instruction part of lessons, support assistants note the response and level of involvement of pupils with special needs. This is discussed with teachers afterwards who know their pupils very well and who adjust their planning to suit pupils' changing needs. Most pupils try hard, especially when they work in small groups and are supported by an adult, and many maintain good concentration for considerable lengths of time, because the activities are interesting and varied. In addition to these strengths, some common areas for improvement were also identified and these are:
- Some teachers lack expertise and confidence in music and information and communication technology and this slows down the rate of learning for the pupils.
 - The pupils' work is often on sheets of paper and these are not stored attractively or in durable folders. This is a system the pupils are used to but it limits the opportunities for them to set out work for themselves, and also makes revision difficult.
 - A significant number of pupils have special educational needs with common factors of low ability in speaking and listening along with difficulties of remembering and recalling information. Whilst this is addressed effectively in some areas of the school there is not a sufficient focus on directly tackling these areas of development in all classes, or with sufficient priority in all lessons.

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

15. The curriculum is of good quality and suitably broad and balanced. In addition, throughout the school there is an interesting range of learning activities to further support pupils' academic development, particularly in the use of trips and the local area to enrich pupils' experiences. Pupils' personal development is very well catered for, and the inclusion of subjects such as drama provides good opportunities for pupils to explore a wide range of situations and emotions. The school's allocation of time to subjects is satisfactory overall, but the way topics are planned in Years 1 and 2, results in too little time being given to history and geography, and standards in these subjects are not as high as they should be. Religious education is effectively included in the curriculum and meets the requirements of the agreed syllabus. Acts of collective worship now meet statutory requirements in full.
16. At the time of the last inspection, there were no programmes of work for teachers to follow in any subjects except English and mathematics. Now, each subject is planned in careful detail, constantly and well evaluated, and amended where appropriate. There is however, scope to develop stronger links between subjects, for example to use history as a vehicle for promoting literacy skills, rather than just as a means of recording facts. In subjects such as music, art and information and communication technology whilst topics are planned that cover the main areas of the curriculum for each subject there is not enough emphasis on pupils systematically learning the skills in these subjects. Teachers throughout the school make good use of the national strategies for teaching literacy and numeracy and use these well both to plan the content and structure of their lessons.
17. The provision for pupils with special educational needs is satisfactory. The school plans to have adapted arrangements in order to fulfil the requirements of the new code of practice by the start of the autumn term. Pupils with special educational needs receive a balanced and inclusive curriculum because teachers know their needs well. Individual education plans have targets with appropriate focus on literacy, numeracy or behaviour development, but the targets are often too general to give pupils a sense of short-term achievement. These targets are generally known

well by teachers but copies of pupils' individual education plans are not always kept in their classrooms. This limits the use of individual education plans as a quick check of pupils' progress. Pupils are well supported in the classroom by support staff and parent volunteers and are also withdrawn in small groups for specific work. The head teacher and special needs co-ordinator, together with learning support assistants ensure that pupils receive the right levels of support to meet their individual need. In particular, the arrangements for teaching literacy and numeracy to pupils who are grouped by ability means that the special needs of a large number of pupils are addressed well in this way as teaching can be delivered with the right amount of pace and challenge for their learning needs. The school also makes appropriate provision for pupils with English as an additional language and the one pupil currently involved is at an advanced stage of English acquisition.

18. There is a strong commitment by all adults to ensuring that all pupils have equal opportunities to learn and improve, and this is evident throughout the school day and in extra-curricular activities. There is a good range of additional activities that enhance the curriculum well. Activities that take place after school cater for pupils from Year 2 up and are very well attended. There is a very large drama club which the school uses successfully to promote good relationships, a choir, country dancing, cycling proficiency and football, and in addition there are friendly sports competitions between neighbouring schools. Visitors such as members of Andover Athletics club enthuse pupils to try new sports, and members of the Bournemouth Symphony Orchestra widen pupils' experience of classical music and instruments.
19. Pupils' learning is effectively enhanced by the many opportunities they have to explore the local area and Andover. They visit local lakes and the New Forest where they become highly aware of nature and start to think about environmental issues. The school has very close relations with the local church and the policeman. There are few other facilities nearby, so pupils visit the town library and museum in Andover, see how pizzas are made in a pizza parlour there and learn about the wide range of fruit and vegetables available in supermarkets. A shoe shop also helps by providing boxes as the basis for making models! Constructive relationships with the three local secondary schools, together with good curricular links between teachers within the local group of schools, do much to smooth pupils' transition to secondary school. Pupils with special educational needs are encouraged to spend extra time at their new school during the summer term in order to become used to the building and routines.
20. The very good strategies for the teaching of personal, health and social education represent a major strength of the school. The well-planned curriculum is an integral part of lessons. As a result pupils' develop very good personal and social skills through their everyday encounters in school life. The school has a warm and caring ethos, a key feature being the way in which it devotes all its energies to promoting the achievements of all pupils, regardless of ability, gender or ethnicity. Circle time, when pupils can explore feelings and emotions in a secure environment, is used well. In one such lesson good questions by the teacher led to pupils making decisions about what it might be like to live in a society where people do not have rights. This was further developed when pupils decided that to have rights they also have to accept responsibilities. Personal and academic targets are set and pupils' success in achieving them is celebrated both in class lessons and assemblies; this is a considerable boost to pupils' confidence and self-esteem. Teachers and other staff set high standards and are very good role models. As a result pupils want to please because they know their efforts will be valued. Pupils take their responsibilities seriously and because they are expected to use their own initiative, decide how best to present their performance poetry to the rest of the class, for example. The rigorous scheme of work includes drugs and sex education and programmes of work specifically related to helping pupils keep physically and intellectually healthy. Pupils' understanding of citizenship is being effectively promoted when they compare modern day government with those in Tudor times. The school is now considering the inclusion of a school council and a 'Buddy system' to promote learning further.

Spiritual, moral, social and cultural development

21. Provision for pupils' spiritual development is good. There is a spiritual dimension to the way in which teachers read stories and poetry, and when pupils play and sing in class lessons and assemblies. For example, as Years 1 and 2 pupils set the table to celebrate the Jewish festival Shabbat, they created a spiritual feel to the activity by spontaneously singing a song of greeting. Pupils are often given time to reflect sensitively on their own and others' performance as was seen during a very good drama lesson. Pupils have good opportunities to empathise with others less fortunate, such as the victims of war and famine, and older pupils are beginning to look for deeper meanings in stories and poetry. Assemblies and acts of worship meet statutory requirements and provide pupils with meaningful experiences. These are enriched by the singing of well-chosen hymns and songs. Nevertheless, opportunities are sometimes missed to set the scene for worship through the use of thought provoking music as pupils enter or leave. The school greatly appreciates visits from members of other religions as well as those from local clergy. Pupils visit the local church and participate in special services to which parents are invited.
22. The school provides very well for pupils' moral development. Pupils are taught to be courteous, considerate and respectful to others at all times. The behaviour policy is rigorously implemented, so that all pupils, including the high proportion of pupils with emotional and behavioural difficulties, are crystal clear about the difference between right and wrong. This contributes strongly to pupils' good achievement. The very high levels of respect exhibited by staff successfully convey itself to pupils. As a result pupils are eager to please so they try hard because they know their efforts will be greatly appreciated. Rules for behaviour are clearly displayed, some of which have been written by pupils themselves, and lapses only occur when tasks are not well suited to pupils' individual needs or when lessons lack real stimulation. Good manners are expected at all times, as was seen during a Year 6 lesson when two pupils were made to apologise for interrupting another pupil.
23. Provision for pupils' social development is also very good. Relationships within the school are strong and pupils are given many opportunities to work together cooperatively as was seen when Year 3 and 4 pupils worked in small groups to provide sensible arguments for and against school dinners. Pupils are often given responsibility for resolving conflict or differences of opinion. This was clearly evident during a very good drama lesson when a reluctant pupil was invited to participate by other members of the group; this proved very successful, as she was then able to contribute fully. The headteacher and staff take pupils' opinions seriously and as a result pupils feel highly valued. Pupils' social conscience is aroused through their involvement in a scheme to develop waste ground in the local area to provide a community garden. Careful questioning enabled them to narrow their choices and give valid reasons. Pupils in Years 5 and 6 write their own versions of Mr. Men stories with an environmental theme such as litter. They then read these stories to younger pupils in developing their sense of community. Pupils learn to work as part of a team, through for example, their participation in local rugby and soccer matches, and in a communal festival of sport.
24. The school provides well for pupils' cultural development and successfully promotes the development of tolerance and acceptance of individual differences. This leads to the school being an inclusive society where every individual is valued regardless of gender, race or ability. Western culture is appropriately developed through art, music and literature, although pupils have insufficient knowledge of their own immediate rich cultural heritage. Knowledge of other cultures is enhanced through their studies of places such as Chembakoli, and through visits by members of other religions such as Judaism and Islam. Although pupils use the Internet to find useful information on climate in foreign holiday destinations, information technology is under used as a source of information on their own and other cultures. Nevertheless, good use is made of visits by authors and poets as well as the Bournemouth Symphony Orchestra, for example, and pupils visit local places of interest such as museums and wildlife centres to enrich learning further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25. The school takes good steps to ensure pupils' welfare, health and safety. Procedures for risk assessments have improved since the last inspection. Through the management partnership the school works with the local authority to undertake health and safety checks and governors are appropriately involved in these procedures. Fire drills take place regularly and are recorded. There are suitable arrangements in place for first aid and medical support and appropriate records are kept. The school has very good arrangements in place for child protection issues. A member of the senior management team is the named responsible person. She has been trained for this role and keeps staff up to date with procedures. The school has established good provision for pupils' personal, social, health and citizenship education (PSHCE). There are opportunities for pupils to discuss issues in PSHCE lessons and circle time. Aspects of PSHCE work are integrated into other subjects of the curriculum including science, and visitors to the school also support the programme, for example, the Hampshire police. The school is successfully meeting one of its aims 'to provide appropriate learning opportunities - within a safe, caring and happy environment.'
26. There are very good relationships throughout the school and all staff work hard to maintain positive relationships, they know the pupils very well and are able to monitor personal development informally and formally through the PSHCE assessment procedures and record keeping of children's achievements. The general comments that teachers make on the annual reports to parents show that they have good knowledge of the pupils.
27. The school has good procedures for monitoring the academic development of the pupils. Teachers routinely assess how well each pupil is doing in most subjects and check their assessments to make sure they are accurate. This is particularly effective in English and mathematics where these assessments are also used to place pupils into teaching groups so that lessons are better targeted to their needs. Class teachers routinely analyse the data they obtain from assessment and use this information to tell parents each year how their child is doing in school. The headteacher also analyses the school's assessment data effectively and uses this information to make sure that all pupils are making the progress they should and to set targets for the school to achieve each year.
28. There are satisfactory procedures in place for the monitoring of attendance. Teachers check registers daily and report concerns to the headteacher who makes contact with parents and carers when no reason for a child's absence has been received. Since the previous inspection the school has included the reporting of attendance in the prospectus.
29. The school has very good procedures to monitor and promote good behaviour and excellent procedures for eliminating oppressive behaviour. All staff use the school's rewards and sanctions consistently so pupils know what is expected of them and there is no confusion in their minds when they are taught by different teachers. This results in teachers who do not have to waste time in lessons sorting out behavioural issues and in part accounts for the pupils' good achievement. Eighty per cent of parents, who responded to the pre-inspection questionnaire, feel that the school is helping their child become mature and responsible, and this view is endorsed by inspectors.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30. Overall, the school has a good partnership with parents. There was a low response to the pre-inspection questionnaire and parents' meeting but the majority of parents and carers indicate that they have positive views of the school. For example, ninety four per cent feel comfortable about approaching the school with questions or problems. Parents feel that they are kept well informed about how their children are getting on. The inspection team agrees with this view as it judges the quality of information provided for parents about the progress their children are making is good. Annual reports to parents provide good information about what pupils know and can do and set appropriate and measurable targets for improvement. National curriculum levels are not shown in the reports, however records show that these are discussed in parent/teacher

consultations. Parents are invited to meet teachers every term and offered opportunities to talk to teachers at the end of the day. The school makes great efforts to work closely with parents of pupils with special educational needs. It gives them every opportunity to be involved in their child's work and development, and has designed an appropriate leaflet to inform parents who cannot come into school of their children's progress.

31. A number of parents who responded to the pre-inspection questionnaire do not feel that the school provides an interesting range of activities outside of lessons. The inspection team does not agree with this view as the school provides a good range of clubs, visits and visitors. Pupils interviewed during the inspection were enthusiastic about the activities that are provided including sport, choir and drama.
32. The homework policy is very clearly communicated to parents in the prospectus. Throughout the school homework is set regularly, the pupils know what is expected of them and this is good preparation for the next stage of their education and for effectively involving parents in their children's learning.
33. Regular letters keep parents up to date with the day-to-day life of the school and each term teachers write to parents to tell them what their children will be learning. Induction procedures for children and parents in the Foundation Stage are good. Parents and carers are invited to meetings and made to feel welcome and valued. A number of parents regularly help in school and on visits. Parents are invited to assemblies, performances, sports days and picnics and through the parent teacher association (PTA) a small group of parents organise fund raising events including the Christmas fair, jumble sales and the summer fete, as well as children's discos. All of these factors show that the school makes positive efforts to build a partnership with parents and carers and the impact of parents' involvement on the work of the school is having a positive influence on standards and learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

34. The headteacher and key staff provide good leadership and management for the school. The outcomes of this are seen in the good quality of teaching and learning; the good achievement of the pupils; the job satisfaction of the school's staff; and the happiness of pupils. The school sets the aim of promoting an environment where children achieve their potential and move on to the wider community with confidence skill and responsibility. This serves as the driving force for decision making and school leaders promote a clear vision for everyone doing their best at all times for the pupils in the school. As a result, this aim is realised very well in practice. However, the success and achievements of the school are not immediately apparent as the school is more concerned about how well the pupils do than about first impressions and showing others what is done well. This is because the leadership style of the headteacher is very much a practical, 'hands on' approach. For example, the headteacher keeps a high profile around the school, routinely visits lessons and supervises the open spaces of the school during lesson change over times. This provides good monitoring, through informal discussion with teachers, of the quality of teaching and learning taking place and also helps to prevent any disruptive behaviour, as the headteacher is usually on hand to defuse any potential incident. The school's senior management team comprises the headteacher, deputy headteacher and the teacher responsible for Key Stage 1. This team works well together and sets an effective expectation among all staff of promoting better learning and achievement for the pupils. For example, they have recently led initiatives to help teachers develop pupils' thinking skills and to present their lessons with more interesting teaching styles; and the good outcomes of this were evident to inspectors in the lessons observed. This team is also effective in using performance management well to improve the quality of education. Senior staff and teachers discuss their work and set targets for the teachers and pupils to achieve. The success of these initiatives is measured routinely by discussions with pupils and evaluation of their work, as well as observations of colleagues at work. This leads directly to better practice but the procedures are not always recorded thoroughly. In addition, the headteacher analyses and evaluates assessment information well to show each year how much pupils have achieved. However, not

enough use is made of this information to show parents and governors how well the pupils are actually doing each year.

35. Since the last inspection the school has made good improvement. The key issues identified then for completing schemes of work, improving assessment, raising standards of behaviour and improving assemblies have all been addressed well. Satisfactory development has also taken place in the other issues identified of improving the school development plan, raising standards and strengthening the role of the subject co-ordinator. However, the school has done more than this and has made good improvements to some key areas of its work. For example, changes have been made to the accommodation and teaching for children in the foundation stage and this is now good quality provision. The quality of teaching and learning has improved and, while pupils' attainments are low in comparison with the national picture, most pupils are now achieving well over their time in school. All staff have worked hard to implement a consistent procedure for improving behaviour and this is now very effective with clear outcomes in the greatly improved attitudes of the pupils. In addition, there is now effective teamwork in the school and a stable and happy teaching team with a shared and clear vision for promoting pupils' achievements.
36. Roles and responsibilities for teachers are allocated effectively. Subject co-ordinators regularly review teachers' plans and check that the curriculum for their subject is appropriately secure. They also ask teachers to review lessons and topics and this provides good information that co-ordinators use well to modify future courses in their subject as well as providing advice to colleagues on how a topic could be taught next time. This system provides effective monitoring of the curriculum. Co-ordinators also prepare effective annual action plans for developing their subject and do their best to carry out the improvements specified within the time allocated. However, the school lacks a mechanism to enable subject co-ordinators to work alongside their colleagues in their subject and ensure that best practice is shared effectively. The school manages the support for pupils with special educational needs well. There were incidences of bad behaviour at the time of the last inspection, but since then the school has devised a consistent policy of helping pupils to manage their behaviour and now the large majority behave well. The school's management of the funding for special educational needs is appropriate and it commits an extra sum in order to ensure the good match of support assistants and teachers to the needs of these pupils, which is very influential in helping them overcome their barriers to learning. Support staff are always included in appropriate teacher training programmes. The co-ordination of special educational needs is carried out effectively but the school has yet to fully adopt the new Code of Practice for Special Educational Needs and to review its own procedures in the light of new guidance.
37. The governing body is effective and carries out its responsibilities satisfactorily. Governors make sure that actions for improvement are carried through to completion and keep an appropriate overview of the implementation of the school improvement plan. The committee structure works effectively and this, as well as the regular reports from the headteacher, makes sure that governors are sufficiently informed about the work of the school. Discussion with governors shows that they are gaining confidence and expertise and are now able to question the school's decisions. An area for improvement is that, although governors look after the school's finances appropriately, they are not yet planning strategically ahead with sufficient clarity and rigour. For example, at the last inspection the school had an under-spend and this event has happened again in the last financial year. Some of this was caused by governors not anticipating additional government funding and having a strategic plan ready for such an eventuality.
38. The school manages its finances satisfactorily. The under-spend from 2001 to 2002 is being well used in the current financial year to ensure there are sufficient numbers of teachers and learning support staff and this is contributing to the pupils' good levels of achievement. The administrative officer and assistant provide good support to the headteacher and they carry out the day-to-day functions of the office effectively. All matters relating to income and expenditure are dealt with efficiently. Regular statements of expenditure are made available to the governors and staff. Specific grants are used effectively for their designated purpose, for example the New Opportunities Fund grant has been used to train teachers in the use of information and

communication technology. In terms of the management and use of its resources the headteacher and governors satisfactorily apply the principles of best value to compare, compete, consult and challenge. Governors compare expenditure patterns with other schools and consult widely when making decisions about specific items. For example, the purchase of the new playground equipment. The governors compare the standards pupils achieve with similar schools and parents are consulted through a questionnaire and the annual governors' meeting. The school is making satisfactory use of new technology. Administration procedures are supported well by the use of technology but the use of computers by teachers and pupils to support the curriculum is still limited.

39. The school has sufficient staff and they work well together as a team. Teachers plan their lessons together, compare and check the validity of their assessment and support one another professionally and personally. The result is a happy staff that gives additional effort to doing their best for the children. Sufficient learning resources are provided and these are renewed and replaced appropriately. Recently, the school has invested in improvements to the grounds and buildings. The new outdoor play equipment is of good quality and already being used well so that pupils enjoy the challenge it provides. The central area of the school has been refurbished as a library and computer suite. This is a good area to work in and also helps to provide a sense of community as it links all teaching areas. However, there are regular difficulties with sunlight making computer screens difficult to see and this inhibits learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. To continue the good work of the school, and to more closely meet the specific needs of the pupils, governors, senior managers and staff should now:
- Raise standards in English, mathematics and science through further developing pupils' communication, speaking and listening skills (paragraphs 3, 14, 52, 56, 57, 62, 67) by:
 - Defining the key vocabulary pupils are expected to learn in every subject;
 - Defining more clearly, and with smaller steps, the skills pupils are expected to use in their speaking and listening;
 - Redesigning the curriculum to ensure that all pupils have appropriate opportunities every day to practise and improve their speaking and listening skills;
 - Assessing how well each pupil is making progress and setting clear and achievable targets for this;
 - Making sure pupils and parents know the levels of speaking and listening that are expected, and what they should do next to improve;
 - Providing suitable opportunities in all subjects for pupils of all ages to further extend their speaking and listening skills;
 - Celebrating the achievements of pupils in developing their speaking and listening skills.
 - Improve the presentation of pupils' work – so that pupils have pride in their work and can use it for revision (paragraphs 14, 59, 63, 68) by:
 - Keeping pupils' work in books, folders, binders and so on, of good quality;
 - Making sure all work is dated and labelled clearly so that the nature of the work is identified;
 - Making sure pupils take care with their final draft of work and use pens and rulers where appropriate;
 - Reducing significantly the use of pre-printed worksheets and expecting pupils to take more responsibility for writing out their own work;
 - Ensuring that pupils enjoy the success of finishing their work and take pride in producing quality as well as quantity;
 - Making sure that pupils regularly refer to their work so they can see the progress they make and revisit topics they need to learn again.
 - Further raise standards in art, geography, history, information and communication technology and music (paragraphs 6, 14, 74, 82-86, 87, 91) by:
 - Defining the skills pupils are expected to learn in each subject over their time in the school;
 - Making sure these skills are taught and assessed systematically so that pupils know how well they are doing, and what they should learn next;
 - Making sure that these subjects are taught sufficiently frequently for pupils to remember what they have learnt each time.
41. In addition to the above, the school should also consider the following:
- Doing more to celebrate the school's achievements so that the wider community is more accurately informed of what the school does well (paragraph 34).
 - Improving the governors' strategic planning for the development of the school (paragraph 37).
 - Improving subject development so that co-ordinators can focus sharing good practice and making sure that cross curricular themes such as the use of computers are included in lessons (paragraph 36).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	27	9	1	0	0
Percentage	0	14	63	21	2	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	195
Number of full-time pupils known to be eligible for free school meals	31

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	103

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	14	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	13
	Girls	9	12	14
	Total	18	20	27
Percentage of pupils at NC level 2 or above	School	67 (70)	74 (85)	100 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	12	11
	Girls	11	14	9
	Total	19	26	20
Percentage of pupils at NC level 2 or above	School	70 (67)	96 (88)	74 (94)
	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	8	14	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	14	9*	15
Percentage of pupils at NC level 4 or above	School	64 (37)	41 (53)	68 (60)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	73 (40)	73 (50)	73 (50)
	National	72 (70)	74 (72)	82 (79)

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

The were too few boys taking the tests to report the results of boys and girls separately.

* a significant number of pupils were absent for this test

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	168
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	23
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	206

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	0	1
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	497,051
Total expenditure	471,169
Expenditure per pupil	2,356
Balance brought forward from previous year	47,774
Balance carried forward to next year	73,656

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	193
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	6	0	0
My child is making good progress in school.	47	50	0	3	0
Behaviour in the school is good.	28	56	3	0	8
My child gets the right amount of work to do at home.	33	58	3	0	3
The teaching is good.	47	50	0	3	0
I am kept well informed about how my child is getting on.	42	47	3	6	3
I would feel comfortable about approaching the school with questions or a problem.	72	19	3	3	0
The school expects my child to work hard and achieve his or her best.	42	56	0	0	0
The school works closely with parents.	44	42	8	3	3
The school is well led and managed.	44	42	0	3	11
The school is helping my child become mature and responsible.	39	44	6	0	8
The school provides an interesting range of activities outside lessons.	28	19	22	6	22

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

42. Children enter the reception class in the autumn term of the school year in which they will be five. Baseline assessment shows that the children's attainments on entry are below average in most of the areas of learning; and well below average in communication, language and literacy, knowledge and understanding of the world, and also in their creative development. The children show good achievement over their time in the reception class and do well in all the areas of learning. This is due to the good quality of the school's provision and the consistent good quality of teaching. The teacher has devised a curriculum that is based on the Early Learning Goals and includes elements of the National Curriculum. This is planned well to make sure that children benefit from a wide range of activities and experiences that help them to build steadily on what they already know and can do. The small steps of progress that children make are assessed carefully and this information is used well to guide the choice of what each child should learn next. Classroom activities and lessons are clearly structured with regular routines and these help the children to feel secure and confident in their learning. The teacher is aided by good quality assistants and a number of parents also help regularly in class. The teamwork between adults is of good quality and the children benefit from the warm relationships and high expectations of their familiar adults. Since the last inspection, the school has made effective changes to the classroom that allow a greater number of activities such as water and sand play to be always available, as well as providing sufficient space for teachers and assistants to work separately with groups of children. In addition, the curriculum and procedures for assessment have been improved and much more is now expected of the children. At the time of the inspection there were 20 children in the reception class, along with five pupils in Year 1.

Personal, social and emotional development

43. Children enter the reception class with some aspects of their personal and social development in line with the average for their age. In areas of their development, such as playing cooperatively together, children have skills that are below average. Almost all the children are likely to meet the early learning goals for this area of learning by the time they enter Year 1 and show good achievement in response to the good teaching they receive. Through well structured daily routines, the children learn quickly to, for example, sit together for a story, wear an apron when they play with water, and wash their hands before they have lunch. When they hear the signal to tidy up, the children respond without complaint and work hard to quickly clear the room ready for the next activity. The teacher and assistants praise the children for what they do well and this encourages them all to want to do better and receive praise for themselves. The result of this is that behaviour is good and the children have learnt quickly to get on with each other and to enjoy their company. An example of the children cooperating was seen in a lesson using a parachute where they had to carry out different actions together to match the commands given. The children tried really hard to all move at the same time and did this well so that the parachute rose very high above them and gave the children a sense of amazement at what they had done together. The adults in the reception class are consistent in their expectations of behaviour and carry out regular routines, for example, always distributing a squirt of liquid soap for each child as they go to wash their hands. Lessons also follow a regular pattern and all adults talk to the children in a calm and friendly manner. This gives the children a sense of security that helps their emotional development as well as ensuring their happiness in school.

Communication, language and literacy

44. This area of learning is taught well. Children are unlikely to meet the early learning goals but show good achievement in improving their skills from well below average on entry to below average by the time they transfer to Year 1. Many of the children have speaking and listening skills that are well below average and find it hard to remember to use new words, and to develop a conversation. For example, when playing in the home corner, the children talk to each other but rarely develop this into role play with negotiation about how their roles and the direction of

their play should extend. The teacher and assistants talk with the children and listen carefully to what they say. This leads to the children gaining confidence to talk in class and being willing to try new words and to use longer sentences. Adults engage the children in conversations while they are playing and provide a model that helps them to talk more with each other during activities. Reading is taught well. The children enjoy looking at books and are encouraged to predict the content of a story from the illustrations. They are also encouraged to look closely at text and to recognise their name, and the names of others. As a result, a majority of the children knows most of the letter sounds and can read some key words. A good focus is kept on learning to read and the children also recognise labels around the classroom and the daily routine for recording the weather helps them to recognise the words for the days of the week. Higher attaining children use their knowledge of letter sounds, and clues from illustrations, to work out correctly words such as 'paddled' in their books. The children's writing skills are below average, but show good improvement over the year. Almost every child now holds a pencil with a correct grip and can control it to make marks. They trace lines effectively and keep their marks within the guidelines provided. A number of the children write letter like shapes in their play and most of them understand that writing has a purpose. Higher attaining children write more than their names and copy short sentences into their diaries. Others make good attempts at writing words but often reverse letters and use print of uneven size.

Mathematical development

45. Baseline assessment shows that children enter the reception class with mathematical skills below average. They are taught well and most of the children this year are in line to meet the early learning goals and enter Year 1 with average number skills. They recognise numbers that are even and count confidently in twos from zero to twenty. A third of the group count beyond twenty and higher attaining children know that numbers such as 62 and 56 are even. The teacher makes lessons interesting and the children are enthusiastic about learning as a result. For example, in one lesson, the teacher used a puppet who 'couldn't remember how much money she had in her purse!' This made the children eager to count the coins and work out the value for her. They also went on to use purses of their own to buy items from the class shop and this led a number of children to realise that there are a number of combinations of coins that can make, for example, eight pence. Children count regularly during the day and recognise the numerals to ten. They also know the value of coins and identify basic shapes, such as square and triangle, correctly. The classroom contains a play shop and children enjoy using this during the day to buy and sell items without realising that they are practising their number skills at the same time.

Knowledge and understanding of the world

46. Children achieve satisfactorily in their knowledge and understanding of the world. Most children enter the reception class with below average knowledge and understanding and only a minority are likely to begin Year 1 having met the early learning goals. They know the main descriptions for weather and know that some parts of the world are hot, while others have permanent snow. Children use computers appropriately and experiment with the mouse to create colourful abstract patterns. In general, however, the children have low levels of general knowledge and it is the higher attaining children who contribute facts to lessons such as 'spiders have eight legs, rabbits have long ears, the world is green and blue and the blue is the sea'. Suitable activities are provided to help children extend their knowledge. For example, during registration, children gain awareness of different European languages and enjoy saying 'hello' to their teacher in French or Spanish.

Physical development

47. Children have appropriate physical co-ordination for their age and are likely to meet the early learning goals in this area of learning by the time they begin Year 1. They climb and jump energetically on the large playground apparatus and keep their balance effectively. Children show appropriate awareness of others and avoid bumping into one another when they run. However, the children show good achievement over time in their fine manipulation skills. Most

children enter the reception class with below average ability, for example, to use scissors and make marks with a pencil. The teacher provides increasingly complex tasks and activities that encourage the children to practise these finer skills and most of the children are now likely to meet the early learning goals. They use scissors appropriately to cut with reasonable accuracy, use brushes to paint small designs on clay tiles and decorate biscuits with precision and care as well as colouring patterns within the lines.

Creative development

48. The children's creative abilities are well below average when they begin the reception class. Most of the children improve these skills to a below average level by the end of the year and, whilst the early learning goals are not met, this represents good achievement. Children make attractive prints, use paint appropriately and their teacher displays their results well. During the inspection, children were observed icing biscuits and making attractive designs on them with sweets. A group of children were also seen continuing with their clay tiles and adding further patterns with paints. In all these cases the children concentrated hard and worked with care. However, the children's speaking and listening skills limit their creativity and use of imagination in play. The teacher provides a good range of activities and provides effective encouragement that helps the children develop these skills. For example, during the session with the parachute, the children were encouraged to walk underneath it with their eyes shut and pretend they were finding their way through fog. In another lesson, children used hammers to pin shapes onto cork tiles. The teacher gave praise for the pattern one child had made and this encouraged the others to think more about how they arranged their shapes.

ENGLISH

49. The pupils in Year 6 have standards that are just below average in most aspects of English. Standards in listening are in line with what would be expected of a typical eleven-year-old. However, below average standards in speaking, and pupils' difficulty in retaining key vocabulary, adversely affects their progress in other subjects and, in particular, in mathematics and science. The pupils in Year 2 are below average in all aspects of English. Standards are lower than at the last inspection because the school now has a very high proportion of pupils with special educational needs. Another significant factor is the increasing number of pupils who either enter or leave the school during the school year, especially in Years 3 to 6. Nevertheless all pupils, regardless of ability, ethnicity or gender achieve well over their time in school because teaching is consistently good. The very high quality of relationships means that pupils nearly always do their best because they know that their efforts will be appreciated. This contributes significantly to their good progress.
50. In the 2001 National Curriculum tests, Year 6 pupils attained standards, which were below the national average, but above the average for similar schools. The school's recent focus on writing is having a positive effect on raising standards. For the past four years the trend has been steadily upward except in 1999 when results dipped considerably. This was a similar picture for Year 2 pupils. In 2001, pupils in Year 2 achieved standards that were well below those both nationally and when compared with similar schools. Although inspection evidence indicates that attainment for the current Year 2 pupils will be below average, this represents an improvement on the previous year. The school's initiative in grouping pupils by ability for literacy lessons is having a positive effect on raising standards for all.
51. Throughout the school, pupils with special educational needs make good progress because work is well matched to their needs. More than half of the pupils are on the register for special educational needs. Although work in lessons is well planned to meet their individual needs, targets on individual education plans are not always specific enough. A high percentage of pupils on the special needs register have behavioural problems. The school's very good strategies for managing this behaviour means that pupils soon learn the right attitudes from the start; this also contributes significantly to their good progress.

52. Throughout the school, pupils listen attentively but the speaking skills of a significant majority are underdeveloped. Pupils are taught correct vocabulary across a range of subjects, but find difficulty in recalling this vocabulary when asked. Although teachers use good and sometimes very good questioning techniques, questions have often to be re-phrased and simplified in order to elicit responses from pupils, other than 'Yes' or 'No'. Nevertheless, this does give pupils confidence to 'have a go' even if they are unsure about the answer. Although opportunities for pupils to practise their speaking skills are frequent, this needs to be more carefully structured and monitored across all areas of the curriculum, from the reception class to Year 6. The very good and recently implemented scheme for drama is positively inspiring pupils to use speaking skills in a variety of situations, but the benefits of this are not extended to all year groups.
53. Teachers provide pupils with opportunities to use their speaking and listening skills in a variety of ways. For example, good questions prompted higher attaining pupils in Years 1 and 2 to use words such as 'scrumptious' and 'crumbly' in their descriptions of biscuits. During a visit by members of the Muslim community, Year 5 and 6 pupils had prepared thoughtful questions and asked these clearly. Nevertheless, pupils find great difficulty in, for example, describing the mathematical strategies they have used in solving problems despite considerable prompting by teachers. Because an activity was well planned, pupils in Years 3 and 4 presented good arguments for and against school dinners, and although sentences were very simple and sometimes ungrammatical, they did convey meaning to the rest of the class.
54. Standards in reading are below average by the end of Year 2 and are slightly below average by the end of Year 6. Nevertheless, teachers use class and guided reading sessions well to help pupils to focus on specific reading strategies. As an example, very careful explanation by the learning support assistant during a Year 1 reading activity resulted in pupils changing their voices when reading direct speech. Pupils in Year 2 use phonics and picture clues to help them read unfamiliar words, and because most commonly used words are taught in careful sequence, pupils are rapidly acquiring a bank of sight vocabulary. A few higher attaining pupils read accurately and can identify the key features in stories. Pupils know that the index and contents pages are an aid to finding information quickly. Because teachers introduce pupils to a range of poets and authors most pupils can name their favourites. Classical literature, such as that by Shakespeare, is also a feature. Older pupils are beginning to compare the styles of different authors and poets, although their below average command of language does inhibit progress. Teachers make good use of opportunities to read across a range of subjects. For example, Years 5 and 6 pupils used travel brochures and the Internet to extract information about holiday destinations.
55. Pupils are always keen to read because reading is given a prominent place in the curriculum. The library is attractive and well stocked and the school receives good support from a local librarian who shows pupils how to use the classification system. Nevertheless, the school acknowledges that further opportunities need to be built into the curriculum for pupils to use it more frequently as a source for investigation and learning. Pupils throughout the school have regular opportunities to read to teachers and classroom assistants, both individually and in guided group and class lessons. This boosts progress considerably and is supported by careful record keeping. Pupils read both fiction and non-fiction accurately and occasionally fluently, and usually observe punctuation although they do not always incorporate expression. Reading books are taken home although only about half the pupils read their books with their parents. Books are frequently not returned on time; this considerably slows pupils' progress. Home/school reading record books do not always provide parents with sufficiently regular guidance on how to help their child get better.
56. Although standards in writing are below average at both key stages, teachers work very hard to improve the content and quality of written work. Pupils form letters correctly because practice is regular and because teachers follow a handwriting scheme. Although most pupils in Year 6 write in a joined cursive style, guidance on when to use pens rather than pencils is inconsistent, as is advice on using guidelines and rubbers. There is also inconsistency in teachers' expectations on how work is presented, therefore pupils do not always produce their neatest work. Pupils write for a wide range of purposes and in different styles, including accounts, instructions,

stories and poetry across the curriculum. As an example Year 1 and 2 pupils wrote rules for playing on the new playground apparatus, and because the teacher gave them responsibility for choosing their own style, some pupils wrote in list form, whilst others used proper sentences. Pupils in Years 3 and 4 write accounts of Bible stories in the first person singular, whilst older pupils rapidly develop their understanding of the use of sarcasm when they write amusing letters of thanks for presents they do not really want. Teachers work very hard to improve the content of pupils' writing. As a result pupils' understanding of simile, metaphor, and alliteration is developing rapidly. They are increasingly able to incorporate suitable adjectives, adverbs and connectives to add interest to their work. For example, higher attaining pupils in Year 5 described the sea as 'hissing like a snake', and 'waving with small hands'. Although pupils make good progress it is impeded by their lack of retention of such vocabulary, despite teachers' best efforts. Pupils make good progress in spelling and often use word banks and dictionaries to check their work, although teachers insist that pupils 'have a go' for themselves first.

57. The quality of teaching has improved since the last inspection and is now good throughout the school. A major strength is the high quality of relationships that exist between staff and pupils. Very good management is another contributory factor. This enables lessons to proceed in a calm orderly manner and pupils behave well because they know teachers expect it. Teachers' knowledge and understanding and their teaching of basic skills are good. As a result, pupils are keen to contribute and they persevere in lessons. Achievements are celebrated not only by teachers but also by other pupils. Sessions at the end of lessons provide a time when pupils evaluate their work and find ways of improving it. Teachers are very careful to include all pupils regardless of ability, gender or ethnicity. This was clearly evident when lower attaining pupils took great pride in sharing their work on performance poetry with the rest of the class. Activities are carefully planned to meet the needs of individual pupils and planning is evaluated and changed in the light of experience. Teaching is occasionally not as good when the whole class guided sessions are too long, opportunities are missed to reinforce speaking and listening skills, and when group activities are not well matched to pupils' ability. Teachers place high value on the work of the capable and well-informed learning support assistants who make a major contribution to the progress which pupils make.
58. The contribution that literacy lessons make to pupils' personal, moral, social and cultural development is very good. As an example older pupils base their own versions of the Mr. Men stories on an environmental theme, such as litter, which they then read to younger pupils. In developing their understanding of citizenship, pupils in Years 5 and 6 write detailed accounts when comparing present day government with that in Tudor times. Pupils have frequent opportunities to work collaboratively in sharing ideas and in making decisions. Teachers are very careful to allow pupils to use their own initiative to resolve problems. This was clearly evident during a very good drama lesson, when a reluctant pupil became fully involved in a group activity because the other members were careful to include her. This considerably boosted her self-esteem. Pupils clearly enjoy literacy lessons because teachers plan lessons well and use a good range of resources to fire pupils' enthusiasm
59. Assessment procedures are good. Results of school and national tests are analysed and small targets are set for improvement that pupils know about. The merit system is used well to celebrate pupils' success in meeting them. Careful tracking of pupils' progress ensures that they consistently make good progress and special programmes are put into place for those needing extra help. Gifted and talented pupils have been identified and these pupils attend master classes in a nearby school. Analysis of results show that the majority of pupils who have been at the school since the reception class move up at least two levels in each key stage. The school is at least in line to meet the targets set by the end of Year 6 and will probably exceed them. However, the system for saving pupils' work is untidy and does not sufficiently celebrate pupils' achievements. Although teachers save examples of pupils' writing, this is unsystematic. Many pieces of work are undated, making it difficult to see progress and how well pupils are doing over time.

60. The use of literacy across the curriculum is good. Pupils write for a range of purposes in subjects such as history, science, and religious education and good teaching means that they adapt the style to suit the purpose. Non-fiction books are used in class lessons as a source for research and there are frequent opportunities for pupils to ask and answer questions on a range of subjects. Nevertheless, this has not yet been formalised into a whole school plan which tells teachers when and how the different aspects of literacy could be delivered. A more formal approach is needed to the teaching of speaking and listening alongside a more rigorous system for assessment. This would considerably enhance pupils' learning in other subjects.
61. The subject leader is well informed and enthusiastic and is keen to move the subject forward. She is well supported by senior colleagues as well as the local authority literacy advisor. Good systems for monitoring classroom teaching and learning are in place but need to be more regular and focused to ensure that all teaching and learning is of consistently good quality. Regular homework is set and is carefully monitored by teachers. The curriculum is further enriched by visits from poets, authors and actors and visits, such as that to book exhibitions and the library.

MATHEMATICS

62. The results of the 2001 national tests show that pupils' attainments at the end of Year 2 are below the national average and are well below average at the end of Year 6. When the school's results are compared with similar schools, the 2001 Year 2 results are average and the Year 6 results are well below average. Inspection shows that about three quarters of the pupils currently in Year 2 are likely to attain Level 2 or above (as expected for their age) and that around half of the pupils in Year 6 are working at the expected Level 4 or above. Children enter the reception class with mathematical ability below average for their age. By the end of Year 2 a majority of pupils attains results near to the national average and this demonstrates good achievement over time. In Years 3 to 6, pupils are currently achieving satisfactorily but are not reaching average levels by the end of Year 6. This is because a large proportion of pupils has below average ability in speaking and listening. As a result, pupils have difficulty in explaining their working out and often do not understand the way problems are worded. For example, in a lesson in Year 5, when asked to find a number between 20 and 60, the pupils had difficulty in framing questions to ask and resorted to guessing the number instead. Also, they could find the right information from a graph but were unable to put into words how they had done this. In addition, there are a large number of pupils with special educational needs and many of these enter the school after Year 2. This factor also reduces the overall average points score for the pupils' results in Year 6 tests. The school teaches numeracy in class groups that are set by ability. This works well and means that teachers can challenge and extend the pupils with higher attainment and also spend sufficient time helping the pupils with lower attainment. The higher attaining pupils in Years 2 and 6 are all working at the expected levels for their age and are likely to attain at least Levels 2 and 4 respectively in their National Curriculum tests.
63. Pupils in Years 1 and 2 count confidently in fours and use this information to help them work out, for example, 28 divided by four. They think carefully about directions and distances and use this information to plan the path a programmable toy should take. Lower attaining pupils are still trying to remember the numbers that make ten and have difficulty writing number sentences, such as seven and three equals ten, without reversing some numerals and confusing the meaning of plus and minus signs. In Years 3 and 4, higher attaining pupils are learning their three and four times tables and can provide accurate answers to table questions. They sort shapes into groups depending on whether they have acute, obtuse or right angles, and correctly identify isosceles and right angled triangles. Lower attaining pupils in these years recognise numbers that are odd or even and double them effectively to aid their mental calculations. With help, these pupils realise that a statement such as, there are six frogs on a lily pad and four more join them, can be written as $6 + 4 =$, and understand the need to examine word problems more closely to find out what to do to solve them. Pupils in Years 5 and 6 with higher attainment enjoy investigating real-life mathematical puzzles such as finding out from brochures the full cost of a holiday. They use their number skills effectively to calculate items such as the supplements for additional days and to work out accurately the full cost for a family of four.

Lower attaining pupils in Years 5 and 6 extract information from graphs and know how to make a table of data, and set the scale for each axis before plotting the line for their graph. This group, however, have a genuine difficulty in expressing their reasoning and still find it hard to remember, for example, whether it is January or July that is in the summer and likely to be a warmer month than the other. This lower ability is a demonstration of the pupils' levels of language development and also reflects the special educational needs of a large number of pupils who have difficulty with remembering and recalling facts. Analysis of the work in pupils' books shows that pupils have lots of practice in basic mathematical skills and work hard and productively in their lessons. However, their work is often on paper sheets and these are stored in unattractive folders. This provides insufficient opportunities for pupils to set out their own work and to take pride in their books so that they can look back and see what has been learnt. Pupils also have appropriate opportunities to continue their learning in other subjects. For example, they use standard measures in science and design and technology; pupils program sequences of actions for control devices to follow; they use time lines in history; and teachers take the opportunities for pupils to practise calculation skills whenever they arise.

64. Since the last inspection the school has made good improvement in its provision for the subject. The National Numeracy Strategy has been implemented well and teachers make good use of this to plan and deliver their lessons. The procedures for assessment have improved and teachers check routinely how well each pupil is doing and use this information to plan what they should go on to learn next. The timetable has been changed so that mathematics takes place at the same time every day. This allows teachers to organise the pupils into ability groups so that lessons can be targeted more accurately to meet the needs of every pupil. Assessment is also used well to place pupils in these groups and to recognise when they should move up or down a group according to the progress they make. Recently, the school has analysed test results effectively and has rightly concluded that more emphasis is needed in the curriculum on solving problems, reasoning and explanation. A plan to develop further these skills is already in place. In addition, the quality of mathematical provision for children in the foundation stage has improved and many of the pupils now entering Year 1 are showing the ability expected for their age.
65. The quality of teaching and learning is good throughout the school. All the lessons observed during the inspection were at least of good quality and a common factor was that pupils were challenged to extend their knowledge, whatever their ability and current level of skill. In addition, teachers managed pupils' behaviour very well in the lessons seen and this kept the focus on learning and helped the class to concentrate. The following good features were noted.
- Teachers provide challenging activities that are matched well to the needs of the pupils. For example, in a lesson for pupils in Years 1 and 2 the teacher provided each pupil with a different worksheet of calculations that were well designed to take them to the next step in their learning. In another lesson for pupils in Years 3 and 4, the teacher provided different activities for each group that really made the pupils think about shapes and extended their concentration.
 - Teachers use an interesting range of methods in their lessons that motivate the pupils to try hard to understand more. For example, in a lesson for pupils in Years 3 and 4 the teacher asked pupils first to match sums to a word problem, then asked the pupils to make their own word problems for a sum before asking the pupils to solve word problems for themselves. This step by step approach clearly aided learning and led a number of the pupils to understand how to look for the calculation required within a problem. Also in this lesson the teacher asked pupils to touch their nose or forehead when they came across an odd or even number, and this physical movement helped them to understand more clearly about the nature of numbers. In a lesson for pupils in Years 5 and 6, the teacher gave pupils some data to look at and found out first what they understood from it before leading them through careful questions to realise how a graph should be plotted from it.
 - Teachers make good use of time at the end of lessons to reinforce what the pupils have been learning. For example, in a lesson in Years 1 and 2 the teacher used the instructions for movement written by some pupils and this led the class to make suitable corrections to their work and to gain confidence and pleasure from what they

had done correctly. In another lesson in Years 1 and 2 the teacher noticed during the lesson that several pupils were confusing plus and minus signs and called the whole class together to work through some more examples and this helped to reinforce the importance of using the right sign.

66. The subject is led effectively, in particular, good use is made of the evaluations from teachers about the lessons and topics that work well, or what could be improved, to plan the curriculum and keep it interesting and relevant for the pupils. As yet, the subject co-ordinator has not monitored the quality of teaching and learning to make sure, for example, that all teachers are giving the same level of emphasis to improving pupils' reasoning and explaining skills. Also, there is currently insufficient use made of computers to help pupils with their learning in mathematics.

SCIENCE

67. The 2001 national tests show that the Year 6 pupils' performance in science is well below the national average. These results are below average when compared against similar schools. Inspection shows that most children enter the reception class with knowledge and understanding of the world well below the level expected for their age. At the end of Year 2, pupils' attainment is below the national average. By the end of Year 4, around three quarters of the pupils have caught up and show average attainment. This continues into Year 6 where, currently, about three quarters of the pupils are expected to attain Level 4 in their recent tests. This represents a good achievement over time for these pupils, particularly as a number of them also have special educational needs. The factor that limits the school's results is that very few pupils attain the higher Level 5 at the end of Year 6. This lowers the average points score for the school. Inspection shows that many of the pupils have below average skills in speaking and this limits their ability to give convincing scientific explanations that would take their attainments to higher levels. During the inspection only a limited amount of science took place.
68. By the end of Year 2, most pupils know the names of the main parts of their body. They carry out appropriate investigations and draw conclusions about, for example, which materials are waterproof. Pupils can list items that use electricity and identify a range of sources for sound. They also know that an echo is caused by vibrations 'bouncing back' for instance, in a tunnel or cave. In Year 4, pupils know the conditions that plants need for growth, are clear about what makes a 'fair test' and understand that we benefit from plants as food and as suppliers of oxygen. Pupils are aware that seeds can be distributed in different ways and understand the role that insects play in pollination. The work pupils have done in Year 6 shows that they have covered the required areas of the curriculum and that most of the pupils understand the work they do within Level 4 (the expectation for their age). However, the pupils' work consists largely of printed work sheets and these are not kept with sufficient emphasis on quality and care. As a result, pupils have insufficient opportunities to learn how to write up investigations for themselves and cannot easily refer back to previous work for revision.
69. Since the last inspection, the trend of improvement in the pupils' test results at the end of Year 6 has kept pace with the national trend, but at a lower level. Satisfactory development of the subject has taken place and teachers now plan their lessons from a complete and helpful scheme of work that shows clearly what pupils are expected to learn over their time in school. How well the pupils do is now measured routinely through good quality and accurate assessment procedures. In particular, the co-ordinator for the subject now makes good use of the evaluations teachers provide after their lessons to note what works well and to take action on what could be improved.
70. Too few lessons were observed to make an overall judgement about the quality of teaching and learning. However, in the lessons seen the following points were noted.
- Pupils learn well when their teachers use a range of methods that help them to remember and recall the information they have already covered. For example, in a lesson for pupils in Years 3 and 4 the teacher brought out a glove puppet of a bee and this jogged the memory of the pupils so that they recounted a previous lesson on the

role of insects in pollination. In another lesson with the same age group the teacher asked pupils to discuss with another the investigations they had already done about plants and to make notes on their whiteboards to share with the class. This led the class to work hard at remembering their work as well as improving their speaking, listening and literacy skills.

- Teachers use good questions that lead the pupils to be more secure in their knowledge. For example, in a lesson for Year 2 pupils where a group were working with their teacher on science, the teacher first checked carefully what each pupil already knew then asked searching and systematic questions in small steps that ensured all the group knew about echoes and how they are made.

71. The subject is currently led by the headteacher during the absence of the regular co-ordinator. This arrangement is effective and routine procedures for developing the subject are continuing appropriately. The curriculum provided is appropriate and enhanced by visits to, for example the New Forest, that give the pupils experiences to remember that also aid their memory and recall of scientific facts. To raise standards, improvements are needed in the presentation and storage of pupils' work; the further development of pupils' speaking and listening skills; and in making better use of computers to support learning in the subject.

ART AND DESIGN

72. This subject is not taught as often as it was at the time of the last inspection and standards have gone down, as stated by some parents before the inspection. This is due to the emphasis the school has rightly placed on introducing the national strategies for literacy and numeracy but the time is now right for the school to redress this balance and develop the provision in the subject. By the end of Years 2 and 6 most pupils produce work that is below the average for their age. Children enter the reception class with creative development well below average and enter Year 1 with below average artistic skills. By the end of Year 6 their skills are still below average and this represents satisfactory achievement over time.
73. In Year 1, pupils use the computer to produce colourful abstract patterns. By the end of Year 2, pupils draw and paint flowers from their observation and include appropriate details such as petals and leaves of the correct shape. However, their illustrations for their writing in class show an immaturity and the drawings made of people are at a developmental level approximately one year behind their chronological age. In Years 3 and 4, pupils make observational drawings to support their work in science and show appropriate care in ensuring that oak leaves have the relevant shape and proportion. The designs that older pupils do for their models of Tudor houses show attempts at perspective and shading but very few pupils use techniques such as cross-hatching to add to the impact of their illustrations in religious education. Currently, pupils in Year 6 are working on designing and making fantasy flowers from wire and fabrics and are producing attractive and imaginative work. Overall, however, the immaturity evident in drawing styles in Year 2 remains throughout the school and the detail, scale and proportion of pupils' drawings are usually those expected of younger pupils.
74. Since the last inspection, the school has continued to teach the subject but has not developed the curriculum and assessment procedures sufficiently. As a result, there is no guidance provided for teachers about the artistic skills that pupils should be expected to learn each year in school. This means that pupils continue to experience artistic activities in each class but are not being taught systematically, for example, to improve their sketching skills or their techniques of colour mixing. The curriculum that is planned for the pupils contains an appropriate range and breadth of topics and activities but lacks procedures to make sure that pupils learn the skills expected of them.
75. Too few lessons were observed to make an overall judgement about the quality of teaching and learning. The lessons that were seen were judged to be satisfactory and focused on making sure that pupils completed their work but with insufficient emphasis on teaching pupils how to do their work better. In a lesson for pupils in Years 5 and 6, the teacher provided good quality paper and water-colour paints but missed an opportunity to show pupils how to improve their

sketching skills. As a result, pupils made colourful paintings but some gave more prominence to the vase in their pictures than the flowers they were meant to be painting. Discussion with the subject leader confirms that the lack of development in the subject means that teachers are not sufficiently aware of the skills they should teach, or the standards they should expect of the pupils.

DESIGN AND TECHNOLOGY

76. At the time of the previous inspection, pupils' standards were judged to be above national expectations at the end of Year 2, and in line with expectations at the end of Year 6. The school has continued to develop the subject satisfactorily since then.
77. Only two lessons were observed during the inspection, because the subject is not taught throughout the school at this stage of the term. Storage and display space are at a premium so there were few examples of pupils' work on display apart from the current project in Year 6, and there was insufficient written evidence available to judge standards at the end of Year 2. Pupils' attainment at the end of Year 6 is generally average. This represents satisfactory achievement over time since the pupils entered Year 1. However, many pupils find it hard to apply knowledge from other subjects when making models. For example, in a Year 5 and 6 class, when pupils were covering boxes, they had difficulty in calculating the centre of a sheet of rectangular paper without adult help. Some pupils also showed a lack of facility with computers as they took a long time to devise a program that would activate the motors of their roundabouts.
78. Teachers' planning is detailed and shows that during their time in school, pupils cover the required number of topics and therefore have opportunities to learn an appropriate range of skills. There are opportunities for pupils to develop those skills as they move through the school. For example, planning indicates that pupils in Year 2 make three dimensional houses from boxes by using skills of cutting, joining and folding to make the doors, windows and roofs. Pupils in Years 3 and 4 learn how to mark, cut and assemble photograph frames, and pupils in Years 5 and 6 combine and extend these skills to make large, attractive models of Tudor black and white houses in connection with their history topic.
79. Teachers' planning shows appropriate opportunities for pupils to use their literacy skills, for example to write invitations and menus in Years 1 and 2. Pupils also write explanations of their initial design and evaluate how successful their finished work is. The few examples indicate that more should be done to encourage pupils to write with care. Appropriate opportunities are planned for pupils to use their mathematical skills to measure and to recognise shapes. Pupils in Years 5 and 6 use information and communication technology skills to write a program to spin their roundabout first in one direction and then the other. There is also mention of planned opportunities to use pupils' word processing skills.
80. The quality of teaching in the two lessons observed was good because:
- teachers explain the tasks clearly. They and their support assistants are knowledgeable and confident to give additional help as needed which in turn gives pupils confidence and ensures that everyone is fully included in activities. For example, two boys of lower ability who did not understand why their computer program was not successful, were led through each step very simply and this enabled them to find their error themselves;
 - teachers demonstrate very skilful management of pupils which creates an atmosphere conducive to concentration, so that lessons are purposeful and productive;
 - teachers plan carefully so that pupils build their skills progressively and are able to think increasingly independently from a firm basis of knowledge. Lessons are regularly evaluated for their success, which enables teachers to improve the quality of each successive lesson.
81. The co-ordinator leads the subject satisfactorily. She ensures that teachers continue to plan and develop activities throughout the school, and there is a simple system for assessing and

recording pupils' progress against nationally agreed expectations. Resources are also satisfactory.

GEOGRAPHY AND HISTORY

82. Neither history nor geography was taught during the inspection. There is little recorded work by pupils in Years 1 and 2 in either subject and during discussions, pupils appeared to have little knowledge or skills which indicates that standards are now below national expectations in both subjects and these pupils are underachieving. This is because not enough time is given to either subject on the timetables for Years 1 and 2.
83. Pupils' standards in history are broadly average at the end of Year 6. Pupils demonstrate satisfactory knowledge of facets of life in Tudor times. They are aware of differences between primary and secondary sources of evidence and start to understand that people see the same event from different points of view. This represents satisfactory achievement over time. Written work is sparse in geography and pupils report that they would like to learn about the subject more often. They have made comparisons of Southampton to Andover and are due to study facets of northern France in the second half of the summer term. The available evidence indicates that while pupils in Year 6 have covered the required topics, they are not achieving as much as they should. This is because their development of geographical skills and understanding of specific vocabulary are below average for their age.
84. Pupils use their writing skills to record information, but opportunities are missed to develop these skills both in history and geography. Work is often untidy and poorly spelt. The use of information and communications technology is mentioned in planning, but there is no evidence that pupils do in fact use these skills to support their learning in history or geography.
85. Planning for both subjects is detailed, with opportunities for pupils to build appropriate skills, but timetable constraints do not allow for this to happen effectively. Some geography visits by Years 1 and 2 have a strong science link so that pupils' memories are clearer about the science than about the geography they have studied. Teaching the subjects in blocks with a term or more between sessions, means that pupils do not build skills progressively and tend to forget what they have been taught. Lessons, however, are rigorously evaluated and planning is amended to improve future teaching.
86. The co-ordinators are keen and knowledgeable, but do not have time to monitor teaching at present. They both however, keep a good overview of teachers' annotated plans. Pupils' attainment is assessed simply at the end of each topic. Resources are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

87. Since the last inspection, whilst the school has continued to develop its provision in the subject, it has not kept pace with changes in the curriculum and pupils demonstrate standards at the end of Years 2 and 6 that are below average for their age. Teachers have received appropriate training and show improvements in their own computer skills. The school has provided a networked suite of computers, in addition to others already provided for each class. However, the subject is not systematically addressed and pupils still have too few opportunities to develop their skills by using computers regularly in every subject. As a result, pupils show unsatisfactory achievement over time in their computer skills. There is an appropriate plan for the topics pupils should cover on the computer and this is effective, for example, in ensuring that pupils have the opportunity to use the Internet and to send and receive electronic communication. However, there are not enough opportunities for pupils to practise so that they gain fluency in their skills. Nor is there appropriate provision to assess what pupils know already so that they can build on their existing skills.
88. During the inspection, there were no opportunities to observe whole class teaching of computer skills and groups of pupils were seen using computers during lessons. Pupils in Year 2 can use the mouse to click, drag and drop icons to arrange sequences of melody into a composition of

their own. Pupils in Years 3 and 4 use the word processor to write about the parts of the plant and enjoy changing the font, size and colour of their text. However, their keyboard skills are very slow and only a few pupils can log on to the required software without any help from an adult. The pupils in Years 5 and 6 program a control device to operate the mechanism for their roundabouts made in design and technology. They do this effectively, but very slowly and classroom displays show a lack of evidence in pupils' printed work of them importing digital images and illustrations to enhance the presentation of their work.

89. Too few sessions were seen to judge the quality of teaching and learning. Discussion with the co-ordinator for the subject shows that the school has appropriate plans to implement assessment procedures and provide teachers and pupils with a clear indication of the skills the pupils should be learning. These plans should now be implemented, and pupils should have more 'hands on' experience so that standards can be raised. The new computer suite is an appropriate provision and its central location means that all pupils can have easy access to computers during lessons. However, there is often considerable glare from sunlight that stops pupils seeing the screens clearly.

MUSIC

90. Average standards have been maintained since the last inspection. Singing now has a more prominent place in the curriculum and pupils have opportunities to perform in front of peers and parents. This is an improvement since the last inspection and pupils are now achieving satisfactorily over time. There was insufficient evidence to judge the quality of teaching and learning, although discussion with teachers and pupils, and from the lessons seen and from pupils' performance in assemblies, all suggest that overall it is satisfactory. A new scheme of work is being developed that is of good quality but has not been in place long enough to ensure that pupils learn new skills in a proper sequence. The planned curriculum is being delivered in units of work and is often well linked to other areas of the curriculum such as English and history. For example, pupils sometimes develop their musical experiences through the use of stories such as Harry Potter and Hairy Mclairy's Bone. As pupils develop their understanding of life in Tudor times they also learn songs and dances and about musical instruments associated with that period. Stories from the classics such as Treasure Island are also included.
91. Although the planned curriculum gives pupils appropriate opportunities to perform and compose as well as listen to and appraise their own and others' music, gaps occur between experiences, therefore pupils do not always retain the skills they have learned. Teachers' lack of expertise was also evident in some lessons seen. Nevertheless the co-ordinator and staff are working hard to raise the profile of music across the school.
92. Pupils in Years 1 and 2 used coconut shells and maracas to illustrate places on a treasure map such as a coconut grove, and soon demonstrated their knowledge of words such as crescendo and diminuendo because the teacher gave them good guidance. Nevertheless, their performance lacked rhythm and some pupils were unsure how to get the best sound out of their instruments, although the performance was enhanced by choral speech and chants and the teacher did give guidance on how to improve. Teaching was less effective in another lesson seen because the teacher's lack of expertise resulted in missed opportunities to improve the quality of pupils' singing and the pace of the lesson was slow.
93. Although no lessons were seen in Years 5 and 6, an assembly was used very effectively to celebrate pupils' performance based on a theme from Harry Potter. Pupils maintained their own part whilst demonstrating an awareness of how different musical elements fit together. Because key vocabulary was taught well, pupils recognised and used major, minor and pentatonic scales and good use was made of ostinato to further enrich their performance. Singing during assemblies is enthusiastic and melodic; this is because it taught by an experienced teacher, and pupils sing rounds and two part songs and at the same time maintain their own part.
94. When teaching is effective pupils enjoy music and are eager to demonstrate what they have learned to others. Because relationships throughout the school are very good pupils know that

their efforts will be valued. Opportunities to work in groups are frequent; this effectively develops pupils' understanding of the need to share ideas and take turns. Pupils usually behave well because teachers have good management strategies, lapses only occurring when lessons lack real stimulation. Pupils often listen carefully to and reflect on their own and others' performance and suggest ways of improving it. Therefore the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

95. The school is currently identifying ways of making assessment more effective and is aware that further thought needs to be given to the inclusion of music to enrich other areas of the curriculum through a carefully planned approach. Pupils' learning is enriched considerably through their involvement in massed schools choir events and through visits to concerts such as that to the Lollipop Prom. Visitors, such as by members of the Bournemouth Symphony Orchestra and by local authority specialist teachers, further promote learning. An after-school choir has been formed and this and class lessons are beginning to be used effectively to support pupils' work in drama.

PHYSICAL EDUCATION

96. Since the last inspection the school has maintained standards in physical education and pupils' abilities are average at the end of Years 2 and 6. Pupils are achieving satisfactorily over their time in school.
97. By the end of Year 2, many pupils perform the skills of rolling, catching and throwing balls to their partner with increasing accuracy, although a minority of pupils, particularly those in Year 1, find it hard to control a large ball. In dance, pupils are agile, follow instructions well and take advantage of any opportunities to express themselves imaginatively. These opportunities however, are restricted by the use of a commercial series of taped lessons.
98. Pupils in Year 6 showed satisfactory individual technique when performing throwing, catching and running actions during a series of games that they had invented themselves. They throw accurately to partners and understand the importance of working as a team rather than as a collection of individuals. There was no swimming during the inspection, but older pupils had a series of lessons earlier in the school year and many achieve the requirement to swim 25 metres competently. In all areas of activity, pupils with special educational needs are integrated fully into lessons and achieve standards similar to their peers.
99. The quality of teaching and learning in lessons observed ranged from good to unsatisfactory but teaching and learning throughout the school is satisfactory. In one lesson it was good because:
- the teacher used the lesson plan imaginatively which ensured that the pupils developed skills systematically;
 - she insisted on high standards of behaviour which meant that pupils paid attention and worked hard;
 - she explained tasks clearly and demonstrated tasks so that pupils understood what they were to do;
 - she chose apparatus that was suitable in a strong wind and pupils were able to improve their skills, despite the wind.
100. In a good lesson observed in Year 6, pupils were encouraged to take control of their own learning as they explained a series of games and rules to another team. Adults helped with the initial organisation and then retreated to give input only when necessary. It was a valuable experience for the pupils who showed good levels of co-operation, concentration and enjoyment as they became highly aware of what worked well. The unsatisfactory lesson was characterised by slow pace of teaching, activities that lacked interesting variety and uncertain management of a group of difficult pupils. This resulted in little learning by anyone.
101. The new co-ordinator provides sound leadership and management. She is starting to gain an understanding of the subject's strengths and weaknesses. Planning shows provision for using information and communications technology such as the digital camera to enhance learning.

Pupils' skills are assessed and recorded regularly. There is good time allocation to the subject which allows pupils to develop a good range of skills. The curriculum includes learning opportunities in outdoor activities that make good use of the school grounds. The curriculum is further enhanced by a good range of extra-curricular activities which are open to both girls and boys.

RELIGIOUS EDUCATION

102. The average standards, which were identified following the last inspection, have been maintained. The quality of teaching and learning in Key Stage 1 is good and pupils in Years 1 to 6 are achieving well in the subject. This represents an improvement since the last inspection. Because of timetabling difficulties, only one lesson was seen in Years 3 to 6, therefore no judgement could be made on the quality of teaching. However, analysis of pupils' work, together with discussions with pupils and staff, and the one lesson seen, indicate that teaching and learning are at least satisfactory. The well-informed and enthusiastic coordinator has written a comprehensive scheme of work, which is based on a two-year cycle to cater for the needs of pupils in mixed age classes. The views of teachers have been sought, together with advice from the local authority advisor, and full account has been taken of the locally agreed syllabus as well as national guidelines. Although the new scheme is proving successful in raising standards, it has not been in place long enough to demonstrate its full impact.
103. The planned curriculum is of a mainly Christian nature and appropriately celebrates major festivals, whilst good attention is paid to other major world faiths. By the end of Year 6, pupils have a secure understanding of not only their own religion but also that of others and are beginning to look for deeper meanings in religious teachings. The very good provision for pupils' moral, social and personal development promotes a learning environment aimed at encouraging pupils to live together in peace and harmony. Pupils receive their religious education in a variety of ways including class lessons, assemblies, visits and visitors, as well as through the general activities of the school.
104. Following a visit by a member of the Jewish community, pupils in Years 1 and 2 re-enacted the celebration of Shabbat by laying the table for the Friday evening feast. Because teachers' knowledge and understanding is secure, correct vocabulary is introduced and reinforced. As an example, pupils soon learned that the bread was called manna to remind Jewish people of the struggles of the Israelites on their journey to the Promised Land. A spiritual dimension was added to the lesson when pupils spontaneously sang a song of greeting. Pupils in Key Stage 1 have a secure knowledge of festivals related to key events in Jesus' life, such as Easter and Christmas, and are beginning to relate them to experiences in their everyday lives. Nevertheless, their below average command of language and their difficulty in retaining key vocabulary does impede their progress.
105. Pupils in Years 3 and 4 write their own versions of The Lord's Prayer and relate the story of The Last Supper in the first person singular, in order to empathise with the feelings of the disciples. In understanding the purpose of blessings pupils wrote their own and included sentences such as 'May the sun shine on your face'. Speaking and listening skills were reinforced when they recited these during Assembly. In developing their understanding of other religions, pupils in Years 5 and 6 composed their own questions during a visit by members of the Islamic religion. This expanded their knowledge considerably. Because the visitors occasionally spoke in Arabic, pupils received good exposure to an entirely different way of life. The teacher was quick to intervene to ensure that pupils fully understood the significance of the Koran, for example. Following the visitor's explanation on how he dealt with temptation, a higher attaining pupil commented, "We wouldn't like to be tempted against our better judgement, would we?"
106. Teachers' planning is good and is shared between classes to ensure that pupils continue to make progress. Class tasks are interesting and are supported by a good range of well-used learning resources, which are often supplemented by loans from the local authority. Careful questions and explanations enable pupils to gain new knowledge and skills effectively. The very high quality of relationships and very good management strategies are evident throughout all

lessons. Teachers show respect for the subject and handle pupils' ideas and suggestions sensitively. This in turn conveys itself to pupils.

107. The contribution that religious education makes to pupils' spiritual, moral, social and cultural development is very good. As an example, as pupils in Years 1 and 2 explore the importance of special times in their lives, such as birthdays, they learn about the importance of sharing their good fortune with others. During a very good assembly led by a member of the local clergy pupils sat spellbound when the vicar used innovative ways of teaching pupils about one of Jesus' miracles. During special achievement assemblies pupils receive recognition for their efforts; this raise their confidence and self esteem considerably.
108. Although examples of pupils' work are kept, the school acknowledges that more thought needs to be given to developing a more coherent and systematic means of assessing pupils' progress throughout school. The coordinator offers help and guidance to teachers and has monitored classroom teaching and learning although this is not as systematic as it might be.