

INSPECTION REPORT

SOUTH FARNBOROUGH JUNIOR SCHOOL

Farnborough, Hampshire

LEA area: Hampshire

Unique reference number: 116155

Headteacher: Mrs L Smith

Reporting inspector: Harry Turner
4346

Dates of inspection: 20th – 24th May 2002

Inspection number: 195285

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior school
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Cunnington Road Farnborough Hampshire
Postcode:	GU14 6PL
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr S Bird
Date of previous inspection:	16 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4346	Harry Turner	Registered inspector	Science; music	What sort of school is it? How high are standards – the school's results and pupils' achievements? How well is the school led and managed? What should the school do to improve further?
13895	Angela Smith	Lay inspector	Equal opportunities	How high are standards – 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?
17343	Sandra Morris	Team inspector	Special educational needs; art and design; design and technology; physical education; religious education	
10935	Chris Bolton	Team inspector	English as an additional language; English; geography; history	How well are pupils taught?
32100	Bill Davidson	Team inspector	Mathematics; information and communications technology	How good are curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 14
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16 - 18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18 - 19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19 - 20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20 - 22
THE MLD RESOURCE BASE	22 – 23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25 - 28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29 - 40

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

South Farnborough Junior School caters for boys and girls aged between seven and eleven. There are 239 pupils on roll organised into eight single-age classes. Since September 1997 there has been a resource provision in the school for 20 pupils with moderate learning difficulties (MLD). The pupils attend from a wide area and come from a variety of social backgrounds. There is a significant proportion from service families. The school is affected by a higher than average turnover of pupils. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils identified as having some form of special educational needs, 20 per cent, is broadly average. The number of pupils with a statement of special educational needs is well above average and this includes the pupils in the MLD resource base. The proportion of pupils with English as an additional language is above average. On entry to the school the pupils' attainment is below average.

HOW GOOD THE SCHOOL IS

This is a very good school. Standards are above average in English, mathematics and science. The teaching is good and sometimes very good or excellent. Standards are rising and are above average in most of the other subjects. There is good behaviour and very positive attitudes and relationships. The pupils make very good progress overall from a low starting point. The school is very well led by the headteacher and key staff. The staff work very hard and are very committed to the pupils and the improvement of the school. Teamwork is very good. The school offers very good value for money.

What the school does well

- The pupils' achievement is very good in English, science, music and religious education.
- The pupils' progress is very good overall.
- The teaching is good overall and often very good or excellent. The strategies for teaching literacy and numeracy are very good.
- The pupils behave well, have very good attitudes and form very good relationships.
- The provision for special educational needs is good.
- There is a very good range of extra-curricular activities and the provision for spiritual, moral, social and cultural education is very good overall.
- The school cares for its pupils very well and links with the parents are very good.
- The headteacher provides very good leadership and teamwork is very good.

What could be improved

- Information and communications technology resources to support whole-class teaching and learning.
- Accommodation for teaching pupils with MLD.
- Individual education plans for MLD pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement in the school since the last inspection in June 1997. Standards at the time were judged to be below average in English, mathematics and science and pupils' progress across the school was judged to be unsatisfactory. Standards have risen in all subjects since then. Standards are now above average in English, mathematics and science. Standards in the majority of other subjects, including information and communications technology (ICT), are now above expectations. The majority of pupils now

make very good progress across the school. The greatest improvement has been in the quality of teaching where previously a third was judged to be unsatisfactory. The teaching now is at least good and there is no unsatisfactory teaching. The school has implemented the strategies for teaching literacy and numeracy very well. The monitoring and evaluation of teaching, pupils' standards and work are now very effective. The curriculum is much better planned and national requirements are now fully met for design and technology, ICT and geography. Assessment procedures and the use of assessment information to raise standards, identified as unsatisfactory in the last inspection, are now very effective. School planning for improvement is very effective and the capability of the staff to improve standards further is very good.

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	D	D	C	B
Mathematics	D	D	D	C
Science	C	D	C	A

Key

well above average A

above average B

average C

below average D

well below average E

School performance compared to all schools nationally based upon results in national tests for eleven year olds is affected by the much higher than average number of pupils with statements of special educational needs, all of whom are included in the school results. Consequently, the standards achieved in these tests in 2001 by eleven year olds were average in English, below average in mathematics and average in science, but are not a true reflection of the school's performance. The results compared to similar schools, where standards in English were above average, average in mathematics and well above average in science, give a truer picture of standards of pupils in mainstream classes. Inspectors judged standards in English, mathematics and science to be above average. Test results of eleven year olds in 2001 show that the number achieving at the higher level was average in English, below average in mathematics and above average in science. Inspection findings show that there are a good number of pupils who will reach this high standard at eleven, including an increased number of pupils in mathematics.

Trends in test results up to the year 2001 are below the national improvement trend for eleven year olds. This is also due to the high proportion of pupils with statements of special educational needs who are included in the tests. Records of pupils' progress across the school in 2001 show that the pupils make very good progress in English and science and good progress in mathematics. The school sets challenging targets each year for the pupils' performance in national tests for eleven year olds. Records for 2001 show that they did better than the targets set.

Standards in mathematics now show good improvement. Mathematics has been the focus of much development, training and support in the school. Inspectors also found standards in English and science continuing to improve. Pupils' progress is consistently very good in English and science and good in mathematics. Boys and girls attain at similar levels across the curriculum overall. The study of a range of challenging texts by Shakespeare and Dickens has motivated the boys, in particular, to improve their writing skills.

Standards are mostly above expectations in all other subjects. Standards have improved considerably since the last inspection. For example, standards in ICT are now good and there are very good standards in music and religious education.

The pupils with special educational needs are well supported and make good progress. Pupils with statements of special needs make sound progress in all subjects and good progress in social skills. The pupils with English as an additional language make very good progress and achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are very enthusiastic and involved in all school activities.
Behaviour, in and out of classrooms	Good behaviour was seen in the classrooms and playground.
Personal development and relationships	Very good. Relationships are very good and the pupils show respect for each other and the school. Pupils respond well to opportunities to take initiative and responsibility.
Attendance	Sound. The school has good systems to monitor attendance.

Pupils enjoy coming to school and have very positive attitudes to their work. This boosts their progress and makes an important contribution to the good standards achieved by the pupils. The attitudes of pupils with MLD are very positive and their behaviour is good.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 in the school is overwhelmingly good. Four fifths of lessons observed were judged to be good, very good or excellent. The quality of teaching for pupils with MLD is sound overall. No teaching was judged to be unsatisfactory. Staff are knowledgeable, have high expectations and manage the pupils very well. Their overall subject knowledge is good and planning and teaching methods used are very good. They teach literacy and numeracy very well. Teachers motivate and encourage all pupils by careful, well-judged praise and by valuing their contributions. The teachers make very good use of ICT, visual resources, role-play, drama and scientific investigations to engage the pupils in learning. Teacher assistants make a good contribution to the support of pupils with special educational needs and of pupils for whom English is an additional language. This ensures that these pupils progress well in lessons.

As a result the pupils are well motivated and have very good attitudes to learning. They focus well on tasks and show a determination to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant to meet the needs of all pupils. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs and those with MLD	Good overall. Pupils in all classes and those attached to the MLD resource base have the same good curriculum as others of the same age. There is a good policy in place and teaching assistants give a good level of support to pupils in mainstream classes and in the MLD resource base.
Provision for pupils with English as an additional language	Pupils with English as an additional language make very good progress as a result of the support provided for them.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. Provision is good for spiritual and cultural development and very good for social and moral development.
How well the school cares for its pupils	The school cares for the pupils very well. Academic and personal monitoring and support for all pupils are very strong. However, there are some inconsistencies in individual education plans for MLD pupils.

The school has a very caring ethos and provides a safe and ordered environment in which pupils can learn effectively and in which parents are made most welcome.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led. The headteacher provides very clear direction for the school which aims to continue to raise standards and ensure that all pupils succeed. The senior staff and subject co-leaders work effectively to improve the school. The headteacher has a very good vision for the development of the MLD resource base, the management of which at the present time is sound.
How well the governors fulfil their responsibilities	Very well. The governors fulfil their responsibilities well and take an active and informed part in shaping the development of the school.
The school's evaluation of its performance	Very good. Monitoring and evaluation of the school has improved very significantly. These aspects now make a big contribution to raising standards.
The strategic use of resources	Good. The school's spending decisions relate closely to priorities. Good use is made of staff, resources and

	accommodation.
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The teamwork and commitment of the staff to improving what they do for the pupils are very good. The governors monitor the work and areas for development. Although ICT resources have been improved recently, there are not sufficient computers to support whole-class lessons. Accommodation is adequate but the MLD pupils are taught for some time in the hall, which is not a satisfactory learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children work hard and achieve well. • The headteacher and teachers are very approachable. • Children like the school. • The school is well led and managed. • The teaching is good. • Children make progress. 	<ul style="list-style-type: none"> • Homework. • Extra-curricular activities.

Sixty-eight parents returned questionnaires from 239 sent out. Seventeen attended the parents' evening organised prior to the inspection to collect their views.

Parents are very positive about the school. Inspectors agree with the aspects that please parents most. They are pleased that the parents feel their children like school and that the staff are very approachable. Inspection findings show clearly that the children work hard, achieve well and make very good progress. The school is well led and managed, and the teaching is good. A small minority of parents feel that there is insufficient homework and that the range of extra-curricular activities should be improved. Inspectors disagree with these views. Inspectors judge that homework meets expectations and that the range of the extra-curricular activities provided is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The majority of pupils who attend the school start in Year 3. Pupils enter the school with widely differing levels of attainment that are, overall, below average. There is a very high proportion of pupils who have statements of special educational needs for specific emotional, behavioural and learning difficulties. Across the school there is a high turnover of pupils. Last year, for example, 16 per cent of the pupils either left the school or started. This affects the ongoing work of the teachers in being able to sustain and encourage the progress of individual pupils.

2. In the 2001 national test for pupils aged eleven, the results were average in English and science and below average in mathematics. In comparison to those in similar schools, the results were above average in English, well above average in science and average in mathematics. The proportion of pupils achieving above average standards for eleven year olds in national tests in 2001 was average in English, below average in mathematics and about average in science. The school trend is below the national trend for improvement in the pupils' performance overall in national tests in English, mathematics and science. This is due to the very high proportion of pupils with statements of special educational needs and as a result of the higher than average turnover of pupils. Nevertheless, the majority of pupils do better than expected in national tests. School tracking records show that the majority of pupils coming into school from a below average position make very good progress in English and science and good progress in mathematics.

3. The inspection findings show that pupils' attainment at the age of eleven is above average in English, mathematics and science. This is a significant improvement since the last inspection, when standards were judged to be below average in all three subjects. There has been very good improvement overall. The implementation of the National Literacy and Numeracy Strategies, the effective use of assessment, and rigorous monitoring of the quality of teaching have had a positive effect on standards.

4. Standards in music and religious education are now well above expectations. Very effective teaching in music and a richer curriculum experience provided for the pupils in religious education accounts for the considerable improvement since the last inspection. Standards in ICT are above expectations, a considerable improvement since the last inspection, when pupils were found to lack competence even in basic procedures. All pupils now have regular ICT lessons and access to good teaching. They now confidently load and access files, word process, use e-mails and develop *PowerPoint* presentations. The recent provision of laptops, additional desktop computers and a multi-media projector and the increased knowledge and skills of the staff have had a positive impact on standards. In history and geography standards are in line with expectations. This shows an improvement in geography from below average standards. Standards have improved in art and are now above average. Better planning and increased opportunities for pupils to use a wide range of techniques have supported this good improvement. Overall, girls and boys are attaining at similar levels even in writing, where the school has worked hard to improve standards overall and those of the boys in particular.

5. By the end of Year 6 standards in English are above those expected nationally. The pupils make very good progress throughout the school as a direct result of very good teaching. There is a strong culture of speaking and listening across the school which embraces the whole curriculum. Consequently pupils make very good progress and achieve

above average standards in speaking and listening. Similarly, standards in reading are above expected and pupils have made very good progress. By the age of eleven, most pupils are discerning readers, who read confidently both for pleasure and information. Pupils also make very good progress in writing, from a low level on entry to the school to above the expected level by the time they leave the school. By the end of Year 6 pupils study a range of texts, for example, Shakespeare and Charles Dickens, which support their development and understanding of writing. Standards in spelling, identified as a weakness in the last inspection, are now above average. Underlying this improvement is the commitment of the staff to careful analysis of the achievement of individuals and groups of pupils. This enables the staff to know where to direct their efforts in order to challenge pupils.

6. Standards are above average in mathematics for the pupils aged eleven. These standards represent a good improvement and are due to the development work carried out in the school. The number of pupils achieving above average standards has improved particularly as a result. Progress is good. By the end of Year 6 the majority of pupils have a good understanding of place value and can solve written problems accurately. The above average pupils know about probability and can express it as a fraction. The quality of teaching is good overall. There is also good analysis of the pupils' performance in tests and use of assessment that focuses the work of the teachers on those aspects of the pupils' knowledge which need to improve. There is some effective work which links mathematics and ICT.

7. In science, the standards are above average and the pupils make very good progress. By the end of Year 6 the pupils have very good investigative skills and are able to apply their scientific knowledge to develop hypotheses and draw conclusions. The quality of teaching is very good overall. A key factor contributing to the high standards in science is the very good opportunities provided for the pupils to be involved in investigational work. The work of the subject leader has also had an excellent impact on the standards achieved by the pupils.

8. Standards in ICT are above expectations and the pupils make good progress. The teachers' increased subject knowledge has supported the development of a systematic and structured programme of work across the school. There are good links planned between ICT and all other areas of the curriculum which contribute to the interest and motivation of the pupils.

9. In art and design, the standards are above expectations. All pupils use a sketchbook to develop their skills and try out new techniques which contribute to the good standards achieved. It was not possible to make judgement overall about standards in design and technology because not enough evidence was seen during the inspection. However, standards seen in Year 3 were above average and work in Year 5 was well above expected levels. In these years there is clear evidence of good and sometimes excellent teaching in design and technology. As a result, the pupils in these year groups show confidence in designing, use a range of tools well and work well together to solve problems.

10. Standards in history and geography meet expectations. In geography by the end of Year 6 pupils can discuss their work on the island of St Lucia with confidence and demonstrate good research skills. In history the pupils are able to use historical resources such as census information, photographs and engravings to support their learning about Victorian workhouses, for example. Very good links in planning between history and English led to the pupils in Year 6 producing good pieces of instructional and personal writing about characters such as Oliver and Fagin in *Oliver Twist*.

11. Standards in music are well above expected levels. The pupils sing well in whole-school assemblies and music lessons. They play instruments enthusiastically and show the capability to improve their performance. Standards in the key areas of performing,

composing, listening and appraising music are very high. No judgement was made on overall standards in physical education because there was no opportunity to observe either gymnastics or dance. However, pupils in Years 3 and 5 attain above expected standards in ball and racquet skills. The wide range of extra-curricular activities supports the pupils' progress in both music and physical education.

12. In religious education standards are well above the expectations of the locally agreed syllabus by the end of Year 6. Pupils in Year 6 can discuss religious concepts and beliefs with confidence and are sensitive to the beliefs of different faiths. A good range of work is covered including a study of Hinduism and Judaism, and visits, visitors and the use of the Internet enrich the curriculum.

13. The school has established, in conjunction with the local education authority, targets for English and mathematics. These targets were exceeded last year and the expectation is that the school will achieve them this year as well.

14. The pupils with statements of special educational needs for MLD make sound progress overall in all subjects and good progress in social skills. These pupils are well supported in specialist classes and when they join mainstream classes for registration, music and physical education. Some individual educational plans are not specific enough and the learning environment when the older pupils are taught in the hall is unsatisfactory. Pupils with less severe special educational needs are taught in mainstream classes and make good progress overall. These pupils have a good level of adult support in lessons and experience a full curriculum. Individual education plans are sound and the provision made by class teachers is good.

15. The pupils with English as an additional language are effectively supported and make very good progress. They participate successfully in all aspects of the curriculum.

16. There is a register of able pupils and evidence shows they make very good progress. They are challenged in top sets in English and mathematics. Able pupils in mathematics attend 'master classes' and one pupil is making excellent progress as a result of special arrangements being made for him to be taught with older pupils.

Pupils' attitudes, values and personal development

17. Pupils enjoy coming to school and have very positive attitudes to their work. This boosts their progress and makes an important contribution to the good standards achieved by the majority of pupils. On many occasions, pupils work enthusiastically and co-operate well with each other and other adults in the classroom. They listen carefully to the teacher and to each other, ask questions and are eager to give answers. Pupils demonstrate that they are capable of concentrating well and are eager to make a contribution to the work they are doing. The pupils with MLD, who have difficulties with concentration and behaviour, rarely disrupt the learning of other pupils because the school has very effective strategies for helping them. There have been no recent exclusions from school and no bullying was observed during the inspection.

18. Behaviour is good and in many instances very good, especially in lessons where good and better teaching stimulates the interest of all pupils in the class. The majority of pupils behave very well both in lessons and around the school and all pupils respond well to the clear expectations and procedures of staff. The school is an orderly and well-mannered community. Pupils are friendly, courteous and willing to talk to visitors to the school. All pupils are given good opportunities to discuss and reflect on the impact of their actions on others,

through assemblies, religious education lessons, the use of inclusive informal class discussions (Circle Time) and the personal, social and health education programme (PSHE).

19. Personal development is very good. The pupils respond well to the opportunities to take initiative and responsibility. Teachers foster the development of the pupils' personal and social skills very effectively. For example, many pupils are involved in school life by helping staff during the school day and becoming representatives on the School Council. Year 6 pupils are given responsibilities as monitors on a rota system. Pupils participate in a variety of extra-curricular activities such as the residential trips organised by the school, fund raising for playground equipment, local initiatives such as the annual 'Rushmoor in Bloom' Competition and many sporting events such as volleyball and athletics. Pupils support charities such as Barnardo's and the NSPCC and participate in Red Nose day. The school also sponsors a child from Kenya to encourage the pupils' understanding and care of those whose lives, and culture, are very different from their own. As a result there are clear values displayed in the learning environment of the school.

20. Relationships are very good. Pupils are open, friendly and courteous towards staff, each other and visitors. They show respect for one another's views, beliefs and culture and are caring towards each other. Many are keen to work collaboratively, both in the classroom and in other aspects of school life. They co-operate well with one another and are frequently supportive of each other's efforts, giving spontaneous applause to mark each other's successes. The school is well cared for by pupils and there is evidence of trust and a willingness to share between pupils. All these judgements concerning pupils' attitudes, values and personal development are much more positive than those recorded at the time of the last inspection.

21. Attendance for the two terms preceding this inspection was above the national average for similar schools. However; the record of attendance for the reporting year preceding the inspection was unsatisfactory as a number of pupils in the school at that time developed poor records of attendance. The number of unauthorised absences is broadly the same as the national average for similar schools. Most pupils arrive in time for the beginning of the school day and during inspection pupils were settled and ready for lessons to begin promptly, thus contributing to a very purposeful start to the day. Registration is quickly and efficiently carried out at the beginning of morning and afternoon sessions. Procedures to account for all pupils during the course of the school day are firmly in place.

HOW WELL ARE PUPILS TAUGHT?

22. Overall teaching and learning are good throughout the school. The teaching seen during the inspection showed many strengths, most of which were common to most lessons. While some minor shortcomings occurred in a few lessons there are no recurrent weaknesses. This is a strong picture and a very good improvement on the previous inspection report, when a third of all the teaching observed was found to be unsatisfactory.

23. Teachers' management of pupils is very good. This helps to create a constructive, purposeful ethos for learning. In all parts of the school, teachers combine thoughtful, supportive management with sharp focus on the task in hand. They successfully communicate a sense of shared enterprise in learning and the determination to improve. This promotes very good attitudes to learning, secures pupils' commitment to the task in hand and encourages good progress.

24. Teachers motivate and encourage pupils by careful well-judged praise and by valuing their contributions. This gives pupils the security and confidence to make suggestions and put forward their ideas. Teachers have a very good relationship with their pupils. As a result

pupils are well behaved and hard working. They work constructively alongside one another and co-operate well. Pupils' ability and readiness to work effectively together are further promoted by opportunities for them to work on paired and group activities, for example, during the literacy hours.

25. Planning is very effective. Clear learning objectives determine the course of each lesson. These are drawn from coherent overall plans, so that each lesson builds progress within a strong framework. This makes for secure, purposeful learning. Planning is supported by effective ongoing assessment. Teachers support pupils attentively, for example, during writing tasks. They ensure that pupils fully understand their work, check and clarify pupils' progress and guide them towards the next step in their learning.

26. Teachers' subject knowledge is good. For example, in a very good history lesson in Year 6, the teacher's very good subject knowledge enabled her to devise tasks that captured pupils' interest and understanding of the effect of 1834 Poor Law Amendment Act on the lives of the people. Teachers use a very good range of teaching strategies, for example, whole-class teaching, group work, the use of visual resources and ICT. Role-play is a feature of several lessons. In one successful English lesson the teacher played the part of Captain Blackbeard, a character in the book the pupils were studying. Pupils really enjoyed this and responded well. They were attentive and eager to make a contribution. As a result, by the end of the lesson, pupils had gained a very good insight into how the author creates a character for a story. Teachers' skills of questioning are particularly strong and have a positive effect on the ability of pupils to speak and listen carefully. In Year 6 mathematics lessons, careful questioning enabled pupils to solve equations and understand the idea of equivalence.

27. The use of time and resources is generally good. The pace of lessons is almost always well judged. However, in a small minority of lessons, the initial discussion overruns and pupils have too little time to develop their own ideas.

28. In all parts of the school, teachers are careful to use language concisely. This brings clarity to their explanations and improves the quality and accuracy of their speaking and writing. It sharpens pupils' subject knowledge because they learn the right terminology to describe, for example, partitioning in mathematics or genre in English.

29. Teachers build very good links between different subjects. For example, discussion and factual writing in history are planned to improve pupils' speaking, listening and writing skills in English. This makes for very constructive use of teaching time.

30. There are effective strategies for the teaching of literacy and numeracy. The many strengths identified in teaching promote very good progress in the basic skills of speaking, listening, reading and writing. Pupils make good progress in learning about the different aspects of mathematics, although in a small number of lessons insufficient opportunities are provided for pupils to develop successful strategies for understanding place value.

31. By means of good organisation, sensitive support and purposeful ethos for learning, teachers successfully include all pupils. Learning support assistants work effectively with groups of pupils within lessons. These arrangements enable pupils with special educational needs and those for whom English is an additional language to progress well. Able pupils are consistently challenged in lessons because teachers' expectations are high and well informed. Arrangements for homework are systematic and carefully planned to fit in to ensure that homework is related to classroom learning. Many pupils benefit greatly from the additional activities that teachers provide, for example, in music.

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

32. The curriculum is broad, balanced and relevant to meet the needs of all pupils. All statutory requirements are met. This is a significant improvement since the previous inspection. At that time the curriculum was judged to be unsatisfactory overall with significant weaknesses in continuity, progression and curriculum balance. Aspects of English, mathematics, ICT and design and technology were not being covered and geography failed to meet statutory requirements. Schemes of work have been developed giving a good structure and an effective basis for teachers' weekly planning. There are good cross-curricular links. The schemes of work show clear progression and continuity from year to year in all subjects. Pupils' learning experiences are now well planned so that they make very good progress across the school.

33. The total teaching time meets national recommendations, with subjects organised into appropriate blocks. All subjects receive an appropriate allocation of time and variations in emphasis are justified. For example, ICT receives additional time in the current Year 6 because these pupils have previously had fewer opportunities with ICT. There are well-developed cross-curricular links. For example, in design and technology and music, the pupils have made musical instruments, and in geography and PSHE the teacher's personal knowledge of a village in India creates a more intense experience for the pupils.

34. The school provides a very good range of extra-curricular activities, including residential visits. For example, the Year 3 pupils visit Minstead and Year 6 spend a week in Devon. These visits enrich the curriculum and provide valuable opportunities for pupils to learn from 'real-life' experiences. Extra-curricular activities include football, netball, dance, ICT and music. The music activities include choir and orchestra and are well attended. The pupils enjoy and appreciate these opportunities. The school deliberately organises some of these activities at lunchtime to provide equal opportunities for those pupils who have to leave school at the end of the day because of transport commitments.

35. Homework is a regular feature and many children are keen to follow up class activities. For example, after a science lesson, pupils in Year 4 continued to investigate the dissolving properties of materials by testing their characteristics at home. Study support is also provided in literacy and numeracy through booster classes.

36. The school has very good strategies for the teaching of literacy and numeracy. It gives a high priority to developing literacy skills across the curriculum. This is evident in many subjects, where children are given opportunities to write in a range of text styles and genre, including personal accounts, instructions and stories. Particular strengths are speaking and listening. The children are encouraged to ask questions and explore issues. They are confident in speaking to visitors, and speak and listen carefully and politely. The school has fully embraced the National Numeracy Strategy. The curriculum leader has undertaken assessments when pupils enter the school to enable teachers to have a detailed understanding of pupils' achievements at an early stage. These assessments support the setting process that takes place.

37. The provision for pupils' personal, social and health education is good. Personal and social education has a timetabled allocation that ensures that it is valued. The school has a scheme of work, which is translated into purposeful weekly lessons for all year groups. Health and sex education, drugs education and citizenship are included fully within this programme, providing good opportunities for pupils to consider issues central to their lives. Road safety instruction, including cycle proficiency, is also provided. Visitors include the

police who develop awareness of 'Stranger Danger'. There are appropriate links with the feeder infant schools and the local secondary school.

38. The provision and support for pupils with special needs are good. Tasks are chosen well to build on pupils' understanding and skills, with a good focus on English and mathematical skills. The pupils have targets that provide a focus for learning. The support assistants have a good understanding of the pupils' needs so that progress is usually good during the lessons. Pupils with English as an additional language are well supported. Contact is made with parents and the local authority advisor to ensure support is effective. In one lesson the teacher sensitively used the other pupils to explain the word 'pose' to a pupil who did not understand.

39. The overall provision for pupils' spiritual, moral, social and cultural development is very good. These aspects are strongly underpinned by the school's ethos and teachers explore opportunities to incorporate these strands into all lessons. Since the time of the last inspection the school has improved further the good standard of provision it made for pupils' social and moral development and maintained the good standards in spiritual and cultural development of the pupils.

40. Good opportunities are provided for pupils' spiritual development. The moments of quiet, usually with a background of music at the beginning and end of the school assembly, are well respected and this is a time of stillness and reflection. Religious education lessons, focusing on festivals and the basis of the major world religions, play an important part. There were a number of occasions when the children felt moved to spontaneous applause for the success of another pupil or group. The children collect money for good causes and have for some time sponsored a child in Africa called Harriet. A display keeps the pupils informed of her progress.

41. Arrangements to promote moral development are very good. Pupils clearly know the difference between right and wrong and have a strong sense of fairness. The school places a strong emphasis on maintaining correct attitudes and good behaviour. Moral themes are explored and reinforced in lessons. There are well-established codes of behaviour and pupils understand the rewards and sanctions available. Pupils help decide the class rules. The staff take opportunities to remind pupils of the appropriateness of their actions and their consequences. Staff provide excellent role models, both in their dealings with each other and in their treatment of the children in their care. Pupils are clear about how to conduct themselves in school and understand the standards of personal behaviour expected of them. As a result, pupils are friendly and polite towards adults and each other. Disputes are dealt with in a mature manner. For example, a group of pupils sat with a member of staff while she guided them through the resolution of a dispute. The school discusses these types of incidents and monitors them for racial discrimination.

42. Provision for the pupils' social development is very good, and is very closely linked to the very good relationships within the school community. The school promotes good citizenship. There is an elected School Council and a display includes photographs of representatives and the current issues. Monitors have responsibilities within classrooms and around the school. Pupils are courteous and well mannered. They stand back for visitors and are welcoming. Pupils are given opportunities to work together collaboratively and co-operatively. In observed lessons, pupils worked well in pairs or in small groups. The lunchtime and playtime behaviour is very good and pupils understand the different rules that apply when on the playground and when they are eating in the dining areas.

43. There are good opportunities to promote cultural awareness. The school has developed cultural links within many subjects. For example, the school provides opportunities

for pupils to learn to play a musical instrument. They are introduced in religious education to faiths such as Judaism and Hinduism. Displays show newspaper cuttings celebrating the achievements of individuals from different cultures. Overall, the school plays an active part in enabling pupils to gain an understanding of the society in which they live, and develops their awareness of the part they might play in it.

44. The school has good links with parents. The parents are served well by a very good range of policy documents that are sensitively written. Information is also shared through newsletters, a parent notice board and periodic parental surveys. Curriculum events are organised for parents, for example in mathematics, to keep them up to date.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Support for pupils' welfare makes a very good contribution to improving educational standards. The school has a very caring ethos and provides a clean, safe and ordered environment in which pupils can learn effectively and in which parents are made most welcome. Arrangements to promote pupils' general well-being are very good and inclusive. Pupils are offered well thought out help and support for personal difficulties, as teachers know all the pupils very well. The teachers and learning support assistants are supportive of both the academic and pastoral needs of pupils, including those with learning and other difficulties. Teachers are skilful at meeting the needs of all pupils and work hard to maintain the very positive relationships observed in the school. This judgement is far more positive than that made at the time of the last inspection.

46. The school cares for its pupils very well. Child protection procedures are very good and operate through the headteacher. She is ably assisted by other teachers who have received recent training in child protection procedures. Liaison with the rest of the teaching staff is also good and in-service training in all areas concerning pupils' welfare is given as appropriate. The use of learning support assistants contributes positively to the welfare and progress of all pupils. The arrangements and provision for dealing with first aid, child sickness, accidents and emergencies are very good and well understood by pupils and staff. Risk assessments are regularly undertaken in all areas concerning all pupils' safety. Supervision during the dinner breaks is appropriate. There is a good programme for PSHE, which is delivered through a time of informal class discussion (Circle Time), assemblies and PSHE and religious education lessons. This provision ensures that all pupils receive many very good opportunities to reflect on the impact of their behaviour and actions on others. As a part of the school's inclusion policy, most ex-curricular clubs are arranged during the lunch break to ensure that all pupils have the opportunity to attend. This includes a homework club where pupils can be given extra help for work they have not understood during class. There is an appropriate health and safety policy. No evidence of any health and safety concerns was noted during the inspection.

47. Pupils with MLD are well supported. These pupils are provided with a variety of opportunities to be included within the activities of the mainstream school. For example, they take part in whole-school assemblies and singing, physical education and music lessons. Good support is provided by teaching assistants. All pupils have individual education plans which are regularly reviewed. The quality of these plans varies, however. Some are not specific enough. They do not always identify clear objectives which show the next steps in learning.

48. All teachers make good provisions in mainstream classes for the other pupils with special educational needs. They plan work at an appropriate level and provide good support materials. Teaching assistants are used very effectively to ensure the pupils concentrate and

receive effective teaching. Every child has an individual education plan which satisfactorily outlines the next steps in their learning. These plans are reviewed regularly.

49. Pupils for whom English is an additional language are well supported. The school provides a caring environment in which they feel comfortable and in which teachers provide them with good models of English as a spoken language.

50. The school has very effective and developed procedures for monitoring and promoting discipline and good behaviour. These are under constant review. The headteacher encourages all teachers to aim at high and clear expectations for standards in behaviour. The expectation that pupils will behave well is reinforced during lessons, break times and assemblies by the example of all the adults working in the school. The few pupils who have difficulties with concentration and behaviour rarely disrupt the learning of other pupils as the measures to promote good behaviour are clear and effective. There is very little bullying and harassment during the school day, as through a policy of taking immediate action, teachers effectively avoid any serious incidents.

51. The monitoring of pupils' personal development is good. Teachers know and care for their pupils well and class teachers are efficient in monitoring pupils' overall personal development. Pupil files are used to keep a record of pupils' personal interests and achievements, gained either in school or at home. Good celebration of the pupils' academic and personal development takes place weekly through the Merit Assembly.

52. Procedures for monitoring and promoting attendance are very good and attendance records are transferred from the registers to computer software to enable better monitoring. The headteacher is vigilant in following up all unauthorised absence promptly and, with the help of the educational welfare officer, the reasons for absence are analysed and appropriate action is taken. The school uses attendance data to track pupils' attendance and punctuality and monitors the number of unauthorised absences incurred through parents taking more than ten school days of holiday during the school term. Parents are reminded of their legal duty to ensure pupils are at school and of the educational consequences that follow pupils with records of poor attendance. Registers are maintained and stored in accordance with statutory regulations.

53. The school has very effective systems and strategies in place for assessing pupils' attainment and progress. Performance data is very effectively analysed at whole-school level. The resulting analysis is used very well to focus the teachers' work and set targets for improvement. The progress of each class is plotted and measured against challenging targets set at the beginning of the year. Short-term targets are set for individual pupils based upon this information. This work contributes well to the high standards achieved by the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The school works very well in partnership with parents and the community and has forged very effective links that make a very positive contribution to pupils' learning. This judgement represents much improvement since the last inspection. The pre-inspection meeting with parents revealed that, overall, parents and carers have a very positive view of the school. Parents feel that the standards, values and attitudes promoted by the school are very good and that the school has high expectations for pupils. Parents say they feel very welcome in the school and are comfortable with asking questions and bringing questions and problems to the notice of the head or class teacher. They like the way in which the headteacher and teachers will be actively involved in problems from an early stage.

55. The quality and quantity of information provided to parents are very good. Newsletters to parents are sent out regularly and keep parents informed about events, issues and

forthcoming school trips whilst also celebrating the school's successes. Curriculum evenings inform parents of the ways in which their children are studying numeracy and literacy. The parents of new pupils are well informed through the useful school prospectus, meetings and visits to the school. The governors' annual report to parents provides another valuable source of information for parents and is well presented overall. Parents' consultation meetings, which provide very good opportunities for parents to discuss their children's progress, attainment and targets, are very well attended. A second opportunity for parents to meet with teachers is provided each year. The annual reports give parents informed details of their child's progress. They often suggest targets for pupils' improvement, include details of pupils' levels of attainment in comparison with those for similar pupils and include a record of pupils' attendance at school. Parents also commented at the pre-inspection meeting that they value the use of a homework diary as this enables them to support their children in undertaking homework. Parents feel that there is a good balance between English, mathematics and other areas of the curriculum in the work done as homework.

56. The school operates an informal 'open door' policy for parents and carers wishing to discuss matters or to make complaints. Teachers are accessible at the start of each school day and the headteacher is usually available to parents and carers at most times during the school day. The headteacher and her deputy make themselves available to parents at the end of every school day, by going outside. There are good arrangements for parents of pupils with a statement of special educational needs to receive appropriate information through annual reviews. Most parents attend reviews and contribute suggestions on how the needs of their children may be met. Parental involvement in pupils' learning both at home and school is encouraged by the school. To this end the school undertakes annual questionnaires for parents to obtain their views on relevant issues concerning the school. Where possible, the headteacher and governors have taken action on the feedback these provide. There is a home/school agreement aimed at establishing responsibilities and educational discussion. The school welcomes the help of any parents who are able to give time to work alongside teachers, for example, in coaching sports, such as volleyball, and in attending outings and residential trips for pupils.

57. Many parents, carers, friends of the school and the local community attend school presentations, such as the recent choir production of *The Emerald Crown*. There is a very active but small South Farnborough Junior School Parent Teacher Association (PTA). This group arranges social and fund-raising events for the school with the help of parents, teachers, pupils and friends of the school. They arrange fund-raising events such as the Christmas and Summer Fayre, discos, and other social evenings. The forthcoming PTA Summer Fayre will be open to everyone and is an example of an occasion when the school links with the community it supports. Monies raised have recently funded the school laptop computers and a television and video player for the upper junior school. Parents are also invited into the school for open days to see pupils at work and for occasions such as sports day where parents are also invited to join with the school for a picnic lunch before proceedings begin. All these many links between the school, the parents and the community make a marked and very positive contribution to the work of the school and what pupils achieve. This judgement is more positive than that made at the time of the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The overall leadership and management of the headteacher are very good. She provides very clear educational direction, which aims to raise standards and continue to develop the school ethos so that all pupils can succeed. The headteacher has tackled the serious weaknesses identified in the last inspection with determination and resolve. As a result all the areas identified as weaknesses have been successfully addressed. Indeed,

many areas identified as weaknesses are now real strengths in the school. For example, the pupils now achieve very well as a result of the school's work.

59. The headteacher has successfully fostered a team spirit which encourages all those who work in the school to seek improvement in all aspects of its work. Teamwork in the school is now very good. This has enabled the headteacher, together with the senior team, despite significant staff turnover since the last inspection, to successfully improve the work of the school. The headteacher has set very high expectations for planning, teaching and assessment which have a clear effect on standards.

60. The headteacher and key staff are now keenly aware of the standards attained by the pupils year on year. Test results are carefully analysed, weaknesses are highlighted and teacher programmes are developed to raise standards. A wide range of outside help and advice has been sought and fully used to support improvement. The National Strategies for Literacy and Numeracy have been very effectively implemented and monitored. The management of special needs is sound overall. There is a good policy in place and the staff are deployed very well to give a high level of classroom support. Referrals to outside agencies are managed well, but individual education plans are not all of a high standard. Very effective monitoring of planning by subject leaders and teaching by the headteacher, subject leaders and external advisers now takes place and makes a clear contribution to the school's improvement. The overall leadership and management of the school by all those with key management responsibilities are now therefore very good.

61. The governors now fulfil their responsibilities very effectively. They are well organised and have a very good grasp of the strengths and weaknesses of the school. Their monitoring of the school is effective and achieved through governor visits and reports from the headteacher and subject leaders. Every month governors take it in turn to visit to observe first hand how the school is working. In this role the governors visit lessons and discuss with staff and pupils their views about the school. A report is given to the full governors' meeting following the visit. Governors also receive reports from all external advisers following their visits, which highlight strengths and weaknesses in the school's work. All of the governors have undergone training and now all statutory requirements are met. There is close and effective involvement of the governors in the creation of the school development plan, financial planning and the recruitment of new staff.

62. The school improvement plan is also now much more effective. It successfully identifies key priorities for the school which are based upon an audit of its performance. The subject leaders produce useful and efficiently costed plans to develop their subjects. All the plans form a very effective school improvement plan which is achievable, well managed, monitored and carefully costed. The strong commitment to continue to improve national test results and the curriculum is a unifying theme running through the plan. There is a clear strategy in place for using additional resources, for example, to support intervention and booster initiatives which help identified pupils to achieve higher standards in mainstream classes. However, the progress made by pupils with MLD is not always sufficient because individual plans do not identify the next steps in learning.

63. The principles of best value are established in the school. The school compares its performance with that of all schools and sets challenging targets for continuous improvement. The aims and objectives of the school are very well met through the curriculum and the provision of a wide range of extra-curricular activities. The provision made by the school enables pupils with special educational needs to make good progress and those for whom English is not their first language make very good progress. Parents, pupils, governors and staff are consulted about the school's performance, and issues, for example, where there is bullying, are addressed. Governors and staff obtain best value from purchases and

see that contracts are applied effectively. The school budget which was in deficit in April 2002 because of 'claw back' by the local education authority following pupils from service families leaving the school, is now back in surplus for the coming year.

64. Teachers are deployed well. There is very good liaison between teacher assistants and teachers to provide for the needs of pupils. The availability of good, skilled and effective support staff contributes significantly to the good behaviour, attitudes and very good progress of the pupils.

65. The accommodation is satisfactory overall. The school building is well cared for by the temporary caretaker and the cleaning staff. It is clean, bright and attractive and offers adequate classroom space. Very good use has been made of available space for the management and storage of resources. The staff take great care in presenting stimulating and well-informed displays of the pupils' work in classrooms and around the school generally. The school has worked hard to develop its ICT capability but is hampered by the lack of space in which to develop its provision to support a whole-class group. This sometimes has a negative impact on the quality of learning in ICT lessons. The library is well managed, attractively presented and satisfactorily resourced. The library is organised in two areas and one of these is used by the MLD resource base as a teaching area, during the morning session. Sometimes the older pupils from the MLD resource base are taught in the hall for morning sessions. These arrangements are unsatisfactory. The school has worked hard to improve the outside environment and is currently engaged in developing it further with the support of a professional architect. The overall quality of resources to support teaching and pupils' learning across the curriculum is satisfactory overall.

THE MLD RESOURCE BASE

66. The MLD Resource Base is a resourced provision for pupils who have statements of special educational needs and was established in 1997. It offers 20 places for pupils who have moderate learning difficulties, although some of the pupils have more complex needs, which include emotional and behaviour difficulties. At present the pupils attend registration, physical education and music with pupils of the same age in mainstream classes. For all other subjects they are taught in small groups supported by two suitably experienced teachers and at least two classroom assistants. It is the policy of the school that they are included in all whole-school activities such as assembly, visits and sports day and also have the opportunity to participate in extra curricular-activities and school clubs. The development of the MLD Resource Base has been successful and meets pupils' needs well within a mainstream school.

67. Pupils only rarely meet national average standards and most attain standards which are well below average. However, they make sound progress overall in all subjects and good progress in social skills. As they mature they are able to listen and concentrate for longer periods of time. They are learning to control behaviour and follow rules and instructions. Pupils are making good progress with their phonic skills and word building but progress in independent writing is slow. By the end of Year 6, in mathematics pupils can calculate numbers below 100 using addition, know some multiplication facts and can use money accurately. In science, the pupils can carry out and record an investigation with support. In music, pupils can sing and play musical instruments keeping time.

68. The quality of the teaching in the MLD Resource Base is sound overall. During the inspection half the lessons observed were good and no unsatisfactory lessons were observed. Pupils benefit from working in small groups and all adults are supportive and patient. When behaviour becomes challenging the situation is addressed sensitively, pupils respond very well and matters are quickly resolved. All pupils are benefiting from daily

lessons in literacy and numeracy, which are especially adapted to meet their needs. Teaching is varied and encourages pupils to use all their senses. In one good lesson about the rain forest the teacher used music, instruments, stories and pictures to encourage pupils to extend their vocabulary. By Years 5 and 6 most pupils can read a simple text and spell some key words independently. All adults constantly encourage sharing, taking turns and co-operation and these skills are developing well through games and paired work. When teachers ensure that the tasks are practical and of short duration pupils make good progress. For example, in a Year 6 mathematics lesson, pupils learned that a right angle turn was 90 degrees by programming a floor robot. However, in a literacy lesson the introduction was too long and pupils lost concentration because they were insufficiently involved. Sometimes the supervision for taking turns and writing is too rigid and pupils do not have enough opportunity to experiment for themselves.

69. Overall, the curriculum for pupils with MLD is sound. It is broad and balanced and meets statutory requirements. The needs of pupils are not always fully met due to weaknesses in some individual education plans and teaching accommodation is not always suitable. However, the pupils join their mainstream peers for registration, physical education and music and they are well supported by staff and pupils. MLD pupils are also involved in residential field study events and lunchtime clubs along with mainstream pupils. The inclusion of pupils at these times is successful. It helps them to have a sense of belonging and enables them to widen their circle of friends. The headteacher intends to further develop the inclusion opportunities for older pupils in other subjects, for example, in art and PSHE.

70. Overall, the management of the resourced provision is sound. The headteacher has a thorough knowledge of the pupils and their needs and provides very good support for the teacher in charge. The headteacher has a good vision for the further development of the provision. There is an effective plan for further integration of pupils in mainstream classes. There are good links with parents and all statutory requirements are met. The new arrangements for tracking pupils' progress are good. However, there are weaknesses in the quality of individual education plans. Although they are regularly reviewed, the objectives are too wide and not specific enough about the next steps in learning. The details of the programme for each child and their teachers are unclear.

71. Although the classrooms in the MLD Resource Base are attractive and welcoming the accommodation overall is unsatisfactory because one group is taught in the hall or corridor due to insufficient space within the classrooms. This is very distracting for the pupils, affecting their level of concentration and interest in the teaching.

72. The resources available are well used and adequate for most subjects as teachers have access to the resources of the whole school. However, there are not enough texts suitable for more mature pupils to read.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(1) Improve further the provision for ICT by:

- implementing the school plan for placing ICT resources in the school;
- increasing the number of computers and upgrading equipment.

(See paragraphs 65, 117, 120, 121)

(2) Improve the provision for pupils with moderate learning difficulties by:

- improving the teaching accommodation for the older pupils;
- making objectives clear and specific in individual educational plans.

(See paragraphs 62, 65, 70, 71)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	15	7	1	0	0
Percentage	6	28	42	19	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		239
Number of full-time pupils known to be eligible for free school meals		18

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y7
Number of pupils with statements of special educational needs		20
Number of pupils on the school's special educational needs register		67

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	7.6

Unauthorised absence

	%
School data	0.2

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	34	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	23
	Girls	28	23	31
	Total	48	41	54
Percentage of pupils at NC level 4 or above	School	83 (72)	71 (68)	93 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	23
	Girls	26	28	28
	Total	47	49	51
Percentage of pupils at NC level 4 or above	School	87 (78)	84 (73)	88 (83)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	
Black – other	5
Indian	1
Pakistani	2
Bangladeshi	
Chinese	1
White	226
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y7

Total number of qualified teachers (FTE)	11.8
Number of pupils per qualified teacher	29.9
Average class size	29.9

Education support staff: Y3 – Y7

Total number of education support staff	8
Total aggregate hours worked per week	198

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

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

Exclusions in the last school year

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

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	2001
	£
Total income	591,400
Total expenditure	569,653
Expenditure per pupil	2,499
Balance brought forward from previous year	4,173
Balance carried forward to next year	25,920

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	239
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	44	0	2	0
My child is making good progress in school.	46	48	3	3	0
Behaviour in the school is good.	37	54	4	2	3
My child gets the right amount of work to do at home.	23	57	18	2	0
The teaching is good.	50	47	3	0	0
I am kept well informed about how my child is getting on.	46	44	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	58	38	4	0	0
The school expects my child to work hard and achieve his or her best.	59	37	1	0	3
The school works closely with parents.	41	54	2	0	3
The school is well led and managed.	54	44	2	0	0
The school is helping my child become mature and responsible.	48	50	2	0	0
The school provides an interesting range of activities outside lessons.	22	60	9	3	6

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

ENGLISH

73. Pupils' standards are above those expected nationally by the age of eleven. Pupils enter the school with below average skills in literacy overall and make very good progress throughout the school. This is a direct result of very good teaching. Underlying this is the commitment of staff to the careful analysis of the achievement of individual and groups of pupils. This enables them to know where they need to direct their efforts in each class to challenge the able pupils and to provide extra support for pupils finding the work difficult. 'Booster' classes in Year 6 and spelling and reading clubs also help to raise standards. All of this represents a considerable improvement since the last inspection, when standards were below the level expected.

74. A strong culture of speaking and listening pervades the school, embracing the whole of the curriculum. Consequently pupils make very good progress and attain standards above those expected by the age of eleven. Teachers make demands on pupils to listen carefully to explanations and instructions, and pupils respond well to the many opportunities they are given to develop and use their speaking skills. Within lessons there is scope to discuss in pairs and groups such matters as composing lines for their Haiku poems in Year 4. Opportunities to discuss as a whole class are equally valuable in strengthening a wide range of speaking and listening skills. Towards the end of lessons pupils are encouraged to share their work and explain their thinking. For example, in a Year 5 class, a group of pupils wrote a play script for part of the story of *The Mouth Organ Boys*. They read this out with great confidence and expression to the enjoyment of the rest of the class. Pupils are encouraged to use interesting words such as 'terrified', 'petrified' or 'apprehensive' to describe a character in a vulnerable position in a story. Many older pupils talk with assurance about abstract ideas, such as people's belief in 'The Creation Theory'. They listen attentively to one another.

75. By the end of Year 6, pupils' attainment in reading is above average. This is a very good improvement since the last inspection, when standards of reading were below average. Pupils make very good progress in their reading across the school. By the age of eleven, most pupils are discerning readers who read confidently both for pleasure and information. They are critical of books they do not like and have preferences for particular authors and styles. They develop reading well in other subjects such as history when finding out, for example, about life in Tudor England. The guided reading sessions, which were a weakness in the previous report, are now very well structured, and enhance pupils' progress in reading. Reading resources are continually being added to, so that pupils use a good variety of both fiction and non-fiction texts. The school is well aware that the library is not well sited, but pupils have access to it on a regular basis. Pupils with special educational needs or English as an additional language are well supported with their reading and make very good progress.

76. Pupils make very good progress in their writing from a low level on entry to the school to above the expected level by the time they leave the school. This is a significant improvement since the last inspection, when standards were found to be variable. Standards of spelling were weak and there was little opportunity for extended writing. The school has successfully addressed both these issues. The youngest pupils learn how to plan their writing section by section and, because of this, understand the importance of sequencing and incorporating sufficient detail before moving on to the next part, developing an understanding of paragraphs. They write extended stories in chapters and know how to incorporate a 'cliff hanger' at the end of each, encouraging the reader to go on to the next chapter. Year 4 pupils experiment with different kinds of writing such as Haiku and Cinquain Poems. They use powerful verbs in their stories, for example, 'screamed', 'yelled' and

'shouted'. They have a good grasp of punctuation and grammar. Handwriting is joined and accurately formed. Year 5 pupils competently explain the feelings of the characters in the story *The Mouth Organ Boys* and write in the style of different authors. Many pupils in Year 6 produce very good narrative writing and incorporate ideas from the books they have read into their work, such as 'spring sunlight streamed in through the ornate window...'

77. They know the importance of a good beginning to a story, for example, 'the two girls were walking up the hill, when, out of nowhere, there was a man standing in front of them...' inviting the reader to continue to read on. They study a range of challenging texts, by such authors as Shakespeare and Charles Dickens. Investigating these authors' characters such as Macbeth and Fagin motivates pupils well, particularly the boys, and contributes to their understanding of good writing.

78. Overall, the quality of teaching is very good. This is an improvement since the last inspection, where it was found to be satisfactory or better. The teachers are familiar and secure with the National Literacy Strategy, which they apply very effectively. There is a sharp focus in lessons on precisely what is to be learnt. In all lessons this is shared with the pupils, so they know what is expected of them. Teachers expect pupils to concentrate in lessons and this has a positive effect on the quantity and quality of work produced. Teachers plan and organise lessons well and use a variety of strategies to keep pupils interested, such as role-play and drama. Resources are used well. This was the case in a Year 4 lesson where pupils were writing Haiku poems based on their study of a village in India as part of their geography topic. The teachers encouraged pupils to use all their senses to evoke a 'picture in their minds, listening to Indian music, smelling tea and spices and touching rice'. As a result pupils wrote effective Haiku poetry. Teachers' skills of questioning are particularly strong and gauge whether or not pupils are making enough progress. Very good management of pupils, achieved often with good humour and without fuss, is a strong feature of teaching. Teachers treat pupils with respect and value their contributions. As a result, pupils pay very good attention to the teachers.

79. Very good relationships between pupils and their teachers contribute very effectively to pupils' positive attitudes. In the introductory sessions tasks are explained clearly to pupils. Occasionally this part of the lesson goes on too long and as a consequence pupils do not have enough time to complete the tasks. Within the 'set' classes, further groupings are often made, enabling teachers and assistants to work with pupils at a common level of understanding.

80. The co-ordinator provides excellent leadership and management. Characterised by the enthusiasm for, and knowledge of, the subject, she monitors learning, planning and pupils' progress and from an informed basis she knows what needs to be done to further raise attainment. For example, the school is currently focusing on raising the standard of boys' writing. This is excellent practice. Methods of assessing and recording pupils' progress are very good. A cumulative record is drawn up from which information can be drawn readily. There are good examples of pupils using ICT, for example, to plan their writing. Homework is set regularly and is a positive incentive for parents to assist their children's learning of literacy skills.

MATHEMATICS

81. At the time of the last inspection in 1997, standards in mathematics were below the national average. Since that time the trend has been one of steady improvement, with the achievements in 2001 showing that standards were generally in line with the national average, although the proportion of pupils achieving the higher levels was below average.

Inspection evidence shows that by the age of eleven, pupils' standards are above those expected nationally. Improvement since the last inspection is good.

82. Attainment on entry is generally below average and pupils make good progress during the four years in school. Evidence during the inspection indicates that achievements are continuing to improve. The number of pupils likely to achieve the higher Level 5 will be at least in line with the national average. Those pupils with special educational needs make good progress. Those learning English as an additional language also make good progress and one able pupil is making excellent progress. The school has introduced an able-pupil register, and some pupils have attended 'master classes'.

83. In the last inspection, weaknesses were identified in the pupils' attainment and progress, also in teaching and teachers' subject knowledge. All these issues have been addressed well. The introduction of setting has enabled the teachers to challenge the more able pupils and all the lessons observed provided work at a variety of levels for both higher and lower groups. The school has put in place the National Numeracy Strategy together with a coherent tracking and assessment system that enables the school to identify what pupils can do and what they know. This information is used to check how well the pupils are doing in mathematics and to allocate them to the higher or lower group. The results of standardised tests are analysed and the information is used to improve and focus teaching. Targets are set for pupils, written up in their books and shared with parents. Lessons start with the teacher identifying the objective or objectives. These factors are now beginning to have an effect on raising standards and improving the pupils' achievements.

84. Pupils generally enjoy their mathematics lessons. Pupils are keen to offer answers to questions and work hard. The pupils concentrate and work well, both independently and in small groups. During the inspection pupils regularly worked collaboratively and co-operatively. They count and calculate accurately. The pupils are given opportunities to use skills of estimation, and to solve problems using all four numerical operations. In some classes the pupils' presentation of their work shows that they take pride in it.

85. The pupils' understanding of place value is good by the time they leave the school at eleven. Pupils are able to work with large numbers confidently and most can multiply and divide tens, hundreds and thousands. In Year 6 pupils know and can calculate equivalent fractions, decimals and percentages. However, some pupils in Year 3 are less confident in multiplying decimals by ten because they add a nought to the value. Pupils in Year 5 recognise two- and three-dimensional shapes and know their properties. The most able pupils in Year 6 can express probability as a fraction.

86. Overall, the quality of teaching in mathematics is good. In the lessons seen the teaching was sound to very good, with the majority good. The teaching has some significant strengths. The teachers plan the work carefully. The National Numeracy Strategy has had an impact and the basic skills of mathematics are taught well. The three-part lesson structure is clearly embedded. The teachers have very good class management skills and encourage the pupils to concentrate and try hard. Teaching assistants are used effectively to support individuals and small groups. All lessons start with the objectives prominently displayed and pupils are frequently asked to state the objective. Where the best teaching was seen the teacher maintained a good pace and used the pupils' responses to assess their understanding. The work was differentiated and in some cases extension material was provided for the more able pupils. Giving them the next challenge at an appropriate level enabled them to make very good progress; for example, in one lesson the most able group had options to complete further extension work on algebra.

87. The pupils' work was marked regularly and many comments were positive, gave praise or acknowledged effort. Comments in some books, however, were more limited and concentrated mainly on neatness. Only occasionally did marking attempt to move the pupils forward. In one good example in Year 5 the teacher asked, 'What was the strategy used?' This comment kept the pupil thinking mathematically and supports the development of further understanding.

88. Homework is well planned and links well with work being undertaken in lessons. Parents are encouraged to support their children in working at home. The school has recently organised parents' events to share ways in which they can help their child learn mathematics.

89. Leadership of mathematics is good and the school has made good progress towards reaching its targets. Indications are that the school will reach these targets. The subject leader has worked hard to raise the standards achieved in mathematics and has a determination to raise the standards further. The subject has a high priority on the school improvement plan, and the issues identified are appropriate. She uses the information from analysing the pupils' results in national and other tests to group the pupils and to set appropriate targets for them. In all classes there is an adequate range of resources and there are plans to improve them further.

SCIENCE

90. Standards are above those expected nationally by the age of eleven. Pupils enter the school with below average skills in science and make very good progress throughout the school. This is a result of good teaching. There is excellent leadership by the science subject leader, who makes very good use of the analysis of pupils' performance in tests and assessment information to raise standards. All pupils, including those for whom English is an additional language and those with special educational needs, make very good progress. This represents very good improvement since the last inspection, when standards were below the level expected.

91. In Year 6 pupils show high standards in the way they apply their knowledge of food chains to show how animals and plants have to adapt to habitats and environments. They use scientific language with confidence, for example, to explain the basic predatory and survival instincts of a cheetah and/or polar bear. Above average pupils in Year 6 can plan and carry out an investigation into how to prevent rusting. These pupils set up hypotheses and, working independently, analyse and present results. Overall, their investigative skills are very good.

92. In Year 3 pupils use their scientific knowledge well to classify living things, and to plan, observe and record an experiment, for example, on whether plants need water. These pupils can also predict what will happen and explain why. In Year 4 pupils carry out an investigation into what will dissolve and what is insoluble. They construct a fair test and know that the variables of time, temperature and mixing can make a difference to results. Nearly all of the pupils in Year 5 can construct a circuit including a switch and a buzzer, and draw this using conventional symbols. Some pupils can use their knowledge of electric circuits to explain why a buzzer and switch on the same circuit might not work. Pupils in all year groups learn to record their findings accurately. In Year 3, pupils use a 'mind map' to classify rocks using observable features, and in Year 6, pupils display their findings graphically, showing which substances dissolve in water.

93. An important factor contributing to the high standards achieved by the pupils is the very good opportunities provided for them to be involved in investigational work. The

programme of experiments and investigation clearly interests and motivates pupils to learn in science. Pupils' attitudes are very good. They are willing to share scientific ideas and explanations with each other in group activities or in answering questions posed by teachers. They tackle investigational work with enthusiasm and work well in pairs and groups. Work in books is well presented.

94. The quality of teaching is very good overall, and the range varies between good and excellent. All lessons have clear learning objectives which are clearly explained to the pupils. In most lessons, key questions used by the teachers challenge and motivate the pupils. For example, the pupils were asked following a short video clip of a cheetah chasing its prey, 'What physical characteristics did the cheetah have which enabled it to run at 60mph?' Pupils' motivation is also increased in lessons through the use of ICT. For example, in an excellent Year 6 lesson the teacher used a *PowerPoint* presentation to challenge the pupils to question the adaptation made by animals to ensure their survival. Teachers' planning is very effective and their subject knowledge is good.

95. The leadership of the curriculum by the subject leader is excellent. The curriculum is well planned. The pupils' performance in National Curriculum tests is analysed effectively. The pupils' progress is tracked effectively and high targets are set for individual improvements. Assessment information is used very well to influence what is taught and to identify areas for whole-school development. The subject leader monitors the quality of teaching and works alongside teachers in science lessons. Resources are good and the capability to improve further is very good.

ART AND DESIGN

96. Standards in art are above expectations and have greatly improved since the last inspection, when they were found to be below the expected standard. There are some very good examples of high standard work displayed throughout the school. A portfolio of work collected this year includes some very good flower designs in pastels, good creative stitching, textile work and a variety of good painting. Pupils throughout the school use sketchbooks to develop their skills and to try out techniques. This enables them to build up skills systematically over time, ensuring that the end products are of a good standard. The benefit of this approach is most evident in Year 3 where children have been taught in this way from the beginning of the year. Pupils are confident about their art and can talk about progress. Year 6 pupils are less confident in their ability and some attain average standards despite the current good teaching observed.

97. At the time of the last inspection the quality of teaching was unsatisfactory, but it is now good.

98. Although only two lessons were seen, they were well planned and detailed clear objectives for the activity. Teachers gave clear direction and referred to what pupils had learnt in previous lessons. Activities were well designed to enable pupils to build up and develop their skills over several sessions. For example, in Year 3 pupils have been investigating animal patterns and have used crayon, black and white scratch cards and paint to create effective patterns. In the Year 3 lesson observed, pupils were encouraged to apply these experiences to the printing activity. In Year 6 pupils have been studying the proportions of the human body and applied this knowledge to an observation drawing of the headteacher in Victorian costume. In both lessons pupils were given the opportunity to evaluate their work and the work of others.

99. The teachers' planning and work in sketchbooks show that a good range of work is covered and that pupils learn to use a wide variety of tools and materials.

100. The pupils' work is valued by the teachers and is displayed with care. In all classrooms and corridors displays are very good. There are some particularly attractive three-dimensional birds made from withy, and a variety of attractive hat designs currently on show for everyone to enjoy.

101. The management of the subject is good. The co-ordinator has a good understanding of the subject. She attends courses and meetings with staff from other schools. She has an action plan for the further development of art and is having a positive impact on standards throughout the school.

DESIGN AND TECHNOLOGY

102. It is not possible to make an overall judgement about design and technology as only one lesson was observed and there was insufficient completed work available for inspection. However, the standards of the limited amount of Year 3 work seen were above expectations. Pupils had designed and made Viking boats from balsa wood and card. Year 5 work was well above expected standards and suggests that pupils have made good progress in the subject. Pupils in Year 5 were able to describe the moving toys they had made previously, using the correct vocabulary for the moving parts. Pupils in the lesson observed were confident in the use of a range of tools. They co-operated well with each other and discussed problems and solutions.

103. The quality of teaching in the lesson observed was excellent. Excellent planning and organisation built up the experiences of the pupils over several weeks so that they could tackle the final task with confidence. An excellent introduction to the lesson gave just enough information to reinforce the main points, but left pupils to solve problems and make choices. As a result pupils were all clear about what they needed to consider, and were able to design well thought out musical instruments. The task set and the materials provided were good and pupils showed enthusiasm and commitment. They selected materials and made design choices well.

104. The management of the subject is good. The co-ordinator was new to the role in September and has a good knowledge and understanding of the subject. She is already having a positive impact on standards of teaching, having updated the assessment procedures and offered support to colleagues. The policy in place is appropriate and the school uses a national scheme of work to advantage, ensuring a good range of experiences. The work is allocated to a block of time each term, ensuring that pupils have sufficient time to work on tasks of high quality. At the time of the last inspection resources were unsatisfactory. Pupils now have access to a good range of tools and are offered a range of good quality materials for their tasks. In 1998 an HMI evaluation judged that the scheme of work had improved since the last inspection, when it was found to be unsatisfactory. The evidence from the inspection now indicates that there has been a very good overall improvement and provision is now likely to be very good.

GEOGRAPHY

105. During the inspection only one geography lesson was seen. As a result there is insufficient evidence to form a judgement about the quality of teaching of the subject. Additional evidence was obtained from discussions with teachers and pupils, and the analysis of pupils' completed work. The standards achieved by eleven year olds are at the level expected for pupils of this age. This is an improvement since the last inspection, when standards were found to be unsatisfactory.

106. In Year 3, pupils successfully locate rain forests and climate zones on world maps. They know in simple terms how weather and climate affect the livelihood of people. They create good maps of the locality using keys and symbols. In Year 4 pupils' mapping skills develop well and good use is made of interactive maps to plan routes. They have a good understanding of life in this country. They demonstrate sound research skills and know the difference between primary and secondary sources of evidence. Year 5 pupils are well able to record changes in the local area and give reasons for this. By the end of Year 6, pupils have appropriately extended their knowledge, skills and understanding of geography. They express well thought out views about life on the island of St Lucia and the effect of tourism. They use mathematics well, for example, to construct line graphs to make comparisons between temperature and rainfall on St Lucia and the Isle of Wight. Pupils demonstrate good research skills in their work, including the use of books, photographs, CD-ROMs, and the Internet.

107. In the one lesson seen the teaching was very good. The pupils were amazed to find that their teacher had actually visited the village in India that they were studying. They asked many pertinent questions. Very good use was made of resources such as Indian music, tea and spices to enable pupils to imagine what life is like in this Indian village. Very good use of questions enabled the teacher to check pupils' understanding and clarify misconceptions, and pupils learnt a great deal.

108. At the time of the last inspection there were problems with teachers' planning and assessment. They have since been resolved. Planning is now based upon national guidelines to ensure that pupils' knowledge and skills build up as they move through the school. There is a good system of assessment in place to check pupils' understanding through first-hand experience. Teachers achieve this by giving pupils in Year 4, for example, focused tasks during a walk around Farnborough market. The subject is well managed and has appropriate priorities for the further development of the geography curriculum.

HISTORY

109. By the time pupils leave the school, their knowledge and understanding of history are at a level expected for pupils of this age. The school has successfully maintained the profile of the subject within the time available and provides a satisfactory range of topics relevant to the age and interest of the pupils. In some topics studied pupils' learning about history is good. Examples include the study of the Tudors in Year 6 which shows good levels of factual knowledge and research skills. No comparison of attainment can be made with the previous inspection because no judgement was recorded in the report.

110. In Year 6, pupils develop a good knowledge of different historical periods, for example, the Victorian era. They can name the main changes and events during this period and explain the impact of the Industrial Revolution on the lives of people. They produce good writing and develop empathy; for example, with people in the Victorian workhouses. Research skills develop well and pupils can explain how we find out about the past. They know the difference between primary and secondary sources of evidence. Pupils across the school learn successfully from places of historical interest, such as the Mary Rose, to find out about life on board ship in Tudor times. Literacy and numeracy skills develop well in history with carefully planned opportunities, for example, to produce good pieces of writing about the Victorian novelist Charles Dickens in their English lessons.

111. The teaching of history seen during the inspection was good overall. Teachers cover the topics being studied in some depth and give good attention to important skills, such as the evaluation of evidence. Very good use of resources, for example, engravings, photographs and census information, captures pupils' interest and imagination. Very

constructive relationships, underpinned by confident, thoughtful management, promoted good behaviour and resulted in effective learning for pupils of all abilities.

112. Teachers are particularly careful to include pupils with special educational needs or English as an additional language in all discussions and this enhances their overall progress. More able pupils are well challenged, a good example being the task of relating census information to housing density on a map in Victorian London.

113. Pupils' attitudes to the learning of history are good. They behave well, listen carefully to the teachers and show respect for each other's contributions. They settle promptly to their work, concentrate well and show a good sense of personal responsibility. In group work, pupils co-operate and support one another well.

114. History is well managed throughout the school. Planning and assessment have improved since the last inspection. Pupils are assessed at the end of each topic. This information is used to plan future work. Resources are good and supplemented by, for example, the Farnham Museum.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

115. The school has made significant improvement since the last inspection and now meets National Curriculum requirements. By the end of the key stage pupils attain standards that are above the national expectation and pupils make good progress. Standards are good by the end of Year 6 and in some aspects are very good. The recent provision of laptops, additional desktop computers and a multi-media projector has had a positive impact on teachers' knowledge and pupils' achievement. The recent provision of control technology will enable the school to develop further. These resources give the pupils access to programs and features which the school uses well to meet the curriculum requirements. All pupils now have regular ICT lessons and access to good teaching.

116. The school has worked hard to raise the quality of resources and improve the learning opportunities of the pupils. Pupils in all years can use appropriate vocabulary and technical terms, and have their own personal disk for storing their work. In Year 3 they can switch on and close down, know how to load a disk, and access files and software. During the inspection week these pupils were introduced to e-mail, and the teacher carefully presented a limited set of procedures to ensure that the children could work independently. The pupils have satisfactory skills to generate and communicate ideas using text and pictures. Children are developing early keyboard and mouse skills, such as entering text or using icons for commands. Most pupils can use the mouse with sufficient skill for the task. By Year 6 pupils have developed a very good range of skills and knowledge. This progress is linked to additional time allocated in this year group.

117. The teachers' improved subject knowledge and the choice of task enable pupils to benefit from a systematic and structured programme of work. Teachers are confident and many displays show the use of ICT. Teachers use the appropriate terminology within the lessons. Despite the difficulties of the location of the suite the teachers are working hard to ensure that the pupils have access to a full ICT curriculum. In the best lessons, teachers plan carefully so that pupils are able to gain sufficient access to equipment during the session. In one example the teacher used both laptops and desktop machines to ensure that all pupils were able to work on the task. The quality of learning in this lesson was high because the teacher's positive style and good subject knowledge encouraged the pupils, but importantly careful planning and management made maximum use of the resources.

118. The pupils are keen and indicated that ICT was their favourite subject. They are highly motivated to use the equipment and want to learn what to do with it. They willingly help each other if someone does not know what to do. They generally behave well despite several pupils having to share machines. They are able to take turns and recognise the need to be fair. The small groups were frequently of mixed gender and both genders were seen to share access equally. Pupils have very good attitudes during ICT lessons. Their behaviour was very good even on those occasions when children from other classes had to walk through the suite. They were able to maintain concentration for long periods. In some cases classroom assistants provided very good support for the children with special educational or behavioural needs.

119. The inclusion of ICT in planning across the curriculum is a strength and pupils are learning the benefits of these skills well in other subjects. For example, in a Year 3 literacy lesson some pupils used the computers for composing text in the style of a newspaper story. In another example, the cross-curricular link with religious education is well illustrated through children using a Jewish website to ask questions of a Rabbi. This type of task provides interest that motivates and extends pupils' understanding of ICT as a tool outside the school community. By the age of eleven pupils know how to access data and to carry out a search, although not all of the younger pupils know what the Internet is.

120. The quality of teaching overall is good. As well as being based on classroom-related tasks, planning specifically builds on previously learnt ICT skills. A good example of this is in Year 4 when the teacher carefully showed the pupils the function of 'find and replace' and at the end of the lesson evaluated the advantages and disadvantages of that compared with 'copy and paste'. The teachers' good knowledge is shown through the clear demonstrations and confident discussion. In an example of excellent teaching, the multi-media projector was used in a Year 6 lesson both to start the session with the lesson objectives and to finish the session with pupils showing their own presentation. The presentation included text, moving pictures, imported photographs and special effects. Some of the pupils had included music. Generally the organisation and management of the pupils in the ICT suite are good. However, sometimes the impact of lessons is influenced by limited pupil access to machines. The school is aware of the current limitations of the suite and has plans to develop the resources further.

121. The leadership of ICT is good, particularly as the leaders have only recently taken on the role. The two co-ordinators provide good support for colleagues, so those teachers are confident and prepared. The subject meets the requirements of the National Curriculum, with appropriate breadth and balance across the school. The subject is well developed and the school has made very good progress since the last inspection: the school has enlisted the support of a governor to help with the school website; staff have attended training; and ICT features prominently in the school improvement plan and includes many cross-curricular links. The school has made some good investments in ICT resources, though it recognises that this will need to continue in order to maintain the quality of the overall provision. Plans have already been made to build an improved suite in the future.

MUSIC

122. The pupils achieve very high standards in music in the key areas of performing, composing, listening and appraising. They achieve these standards as a result of very good specialist music teaching. Standards have improved since the last inspection.

123. The pupils' sing well in whole-school assemblies and music lessons. They sing in tune, and keep good time and with good diction. The pupils show an ability to listen to feedback on their performance and improve. For example, pupils in Year 5 improve their work on tuned

instruments to keep the melodic ostinato in time in a whole-class performance. The pupils reach very high standards in composing. The pupils in Year 4, for example, improve rhythmic patterns using tuned and un-tuned instruments, following the rondo form. They improve their performance as a result of listening to other groups of players. More able musicians show that they are able to identify both strengths and weaknesses in class and group performances. One pupil identified, for example, that the triangles were playing two notes instead of one in a whole-class performance. Pupils with MLD and English as an additional language are fully involved in music lessons and make very good progress in singing and performing.

124. All the pupils in lessons play instruments enthusiastically and with developing skill. Able musicians show discipline in their performance, which helps to improve the overall quality of music in the lesson. All pupils, boys and girls, take full part in music lessons and whole-school music activities. Attitudes overall towards music are very positive.

125. The quality of teaching is very good. Very good specialist knowledge and high expectations underpin all lessons. Lesson planning builds on the mixed attainment of the pupils, including that developed outside the classroom. The teacher uses her knowledge well to intervene in the pupils' compositions and to model expertly the use of instruments and/or phrases in singing. The use of group work allows the pupils to share their knowledge and experiment with musical sounds and rhythms. The teacher manages lessons very well, ensuring that all pupils have experience of playing musical instruments and that progress made contributes to an improving performance.

126. The curriculum meets the requirements of the National Curriculum. There are good links between music and history through the topic on Victorians, for example. There is also a broad range of musical activities provided at lunchtimes and after school. These include choir and orchestra, musical tuition and the recorder club. There is a programme of instrumental tuition provided by visiting teachers in cello, flute, violin, percussion and brass. The subject leader provides very good leadership, and resources are well organised and sufficient. Music plays an important part in the everyday life of the school.

PHYSICAL EDUCATION

127. It is not possible to make an overall judgement about standards in physical education as only two lessons were observed during the inspection and both were games lessons. There was no opportunity to observe either gymnastics or dance. Based on the evidence seen, there has been a good overall improvement since the last inspection.

128. In the two games lessons observed, standards attained were above expectations. Pupils in Year 3 were developing good ball and racquet skills. They have learned to hold a racquet correctly and can return a soft ball to a partner. Some of the pupils made good progress and could sustain a short rally in groups of four. In Year 5, pupils could return a volleyball over a high net with increasing skill and improving style.

129. The quality of teaching in the lessons observed was good. Lessons were well planned and structured so that there was a good balance between teacher instruction and activity. Teachers ensured that pupils understood the importance of warming up and stretching. Paired and group work encouraged co-operation and pupils showed an increasing awareness of others. Pupils in both lessons were encouraged to improve their personal best, and they responded by working hard and behaving very well. The good subject knowledge of the visiting volleyball coach in Year 5 enabled pupils to make good progress in using body movements to improve accuracy. The pupils from the MLD Resource Base enjoyed the lessons and took part fully, making good progress.

130. Although there is no formal assessment of the subject, pupils in Year 6 are encouraged to record and improve their personal best scores in athletics.

131. The school provides a very good range of opportunities for a variety of activities both within lessons and in extra-curricular activities. These include, football, netball, athletics, cross-country running, rounders and tennis. In Year 5 all pupils experience a short but intensive swimming course at the end of which the majority can swim 25m. A good emphasis is placed on the importance of physical activity and all pupils have two hours of physical education timetabled each week.

132. The management of the subject is good. There is a policy in place, and resources are regularly checked and updated. The school has made good use of resources provided through schemes such as 'Top Play'. There are good links with Farnborough Football Club.

133. Sports day is organised so that all pupils can take part and points are awarded for co-operation as well as performance. On occasions pupils have the opportunity to compete against or join other schools for activities.

RELIGIOUS EDUCATION

134. Only one lesson was observed during the inspection. However, through discussions with pupils and looking at samples of work it is evident that standards are above expectations in most year groups and well above average by the end of Year 6. The improvement since the last inspection is very good.

135. Year 3 pupils know about Hindu symbols and the main Christian religious festivals. They confidently re-tell stories about the Hindu god Krishna and stories from the Christian bible. They write very good poems about their feelings and the images experienced after visiting a church. Pupils in Year 6 discuss religious concepts and beliefs with confidence. They are sensitive to the beliefs of different faiths and reflective about their own. They show a mature understanding of abstract concepts such as what 'God' means to different people. They are confident about giving reasons for their non-religious belief when this is the case. This represents very good progress.

136. The pupils' well-developed skills in literacy support them well in their writing about Christian bible stories and about other faiths and cultures. The work in all year groups is carefully and neatly presented.

137. The quality of teaching in the Year 6 lesson observed was very good. Very good use of drama enhanced pupils' understanding of the feelings which may have been experienced by the disciples at Pentecost. Expectations of good behaviour and full participation are high and pupils respond well to the challenge of the work. Throughout the lesson the teacher reinforced the meaning of Pentecost. The video material used at the end of the lesson helped to deepen pupils' understanding of a difficult concept. Progress was very good as a result.

138. Evaluation of teachers' planning shows that the pupils are involved in a good range of work. In particular, the pupils' study of Hinduism and Judaism is well supported by visits to places of worship and, for example, by discussion with a rabbi. They have also visited a local Christian church. Drama is used to very good effect; for example, pupils in Year 3 act out a baptism and dress up for the occasion.

139. The management of the subject is good. The co-ordinator ensures that the Hampshire Agreed Syllabus is followed. She has a good action plan which identifies how the subject will develop further.

