

INSPECTION REPORT

BURGHCLERE PRIMARY SCHOOL

Newbury, Berkshire

LEA area: Hampshire

Unique reference number: 116868

Headteacher: Mrs Paula White

Reporting inspector: John Ayerst
3832

Dates of inspection: 27th – 30th May 2002

Inspection number: 195784

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Burghclere Primary School Church Lane Burghclere Newbury Berkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Claire Gilchrist
Date of previous inspection:	23 rd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3832	John Ayerst	Registered inspector	English Art and design Music	The characteristics of the school The school's results and pupils' achievements How well pupils are taught Leadership and management of the school What the school should do to improve further
8933	John Chapman	Lay inspector		Pupils' attitudes, values and personal development The school's care for its pupils The school's partnerships with parents
30266	Hilma Rask	Team inspector	Information and communication technology Mathematics Religious education Special educational needs Children in the Foundation Stage.	Curricular and other opportunities offered to pupils
3855	David Langton	Team inspector	Science Design and technology Geography History Physical education Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Burghclere Primary School is a small school with 117 pupils aged from four to eleven. Most of the pupils come from Burghclere and the surrounding area, which is an area of socio-economic advantage. The percentage of pupils eligible for free school meals (7.6 per cent) is below average. There are no pupils from ethnic minorities at present and none who speak English as an additional language. The percentage of pupils identified as having special educational needs (20 per cent) is average, but the number of those with statements for special educational needs is below average. Their needs include specific and moderate learning difficulties, language and communication, literacy, numeracy, behavioural and physical disability. The proportion of pupils coming to the school and leaving during their schooling is low, but a number of higher achievers leave at the beginning of Year 3, often to move into the non-maintained sector. Taken together, pupils' attainment on entry is above average, but this varies significantly from year to year depending on the proportion of pupils with special educational needs in the small year groups. Pupils are taught in classes covering two-year groups from the Reception class to Year 4 and in single age classes in Years 5 and 6.

HOW GOOD THE SCHOOL IS

The school makes good provision for pupils, most of whom achieve well in English, mathematics and science. The leadership of the school, which is very strong, promotes a caring family ethos in which pupils are valued and encouraged to succeed. They respond with very good attitudes to learning and courtesy to each other and to the adults around them. Teachers work hard to provide a good quality of teaching. Standards have been improving over the last few years and attainment is at least in line with the national average in almost all subjects in most years. The quality and range of extra-curricular activities are excellent. Overall, because this small school does not have the benefit of economies of scale, it provides satisfactory value for money.

What the school does well

- Most pupils achieve well.
- The quality of teaching is good. In the Reception Year and in Years 1 and 2, it is sometimes very good.
- Pupils' attitudes and behaviour are very good and relationships throughout the school are very positive.
- The range and quality of extra-curricular activities are excellent and contribute significantly to pupils' personal and academic development.
- The school is very well led. The leadership promotes a rigorous approach to raising standards within a strong, caring, inclusive family ethos.
- Pupils' progress in English and mathematics is very well monitored.

What could be improved

- In their planning, some teachers do not specify the intended learning outcomes for pupils of different levels of attainment within the class with sufficient consistency.
- Targets set for pupils are not always specific and teachers make insufficient use of them to focus pupils' attention on areas for improvement.
- Reports do not always give enough information to tell parents how well their children are doing in comparison with national expectations.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good improvement since the last inspection in 1997. Since then all key issues have been successfully addressed and the quality of teaching has improved. Pupils' achievements are now at least satisfactory in all foundation subjects. Apart from the headteacher, all the staff have come to the school since the last inspection and there has been a rigorous programme of in-service training, particularly for English, mathematics and curriculum leadership. The school's assessment and tracking procedures have improved considerably. Assessment of pupils' attainment and progress is now good and very good in English and mathematics.

STANDARDS

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

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

Key

well above average A

average B

average C

below average D

well below average E

In national tests for Year 6 in 2001, the average points scored show that pupils attained average standards for English, below average for mathematics and well above average for science. In comparison with similar schools science was above average, but English and mathematics were well below average. The test results for Year 2 show that pupils attained average standards in reading, but below average in writing and mathematics. When compared with schools with a similar economic background, standards were well below average in all tested subjects.

The test results do not, however, take into account the considerably larger than usual proportion of pupils with special educational needs in last year's Year 2 and 6. This is a small school and the numbers taking the tests in any one year are very small, so that larger than usual proportions of pupils with special educational needs have a considerable effect on average scores. Achievement in science is higher because the nature of the difficulties that pupils with special educational needs have is largely to do with literacy and numeracy, and not with the more practical activities such as science. Standards were judged above average at the last inspection in 1997. Following that inspection, standards have been slowly improving year by year, until last year.

From the current evidence of pupils' work in school, standards in most subjects across the curriculum are broadly in line with expectations at the end of Years 2 and 6. This is so in English and mathematics in Year 6, but in Year 2, standards in mathematics are a little higher. In science and physical education they are higher in both years. Baseline assessments indicate a considerable variation in attainment from year to year. The current year is above average, but the present Years 2, 3 and 6 have a considerably higher than usual proportion of pupils with special educational needs and standards are lower in those years, but higher in other years.

Taken together, pupils achieve well for their age and ability throughout the school. Achievement during the Reception Year and in Years 1 and 2 is particularly good and reflects the quality of

teaching at that age. Almost all children in the Reception Year are on course to achieve the early learning goals for children of that age by the time they start Year 1 and, at the time of the inspection, many had already achieved them. Pupils with special educational needs make good progress towards the targets set in their well-structured individual education plans and in relation to their prior attainment. Literacy and numeracy skills are developed well across the curriculum for all pupils.

The school sets its targets, in consultation with the local education authority, with great thoroughness. The performance and predictions for each pupil are carefully considered. Current targets set for the school are appropriate for next year and challenging for the following year, which has a higher attainment profile. The school is on course to meet them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good. Pupils enjoy coming to school and they enjoy learning.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are polite and helpful and their behaviour creates a very good climate for learning. There are no exclusions.
Personal development and relationships	Relationships and pupils' personal development are very good. They show respect for the feelings, values and beliefs of others.
Attendance	Satisfactory.

The very good relationships between all people in the school have a significant impact on the good achievement made by pupils. Parents appreciate the values and attitudes promoted by the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5 – 7 years	aged 7 – 11 years
Lessons seen overall	Very good	Good	Good

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

The quality of teaching is good for Years 1 to 6; it is very good for the Reception Year. Pupils' learning is similar; they make good progress in most lessons and they achieve well over their time in school, but very well in the Reception Year. Good teaching was seen across a range of subjects. Literacy and numeracy skills are taught well across the curriculum.

In good and very good lessons, teachers have good knowledge and understanding of the subject matter and they plan lessons with clear learning aims that meet well the different needs of pupils in the class. In these good and very good lessons learning is rigorous and challenging, and teachers have very high expectations of pupils of all levels of attainment. In satisfactory lessons, planning is weaker and there is a lack of clarity about the purposes of the lessons for the different groups of pupils within the class. As a consequence, these lessons do not have the same sense of direction; learning is satisfactory, but less well focused. The teaching and learning of pupils with special educational needs are good across the whole school when they are extracted for individual lessons, but in some classes, where the learning aims for the pupils are less than explicit, the teaching is not sufficiently purposeful.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum strongly enriched by excellent provision for extra-curricular activities.
Provision for pupils with special educational needs	Pupils are taught well and make good progress in individual and small group lessons. In most class lessons they are taught well, but this provision is not consistently good.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Spiritual and cultural provision is good in all elements. The good moral and social provision is reflected in the positive attitudes displayed by pupils.
How well the school cares for its pupils	Standards of care are good. The school creates a caring environment for learning and promotes good behaviour very well. Every child is valued as an individual in the strong family ethos.

The curriculum provision is further enriched by additional elements, such as visits linked to topics under study and visitors to the school. The school band is outstanding and provides opportunities for these young pupils to perform on a national stage. Parents make a good contribution to the children's learning, both at home and in school. The school maintains satisfactory links with parents, but the information provided for them could be improved. The school's partnerships with its partner schools are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher. The senior management team is relatively new and becoming increasingly effective. The leadership promotes a positive, family ethos that motivates teachers and pupils to work towards good levels of achievement.
How well the governors fulfil their responsibilities	Governors are committed and have a positive approach to the school. They fulfil their responsibilities well.
The school's evaluation of its performance	Very good. The school's performance is analysed carefully and effective action taken to improve.
The strategic use of resources	Very good. Resources are targeted to meet identified areas for improvement.

The staff of the school are highly motivated to raising standards and providing their pupils with good quality teaching. The leadership of subjects is good. The school has sufficient teaching and non-teaching staff and makes good strategic use of its staffing to support its educational priorities. Accommodation is mostly good and provides an attractive environment for learning. There is a good range of resources; they are of good quality and sufficient in quantity across the subjects. The school applies the principles of best value well and has good potential to improve further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Almost all parents reported that their children like school.• They consider that their children are making good progress.• Parents appreciate the good behaviour that the school promotes.• They recognise that the teaching is good and that expectations are high.• Parents are pleased with the reaction of the school to their concerns and they consider the school to be led well.	<ul style="list-style-type: none">• Some parents expressed concern about the amount of homework set.• Some parents would like to see more extra-curricular activities.

The inspection team agrees with the positive views expressed by parents and agree that the setting of homework, although mostly good, is variable in quality. The team is unable to accept that there are insufficient opportunities for extra-curricular activities and found the provision excellent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In national tests for Year 2 in 2001, the average points scored show that pupils attained average standards in reading, but below average in writing and mathematics. When compared with schools with a similar economic background, standards were well below average in all tested subjects. The test results for 2001 for Year 6 pupils show average standards for English, below average for mathematics and well above average for science. In comparison with similar schools science was above average, but English and mathematics were well below average. The results do not, however, take into account the considerably larger than usual proportion of pupils with special educational needs in both of last year's Year 2 and Year 6, which had a considerable effect on average scores.
2. Standards were judged above average at the last inspection in 1997. Following that inspection standards have been slowly improving year by year, until last year. The results over the last three years have mostly been above average in English, mathematics and science at both Year 2 and Year 6. Variations in results broadly reflect the numbers with special educational needs, and the severity of the needs, in the different years. Over the same period the different performance of boys and girls in the tests have been similar to national differences.
3. From the evidence of pupils' written work, teachers' assessments and observation of lessons, standards in most subjects across the curriculum are broadly in line with national expectations in both of the present Year 2 and Year 6 classes. This is so in English and mathematics in Year 6, but in Year 2 standards in mathematics are a little higher. In science and physical education they are higher in both of these years. Baseline assessments indicate a considerable variation in attainment from year to year, and further variation is caused when, often in Year 3, a number of higher attainers move to non-maintained schools. The current Reception Year is above average, but Years 2, 3 and 6 have a considerably higher than usual proportion of pupils with special educational needs and standards are lower in those years. In all year groups, however, there is a good proportion of higher attainers. Taking the records of each year, and tracking pupils' progress as they move through the school, pupils achieve well for their age and ability at all stages. Achievement during the Foundation Stage and in Years 1 and 2 is particularly good and reflects the quality of teaching at that age. Almost all children in the Reception Year are on course to achieve the early learning goals for children of that age by the time they start Year 1 and, at the time of the inspection, many had already achieved them.
4. In English most pupils, including those with special educational needs, achieve well. Standards of speaking and listening are above expectations throughout the school. Pupils are keen to contribute in class and speak confidently and articulately. Most pupils make good progress in their reading skills and standards of reading are also above expectations. Pupils talk confidently about books and the highest attainers read with good expression as well as accuracy. Standards of writing are close to national expectations, but are lower for a significant minority of lower attaining pupils. However, younger pupils use their phonic skills well in the development of writing.
5. In mathematics, overall standards attained by the age of seven are slightly above expected levels and the standards achieved by pupils by the age of eleven are broadly in line with expectations for their age. All pupils, including those with special educational needs, make good progress and achieve well. By the age of seven, many pupils have confident number skills and work successfully with addition, subtraction, multiplication and division at an appropriate level. Most Year 2 pupils understand about lines of

symmetry, can identify two and three-dimensional shapes and measure accurately length, time and weight. All Year 6 pupils work, with appropriate accuracy, with fractions, decimals and percentages and most undertake problem-solving tasks. They work successfully with shape, space and measure.

6. At the end of Year 2 and Year 6 standards of attainment in science are above national expectations. In Years 1 and 2 pupils acquire specific vocabulary in their work on electricity, forces and friction. They understand that for a fair test the distance and height of a measured ramp must be the same. By the end of Year 6 pupils know that light cannot penetrate a solid shape; they understand how sound travels and that it is measured in decibels. Year 6 pupils planning a fair test for assessing the best qualities of materials for a swimming costume, and use their knowledge of evaporation and absorption to help predict results, using vocabulary such as *elasticity* and *opaque*.
7. Literacy and numeracy skills are developed well across the curriculum. In many subjects the pupils regularly use their writing skills to make notes, write up experiments and record their learning. Numeracy is used well in the support of other subjects in the curriculum through, for example, the use of measuring and weighing in science.
8. Pupils with special educational needs make good progress towards the targets set in their well-structured individual education plans and in relation to their prior attainment. Generally, the pupils receive good support in withdrawal groups or individual sessions with the special needs assistant and this helps them to achieve well over their time at the school.
9. The school sets its targets, in consultation with the local education authority, with great thoroughness, and intentionally sets challenging targets. The performance and predictions for each pupil are carefully considered. Current targets set for the school are appropriate for next year and challenging for the following year. The school is on course to meet them.

Pupils' attitudes, values and personal development

10. As reported at the last inspection, attitudes throughout the school are very good. Pupils display great enthusiasm for school and, according to parents, "are bursting to come". They are very well motivated and eager to learn. In classes they are attentive and display considerable interest in their work. The participation in the band by about half of pupils in the juniors demonstrates this enthusiasm. They are prepared to come to school very early to practise regularly and the whole school takes immense pride in the high musical standards they achieve and the recognition the band brings to the school.
11. Behaviour is also very good and is similar to the standard seen at the last inspection. Pupils are polite and helpful, they need virtually no disciplining and their behaviour creates a climate for learning which allows all pupils to succeed and frees the teachers to focus on teaching. There have been no temporary or permanent exclusions from the school for a number of years.
12. The school successfully sets out to create an ethos of caring and mutual support. Upon this foundation, pupils develop their personalities and relationships with all round, very good outcomes. Bullying is virtually non-existent and is confined to minor name calling, which is dealt with swiftly and effectively. Pupils recognise the uniqueness of everyone and clearly understand the impact that their actions can have upon others. As a result relationships are very good and the respect that everyone has for their fellow pupils and teachers is plain to see. Pupils are clear as to their duties and perform them to the best of their ability. They also recognise the need to act even when not asked, for example when a teacher switched on an overhead projector, one pupil got up to turn off the lights.

13. Pupils with special educational needs demonstrate the same very good attitudes towards their learning as their peers. The school supports the development of the pupils' self-esteem well and this enables them to take a full part in the life of the school.
14. Attendance has improved significantly over the past year and has risen from 93.6 per cent to 95.6 per cent. It is now satisfactory. The previous lower figures were due to legitimate long-term absences for a small number of pupils. Unauthorised absence is very low, but authorised absence was well above average at 6.2 per cent due to a combination of extended holidays and a lot of sickness. This figure has fallen to 4.3 per cent in the year 2001-2; however, many parents are still under the mistaken impression that they have an entitlement to take their children out of school for ten days each year.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good for Years 1 to 6; it is very good in the Reception Year. Pupils' learning is similar; they make good progress in most lessons and they achieve well over their time in school. In about three-quarters of the lessons seen during the inspection, the teaching was good or very good. It was satisfactory in almost a quarter and there were no unsatisfactory lessons. This is a significant improvement on the last inspection when teaching was good, but proportions of good and very good teaching have markedly increased and there is now no unsatisfactory teaching. Teachers and the management of the school have worked hard, and clearly successfully, to improve the quality of teaching. Pupils' learning is also good; pupils make good progress in lessons and they achieve well over their time in school.
16. Standards of teaching are generally high across a range of subjects, but most of the very good teaching occurs in the Foundation Stage and at Key Stage 1. In good and very good lessons, teachers plan lessons with clear learning aims that meet well the different needs of all pupils in the class. Consequently, in these good and very good lessons learning is rigorous and challenging, and teachers have very high expectations of pupils. In a very good mathematics lesson for Year 1/2 pupils, for example, the pupils were developing their mental mathematics skills by responding to rigorous questioning as they counted in twos, fives and tens.
17. In most lessons teachers have good knowledge and understanding of the subject matter and of the learning processes in the subjects. In good lessons, assessment from previous work is used well for planning so that tasks are matched to pupils' attainments, methods are well chosen and the lessons move at a good pace. Pupils know what is expected of them, they rise to the challenges and learning is good. A good variety of strategies is used, which match the content of the lessons. Teachers are particularly skilled at leading and raising the quality of discussion by asking well-judged questions that extend pupils' learning. Examples of this good practice were seen in geography, history, English and science. Literacy and numeracy skills are taught well across the curriculum.
18. In all lessons, relationships are very good and teachers have high expectations of the pupils' behaviour. Staff are caring and considerate of their pupils and value their contributions. In this context learning becomes a successful partnership between teachers and pupils. The quality of the homework, in terms of extending the pupils' learning and improving their progress, is mostly good, as is the quality of marking, but the targets set for pupils are not used consistently well to focus pupils' attention on their identified areas for improvement.
19. In those lessons that are less effective, but still satisfactory, planning is weaker. Often the content and the strategies for the lesson are planned well, but learning aims are not described in detail. There is a lack of clarity about the purposes of the lessons for the

different groups of pupils within the class. As a consequence, these lessons do not have the same sense of direction and learning is less well focused. Pace is more pedestrian and teachers are insecure about the level of challenge to set. Learning is slower and less effective. Even so, teachers are experienced and the lessons satisfactory, and pupils do make satisfactory progress.

20. The teaching and learning of pupils with special educational needs are good across the whole school when they are extracted for individual lessons. Support within individual and small group literacy sessions, and during the SIDNEY¹ programme, which supports pupils with specific difficulties in their early learning, is well focused by the special needs support assistant, and detailed records of these sessions are maintained. In class lessons, the teaching is more varied in quality. In some lessons, where the planning is detailed and precise, pupils with special educational needs are very well taught and the quality of learning is very good. Where the learning aims for the pupils are less than clear, the teaching is satisfactory, but not sufficiently purposeful. Even so, pupils with special educational needs are valued and included in all activities. They are invariably well supported, either by the teacher or by learning support assistants, so that the quality of their learning is never less than satisfactory.

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

21. The school provides a good quality and range of learning opportunities. There has been good improvement to the curriculum since the time of the previous inspection and the statutory requirements for the National Curriculum are now met for each subject. Children in the Reception Year follow an effective curriculum that is securely based on the recommended areas of learning and early learning goals for their age. The smaller, single year groups in Years 5 and 6 promote well pupils' progress at the upper end of the school.
22. The curriculum that is provided has a good breadth, is well balanced, and is relevant to the needs and interests of the pupils. Since the last inspection, the school has worked successfully to improve the provision for geography, history, and information and communication technology, and teachers' subject knowledge has been improved. These subjects are now included effectively for all pupils, and schemes of work help teachers to plan their lessons. In addition, the school has improved the procedures for monitoring the curriculum, and senior managers now have an effective overview of what is being taught in each subject, in each class, in each half term. This is successful as teachers are now routinely planning their lessons so that pupils avoid unnecessary repetition and build year on year on what they already know. These good quality plans show that appropriate attention is given to helping pupils to make progress in developing their understanding and skills in each subject. For example, history and geography are planned over a two-year cycle to avoid repetition in classes made up of two-year groups. The school has adopted nationally recommended schemes of work and makes full use of the guidelines for the locally agreed syllabus in religious education.
23. Governors have approved a new, positive and strong policy for inclusion, and during the inspection, this could be seen to be clearly implemented. All curricular and extra-curricular activities are open to all, including, where appropriate, to younger pupils. The provision for pupils with special educational needs is good; the curriculum provided for them closely matches their needs. Specialist staff teach pupils individually or in small groups to concentrate on basic skills. As a result, they gain access to the National Curriculum and are included in mainstream lessons. Thoughtful deployment of learning support staff is a key factor in the good provision. Some pupils, who are deemed to be

¹ Screening and intervention for dyslexia, notably in the early years.

gifted or talented, receive extra provision in their classes or in the special classes set up in co-operation with the local secondary school.

24. The school implements the National Strategies for Literacy and Numeracy to good effect. Children in the reception class are benefiting from the successful adaptation of these strategies to include activities related to the early learning goals. In Years 1 to 6, teachers frequently take appropriate opportunities in lessons other than English and mathematics to reinforce and extend pupils' literacy and numeracy skills in all areas of the school.
25. The provision for extra-curricular activities is excellent and is a great strength of the school. The wide range of activities on offer provides something for everyone. There are many clubs open to the pupils, including a computer club, chess club, short tennis, netball and football clubs. A story-time club and two French clubs are also held on the site after school. Many of the clubs are open to the younger pupils and all are enthusiastically supported. Visits to places of interest and visitors to the school make a strong contribution to pupils' learning experiences. As part of their study of India, Year 5 and 6 pupils enjoyed a visit from the Kala Arts group of Indian musicians and dancers. In alternate years, Year 5 and 6 pupils attend a residential trip to Devon, where they enjoy a range of outdoor activities. The curriculum is further enriched with visits to more distant places such as Marwell Zoo, Portsmouth and Winchester, and to local places such as the church and Thatcham Reed Beds. Pupils with special educational needs enjoy the same excellent range of extra-curricular opportunities as their peers.
26. The school has an exceptional brass band that includes pupils from Years 3 to 6. The musical standards are very high and the band frequently participates in national events, such as the 'Music for Youth Festival' at the Royal Festival Hall in London. Several of its present and past members play in the Hampshire County Youth Band reaching standards normally associated with secondary rather than primary school pupils.
27. The school makes very good provision for personal, social and health education. To plan their lessons, teachers use a scheme of work that ensures the different aspects of the subject are very well covered. Age-appropriate guidance is given to pupils on sex education, healthy living and the dangers of drugs and substance misuse. Each class has a regular circle time where pupils are encouraged to discuss openly issues such as bullying and relationships. This provision makes an effective contribution to pupils' personal development and to the good relationships that exist in the school.
28. The local community makes a good contribution to pupils' learning experiences. The close links with the church and with other sections of the village ensure that pupils grow up in a close village community. The school values its position in that community and the family environment that pervades all of its activities. For example, the school's band is run by a group of parents that come to rehearsals in good number, in the morning before school, to support their children. The vicar is a regular visitor to the school and the church is used for appropriate events. The resources of Highclere Castle are often made available for fund-raising events. The school is eager to build on its contacts to stretch the imagination of pupils and extend the opportunities open to them and has recently become a member of the West Berkshire Education-Business Partnership.
29. Relationships with partner institutions are very good and positive. There are very close links with the Burghclere Playgroup that promote a continuity of learning, and teachers visit the playgroup regularly. Most of the pupils move on to the local secondary school and there are very good transition arrangements in place, as there are with the secondary schools in Newbury. The school makes good use of facilities made available by the secondary school and students from the school come to Burghclere for work experience. The 'Able Child Initiative' is a particularly fruitful link with the local secondary school.

30. The Clere cluster and pyramid of schools links seven neighbouring primary and the secondary schools and provides positive and mutual support. The schools share costs of in-service training and other joint ventures, such as the folk dance festival held during the inspection. There are also wider networks which link with schools in Andover and the Winchester area. These links enable more informal arrangements to be made, such as coach sharing or joint sports and musical events.
31. The provision for pupils' spiritual, moral, social and cultural education is good; as at the time of the previous inspection, provision for spiritual development is good. Opportunities are taken in some assemblies to encourage pupils to reflect on non-material aspects of life and to develop spiritual awareness. The assemblies include an act of collective worship and often raise moral or social issues for pupils to consider. Opportunities are taken by teachers to focus on spiritual elements in their lessons across the curriculum. In English, for example, in a Year 6 lesson, pupils were looking at poetry and music to reflect on the power of language.
32. The good provision for moral and social development is closely linked to the well-planned personal, social and health education programme. In this and frequently on other occasions, staff work to develop pupils' awareness of right and wrong, and encourage pupils from an early age to be good listeners and to value each other's contributions. Teachers and other staff are good role models in highlighting the importance of good relationships in a secure and well-ordered community. Pupils are given opportunities to develop a good sense of personal responsibility and initiative in a variety of ways. The school does not have a school council, but pupils' views are sought and considered carefully. Within the context of a small family school older pupils assist younger pupils at lunchtimes and help Reception children through the 'Buddy' system. The school also operates a house system to encourage responsibility and the team ethos. Particular achievements are regularly celebrated and, through positive reinforcement of good behaviour, the school focuses on developing a sense of worth in all its pupils. This is a very effective and important factor in fostering pupils' enthusiasm for the school. Pupils quickly learn good social skills, and this is shown in their confidence in school and in the courtesy they show to visitors as well as to each other. The provision for moral development has remained good since the last inspection, but the provision for social development has improved.
33. Provision for cultural development is good. The teaching of pupils' indigenous culture is well developed. The provision for art and design is satisfactory and the school band is a distinguishing feature of the school. The school has regular visits from artists and authors to work with pupils, or visits neighbouring schools to share in workshops, such as a recent Theatre Workshop. Art from other cultures is celebrated in literature, music and art and design. Good provision is made to prepare pupils for life in modern multicultural Britain and multicultural awareness is a feature of subjects across the curriculum. For example, the Year 6 class is presently working on a project on India that focuses in some depth on Indian arts such as music, dance, traditional fabric design and literature.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The caring, family ethos, which creates such a good learning environment, has been maintained since the last inspection. The school continues to value all of its pupils and promotes an inclusive environment. The arrangements for child protection and pupils' welfare are good. Medical arrangements are sound and all staff are trained to use epi-pens and to respond to the needs of the few pupils suffering from allergies. All incidents are recorded and parents advised when necessary, especially when a child receives a head bump. The school lacks a medical room, however, and has to perform first aid in the school office.

35. The school provides a very safe and clean working environment. Security is taken seriously; there is a key pad entry system and the grounds are well fenced with particular attention given to the safety of the under fives and the security of the pool and wildlife area. There is some slight concern that pupils in the outside classroom have to brave the elements in order to visit the toilets. Recent improvements to a path have greatly improved the road safety of pupils arriving and leaving the school with their parents.
36. The welfare of the pupils is given a very high priority and it was very encouraging to note in an information and communication technology lesson that the teacher gave the pupils guidance on how to conduct and protect themselves and their identity while accessing chat rooms via the Internet.
37. The procedures for monitoring and improving attendance are good. Attendance details are entered into a computer on a regular basis and attendance is analysed very thoroughly by the school secretary. Absences are followed up after one day and persistent absence and lateness are pursued by letter, phone and personal contact. However, the school is limited to some extent by there not being an educational social worker allocated to it on a continuing basis. Nevertheless the success in improving attendance by around two per cent in one year is worthy of note and reflects the school's commitment to improving this area.
38. The procedures for monitoring and promoting good behaviour are very good. A very good tone is set by the ethos of the school and by procedures which are thoroughly understood by all staff and pupils, but which rarely have to be applied. Oppressive behaviour is virtually non-existent and where it occurs it is dealt with very swiftly and effectively.
39. The procedures for monitoring and supporting personal development are sound. The school works hard to promote pupils personal development and this provision is good, but monitoring and recording pupils' personal achievements rely almost totally on the teachers' knowledge of the pupils; very little is permanently recorded. Many pupils have quite significant achievements to their credit and while these are often recognised at the time the lack of a permanent record means they are often quickly forgotten. Nevertheless pupils' personal development is very good.
40. Overall, the school makes good provision for pupils with special educational needs and works in good partnership with external agencies, such as the occupational therapists, physiotherapists, educational psychologists, and speech and language therapists, to ensure that the needs of pupils are appropriately met. The very good assessment procedures for English and mathematics in the school ensure effective tracking of the progress of pupils with special educational needs in key areas. The special needs assistant and the classroom assistants work under the direction of the class teachers and the special educational needs co-ordinator to support learning for pupils with special educational needs. They are well informed about the targets set in individual education plans, and provide unobtrusive support within the classroom to help pupils with their classroom tasks.
41. Procedures for the assessment of pupils' performance are good overall. The assessment of pupils' attainment in English and mathematics is very good. Pupils are assessed regularly, and detailed, comprehensive information about their progress is produced. There is good assessment of pupils' progress in science and assessment in other subjects is generally sound. The assessment of the progress of pupils with special educational needs by the specialist staff is good. Assessment information is generally used well in planning to improve learning and raise standards, but not always. In some lessons planning does not specify the intended learning outcomes for pupils of different levels of attainment with sufficient clarity or detail. Achievement books enable teachers to

sample work in English, mathematics and science across the whole school on a regular basis, and to use that information to check whether pupils are on course to achieve their set targets. In subjects other than English, mathematics and science, teachers mostly measure performance against learning objectives, using a check list of how well pupils have performed, but there is no formalised system for the assessment and development of subject skills. Overall, however, the recommendations for improvement made by the previous inspection have been met satisfactorily.

42. The use of national tests across all year groups in English and mathematics is helping to raise standards of literacy and numeracy. Teachers analyse the data gained, set appropriate learning targets and, where necessary, make well-focused provision. For example, the need to improve further pupils' writing skills was identified and an action plan introduced to good effect. Gifted and talented pupils are identified, and appropriate provision is made to extend their achievements, as well as those with other special educational needs. Reading and spelling are tested regularly. Individual pupil data sheets help to keep track of performance and show whether a pupil is on course to achieve targets. The school has improved its assessment and recording procedures since the previous inspection. The marking policy is good, and continues to be reviewed, but is not always implemented consistently across the school. Literacy, numeracy and personal targets are set, but these are not always specific, and insufficient use is made of them by pupils and teachers to focus pupils' attention on areas for improvement.
43. Overall, procedures for monitoring and supporting pupils' academic progress are very good, especially in literacy and numeracy. The school has recently computerised its assessment system and this will help further in identifying weaknesses, recording information and raising standards. A new policy and guidelines for assessment are helping to raise standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school works in a satisfactory partnership with its parents. Parents' views of the school are very positive. In the questionnaire and at the parents' meeting strong support was indicated and this was reinforced by conversations between inspectors and parents in the playground. Most concern was expressed about the issue of homework, but there was wide disagreement between parents as to whether it was too much or too little. The inspectors concluded that homework was varied in quality, but generally appropriate. There was also a noticeable disagreement relating to extra-curricular activities; the inspectors not only disagreed with the parents, but found the provision an outstanding strength of the school. The inspectors, however, agreed with parents that the annual reports did not give parents a clear picture of how their children were progressing.
45. The quality of the information provided to parents is somewhat variable. Both the prospectus and the governors' annual report to parents are missing some statutory information, and reports on individual pupils do not allow parents to understand how their children are doing against national expectations. On the other hand, the school sends out frequent newsletters on a wide variety of topics and parents' evenings are well attended. The Friends of Burghclere School is very active and contributes considerable sums of money towards school projects. Overall, the links with parents are effective.
46. Parents make a good impact on their children's learning, both individually and collectively. Most parents support their children well at home and go out of their way to provide them with books and computers and enriching experiences. They are generally supportive of homework and take a very keen interest in their children's education. There is very strong support for the school's aims and ethos. Many parents help out in the school, either as classroom helpers or swimming helpers, and they help with trips and running clubs.

47. The school fulfils the legal requirements of the code of practice for pupils with a statement of special educational needs. Parents are well informed with regard to progress towards the targets in individual education plans, and the review meetings are well attended.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school are very good. The headteacher promotes a very positive caring family ethos within which all staff work hard to raise standards, particularly in English, mathematics and science. Overall, standards are improving, but the trend is often clouded by uneven proportions of pupils with special educational needs from year to year. Even so pupils generally make good progress in most subjects. It is to the credit of the staff that they have a very strong commitment towards raising the quality of the school's provision and that they have worked with their headteacher to improve all aspects of the school. Strategies are in place to improve standards further.
49. The headteacher provides a very strong and clear educational direction for the school. The leadership is very professional and policies are well thought through. They provide good guidance and staff are very well supported. The monitoring and evaluation of the school's performance are good and lead to effective action for improvement. Good systems to keep the management of the school informed about its progress are well established and used well. For example, pupils' assessments are analysed in detail in English, mathematics and science to show particular areas for improvement and action taken, either by the class teachers or by management when appropriate, to focus on and strengthen those areas.
50. Since the last inspection there has been a complete change of teaching staff as teachers have moved on for a variety of reasons. The teaching has improved since the last inspection and there is now no unsatisfactory teaching. This is due, in no small measure, to the concerted efforts of all staff to raise the quality of their work through well-targeted training and professional development. Such approaches have established a good framework for continuing development. The monitoring, evaluation and development of teaching are good, but there is room to develop teaching further by improving the consistency of good teaching across the curriculum.
51. There is a strong sense of teamwork amongst staff and relationships are good. The senior team, consisting of the deputy headteacher and the infants' co-ordinator, support the headteacher well. Together they monitor teaching and pupils' work, mostly in English, mathematics and science. The school has chosen to put its resources mostly into teaching, and particularly to provide extra teaching to enable the two top years to be taught separately and this is proving an effective strategy to raise standards at the top of the school.
52. The improvement of standards in the core subjects is rightly a priority of the headteacher and this is being achieved. Plans exist to focus on other subjects in the curriculum. For example, the school uses assessment and other indicators very well in English, mathematics and science, and now that improvement has been achieved in those subjects it would be appropriate to move on to monitor other subjects on a rolling programme.
53. Due to the school's very positive ethos pupils come to school to enjoy learning and the aims of the school are reflected very well through its work. The school works very well towards its aims and uses its financial resources well. For example, the school is maintaining a relatively high financial reserve so that it can ensure the retention of an

additional teacher for the Year 5 and 6 classes. Care is taken by all staff under the strong leadership of the headteacher to value all pupils and to ensure that every opportunity is taken to include them in the full life of the school. In the strong family atmosphere each pupil is valued and they in turn value each other. The governing body is very supportive of the school, and governors, under the guidance of the headteacher, understand its strengths and weaknesses. The governors are mindful of their responsibilities and fulfil their statutory duties well. They regularly review the school's performance and work closely with the headteacher and staff to improve the provision the school makes and the standards it achieves. A number of governors regularly visit the school to work with pupils.

54. Staff with delegated management responsibilities work effectively and make a good contribution to the work of the school. It is clear that all recognise that they have a significant part to play and the sense of teamwork is strong. Subject leadership is mostly good and, although teachers generally have responsibility for more than one subject, they have sufficient expertise to lead effectively. At present the music co-ordinator is absent. Generally, however, the monitoring of teaching of foundation subjects has taken second place to the need to ensure a high quality of practice in English, mathematics and science.
55. Development planning is well considered and comes from a rigorous appraisal of the strengths and weaknesses of the school. The school development plan covers the necessary areas well, appropriate priorities are planned and costed, and success criteria are identified. The plan is the outcome of widespread discussion between governors and staff. Training needs are identified clearly and effective provision is made. The school has developed good strategies for performance management.
56. The school seeks successfully to set the best value when purchasing goods and services. Finances are managed well and resources are used effectively to further the school's priorities. All monies provided for specific purposes are used well for those purposes. The resources provided for pupils with special educational needs are increased by funding from other sources, to ensure that the support provided is of high quality. The decision to increase the school's reserves and carry forward a larger than usual sum of money to ensure the retention of the additional teaching at the top of the school is a good example of the careful financial management.
57. Over their time at the school, pupils of all levels of attainment achieve well. The quality of teaching is good and pupils make good progress in most lessons. The money that the school receives is above average; however, because the school is small it does not have the benefit of scale. Overall, the school provides satisfactory value for money. The school has negotiated suitable targets with the local education authority for this year, where there is a large proportion of Year 6 pupils with special educational needs. Next year's targets are challenging, but the school is on course to meet them.
58. The provision for pupils with special educational needs is managed well. The newly appointed special educational needs co-ordinator has received recent and relevant training to enable her to take on her role. She works directly with the headteacher, who oversees the provision for pupils with special educational needs very efficiently.
59. Staffing provision is good; there are sufficient teachers to meet the needs of the curriculum and they are well supported by an adequate number of effective support staff. Within the constraints of a small school, the teaching staff is mostly well matched through their qualifications and experience to meet the demands of the curriculum. The staff in the school work hard as a team and all teachers take on additional curriculum responsibilities over and above their class responsibilities. The teachers are deployed well and the additional teacher at the top of the school has enabled smaller, separate year groups that improve provision for pupils as they move towards their final tests.

Provision for staff development, through the monitoring and training of teachers, is effective and the school has established the process of performance management well. All staff are currently undertaking additional training in information and communication technology. Good links are established with other schools and professional establishments in the area, which provide wider and more frequent opportunities for professional development. The teaching staff, classroom assistants, administrative and lunchtime staff make a most valuable contribution to the life of the school.

60. The accommodation of the school has improved since the last inspection and is now mostly good. The school sets a warm, colourful and welcoming environment for learning. Good use is made of the hall, and a small library area and a computer suite have been introduced by making alterations to the entrance area; this is an improvement since the previous inspection. The school still lacks, however, areas for the teaching of small groups or for individual research, and sometimes teaching has to take place in the staff room. Apart from toilet facilities, access for the disabled is good, but there is no separate medical room. Outside, the school is well resourced with a separate play area for the youngest pupils, a tarmaced area and a field. The school has its own learner swimming pool, enabling pupils of all ages to be taught to swim during the warmer months. A newly created pond and environmental area is an attractive addition since the previous inspection and once fully established will prove a useful resource in enhancing pupils' education. The school makes very good use of its accommodation, but the present Year 5 class is accommodated in a 'temporary' terrapin classroom away from the main building. The facilities available to the teacher of this class are limited in terms of storage and access to shared resources. Pupils have no direct access to toilets and have to go to the main building, whatever the weather. Overall, the arrangements are unsatisfactory.
61. Learning resources are good overall. There is a good range of well-selected materials in sufficient quantity. The quality of resources is particularly good for English, mathematics, physical education and science. Resources for other subjects are at least satisfactory and this is a good improvement since the previous inspection which judged that resources overall were poor, and resources for certain subjects, such as history and geography, were totally inadequate. The school has spent well on resources in recent years. Resources are well organised and accessible to pupils and teachers. This is particularly noticeable for physical education, where the accessibility of large items of equipment means that little time is lost in setting up lessons. The library has a sufficient stock of good quality reference books, but lacks sufficient labelling and organisation to enable pupils to access information easily; for example, under the heading of 'Tudors' are books from all periods of history.
62. The day-to-day administration is good and effective use is made of technology to deal with the routine bureaucratic demands on the school. The administrative staff make a very strong contribution to the ethos and smooth running of the school, which is well organised and orderly. Pupils are safe and secure. Relationships between pupils and all adults are very good and contribute to the purposeful working environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To continue to raise the standards of work and improve further the good quality of education provided in many aspects of the school, the headteacher, staff and governors should:
- (1) Ensure that teachers, in their planning, consistently specify the intended learning outcomes for pupils of different levels of attainment within the class across all subjects of the curriculum.
(This weakness is mainly discussed in paragraphs 19, 20 and 41)
 - (2) Set specific targets for pupils and make consistent use of them to focus pupils' attention on areas for improvement.
(This weakness is mainly discussed in paragraph 18)
 - (3) Give sufficient information in reports so that parents know how well their children are doing in comparison to national expectations.
(This weakness is mainly discussed in paragraph 45)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- a) Improve accommodation for the Year 5 class.
(This weakness is mainly discussed in paragraph 60)
- b) Ensure that the minor deficiencies in the prospectus and in the governors' annual report to parents are corrected.
(This weakness is mainly discussed in paragraph 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Insufficient evidence	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor
<i>Number</i>	2	0	6	23	9	0	0
<i>Percentage</i>	5	0	15	58	22	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	117
Number of full-time pupils known to be eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	6.3
National comparative data	5.6

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	-	-	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	75 (100)	75 (100)	75 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	9	12
Percentage of pupils at NC level 2 or above	School	75 (100)	75 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	-	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	11
	Girls	-	-	-
	Total	11	11	14
Percentage of pupils at NC level 4 or above	School	73 (100)	73 (89)	93 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	11
	Girls	-	-	-
	Total	11	11	14
Percentage of pupils at NC level 4 or above	School	73 (94)	73 (89)	93 (100)
	National	72 (70)	74 (72)	82 (79)

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

Numbers are not given for totals of ten or less.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	117
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	19.5:1
Average class size	23.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	107

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	284202
Total expenditure	272634
Expenditure per pupil	2597
Balance brought forward from previous year	17914
Balance carried forward to next year	29482

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	117
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	43	2	0	0
My child is making good progress in school.	46	50	0	0	4
Behaviour in the school is good.	60	28	2	0	0
My child gets the right amount of work to do at home.	36	47	11	2	4
The teaching is good.	49	45	2	0	4
I am kept well informed about how my child is getting on.	33	58	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	17	9	0	2
The school expects my child to work hard and achieve his or her best.	62	35	3	0	0
The school works closely with parents.	38	53	7	0	2
The school is well led and managed.	62	30	6	0	2
The school is helping my child become mature and responsible.	47	49	4	0	0
The school provides an interesting range of activities outside lessons.	49	40	7	2	2

Summary of parents' and carers' responses

Clearly the majority of parents are happy with the provision the school makes, notably:

- i) Almost all parents reported that their children like school.
- ii) They consider that their children are making good progress.
- iii) Parents appreciate the good behaviour that the school promotes.
- iv) They recognise that the teaching is good and that expectations are high.
- v) Parents are pleased with the reaction of the school to their concerns and they consider the school to be led well.

But concerns are indicated in:

- i) The question of homework – but this was not a large issue in the parents' meeting and it is not clear whether parents consider too much or too little homework is given.
- ii) Some parents would like to see more extra-curricular activities.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Children enter the mixed Year 1 and Reception class in the autumn term of the year in which they are five. Four year old children begin by attending part time and gradually build up to full time over their early weeks of schooling. The school has an annual intake of 17 places, and the current year is fully subscribed. Baseline assessments, which are undertaken during the first seven weeks of schooling, indicate that each cohort varies from year to year, with the current intake being above average. The school's very good assessment procedures ensure that there is early identification of children with special educational needs and those who are more able.
65. Arrangements to cover the early years' curriculum are good and the teacher's planning takes account of the learning goals for children of this age. At the time of the inspection, many children had already achieved these goals and were starting to work within the National Curriculum. Of the other children, almost all are likely to achieve all of the early learning goals by the end of their Reception Year. Teaching has improved since the last inspection and is now good, and often very good, in all areas of learning; the class teacher and classroom assistant work in good partnership to nurture the children's all-round development.
66. Accommodation for pupils under five is good. The class is housed in an attractive, spacious classroom, with ready access to a secure enclosed outdoor play area, which includes a small wooden play house, paved courtyard area and storage for outdoor equipment.

Personal, social and emotional development

67. Teaching in this area is very good and the teacher and classroom assistant work consistently well to promote children's self-confidence, collaborative skills and independence. All children are likely to achieve the early learning goals in this area and many achieve at a level above this. For example, during parachute games in the hall, children showed very good teamwork skills and were totally focused on the well-paced range of activities that the teacher presented. Children show very good attitudes to learning and their behaviour in lessons is very good. They share resources well and take turns eagerly during group and circle activities. From the start, the children learn the difference between right and wrong actions, and are encouraged to consider the needs of others. The work they undertake in religious education through stories and discussion supports this area well.

Communication, language and literacy

68. The teaching of communication, language and literacy is very good and the children make very good progress in extending the range of their speaking and listening skills, as well as in their early writing and reading development. Almost all children are likely to reach the early learning goals and many are already working within the National Curriculum by the end of the Reception Year. The teacher's very clear focus on spoken language encourages the children to respond in full sentences when they express their own ideas. Reading is taught well and the children are encouraged to use the full range of strategies to gain meaning from the simple texts in their reading books. They enjoy the stories shared through the use of enlarged texts in whole-class sessions. The teacher uses a very good range of strategies in small group reading sessions; the children focus on familiar words and use individual letter sounds to read unfamiliar words. They are encouraged to discuss the content of the story line and to predict what might happen

next. Early writing skills are taught well, and the children start to undertake their own independent writing, showing an early awareness of the sounds of individual letters. Handwriting is taught in a consistent manner, and this enables children to learn to form letters correctly.

Mathematical development

69. Teaching of mathematics is very good, the teacher makes learning fun and activities proceed at a lively pace. The children work to high expectations and very well-planned activities build on what they already know and understand. They enjoy the challenge of locating numbers on a large number grid, by following instructions such as "Two steps below number 8". In their recorded work they show a growing understanding of numbers up to 10 or 20, and of early addition and subtraction. In sand and water play they learn well about early measurement and capacity. Children know the names of familiar shapes and can form patterns in a given sequence. The teacher makes a strong emphasis on the language of mathematics and this helps the children to develop an accurate understanding of positional words, such as *next to*, *behind*, and *to the left*. Children learn to record numerals correctly and have many opportunities to undertake this. Very good links are made between mathematics and information and communication technology when the children give direction instructions to a programmable toy to move it across a treasure map grid. Almost all the children are likely to achieve the early learning goals and a number achieve at a level above this by the end of the Reception Year.

Knowledge and understanding of the world

70. Teaching in this area is good. The children make good gains in their knowledge and understanding of the world through a range of well-planned activities, such as discovering about maps through a grid representing hidden treasure and exploring the past and present time through role-play. For example, the children play in a hospital set up in a corner of the classroom. This is linked to the story of Florence Nightingale, which their Year 1 classmates explore in more depth. Children enjoy their early learning in geography, when they learn about different places visited by the class 'Barnaby Bear', which different members of the class take on holiday with them and talk about the holiday on their return. The children have appropriate opportunities to use the computer in their classroom and move Terry the Turtle to different locations, showing satisfactory mouse control and keyboard skills. Good use is made of a programmable toy, to develop early control technology. By the end of the Reception Year, most children are on course to reach the early learning goals and some children will achieve at a level above this by the end of the year.

Physical development

71. Teaching in this area is good and the children make good progress. All the children are likely to achieve the early learning goals by the end of the Reception Year, and many children achieve at a level above this. The teacher's very detailed planning ensures that activities are challenging and built on previous learning. For example, children made good progress in a lesson where they developed travelling and sending skills; this was an extension of previous work where the children had been developing accuracy when working in pairs. Children show a good awareness of space and they develop their hand and eye co-ordination through well-planned throwing and catching activities.
72. The school has a small range of wheeled toys and other equipment for outdoor use in the enclosed play area, and appropriate use is made of this. The children benefit from an on-site swimming pool, and have very good opportunities to learn to swim and develop confidence in the water.
73. Classroom activities are planned well to provide the children with opportunities to develop fine motor skills; they use scissors and a range of other tools safely and confidently.

They enjoy using construction materials and often choose these activities when given the opportunity.

Creative development

74. Teaching is good and the children make good progress. All the children are likely to achieve the early learning goals by the end of the Reception Year. The children enjoy dressing up and taking on roles in Florence Nightingale's hospital. They enjoy hunting for treasure in the outdoor area. The children have good opportunities to use paint and a range of collage and construction materials. They make lively paintings linked to work undertaken in the classroom. In music making, the children enjoy handling a range of instruments and learn to sing a range of familiar songs and rhymes together.

ENGLISH

75. Pupils achieve well in English. Until last year the proportion of pupils achieving the national expectations in tests at the end of Year 2 and Year 6 had been well above the national average. In the national tests in 2001, the percentage of pupils in Year 2 reaching level 2 or above was well below average in reading and writing. The proportion of pupils in last year's Year 6 achieving level 4 and above, was average. The results for both Year 2 and Year 6 were well below average in comparison with schools with a similar economic background. The number of pupils in each year group is, however, small and in both of those years there was a significant number of pupils with special educational needs. In the current Years 2, 3 and 6 there is a similarly high proportion of pupils with special educational needs, and overall attainment in those years is broadly in line with national expectations, except in reading where standards are higher throughout the school. In other years attainment across the English curriculum is higher.
76. Assessments show that standards in reading, writing and language vary widely from year to year, depending on the proportion of pupils with special educational needs in these small groups. The present Year 1 pupils show above average attainment. There is also a change of pupils at the beginning of Year 3, where often the most able pupils move to the non-maintained sector and, in the recent past, a number of pupils with special educational needs have been among those who take their place. Pupils' work in lessons and in their books indicates that they make good progress and achieve well as they move through the school. Pupils with special educational needs make particularly good progress in their individual lessons with specialist teaching. In that context the work is very well focused on their particular needs as expressed in their individual education plans. Progress in lessons is not always as good.
77. By the ages of both seven and eleven, present standards in English are in line with national expectations. By both ages standards of reading and of speaking and listening are above expectations. Standards of writing are close to national expectations, but are below this level for a significant minority of lower attaining pupils. Most higher attainers also make good gains in learning in relation to their prior attainment.
78. Throughout the school, pupils develop their speaking and listening skills well. The majority of pupils are keen to contribute in class, speaking confidently and articulately when responding to teachers' questions, or when putting forward their own ideas. For example, a Year 6 class was discussing the use of alliteration and analysing the poetry of T S Eliot; pupils spoke readily and their contributions were well structured and appropriate. Pupils listen carefully to each other and quickly learn the conventions of speaking and listening. Reading skills are high for pupils' ages throughout the school. They develop a good use of strategies for recognising unfamiliar words from an early age. Some of the reading at the top end of the school is of a very high standard, where pupils read difficult text interpretively and dramatically, with good understanding and recall. Library skills are good. Most pupils enjoy reading and read regularly for pleasure.

Writing skills have been less well advanced, but there is evidence of improvement in this area and most pupils make satisfactory progress in extending the range and quality of their writing. Some of the work seen in Year 2 now indicates an above average attainment in this area also. For example, in a Year 2 lesson, pupils were adapting statements to turn them into questions with a good fluency and ready understanding. They then went on to compile an index for a non-fiction book. In Years 3 and 4 pupils were compiling information leaflets. Some of the pupils had good understanding of the different components of the leaflet, such as main headings and sub-headings, and good use of vocabulary, but overall, standards were average. Some of the writing in the upper part of the school is of a high order, but a number of lower attainers and pupils with special educational needs find this area of work difficult and standards are lower. Handwriting skills, grammar and spelling are developed well throughout the school. In work seen there was limited evidence of pupils redrafting their work.

79. The pupils' attitude to learning is good. They are well motivated and concentrate for appropriate lengths of time. They are observant and communicate their ideas verbally and in writing. They are well behaved, showing respect for the views of others by listening attentively and making appropriate comments. They put up their hands to answer questions, wait patiently for their turn to speak and form good relationships with each other.
80. The overall quality of teaching in English is good; for pupils between the ages of five and seven the teaching is very good. The quality of teaching is reflected in the good quality of learning throughout the school. All teachers have good subject knowledge and understanding, which enable them to teach confidently, and reinforce and extend pupils' knowledge and understanding through a combination of good explanation and questioning. For example, in a Year 5 lesson, when pupils were identifying and discussing the characteristics of a historic style of writing, the discussion was led well by an informed teacher, so that the learning was focused and pupils had opportunities to explore their ideas. When teaching is good and very good there are high expectations so that pupils are challenged and learning is rigorous. Lessons are well prepared with clear general aims, which, in the best lessons are clear to pupils.
81. Most lessons move forward at a satisfactory pace and expectations are appropriate. Teachers employ a good range of strategies that provide support for different levels of attainment. Not all lessons, however, have clear aims for the different groups in the class. This is particularly significant for pupils with special educational needs. The clarity of purpose for learning support assistants is variable. Consequently, the quality of learning for pupils with special educational needs, and the progress made, is not consistently good in mainstream lessons. The quality of teaching in withdrawal lessons is good, however, and promotes good progress.
82. Overall, the use of homework is satisfactory. It is set and marked regularly and the marking is positive and accurate. Pupils develop good habits of regular reading from an early age. Some of the homework set for older pupils could be better linked to their learning in class. Pupils' targets are not systematically referred to in the marking.
83. The leadership of the subject is in a period of change. The present co-ordinator has been at the school for just a few weeks, but in the interim the subject is being led well by the headteacher. There is evidence of considerable effort to raise standards and the quality of provision in the subject. Policies, schemes of work and assessment procedures are very good. Pupils are assessed regularly and consistently. Their progress is tracked through the school and targets are set, but not yet used as effectively as they could be. For example, there is little reference to the targets in teachers' marking. The subject is monitored rigorously by, so far, the headteacher. Teaching, teachers' planning and pupils' work are all monitored regularly.

84. The school has developed good strategies to promote literacy across the curriculum and pupils' literacy skills are used well to reinforce learning in other subjects to take notes or to write up experiments in history, for example. Satisfactory use is made of information and communication technology, mostly in the use of word-processing programs.
85. In 1997 attainment in English was above national expectations at the end of both key stages. At present this is not the case, but this is due to the larger than usual proportion of pupils with special educational needs in some years. Overall, pupils' achievements in the subject are good. The overall quality of teaching has improved since the last inspection and the library has become more established. Overall, there has been good progress in the subject since the previous inspection.

MATHEMATICS

86. The 2001 test results at the ends of Year 2 and Year 6 were below the national average and both results show a considerable dip from the previous two years. This can be attributed to a high percentage of pupils with special educational needs in the two classes. In the current Year 2 and Year 6 classes, pupils' work in lessons and in their books indicates that standards achieved are broadly in line with expectations for their age. In the present Year 6 class there is a small number of mathematically able pupils who achieve above average standards and a significant percentage of pupils with special educational needs, who find difficulties with mathematics. In the current Year 2 class, there is a high percentage of pupils with special educational needs, but these needs are often related to literacy rather than mathematics. Overall, the present standards attained at the age of seven are slightly above expected levels.
87. All pupils, including those with special educational needs, make good progress. By the age of seven, many pupils have a confident grasp of counting in twos, fives and tens and have secure number bonds up to 20. They undertake addition and subtraction up to 100, know how to estimate and total simple money problems and work with simple multiplication and division. Most Year 2 pupils understand about lines of symmetry, identify two and three-dimensional shapes and measure length, time and weight. They identify odd and even numbers, and understand the place value of digits when using a one hundred square grid to locate numbers. When working on capacity, most Year 2 pupils understand the need for accuracy in devising a scale and make near accurate estimates of the number of beakers of sand they will need to fill a bottle.
88. By the age of eleven, pupils use their knowledge of addition, subtraction, multiplication and division appropriately when solving mathematical problems. They answer quick-fire questions based on multiplication tables up to 12 with confidence, and most are very articulate when explaining the strategies they use to make rapid mental calculations. All Year 6 pupils know about the use of fractions, decimals and percentages, and the most able pupils confidently order fractions, use calculators and show ability in checking results of their calculations. In their work on shape, space and measures, all pupils in Year 6 learn to draw two-dimensional shapes with accuracy. The most able show a more advanced level of knowledge, when they measure and draw different types of angles with precision, and learn about the theory of Pythagoras.
89. Throughout the school, pupils show a positive attitude towards their mathematical work and behaviour is good, and often very good, during lessons. Pupils enjoy the challenge of introductory mental mathematics activities and they work with good concentration when undertaking recorded work, or working in small groups, to solve mathematical problems.
90. Teaching is good throughout the school, characterised by very good relationships with pupils, good pace of learning, good use of questioning and an appropriate match of tasks

to pupils' learning needs. The quality of learning is good and sometimes very good. For example, in a very good lesson for the Year 1/2 class, pupils worked with total engagement on an exciting practical mathematics activity, devising their own scales for measuring capacity and exploring the volume of water held in differently-sized containers. In this very well-planned and very well-organised lesson, which took account of all levels of age and attainment particularly well, the teacher posed very challenging questions. This required the pupils to put forward their own ideas and show the exact level of their understanding. In response, the teacher consolidated the pupils' knowledge and understanding and set further appropriate challenges. Very good use was made of a plenary session to check on pupils' learning and to solve a practical problem together.

91. The National Numeracy Strategy has been successfully implemented throughout the school, and the school has increased the focus on problem solving and enquiry-based mathematical activities, as it has appropriately identified this as an area to raise standards further. Planning is good overall, and very good in the lower school, where daily planning is very detailed and a range of different tasks is very carefully devised to meet the needs of distinct groups of learners. Throughout the school, the special needs support assistant and other classroom assistants make an important contribution to support pupils with special educational needs, which enables this group of pupils to make good progress towards their individual targets.
92. Resources for the teaching of mathematics are of good range and quality, and regular homework is set. The school makes sound links between mathematics and information and communication technology, for example, when undertaking data handling and making different kinds of graphs and charts, and this is an improvement since the time of the last inspection. However, the school could make even fuller use of the computer suite and classroom computers to extend links with mathematical learning.
93. The subject is led well by a knowledgeable and enthusiastic co-ordinator, who has been recognised as a leading mathematics teacher in the local authority. The monitoring of standards and teaching has been efficiently undertaken and very good use has been made of external advisors to develop the teaching of mathematics across the school.

SCIENCE

94. The previous inspection reported that standards in science exceeded national expectations. These high standards have been maintained. At the end of Year 2 and Year 6 standards of attainment are above national expectations, and inspection of pupils' work confirms the well above average results achieved in national tests and assessments. In the teacher assessments in 2001, pupils in Year 2 achieved very high results in comparison with the national average and every pupil attained the national expectation of level 2. In the tests for pupils in Year 6 the results achieved were above the national average at the expected level 4, and well above at the higher level 5. In comparison with similar schools the performance in science was above average. Boys and girls perform equally well, both above average, and all pupils, including those with special educational needs, achieve well over time. For the most part the identified special needs of pupils are concerned with literacy and numeracy, which gives pupils with special educational needs opportunities to do well in science.
95. The previous inspection reported that higher attaining pupils did not achieve above average standards. Since then the school has worked hard to improve its provision for these pupils, with considerable success. Standards in experimental and investigative science have improved since the previous inspection. Over the last three years standards in science have improved steadily, and at a rate higher than that found nationally.

96. During the inspection it was possible to observe only two lessons, from Years 5 and 6. Other evidence for judgements is taken from analysis of pupils' work, teachers' planning and discussion with pupils and staff. In Years 1 and 2 pupils acquire specific vocabulary in their work on electricity, such as *circuit*, *screw*, *energy*, *flexible* and *opaque*, in their work on materials. They experiment with forces and friction and learn that a car will travel further depending on the surface contact such as carpet, smooth floor and playground. They understand that for a fair test the distance and height of the measured ramp used must be the same. They organise their recorded results into sections, for example "What happened...Why did it happen?" They produce simple tally sheets to record data of food preferences and the sound of instruments.
97. Pupils in Years 3 and 4 demonstrate a good understanding of light and shadows. They know that light cannot penetrate a solid shape and they understand the implications of the sun's movements. They understand how sound travels, and that it is measured in decibels. In work on materials and properties they know and use correctly the terms *freezing*, *melting* and *evaporation*, and are aware why, if you breathe on cold glass, it will turn misty. All elements of the subject are well covered. Pupils in Year 5 were observed separating sand and salt by filtering. One explained, "Put sand and salt in water. The salt will dissolve and the sand will fall to the bottom". All are aware of the meaning of insoluble. They plan investigations under the headings "What I will need?", "What I will do?" and "My predictions are". The previous inspection judged that pupils' skills in planning, undertaking scientific investigations and communicating the outcomes were unsatisfactory. The school has worked hard to improve this, and this is no longer the case. Year 6 pupils planning a fair test for assessing the best qualities of materials for a swimming costume used their knowledge of evaporation and absorption to help predict results. They used a good vocabulary, with words such as *elasticity* and *opaque*.
98. In the two lessons seen the teaching and pupils' attitudes were good and contributed very positively to a good learning situation. Teachers had high expectations of task and conduct. Both teachers phrased questions well, in order to elicit carefully considered answers from pupils, such as "What do you think will happen?" and "What do you mean by?" Both made good use of time, delivering lessons at a good pace, in clear progressive stages, making pupils aware that they had a limited period in which to complete a task. Work was well presented, pupils clearly taking pride in their writing. Teachers manage pupils well and pupils want to learn. They show enthusiasm for the subject and in both lessons there was a good 'buzz' of concentrated, focused activity. Teachers generally plan well, but do not always specify learning outcomes for pupils of different levels of attainment so that, while learning is satisfactory, it is not as well focused as it could be, and relies heavily on the input of the support assistant.
99. The well-qualified subject co-ordinator manages the subject well. Since the previous inspection a new policy and scheme of work have been introduced, resources have been increased, target setting has been established for pupils, and emphasis has been given to developing pupils' skills for independent learning. A new pond and environment area have very recently been established and when completed will enhance the opportunities for pupils' learning. Resources for the subject are good. Assessment of the subject is accurate and informative, and good use is made of the work samples included in the 'Achievement Books', where pupils' work is regularly sampled and marked against national criteria. Target setting is less well used. Targets are not always specific, and insufficient use is made of them by pupils and teachers to focus pupils' attention on areas for improvement. The co-ordinator monitors teachers' planning but has not yet undertaken any lesson observations. Increasing use is made of information and communication technology in the presentation of data, and through accessing the Internet. The provision for science and standards achieved have improved considerably since the last inspection and the capacity to improve further in the subject is good.

ART AND DESIGN

100. There was limited opportunity to observe art lessons during the inspection, but the work on display, and other artwork seen, gave an indication of standards. Attainment at the end of Years 2 and 6 is in line with national expectations. There are some examples of good work in some classes or by individual pupils and most pupils achieve satisfactorily.
101. Pupils represent their ideas successfully in visual forms in a wide range of media and show good practical skills in managing the different materials. For example, a lesson for Year 6 pupils produced some imaginative work in representing different textures by weaving cloth strips. Drawing and colouring skills are developed satisfactorily in all years, but the progress made is inconsistent. In general, the work seen indicates that pupils of all levels of attainment, including those with special educational needs, make similar progress.
102. The pupils' attitude to learning is good. They behave well, listen attentively and take care with their artwork.
103. Too few lessons were seen to make an overall judgement about the quality of teaching, but in the lessons seen teaching was satisfactory. Relationships in lessons are good and pupils are encouraged and supported. Lessons generally move at a satisfactory pace, but at times the pace of work slows because it is left to pupils to determine and less work is covered.
104. The school has sufficient resources for art and they are used well. The newly appointed co-ordinator has worked hard and successfully in a short time to broaden the curriculum for art. In general, standards are similar to those found at the last inspection. The management of the subject is satisfactory but, because the school has been giving priority to English and mathematics, the teaching of art has not been regularly monitored.

DESIGN AND TECHNOLOGY

105. The previous inspection judged that standards were above national expectations, but since then there have been changes in the curriculum and in the criteria for making judgements. At present, standards of attainment at the end of Year 2 and Year 6 are broadly in line with national expectations and pupils' achievements are satisfactory. They have a sound knowledge of the sequence of events in producing a design brief for their products and have improved their making skills since the previous inspection. Pupils carefully and knowledgeably evaluate the performance of the finished product, identifying strengths and weaknesses. Designing and making skills are equally sound.
106. Pupils in Years 1 and 2 make simple stringed musical instruments, and vehicles, using scrap materials. They understand the principle of an axle, and know that their diagrams must be labelled. They make simple houses from shoeboxes. Year 1 and 2 pupils write simple instructions for making, and evaluating their product: "Do I like my instrument?" and "Is it like what you wanted it to be?" Smiley face stamps indicate the degree of self-approval.
107. By the end of Year 6 pupils make more sophisticated vehicles, powered by electric motors driving an elastic band on a basic pulley, which are appropriately embellished. They acquire an appropriate technical vocabulary such as *cog*, *motor*, and *axle* and they list the tools and materials required. Tudor houses are designed and made with appropriate overhanging upper storeys and roofs, and decorated imaginatively in half-timbered style. All pupils, including those with special educational needs, achieve satisfactorily over time. Older pupils organise their work in clear, progressive planning stages – "I am doing... Things I will need...How I could improve...." They assess their

finished product answering such questions as “Are you pleased with your model... What worked well.....What could be improved, and how?” Written evaluations help develop literacy skills.

108. Too few lessons were seen to make an overall judgement about teaching, but in one lesson seen the teaching was good and the pupils responded well to a challenging task, learned from their own mistakes, and revised their planning. The majority were successful in achieving their goal of designing and making a tee-shirt for a teddy bear. The teacher set time limits for tasks, thereby injecting pace into the lesson. Good use of an adult volunteer and the pupils’ good attitudes towards their work were further factors contributing to a successful lesson. Practical skills are taught progressively.
109. The experienced subject manager leads the subject well. The policy and scheme of work are new, following the latest national guidelines, and topic coverage is appropriate. There are good cross-curricular links with other subjects such as history, music and geography. Assessment of pupils’ work is inconsistent, though good use was made of assessment to improve planning for the teaching of vehicle construction. There is no system in place for identifying pupils’ attainment levels against national criteria. Resources for the subject are satisfactory and well organised, but access to the resources trolley is severely limited due to its location in the outside classroom. There is currently no formal monitoring of the subject, and teachers’ planning does not always provide for pupils of all levels of ability. The use of information and communication technology to support the subject is underdeveloped.

GEOGRAPHY

110. Standards of attainment have improved since the last inspection and are now in line with national expectations at the end of both Year 2 and Year 6. Pupils’ work and teachers’ planning indicate that most pupils, including those with special educational needs, are achieving satisfactorily in geography. Discussion with pupils and the two lessons seen confirm that judgement.
111. Pupils in Year 2 familiarise themselves with the world map, locating India correctly, and understanding physical geographical terms such as *monsoon*. Questioning by the teacher reveals they have travelled widely and have good knowledge of places such as Italy, St Kitts and France. They know that summer is a hot season and that Dublin is the capital city of Ireland. They describe human and physical features. They use library and independent research skills to locate places in the atlas. Criticisms from the previous inspection – that these pupils had little knowledge of the world beyond their own village, and that they lacked appropriate geographical vocabulary – have been satisfactorily addressed. Younger pupils in Year 1 use ‘Barnaby Bear’ to help them study places they visit, such as the Florence Nightingale museum in connection with their history work.
112. By the end of Year 6 pupils show good understanding of the cultivation of rice as part of their study of the Indian village of Kesharpur. Specific vocabulary, such as *paddy field*, is emphasised. Pupils understand, and can explain, what is meant by a monsoon climate. They make comparisons with their own village and the Indian village of Bhilji. Year 5 pupils identify mountain ranges and weather, and recognise different relief and physical features from a selection of photographs, for example, “I think this is moorland as I can see heather and a lot of grass.” They have studied mountains undertaking a detailed study of the Alps – its environment, jobs, weather and tourism. They compare the temperature of Portsmouth with that of Madras, using information and communication technology to record their findings on a bar chart.
113. In the lessons seen teaching was at least satisfactory. In one of the lessons the teacher challenged pupils to locate places independently using their library skills, moving the

lesson along at a swift pace, and making good use of a video programme to stimulate interest. These pupils all learned well. In the other lesson, the tasks set were not challenging enough for some of the pupils, because the teacher did not plan sufficiently to meet the needs of pupils of differing attainment levels. Consequently, the learning could have been more rigorous for a few pupils in the class. Overall, however, pupils bring good learning attitudes to lessons, which contribute positively to their learning.

114. The co-ordinator has a good understanding of the development needs for the subject. A new policy and new scheme of work, following national guidelines, have been introduced since the last inspection and this is an improvement. So too is the resourcing of the subject. The last inspection judged resources as being 'totally inadequate'. They are now satisfactory. New books and up-to-date atlases, maps and globes have been purchased over the last few years, together with appropriate CD-ROMs. Staff have received in-service training in geography, which is helping to raise standards. The curriculum topic coverage is good and the amount of time allocated to the subject has been increased. Good use is made of visits and visitors such as field study trips to Portsmouth and a day in Southampton for geographical pursuits. Monitoring takes the form of looking at teachers' plans and walls displays, and is underdeveloped. Current assessment of pupils' attainment is adequate, but the school is aware that there is no provision to compare pupils' work against national criteria. The subject does, however, contribute positively to pupils' cultural awareness.

HISTORY

115. The previous inspection judged that pupils were not fully meeting national expectations at age seven and eleven, and that progress was unsatisfactory. Standards have improved since then and are now in line with national expectations for both ages. Scrutiny of pupils' work and teachers' planning, together with discussion with pupils and evidence from the two lessons seen, indicate that all pupils, including those with special educational needs, are now achieving well across the school.
116. Evidence from pupils' written work indicates that in Year 1 they develop good sequencing skills through placing photographs of Florence Nightingale in correct order. Year 2 pupils were studying the same topic, but had extended their knowledge. They knew that Florence was born in Italy and was working in Scutari about two hundred years ago; she was 'The lady with the lamp', and she nursed soldiers. They compared her with other famous people they have studied, such as Louis Braille and Grace Darling.
117. In the Year 3/4 class, pupils write empathatically as reporters for the 'Burghclere Advertiser' to record Howard Carter's discovery of Tutankhamun's tomb. They show good understanding of the chronology of the event and good research skills. Year 6 pupils have created a time line of the Tudor monarchs and were familiar with the fortunes of Henry VIII's wives and with elements of Tudor life, making comparisons between rich and poor, and then and now. Their work showed good awareness of the religious changes taking place during the reformation.
118. In the two lessons seen, involving pupils from Year 1 and Year 4, the teaching was good and pupils learned well. Teachers had good subject knowledge and planned carefully for pupils of all abilities, ensuring good support and appropriate challenges for pupils with special educational needs. This provision is less obvious, however, further up the school. In the Year 1 lesson probing questions such as "Why do you think she is reading that book?" promoted well-considered answers such as "Because she wants to learn to become a nurse". Both teachers made good use of support from other adults, enabling pupils of all levels of ability to make good progress. Good use of resources, such as the attractive newspaper worksheet for Year 4 pupils, encouraged writing and helped develop pupils' literacy skills. In both lessons, teachers had high expectations of pupils'

work and conduct, and the pupils' good attitudes contributed considerably to the quality of their learning. All are good listeners, are keen to learn, and enjoy the subject.

119. The well-qualified co-ordinator has recently revised the subject policy and the school has implemented a new and effective scheme of work. The amount of time allocated to the subject, which was identified as a weakness at the previous inspection, is now satisfactory. Skills are developed progressively. Resources, judged previously as inadequate, are now satisfactory. The school still has insufficient artefacts of its own to support the subject, but makes good use of the Hampshire History Centre loan facilities. Leadership of the subject is good and now that the manager has more time to monitor the subject, the school's capacity for further improvement is good. There is a strong focus on the subject in some high quality wall displays around the school, that show good awareness of time lines. Good provision is made for all classes through visits and visitors, such as to the Mary Rose and to local museums. A 'Tudor Lady' visited the school to demonstrate Tudor music and dance, with appropriate workshops. Assessment systems are in place, but do not clearly state criteria for the development of historical skills and understanding. Information and communication technology, including the Internet, is used well to enhance the pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. There has been good improvement in the provision for information and communication technology since the previous inspection. The school has adopted a new scheme of work, which meets the requirements of the National Curriculum, pupils now achieve satisfactorily and standards in information and communication technology are in line with national expectations at the age of seven and eleven in all strands of the subject.
121. Pupils show a positive attitude towards their work in information and communication technology and this contributes significantly to the standards they achieve. For example, in Years 1 and 2 pupils are excited by their attempts to make a programmable toy turn corners on the carpet area, and they make determined efforts to adjust their programming instructions in order to improve the accuracy of the toy's movements. Pupils in Year 6 are eager to compose and send e-mail and learn how to add attachments to them. They know how to set up hyperlinks and can enlarge texts, insert images and change fonts confidently. Pupils in the upper school learn how to use a variety of software for different purposes. For example, they use databases to record and find out information. Year 6 pupils in the computer club, to which over two-thirds of the pupils belong, make their own web pages and use hyperlinks to do this.
122. Teaching is satisfactory overall, with some good use of programmable toys observed in the lower part of the school. Pupils receive good support from classroom assistants when they are sent by their teachers to undertake tasks in the computer suite. Pupils behave well in the computer suite and show respect for the equipment. In a short session with a classroom assistant for the Year 1/2 class, the pupils were well motivated by the competitive game element introduced when they had to find and click with a mouse on particular books on a shelf. Pupils in the same class enjoyed using an information program to find out about creatures that live in the sea, and they displayed satisfactory skills in using a mouse. In a lesson with Year 6 pupils, the co-ordinator used his good subject knowledge to extend pupils' knowledge and understanding of e-mail.
123. Since the last inspection the school has installed a computer suite in an area near the school library and there are five networked computers with Internet access. In addition, there are computers and printers in the Reception/Year 1 and Year 1/2 classrooms. Pupils use the computer to support learning across the curriculum. They word process their own writing, and present graphs and bar charts linked to work in, for example, literacy, geography and mathematics.

124. The co-ordinator has good subject knowledge and understanding and has worked hard to develop the subject within the school. All the current staff are presently undertaking additional training, to increase their own skills, knowledge and understanding. This training is being led well by the subject co-ordinator.

MUSIC

125. It was not possible to see a sufficient number of lessons to make an overall judgement about standards and the overall quality of teaching in music. In the lessons seen, however, standards of attainment were broadly in line with national expectations. Pupils sang in time and in tune and showed good awareness of loud, soft and crescendo. They had a good understanding of musical elements such as *form* and *timbre*. They listened with care and perception to music played to them and to each other's contributions. Attitudes to music are good; pupils sing willingly and clearly enjoy their music.
126. In the lessons observed the quality of teaching was satisfactory and learning was effective. The lessons were planned so that tasks set were within the musical competence of the teacher. Consequently, teachers had sufficient skill for that activity. Strategies were mostly appropriate, but teachers could, on some occasions, provide more opportunities for practical work. In all lessons seen relationships were very good and classes were well managed.
127. At present the co-ordinator and teacher for music is away on maternity leave. The documents written for the subject indicate, however, that the subject is well managed and meets the requirements of the National Curriculum.
128. The outstanding feature of music at Burghclere is the school brass band, which is an extra-curricular activity that meets before school. About half the pupils in the juniors are members of the band. The band plays to an extraordinarily high standard and has achieved national prominence. It plays regularly at the national Festival of Music for Youth. At the time of the inspection the band was preparing a programme for a concert at London's Royal Festival Hall. Pupils who are members of the band also have instrumental lessons. For them, standards of attainment are very high. The band plays with high technical accuracy for pupils of such a young age. Skills of pitch, pulse and rhythm are well advanced.
129. There is every indication that since the last inspection, when the school is running its normal programme, standards and the quality of provision for music have been maintained.

PHYSICAL EDUCATION

130. The high standards seen at the time of the last inspection have been maintained and, presently, standards in physical education at the end of Year 2 and Year 6 are above national expectations. Contributing factors to these standards are the quality of teaching, the good attitudes of the pupils, the generous time allocation to the subject, the very good provision for physical out-of-school activities and the good resources and accommodation, which include a learner swimming pool well used by all pupils during the warmer months. Most pupils demonstrate good achievement by the time they leave school.
131. During the inspection only games and dance lessons were observed, but teachers' planning shows that all elements of the subject are appropriately covered. Pupils in Year 1 demonstrated above average ball control when using sending and travelling skills,

including dribbling backwards! They were aware that after exercise they felt “quite hot” – one pupil commenting, “My heart is beating quickly”. These pupils acquired new vocabulary during the lesson, such as *around*, *underneath* and *dribble*. Year 2 pupils demonstrate good skills in bouncing balls on rackets whilst on the move. They make passes and bounces to one another at increasingly difficult distances.

132. In a dance lesson for the Year 3/4 class, pupils showed good levels of performance when they used a previously choreographed dance based on the ‘Caucasian Circle’ as a warm-up to the lesson. They then practised, for the final time, their country-dancing programme, which was to be performed that afternoon at a local Country Dance Festival. They showed good knowledge of particular movements such as ‘Threading the Needle’, and performed well, in sets of eight, dances such as ‘The Runaway Train’. Boys and girls worked well together in composing their own dance with three criteria given by the teacher, and being asked to add one further element of their own. No lessons were seen in Years 5 and 6.
133. The teaching observed was good overall. Teachers are good role models and dress appropriately. High standards are expected of dress and health and safety issues, and all teachers pay due attention to the importance of warm-up and cool-down sessions. Pupils are managed well and are keen and enthusiastic to join in and to learn. They work very well with one another in pairs and small groups, applauding spontaneously in reaction to a good performance. In the best teaching seen, the teacher continually challenged pupils to go further, setting time limitations for tasks so that the lesson moved quickly on. In the lessons observed, all pupils, including those with special educational needs, who were well supported by other adults, made good progress. In the Year 3/4 lesson the teacher showed very good awareness of inclusion, ensuring that all pupils had the opportunity to comment and all groups had the opportunity to perform, despite limited time. Planning for pupils of differing levels of attainment is, however, inconsistent.
134. The subject manager has done much to advance the subject in her first year of responsibility. Leadership is good. Resources have increased and are now good. The school has a generous stock of both small and large equipment, which is very well organised, easily accessible and clearly marked. Extra-curricular provision is very good with clubs for netball, football, tag rugby and short tennis for younger pupils. A residential trip is organised for older pupils where they can take part in activities such as orienteering, canoeing, abseiling, and fencing. Matches are played against other schools and within local competitions, such as a swimming gala, and a country-dance festival. These occasions help develop pupils’ personal and social, as well as their physical, skills. A new policy and very new scheme of work, still being implemented, are helping to raise standards and to improve continuity and progression in learning. Over 90 per cent of Year 6 pupils will be leaving the school able to swim the expected 25 metres unaided. This is a good achievement. A sports day is held each year when pupils compete against each other in houses. Visits from people such as a Tudor lady, presenting ‘Dance back in time’, and a visiting Indian dance group, enhance the quality of the pupils’ learning. The subject manager recognises the need for more rigorous monitoring of the subject.

RELIGIOUS EDUCATION

135. Standards achieved by the pupils are in line with the expectations of the locally agreed syllabus by the age of seven and eleven. Similar standards were reported following the last inspection, although then, as now, limited opportunity was available to see lessons in the subject. From the evidence of their written work, classroom displays and discussions with staff and pupils, as well as the two lessons observed during the inspection, pupils' achievements in the subject are broadly satisfactory. This includes pupils from across the ability range, including those with special educational needs.
136. By the age of eleven, the pupils have a growing understanding of the beliefs and values of others and how this shapes peoples' lives This is developed both through their focus on Christianity and on Hinduism, and through their personal reflections on the nature of God. Work undertaken in religious education makes a valuable contribution to work undertaken in literacy, geography, music and art. For example, following a visit to the nearby Sandham Memorial Chapel, Year 6 pupils recorded reflective ideas and observations about the World War I paintings of Stanley Spencer and his view of God. They also show a sound awareness of people and events that are significant to them and record their thoughts in their poems.
137. Pupils show a genuine interest in the work they undertake in religious education, and this is reflected in their work displayed around the classrooms. Behaviour in lessons is consistently good.
138. Too few lessons were seen to make an overall judgement about teaching, but in the lessons seen the quality of teaching was at least satisfactory, and sometimes good. In a good lesson for the mixed Year 1/2 class for example, the teacher used questioning very skilfully to help pupils reflect on their own thoughts and feelings about hurting and protecting other people. "Was it right for David to hurt other animals, if he was protecting his sheep?" asked the teacher, which provoked some thoughtful discussion. This well-paced lesson provided a good discussion, with pupils contributing much of the talk. Teachers make good use of resources to extend work in religious education. For example, classroom displays reflect recent learning about the different Hindu gods, and photographs recalled a visit to the local church as part of the work undertaken on Christianity and baptism.
139. The school has good links with the local church and the local vicar is a frequent visitor. Good use is made of the regional loan service to supplement the existing resources within the school. The co-ordinator has worked hard and successfully to build up further resources, such as artefacts, books and a range of bibles and other holy books.