

INSPECTION REPORT

PORTWAY JUNIOR SCHOOL

Andover

LEA area: Hampshire

Unique reference number: 115853

Headteacher: Mr James Levett

Reporting inspector: Jane Morris
18270

Dates of inspection: 17 - 20 June 2002

Inspection number: 196088

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Ashfield Road Andover Hampshire
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Telephone number:	01264 352060
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Paul Taylor
Date of previous inspection:	30 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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18270	Jane Morris	Registered inspector	Art and design Design and technology Special educational needs English as an additional language	What sort of school is it? How well are pupils taught? What should the school do to improve further?
9614	Carolyn Webb	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
24805	Alison Cogher	Team inspector	English Physical education Music	The school's results and pupils' achievements
21000	Ken Sansom	Team inspector	Science Information and communication technology Religious education Equal Opportunities	How well is the school led and managed?
32123	Penny Price	Team inspector	Mathematics Geography History	How good are the curricular and other opportunities offered to the pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Portway Junior School is a popular, above average sized school with 369 pupils on roll ranging in age from seven to 11. Pupils are taught in three classes for each year group. The school is situated on the outskirts of Andover and benefits from spacious grounds and accommodation. The partner infant school shares the same site. There are very few pupils from minority ethnic backgrounds and who have English as an additional language. Eighty-nine pupils are on the special educational needs register covering a range of learning disabilities including hearing and visual impairment. This accounts for 24 per cent of the school roll and is above the national average. The number of pupils having formal Statements for Special Educational Need is broadly in line with the national average. A very small number of pupils is eligible for free school meals and this represents a figure well below the national average. There is high employment but a low wage economy in the area. The number of pupils joining and leaving the school during the year is slightly below average. The vast majority of pupils enter the school with at least average attainment. Portway Junior School is a member of the acclaimed Andover Community Partnership, which provides additional support and funding for initiatives such as the development of information and communication technology (ICT).

HOW GOOD THE SCHOOL IS

Portway Junior School is a good school with some very good features and significant strengths that continue to develop. It is effective because the quality of teaching is good and standards are above average. Pupils behave well and are keen to learn. The headteacher and deputy headteacher, who have worked as a team for two years, provide very strong leadership for the school and manage it well. The school gives good value for money.

What the school does well

- Standards currently in art and history are well above average and in English, mathematics, science, religious education, geography, design and technology, music and physical education they are above average.
- Teaching is good because teachers plan very well and as a result pupils make good progress.
- The leadership and management provided by the headteacher and deputy headteacher are very good.
- Pupils have very good attitudes to school.
- Personal development and relationships are a very strong feature of the school.
- Extra-curricular activities and the contribution made by the community to pupils' learning are very significant, as is the provision for pupils' moral and social development.
- The school has excellent accommodation and it is very well cared for.

What could be improved

- The way in which the school uses its wealth of data about pupils' progress so that 'best value' principles are implemented more rigorously.
- How available assessment information is reported clearly to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its previous inspection in 1997. Efforts to improve ICT have been successful and standards are satisfactory although there is still some work to be done to raise them to the above average standards reached in other

subjects. The provision for design and technology is significantly better. The focus on developing assessment strategies throughout the school has been effective in raising standards but reporting the outcomes of these assessments to parents still needs some attention as does the consistency of the approach to and the use of homework. The school has spent considerable sums of money on restocking the library and purchasing additional reading material. The school has gained 'Investors in People' status, a government 'School's Achievement Award' and the 'Active Mark' for sport.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards are rising steadily and the above table does not indicate sufficiently the significant improvements made in English, mathematics and science over the last two years. The ability level of cohorts of pupils, year on year, have a marked affect on overall standards and information gathered during the inspection explains the reasons for standards dipping in 2001 when fewer pupils gained higher levels.

All pupils, including those with special educational needs, those who speak English as an additional language, and higher attainers achieve well in relation to their prior attainment in all classes throughout the school.

Standards in ICT are satisfactory. Recent improvements to accommodation and resources, plus staff development to improve the quality of teaching are having a positive impact in this subject and pupils are now making good progress. Standards are above average in all other subjects, and in history and art and design they are well above average. Pupils make good progress in all curriculum areas except geography where progress is satisfactory, and history where it is very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. A significant strength. Pupils enjoy school and respond very well to teachers' high expectations.
Behaviour, in and out of classrooms	Good. Pupils behave well in all situations and this contributes effectively to their learning. They understand the school rules and respect them.

Personal development and relationships	Very good. Pupils are caring, considerate and responsible. They relate well to each other and have high regard for each other's feelings, values and beliefs.
Attendance	Good. Pupils attend regularly and are punctual.

All pupils are interested in their work and concentrate very well. They work well both independently and together when undertaking science investigations and design and technology projects. This co-operative way of working helps them learn effectively.

TEACHING AND LEARNING

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

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

During the inspection 72 lessons were observed. All but one was satisfactory. Three lessons were excellent, 16 very good, 38 good and 14 satisfactory.

The overall quality of teaching is good. In three-quarters of lessons the teaching is good or better and in a quarter it is very good or excellent. In Year 6, lessons are especially successful when teachers use their subject expertise to very good effect. English and mathematics are taught well, as are science, religious education, ICT, design and technology, music and physical education. The teaching of geography is satisfactory and history teaching is very good. Timetable arrangements did not permit observations of art lessons. The specialist teaching in music is of a very high standard. There have been improvements in teaching, especially in ICT, history, design and technology, music and physical education. The percentage of very good and excellent teaching and the decline in the amount of unsatisfactory teaching represents a significant improvement on the findings of the last inspection. Teachers have a good understanding of the National Literacy and Numeracy Strategies and use them capably.

Pupils with special educational needs are given individually focused, challenging work, which allows them equal access to the curriculum. They are taught productively in smaller teaching groups by an additional, non-class based member of staff, the special educational needs co-ordinator, the headteacher and deputy headteacher. Learning support assistants play a significant part in lessons. The needs of pupils with English as an additional language are well met. Teachers plan very carefully and thoroughly. They make very constructive links between subjects, almost always have a clear focus for their lessons, have high expectations, manage pupils well and use their knowledge of the pupils' abilities to good effect. In any less successful lessons pupils have to sit and listen for too long before getting started on their tasks and opportunities to discuss their work in pairs or groups are missed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and provides for the needs of all pupils. It is enhanced by very good extra-curricular activities and good links are made between subjects.

Provision for pupils with special educational needs	Good. The support provided by the co-ordinator, learning support assistants and other nominated staff is effective.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The provision for moral and social development is particularly noteworthy.
How well the school cares for its pupils	Satisfactory. There are strengths in the procedures for monitoring and improving attendance and behaviour.

Parents are positive about the school. Some are able to give of their time to support lessons, such as swimming.

The curriculum provision is good and its strengths lie in the extra-curricular provision it offers and the way in which teachers plan to ensure all pupils are given similar opportunities and are treated fairly and equally. The school has good plans for coverage of the personal, social and health education and the attention paid to social and moral development is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is very well led and managed by the headteacher and the deputy headteacher. They ensure that the school has clear direction and focuses on improvement in all areas. Subject managers play an effective part in the school's self review process.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is very supportive of the school and is beginning to be more aware of the need to act as a critical friend.
The school's evaluation of its performance	Good. The school analyses its results and collects data. However, this wealth of information could be tracked more effectively and disseminated to subject managers even more productively.
The strategic use of resources	Good. Funds are used well to support all pupils' learning. Administrative staff are efficient and make a significant contribution to the effectiveness of the school.

The school's accommodation is outstanding. The care given to the maintenance and upkeep of the buildings is praiseworthy and the high standard of display contributes significantly to the learning environment. There is a good match of teacher expertise to the demands of the curriculum and learning resources are good. Recent purchases, for example in the library, have enhanced teaching and learning.

The headteacher, deputy headteacher, subject managers and special educational needs co-ordinator work very hard to ensure the school fulfils its aims and values. The principles of

'best value' are being applied with the increasing awareness of the governors although there is still insufficient rigour to ensure all actions undertaken are the most cost effective.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • Good behaviour. • Children are expected to work hard. • The school helps children to mature and promotes a strong sense of responsibility. • There is an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • Some parents are unhappy about the amount of homework and the value placed on it. • The information they receive about their children's progress. • A few parents feel the school does not work closely enough with them.

The inspection team endorses the parents' positive views of the school. There is some inconsistency in the approach to homework which the school is aware of and is addressing. Improvements are still needed in the quality of information available to parents in the end of year reports and sharing parents' involvement in pupils' learning at home, for example in hearing children read. The school recognises the need to continue to work closely with parents and some procedures such as letters to parents are to be reviewed. Newsletters are a valuable source of information to parents and are to be commended, as is the contact with parents by the administrative staff.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry is broadly average, as it was at the time of the last inspection. There are marked variations, year on year. Since the last inspection there have been major changes in the staffing of the school. Over the past two years the way in which the school is organised and managed has also changed significantly. The whole school works in a determined way for the benefit of all pupils.
2. Standards in the core subjects of English, mathematics and science have been maintained, and have been in line, or above the national average over the past five years. The school's results reflect the improving trends of schools nationally. In 2001, standards in the national tests for 11 year olds were in line with the national averages for English, mathematics and science, but below average in relation to similar schools. Over time, all pupils, including higher attaining pupils have made satisfactory progress in English. However, results for the national tests show that higher attaining pupils made below the expected progress in mathematics and science in 2001. Inspection evidence suggests that the school is doing its utmost to direct resources to meet the needs of specific year groups of pupils in order to raise standards.
3. The school has established a comprehensive and rigorous system for target setting in the core subjects, and implemented these strategies to support the raising of standards. The targets set are very challenging, particularly for the number of pupils achieving the higher Level 5. The school has succeeded in making year on year improvements to the standards attained by pupils of all abilities, and inspection evidence indicates that the current cohorts of pupils are on track to achieve the targets set.
4. All pupils including those with special educational needs and English as an additional language achieve well in English, mathematics and science as they move through the school. All year groups achieve well, but a greater proportion of pupils in Years 3 and 6 are achieving higher levels than expected for their age. The National Literacy and Numeracy Strategies are being implemented well. Groups of pupils are effectively supported and challenged through the setting arrangements, and the Additional Literacy Support and Springboard mathematics programmes. Pupils are regularly assessed in English, mathematics and science in relation to targets set, and learning support assistants are used well to provide extra support for pupils where it is needed. Teaching and non-teaching staff work well together as a committed team.
5. Standards observed in English are higher than they were at the time of the last inspection. Pupils' literacy skills are improving and during the inspection standards of work seen were good in all year groups. Pupils speak freely and confidently in class discussions. They use increasingly descriptive and subject specific vocabulary in different contexts. Pupils listen attentively to their teachers and each other, and all contributions to discussions are valued, in whole class and small group work.
6. Throughout the school pupils read with understanding and are able to use a range of strategies to read unfamiliar words. They talk about their favourite authors and the books they like or dislike. Although they read regularly at school, opportunities for pupils to read out loud are missed, and as a result their fluency, expression and awareness of reading to an audience or to engage the listener is not as good as it

could be. Parents are not always sufficiently informed or involved to enable them to support pupils' reading at home.

7. Improving pupils' writing has been a priority for the school and there are clear indications that this is having an impact on standards. Pupils are able to write for a variety of audiences and in different styles. They become increasingly competent in writing complex sentences, using interesting and appropriate vocabulary and structuring their written work for a given purpose. For example, pupils in Year 6 use exciting, descriptive vocabulary to engage the reader when writing chapters for a whole-class story. Pupils' knowledge, understanding and use of grammar, spelling and punctuation develop well. The good achievement made by pupils is a result of carefully planned lessons, which successfully build on pupils' prior knowledge, and the good links made with other subjects.
8. Inspection evidence indicates that standards in mathematics have risen since the last inspection and currently are now good. The school uses information from test results to plan appropriate work for the differing needs of pupils within and between year groups. The implementation of the National Numeracy Strategy, the Springboard programme, and the setting and grouping of pupils are effective and standards are rising because the school has ensured that pupils of all abilities are appropriately challenged. The emphasis on the teaching of problem solving alongside other aspects of mathematics has had a positive impact on pupils' achievements overall.
9. The emphasis on developing pupils' skills of enquiry in science is having a positive effect on pupils' achievement and the standards they attain. During the inspection standards of work seen were good, because teachers plan activities to challenge pupils' thinking and build on what they already know and can do. Pupils are regularly assessed to ensure appropriate targets for improvement are set, and to identify aspects of the science curriculum in need of further development.
10. Pupils' standards in ICT are average and similar to those found in the last inspection. However, pupils are now making good progress and inspection evidence indicates that standards are rising. This is due in part to the installation of new computer suites, where pupils are taught the basic skills more effectively. There is still work to be done to raise standards to the above average level seen in other subjects.
11. There are no subjects where pupils' standards are less than satisfactory. They are currently achieving above average standards in English, mathematics, science, geography, music, physical education, design and technology and religious education. In art and design and history, standards are well above average. Pupils make at least good progress in all subjects other than in geography where it is satisfactory because higher attaining pupils are, as yet, insufficiently challenged. In history progress is very good.
12. The school makes good use of assessment information to identify pupils with special educational needs and those in need of additional support and challenge. All pupils make good progress. Information is also used to track the progress made by boys and girls, groups of pupils and whole year groups. This enables the school to respond to the differing needs of pupils effectively. There are no significant differences between the achievements of boys and girls or other groups represented in the school.

Pupils' attitudes, values and personal development

13. The school continues to instil in pupils the good attitudes to their work recorded at the time of the last inspection and parents are very satisfied with these. Pupils like school and most arrive on or before time in the mornings. Their attendance is good and well above the national average. They settle quickly in their classrooms and registration provides a calm and purposeful start to the school day.
14. Pupils are eager to learn and want to please their teachers. They are enthusiastic about their lessons particularly when the teacher makes these exciting as happened in a Year 6 music class, when their unaccompanied singing of 'Little Brown Jug' in rounds was impressive. Most can be trusted to work well together unsupervised even outside the classroom. When one group of Year 3 pupils was concentrating hard on their composition in the corridor, using percussion instruments to reproduce the sound of ancient Egyptian workers, the headteacher came in to the classroom to say how well they were working on their own. This made both pupils and their teacher very proud. In another religious education lesson pupils watched in fascination a video about the church having many functions as well as being a place of worship. Pupils went straight to work on their return to the classroom to record their sketches of fonts and pulpits with the majority writing the correct use of these underneath.
15. Behaviour is good both within and outside the classrooms. Pupils want to please their teachers and are eager to gain points for their house and enjoy celebrating these with their peers in the achievement assemblies. A small amount of silly and immature behaviour was observed but this is generally well contained by teachers and does not affect lessons. During a swimming lesson Year 5 pupils tried very hard and good improvement in their prowess was visible by the end of the session. Sanctions are used consistently after warnings about inappropriate behaviour. Good discipline is maintained. Sanctions are effective in improving behaviour and there have been few exclusions and none were permanent.
16. Pupils are lucky to have a large tarmacked area for their play, and were enjoying the fine weather whilst eating their sandwiches on the grass outside the dining room during inspection week. Exuberant and hard-fought games of football are enjoyed by many, whilst others use the equipment from the pirate chest with pleasure. Those whose turn it was to enjoy the adventure playground did so carefully. None was left out and breaktime is a good example of the school's inclusive community. Behaviour is good.
17. Pupils develop mature and responsible attitudes by the time they leave school. Relationships are very good throughout the school and teachers provide good role models for all to follow. Pupils are encouraged to take responsibility from the time they arrive and all enjoy helping their teachers, even if a minority need a little prompting from time to time. Pupils elect two captains for each of their four houses and eagerly await the announcement of which has won the cup. All enjoy 'Colour Day', and they try very hard to ensure their house comes first on sports day. Once they reach Year 6 monitors are appointed for such duties as managing the office over lunch, a responsibility they take very seriously as they note down carefully each telephone message.
18. Two representatives from each class are elected to the school council. One Year 6 pupil takes the minutes, recording these on a flip chart, and all members conscientiously give their reports after obtaining their class views on such matters as whether school milk might be introduced or a breakfast club started. The debates

are good. Results of these surveys are recorded on a coloured graph, completed by one Year 6 representative. The council is currently too adult-led but it has only just completed its first year and the teachers plan to ask representatives to take over more responsibility from September.

19. Through their residential visit when pupils' independence and self-esteem are boosted and from listening to talks given by the school nurse and local police office on the problems to be found outside their school environment, pupils learn about their duties as citizens and display mature and responsible attitudes in discussion. They are well prepared for the next stage in their education.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good. Over 98 per cent of lessons are at least satisfactory with only one lesson being unsatisfactory, In three-quarters of lessons the teaching is good or better and in a quarter it is very good or excellent. An increase in the percentage of very good and excellent teaching and a decline in the amount of unsatisfactory teaching represents a significant improvement on the findings of the last inspection. In weaker lessons during the previous inspection, introductions to or the length of lessons resulted in pupils losing concentration and this led to some restlessness. These issues have, in the main, been attended to although there are still some occasions when this happens.
21. English and mathematics are taught well, as are science, religious education, ICT, design technology, music and physical education. The teaching of geography is satisfactory with some strengths and history teaching is very good. Timetable arrangements did not permit observations of art. The specialist teaching in music is of a very high standard. There have been improvements in teaching especially in ICT, history, design and technology, music and physical education.
22. The success and improvements in the quality of the teaching, the effective learning and good progress made by all pupils are underpinned by three significant factors: teachers' planning; competency in teaching the basic skills of literacy and numeracy; and teachers' good subject knowledge.
23. Teachers plan very carefully and thoroughly. Pupils with special educational needs are well supported and higher attainers are challenged. The needs of pupils with English as an additional language are well met. Year group planning sessions take place with teachers and learning assistants getting together to ensure that all who are to be involved have an overview of the forthcoming week's work. This means that the learning support assistants are well prepared and are able to play an effective role in lessons and their impact on pupils' learning is significant. Good subject knowledge and its impact on lessons is exemplified by the outstanding teaching of a numeracy strategy lesson by a member of staff who is acknowledged as a "leading maths teacher".
24. Half of the members of teaching staff have joined the school within the past year necessitating changes to roles and responsibilities. These changes have had a positive impact on the overall quality of teaching. The inspection team considers that parental concerns raised before the inspection about staffing inconsistency and its impact on learning are unfounded. Successful monitoring of lessons by subject managers has been a productive exercise and has had an impact on the overall effectiveness of teaching.

25. Teachers have a good understanding of the National Literacy and Numeracy Strategies and both are used well. Organisation of lessons to develop writing skills across other subjects of the curriculum is very effective as seen in science report writing and history research 'write ups'. Literacy lessons have focused upon the development of writing skills and the planning for opportunities to read out aloud have been somewhat neglected. This has had an impact on standards. Teachers are beginning to establish far more opportunities to develop pupils' ICT skills and make further use of this capability in other subjects but there is still more work to be done in this area.
26. Teaching has some particularly strong features in Year 6. This is especially apparent when teachers use their specialist subject knowledge to very good effect such as in a 'roundabout' of three activities that teachers have prepared so that they can teach to their strengths in ICT, religious education and science to all Year 6 classes. Teachers also question pupils skilfully.
27. Lessons of the highest calibre were seen in swimming, history and mathematics. In these lessons, not only was the interaction between the teacher and the pupils very positive but teachers also used assessment very well to set challenging tasks for the pupils to undertake in a variety of ways. These tasks were matched to their capabilities and teachers stimulated their interest by using a range of high quality resources to complement the activities enabling all pupils to make the best possible progress in their learning.
28. In some less successful lessons and the one unsatisfactory lesson, planning lacked precise objectives and therefore teachers were not clear enough about what they wanted their pupils to learn. There are occasions when teachers keep pupils sitting on the carpet for too long before they start activities or do not give them sufficient opportunities to discuss and share suggestions and information.
29. Teachers' class lessons are complemented by the work of non class-based senior teachers who work with pupils in support or extension groups. The special educational needs co-ordinator is proficient in her work and has a major role in the organisation of these groups and their composition. She also oversees the highly effective additional literacy support groups. These group sessions have a positive impact on standards.
30. Pupils' personal development is fostered very well during lessons. In design and technology, teachers make sure that there are many opportunities for pupils to work together, sharing ideas and skills. Teachers use history and art lessons to provide a wealth of information about the social and cultural aspects of life. Pupils learn about topics such as the changes in fashion from the 1950s to the present day and in art they study the different styles of artists such as Picasso, Monet, and Lowry.
31. Homework is used well by some teachers to extend opportunities for learning but there is some inconsistency of approach. This was raised as a concern by parents. Temporary appointments and new staff to the school have resulted in some classes having less value placed on the work they do at home. The school is aware of and is addressing this issue.

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

32. The school plans a broad, balanced and relevant curriculum that meets all statutory requirements and the requirements of the locally agreed syllabus for religious

education. There are good links between different subjects within the curriculum, particularly ICT, mathematics, science and English. Art and design and technology also link with other subjects where relevant and appropriate. Cross-curricular events, such as “Words of the 20th Century” and themed weeks such as the recent “Art Week” further enhance the curriculum offered to pupils. The timetable is well organised to ensure coverage of the curriculum, but there is sometimes slippage when lessons run over the time allocated and pupils are moving around the site.

33. The quality and range of learning opportunities the school provides are good with some very good aspects. The excellent accommodation provides a very stimulating learning environment and classrooms are well organised. Displays are very interesting and encourage a response from pupils. They support learning in a wide range of subjects and celebrate pupils’ achievements.
34. In the previous report, areas of concern highlighted were the need to produce a detailed scheme of work for ICT, update hardware and software, review training needs of staff and use computers as fully as possible. Good progress has been made in meeting this area of curriculum provision. Further improvements in ICT are still needed in “control” and “modelling” and these have been already been identified. Another concern was to improve the coherence of the design and technology programme. This has been achieved.
35. The curriculum has been reviewed and improved since the last inspection. Planning extends over the whole year and takes account of the whole of a pupil’s time in the school. The teacher plans projects, some of which are taught in six week blocks, based on the government produced schemes of work for all subjects of the National Curriculum. This planning promotes a more “hands on” approach to learning where pupils learn through experience. However, there are still some inconsistencies, where the use of worksheets for example, in some mathematics lessons, does not challenge pupils to develop appropriate thinking skills sufficiently.
36. Teachers’ medium-term planning for each subject identifies clear learning objectives, key questions, specific vocabulary and includes assessment opportunities at the end of the unit related to National Curriculum levels. This has improved teacher expectations and subject knowledge since the last inspection and has made a positive impact on standards achieved by pupils. There is a range of suggested activities from which teachers choose to teach particular learning objectives. This helps make the curriculum relevant to pupils.
37. The curriculum is constantly being developed through monitoring by subject managers and the standards team. Changes to the curriculum in mathematics, English and science are made quickly and universally implemented. For example, the recent focus on approximation in problem solving in mathematics has raised standards across all year groups. The school has responded well to implementing the National Literacy and Numeracy Strategies and this is helping to provide a broader range of opportunities in these subject areas and also improves pupils’ basic skills.
38. Provision for extra-curricular activities is very good and this is an improvement since the last inspection. A very wide range of activities is held at different times of day which both boys and girls can attend. Pupils take part in sports activities such as netball, aerobics, cycling proficiency, judo, football, rugby, games and gymnastics. They also benefit from a very wide variety of musical activities such as choir, school orchestra, recorder and percussion workshops, Gujarati lessons and peripatetic music lessons. Other clubs include computer, French, mathematics, library, country

dancing and school council meetings. Pupils are very enthusiastic and value the activities they attend.

39. There is a very good programme for personal, social and health education. It is developed, where appropriate, across the curriculum thus ensuring it is reinforced in different contexts. There are also regular sessions on the timetable where classes discuss issues important to them, such as Year 3 class pupils discussing the effect of exercise on the body. Other aspects of personal and health education, such as sex education and drugs education, are linked to the science curriculum. Individual pupils can raise personal issues, such as the milk and breakfast survey, through the effective school council. A school nurse also visits the school regularly and is available to pupils for totally confidential meetings.
40. The school has very good links with the community. They are very broad ranging and make an important contribution to the pupils' learning and the life of the school. A particularly exciting development is the Andover Community Partnership that supports family learning. Pupils also participate in a large number of local sporting events such as the Andover Town Sports, the local swimming gala and tournaments for rugby, football, netball and rounders with considerable success. Visits to places such as, Hampton Court and visitors to the school such as the Science Workshop in Year 5 and 6 enhance the curriculum. Cultural events such as the Balinese Gamelon and a theatre group's visit improve pupils' cultural awareness. Links with pen pals in Nepal add an international dimension.
41. Representatives from the local community such as the Hampshire Police Pantomime and Citizens' Day provide very strong support. The school works hard to inform parents about the curriculum. For example, a recent mathematics evening and training sessions on the computers help some parents support their child's learning at home.
42. There are good links with partner institutions and teacher training organisations that benefit pupils' learning. The special educational needs co-ordinator works in both the infant and junior schools and the numeracy managers in both schools meet regularly. These links help develop similar approaches, make the curriculum relevant to particular year groups and ensure a smooth transition. There is a very active joint Parents and Staff Association between the infant and junior schools. Satisfactory links are made with the secondary schools, through work placements for students and drama experiences for Year 5. There are visits planned for later in the summer term to inform Year 6 pupils in more detail about transfer arrangements and what to expect at secondary school.
43. The provision for the spiritual, moral, social and cultural development overall is very good, and similar to the last inspection. Staff provide very good role models in all aspects. The provision for spiritual development is good. Pupils are given opportunities to listen to the opinions of others. This is particularly well supported in religious education where pupils listen carefully to the beliefs of their peers and members of different faiths. Opportunities are also provided for pupils to reflect, during assembly and in the classroom.
44. Provision for moral development is very good. Class rules are clearly displayed in classrooms. Pupils understand the rules and abide by them. Infrequent displays of inappropriate behaviour are dealt with properly by staff and ignored by pupils. Issues exploring the differences between right and wrong are also dealt with in the planned provision for personal, social and health education.

45. Social development is very well provided for. Pupils are encouraged to work together in a variety of situations with different peers. A number of responsibilities are undertaken by pupils: including taking out registers, looking after computer clubs at lunchtime, librarians and taking part on the school council.
46. Provision for cultural development is good. This includes opportunity to explore not only their own culture but also a wider perspective through art, music, geography and history. There is a good range of art work reflecting a variety of cultures. Musical appreciation and participation covers not only western influences but those of other cultures. This is very well reflected in a recent drumming workshop that has extended into weekly activities for both pupils and adults run by members of the Asian community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school continues to provide the good pastoral care for all pupils noted at the time of the last inspection. Health and safety procedures are satisfactory overall. Regular risk assessments are carried out. Health and safety aspects are supported by the very dedicated and conscientious site manager. Security is regularly reviewed and has been improved by the coded keypads fitted to strategic external doors.
48. The headteacher and deputy headteacher have received child protection training and all teaching staff took part in in-house training a year ago. Good procedures are followed when concerns are raised. Trained first aid personnel are on site at all times and the school's practice is very good. All incidents are recorded. Some parents and all staff have appropriate life-saving qualifications and at least two trained adults are present when the swimming pool is in use.
49. Procedures for assessing and tracking pupils' achievements and progress are good. Much detailed analysis is carried out and carefully recorded but the school does not yet use this wealth of information effectively and efficiently. Mid year meetings with parents inform them about how well their children are progressing and the targets set for each pupil are discussed and agreed. The pupils' annual reports do not, however, contain sufficient detail to inform parents of individual achievements.
50. The school has very good procedures in place to record and monitor pupils' attendance and punctuality. A telephone call is made to parents to establish the reason for their child's absence in the rare event of no message being received. Registers are monitored regularly both by staff and the education welfare officer, and the late book contains very few entries.
51. The comprehensive and well-written behaviour policy clearly sets out expectations, rewards and sanctions. Pupils understand what is expected of their behaviour and what will follow if they do not conform. They value their house points and are pleased to celebrate their achievements, both academic and those made outside school in the assemblies. The graduated range of sanctions is perceived as fair and has improved behaviour. Exclusion, the ultimate sanction, is rarely necessary.
52. The school plans well for pupils' personal development but monitoring of this is largely informal and only recorded in their annual reports. Pupils are given many opportunities to take responsibility which they exercise well. Representing their class at school council meetings gives members an insight into the democratic process, and when appointed monitors in Year 6 they carry out their duties conscientiously and responsibly. All belong to one of the four houses. Through assemblies, which promote good moral values and social behaviour, and their personal, social and

health, as well as religious education, lessons pupils are taught to be aware of and to care for others. Talks from the school nurse and local police officer alert all to the dangers and difficulties they may encounter outside Portway. Pupils enjoy their residential trips when their self-reliance and confidence are boosted. They develop mature and responsible attitudes during their time at school and are well prepared for transfer to their secondary schools.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school has maintained the satisfactory relationship with parents recorded in the previous report and seeks to improve the links already established. Parents hold positive views of the school: almost all have signed the home/school agreement and they demonstrate their support for the school's aims and ambitions for their children through their very good attendance at the twice-yearly consultation meetings. Very few are able to offer practical help in the classroom but those who can, assist with swimming lessons and some extra-curricular activities. All of the popular school productions are over-subscribed and the hall is filled to overflowing at these, with proud parents and siblings eager to appreciate individual performances.
54. The small but very effective parent school association hold very successful fund-raising events, raising considerable sums of money to swell school funds. The Christmas and summer fairs are equally popular and enjoyed by families and members of the local community. As a result of the school's involvement in the Andover Community Partnership, parents and their children are invited to attend the ICT classes held twice a week after school and many do so. The school also provides a room for the Gujarati club where parents and children enjoy these sessions.
55. Much of the information the school provides for parents is good. Portway Press, the "snappy" and well presented weekly newsletter, is eagerly awaited and read with interest. The very high quality school brochure and governors' annual report contain useful, well written information and data. Not all the homework diaries are used as an effective means of two way communication between home and school. Where they are used well the response to comments is quickly followed through. A number of parents are dissatisfied with the "tick sheet" format of both the mid-term and annual reports and would like to have more detail about their child. The inspection team agrees that the end of year reports do lack sufficient detail about individual pupils and the school recognises this as an area for development. Parents are pleased that they can approach teachers at any time if they have concerns. However, a small minority do not feel that the school works closely enough with them. This view is not one shared by the inspection team.
56. Parents of children who have special educational or other needs are involved in their individual education plans, invited to review meetings and are well informed about their progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The school is very well led and managed, an improvement since the last inspection. The headteacher, ably supported by the deputy headteacher, special educational needs co-ordinator and subject managers, is very clear about his vision for the future direction of the school. This includes some truly aspirational aims in relation to standards, well above those set nationally. Since the arrival of the new headteacher and deputy headteacher, two years ago, many new initiatives have been implemented in an effort to achieve those targets. As a result, the quality of teaching

is improving and standards throughout the school are rising. The commitment to raising them even further is evident throughout the school. Staff continually challenge their own practice, both within the school and by visiting or having visits from other schools and professionals.

58. The plan for school improvement has very clearly identified those areas in most need and targeted staff and resources accordingly. Governors and staff have contributed effectively to the current plan and the actions undertaken are having an impact. However, the identification of the expected success of those actions and their subsequent monitoring and evaluation by senior staff and governors are less well developed. There is a shared commitment from staff and governors to improve which contributes very strongly to the very good capacity to implement the necessary actions. The school is justly proud of its determination to give every pupil the opportunity to succeed. It is fully inclusive and strives to provide appropriate and effective challenge and support for all groups of pupils. The policy is typified by the headteacher's insistence that the annual residential visit is open to all Year 6 pupils and all attend unless they choose not to. Talented artists are identified and support from the local secondary school has been enlisted to provide additional development of their skills. Assemblies are used well to recognise the endeavours and achievements of all pupils in their many different areas of interest. All pupils, no matter what their ability, make good progress.
59. Subject managers are effective in their roles. They are provided with the time and support to carry out those roles successfully. Their impact, although relatively recent, is helping to raise standards. They have monitored the quality of teaching and outcomes within their subjects. As a result, they have contributed to the current plan for school improvement. Subject managers take on a major role as lead teacher within their expertise, many demonstrate very good teaching within those subjects. Particular success can be seen when subject managers take on responsibility for teaching their subject across the whole of their year group team.
60. The chair of governors is clearly committed to ensuring that the school achieves success. The governing body as a whole fulfil their statutory responsibilities. Appropriate committees, with terms of reference, meet regularly. They have an understanding of the school's strengths and weaknesses and their support is much appreciated by the staff. Governors are, however, aware that they do not always ensure that actions undertaken by the school are the most cost effective to achieve the specified results. As a result of this lack of rigour they do not always apply the principles of best value to plan for school improvement.
61. The systems for evaluating the performance of individuals and the school as a whole are good. Both the headteacher and deputy headteacher have undergone appropriate training. Subject managers are well supported in this area of their work. The procedures for the induction and mentoring of new staff into the school are good. Teachers new to the profession expressed their appreciation of the support provided by their colleagues.
62. The procedures for budget setting and its subsequent monitoring are good. There is a clear process involving senior members of the teaching staff, the administration officer and the governing body. The administration officer is particularly skilled at her job and provides very good support to the headteacher and governing body. The day-to-day management of the school is effective. Information technology is used effectively to support the work of the school; for example, within the school office, storing and analysing data, supporting teachers in their planning and enhancing displays. The use of information technology in the analysis of data is evolving as

staff become aware of the amount and type of data available and the possibilities for supporting the raising of standards.

63. There is a good number of well qualified teaching staff. Their qualifications and interests are well matched to the needs of the school. There is also a good balance of measured experience and youthful exuberance. The relatively small number of learning support assistants effectively enhance learning for the groups of pupils they help. The relationships between all the adult members of the school community increase the learning opportunities.
64. The pupils and staff benefit from outstanding buildings and grounds. Careful consideration in the use of the expanse of space has enabled the school to provide very good facilities, particularly for music, information technology and physical education. Sharing a campus with its feeder infant school there is also considerable space for outdoor play and other activities. The effective use of the dedicated music room and an outdoor swimming pool considerably enhance the good standards of music and swimming. The recent provision of a computer suite has also improved the progress pupils make in information technology although the full impact has yet to be realised. Plans are also in place to make further improvements in the use of the accommodation, for before and after school activities and community use. The building is extremely neat and tidy with many examples of good displays adding yet further to its aesthetic appearance. The work of the site supervisor and cleaning staff in keeping this provision in excellent condition is very much appreciated by the staff and governors.
65. The recent acquisition of new laptop computers, provided through the Andover Community Partnership, have brought ICT provision up to a satisfactory situation. There are good resources for all other subjects apart from art, history and physical education, where provision is very good. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. Further develop the analysis of data and assessment information to:
 - support planning for school improvement to ensure 'best value' by providing a clearer indication of what success will look like in relation to pupils' achievement and how governors and senior staff will monitor and evaluate that success; (paragraphs 60 and 95)
 - improve the procedures for recording and reporting on pupils' progress. (paragraph 55)

Within their action plan the governors may also wish to consider continuing with the planned improvements to further raise standards in:

- fluency and expression when pupils are reading out loud; (paragraphs 6, 71 and 72)
- information and communication technology. (paragraphs 34, 78, 89, 91, 102)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	61

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	16	38	14	1	0	0
Percentage	4	21	54	20	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	369
Number of full-time pupils known to be eligible for free school meals	9
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	89
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.6	School data	0.1
National comparative data	5.6	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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	52	40	92

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	43	49
	Girls	36	28	39
	Total	77	71	88
Percentage of pupils at NC level 4 or above	School	84 (83)	77 (79)	96 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	41	45
	Girls	34	28	34
	Total	73	69	79
Percentage of pupils at NC level 4 or above	School	78 (73)	74 (71)	85 (83)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	5
Pakistani	1
Bangladeshi	0
Chinese	0
White	360
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: Y3 – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	23
Average class size	31

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	205

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	719,124
Total expenditure	736,632
Expenditure per pupil	1,986
Balance brought forward from previous year	53,807

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	7.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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

367

Number of questionnaires returned

127

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	42	7	1	0
My child is making good progress in school.	40	49	7	1	3
Behaviour in the school is good.	32	60	5	1	2
My child gets the right amount of work to do at home.	27	53	12	6	2
The teaching is good.	38	50	6	2	4
I am kept well informed about how my child is getting on.	24	50	18	5	3
I would feel comfortable about approaching the school with questions or a problem.	56	34	6	2	3
The school expects my child to work hard and achieve his or her best.	50	43	2	1	4
The school works closely with parents.	34	46	13	2	5
The school is well led and managed.	50	39	4	2	5
The school is helping my child become mature and responsible.	41	50	5	0	4
The school provides an interesting range of activities outside lessons.	57	38	4	2	0

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

ENGLISH

67. Standards in English are good throughout the school and broadly reflect those found at the last inspection. The results of the National Curriculum tests for 11 year olds show that standards are in line with the national average. Results have been in line with or above the national average since 1998 and an improving trend has been firmly established. Variations in the overall abilities of pupils in different year groups are identifiable and impact on the overall standards year on year, as they did in 2001, when standards in relation to similar schools were below average.
68. Pupils make good progress over time and in lessons. The school successfully met the targets it set for all pupils in 2001. However, the target set for pupils to reach the higher levels was not met. The difference between the actual results and the target set was minimal. The school is well placed to meet the challenging targets it has set for the future.
69. The school's success in raising standards is due in part to the emphasis placed on the teaching of basic skills and the effective implementation of the National Literacy Strategy. In addition, the good links made to other curriculum areas enables pupils to practise and consolidate their English skills in a wide range of relevant activities. The key issue relating to the provision of books has been addressed. The grouping of pupils for some sessions to ensure that the needs of pupils of all abilities are met has a positive impact. Planning ensures lessons are structured and all pupils experience a broad, and relevant English curriculum.
70. Standards of attainment in speaking and listening throughout the school are good. Pupils listen attentively to their teacher and to each other. They are confident articulate speakers, willingly participate in class discussions and are keen to share their ideas and views. Teachers include everyone in lessons, value all contributions and skilfully use both correct, and incorrect answers to clarify and reinforce teaching points. As a result of this inclusive ethos, pupils of all abilities feel confident enough to make a full contribution in lessons. This is an important factor in the fostering of positive attitudes to learning, which enables all pupils to make good progress. Pupils use an increasingly complex and varied vocabulary including subject specific vocabulary as they move through the school. In English lessons they confidently use terms such as adverb, prefix, adjective and paragraph. Many activities are provided for pupils to work together in all subjects. This ensures that pupils frequently have the opportunity to successfully combine key literacy skills with skills such as paying close attention to what others have to say, asking questions to develop ideas and making valid contributions using standard English. A particularly good example of this was observed in a Year 6 class, when pupils worked in small groups to write the second chapter of a whole-class story. Pupils negotiated how the story would develop and what action and characters would be included.
71. Overall pupils of all ages at Portway have a positive attitude to reading. They read regularly at school and most also read for pleasure at home. Their understanding of what they read is good, and they have learned, and use many strategies to help them read unfamiliar words. Whilst most pupils' reading is accurate they do not read with a high degree of fluency or expression. Opportunities for individual pupils to read a range of texts out loud to an audience are not a regular feature of lessons. As a result, pupils' skills in reading to engage the interest of the listener, are not as good as they could be.

72. Pupils talk about their favourite authors and the kind of books and magazines they like to read most. Teachers keep records of pupils' progress in reading, but this information is not shared with parents on a regular enough basis to enable parents to fully support their children's learning at home. A wide variety of texts are used in literacy lessons to broaden pupils' experience of different forms and styles of text. These texts are often read by the teacher and a valuable opportunity to develop pupils' skills in reading out loud is lost. In addition, although pupils read and write play scripts, drama is not used to enable pupils to explore their ideas through improvisation and working in role.
73. The school library has been completely refurbished since the last inspection. It contains a very good selection and quantity of non-fiction books which pupils take home on a weekly basis. Pupils are regular visitors to the library both during designated lesson time and at lunchtime. The adult librarian, and the trained pupil librarians offer advice and help to pupils when selecting books. The library is well managed and maintained and helps promote good attitudes to reading. It is well used by pupils for research purposes. Pupils know how to find books on a given topic and how to access information using the designated library computer. Fiction books are housed in each classroom and in specific areas around the school. The range and quantity of books available for use by individuals and groups of pupils in lessons have improved since the last inspection and are sufficient to meet the needs of all pupils.
74. In recent years, developing pupils' writing skills has been a focus in literacy lessons. Standards in writing by the age of 11 are good, and pupils achieve well throughout the school. Pupils are taught to write in a joined and fluent script, spell accurately and use punctuation correctly. There is a uniform approach to presentation and work in exercise books is neat, tidy and well ordered. However, the high standards of handwriting evident in pupils' practice books is not always fully reflected in their day-to-day work. Pupils throughout the school frequently use draft-books, and develop good skills in improving their work in a logical and systematic way. The attention that is paid to the teaching of these basic skills contributes significantly to the raising of standards because pupils quickly and successfully organise their thinking and communicate their ideas.
75. During literacy lessons pupils learn to understand and use different styles and functions of writing. They become competent in using a variety of methods of presentation to suit a range of purposes. They are provided with many opportunities to use these skills to support their learning in other curriculum areas; for example, pupils write instructions in design and technology, accounts of events in history and label diagrams in science. Within literacy lessons, pupils develop good story and poetry writing skills. They learn about the different structures and purposes of these forms of writing and produce their own in the same style. Year 4 pupils studied skipping rhymes, and were able to write one of their own after analysing the form and rhythm common to a selection provided by their teacher. So successful were they that they used their own rhymes when skipping during the next playtime.
76. The school's focus on writing is having an impact and the improvement is working its way through the school. The overall quality of the writing produced by pupils is of a good standard and has some very good features. It is frequently exciting to read and demonstrates very secure knowledge, understanding and skills in the use of the written word as a powerful means of communication. Pupils use their imagination to write stories that fully engage the reader because the story plot is well structured and interesting, and descriptive vocabulary is used to good effect. A good example of this was the writing of a "whole class story" by pupils in Year 6. Having written

chapter one collectively, the pupils worked in small groups to write four alternatives for chapter two. They quickly agreed how the story would develop, and wrote exciting complex sentences, using unusual and descriptive vocabulary to grasp and retain the readers' attention.

77. Pupils' attitudes to all aspects of English are good. They respond positively in lessons because they are provided with a wide range of interesting activities and are challenged and supported by their teachers and learning support assistants. Pupils are eager to engage in all activities, they persevere and produce work of good quality and quantity. Pupils are proud of their work and eager to share it with each other. They confidently evaluate their own, and each other's work, and respond well to the suggestions made by their classmates and teachers.
78. The quality of teaching is good with some very good features. Teachers are knowledgeable and enthusiastic. They have high expectations of behaviour and successfully use a range of teaching strategies to enable all pupils to learn effectively. Teachers have embraced the National Literacy Strategy, and know exactly what they want pupils to learn in lessons. Learning objectives are shared with pupils and the progress made towards them is evaluated during the plenary sessions. Lessons move at a brisk pace and activities are well matched to the interest and ability levels of pupils. The organisation of lessons, use of resources and the support of skilled learning assistants, ensures that lessons are productive and pupils learn well. However, there is still insufficient use of ICT in the subject.
79. Pupils with special educational needs and those with English as an additional language make good progress because their individual needs are met through the additional support they receive. Their tasks are specially targeted and in some lessons a learning support assistant is available to ensure that they are able to achieve. The setting of pupils for some lessons, sometimes in smaller groups ensures that pupils of all abilities are suitably challenged.
80. Throughout the school marking and oral feedback to pupils is used effectively to enable pupils to know what they have done well and what they need to do to improve. Targets are set for pupils and they work hard to achieve them. However, on occasions these are not accurate enough to ensure pupils' progress is reflected in the targets they are aiming for. Homework is used effectively to support pupils' learning in spelling and writing for a specific purpose. The school records and analyses a large amount of data to establish what pupils can and cannot do, and what they need to do next. However, this analysis is not currently presented to teachers in a way that enables them to always respond quickly to the changing needs of pupils, and the variations that occur within and between year groups.
81. The English manager has provided strong leadership and ensured that improvement since the last inspection has been good. She has guided the implementation of the National Literacy Strategy and ensured that the improvements to the library and the range of reading material available for pupils have been successfully accomplished. She has a good understanding of the school's current provision through the monitoring of planning and pupils' work. She is active in the process of target setting for year groups and individual pupils. The quality and quantity of resources are good, and both teachers and pupils use these appropriately.

MATHEMATICS

82. The 2001 test results for 11 year olds show that standards in mathematics are in line with the national average. The percentage of pupils achieving higher levels however, was below average and when compared with similar schools well below average.
83. Inspection evidence indicates that standards have been rising since 1997 and are now good. There has been a marked improvement in mathematics particularly over the past year when this has become a key focus for the school's improvement. Demonstration lessons and lesson observations by the subject manager have led to significant improvements in the quality of teaching. Frequent monitoring and evaluation of pupils' work ensure that areas for development are quickly identified and fed back to teachers. Improvements in pupils' problem solving skills and their mental recall have also led to improved standards.
84. Inspection evidence indicates that overall pupils are making good progress even though there are considerable differences in attainment in mathematics between year groups as they enter the school. The school uses data from test results to plan appropriate work for the differing needs of year groups and implement appropriate strategies to raise standards. Setting in Year 6 is having a good effect on the progress of all pupils, especially the average and higher attaining pupils who are more challenged. A combination of mathematics classes and mathematics groups in the other year groups is having a good impact on progress of all pupils. Gifted and talented pupils achieve well because their problem solving and reasoning skills are extended. Pupils just below average in Year 3 and Year 4 are well supported by the Springboard programme that helps pupils consolidate basic skills in number. Pupils with special educational needs and English as an additional language make good progress because they are well supported by teaching assistants and the special educational needs co-ordinator. There is now no difference in the progress of boys and girls.
85. By Year 6, the whole-school approach to teaching problem solving alongside number, shape and space, measures and data handling ensures that most pupils have very secure skills in their ability to use and apply mathematics and they reach the standards expected for their age, and higher attainers exceed these. In Year 3 these pupils use an empty number line to work out the cost and change from a budget of £250 when buying a number of items from a bike shop. Less able Year 4 pupils make up number sentences using four, seven and 28, whilst average and more able Year 4 pupils use mental methods with jottings to work out 65×8 . Pupils confidently describe their methods to a partner, for example $(6 \times 8) \times 10 + (8 \times 5)$ or $(60 \times 8) + (8 \times 5)$. By Year 6 pupils move from a simple understanding of "function machines" to prediction of further examples while the higher attaining pupils are introduced to early algebra where "a" is a variable. They are able to use all four operations to solve problems. These pupils also know the angle sum of a triangle and the sum of angles at a point. Most pupils can interpret a range of different graphs.
86. Teaching is consistently good, with nearly half the lessons very good or excellent. There is no unsatisfactory teaching. Teachers use a very wide range of teaching methods to motivate pupils especially in the short mental mathematics session at the beginning of lessons. Some examples include finding different ways to make 80p using whiteboards (Year 3), deciding in pairs which operation is missing in number sentences and explaining reasons (Year 4), a shape quiz (Year 5) and a bingo game using questions like $(6 \times 8) \times 5$ (Year 6). Teachers' planning is very effective because it provides clear steps for all abilities, is based on the National Numeracy Strategy

and is monitored closely. The quality of teaching is improved because teachers share subject expertise and are clear about the learning objectives and their teaching role in the main part of the lesson. All classes display mathematical vocabulary and steps for problem solving and a recent focus on approximation has helped pupils to check whether their answers are reasonable. Teachers make good use of assessment particularly at the end of the lesson to find out what pupils understand. They use this knowledge well to adapt future teaching and learning.

87. In the very best lessons, teachers use resources to model appropriate strategies so pupils are able to solve problems. For example in a Year 3 lesson the teacher used a number line with key numbers on to help pupils round to the nearest 50 pence or pound. She gave a very clear explanation and modelled using the number line to round £3.20. This enables pupils to develop a strategy for solving similar problems. Pupils learn to self correct because the teacher uses very good questioning to check understanding at each stage. Pupils are very clear about how effective their own strategies are. The rate of learning is very good. Excellent teaching in Year 4 enables pupils to make outstanding progress from trial and error methods to a more efficient strategy when buying items to feed a party of eight at a café. Speaking and listening are very good because pupils working in pairs, listening carefully to each other's methods and checking to see if they are correct.
88. Where lessons are less successful there are missed opportunities for pupils to work with a partner to develop their use of mathematical vocabulary, use jottings to solve problems and discuss their methods. For example, in a Year 5 lesson pupils found it difficult to explain how they completed symmetrical patterns because the teacher did not introduce and model mathematical vocabulary such as "quadrant". The use of over complicated tasks or worksheets restricts pupils' learning because they require one answer only. Worksheets such as these do not challenge pupils to develop mathematical thinking, make decisions or become independent learners.
89. The quality of learning reflects the quality of teaching. It is good overall and in nearly half the lessons it is very good or excellent. Pupils are interested in mathematics and concentrate very well. In the best lessons very good teaching makes a significant impact on pupils' social and moral development. Pupils learn to negotiate with a partner, work in a group and behave well, for example in a Year 4 lesson less able pupils learn to play a game involving multiplication and division according to agreed rules. Other subjects contribute well to the development of mathematics such as the use of data handling and measurement in science and design and technology. Computers are used to create different graphs but the use of ICT is an area for development.
90. The subject manager provides very good leadership. She uses her enthusiasm and considerable expertise to support teachers in delivering the National Numeracy Strategy effectively across the school. Her monitoring has had a very significant impact on standards. The results of optional tests are used well to identify groups of pupils needing support and to identify areas of weakness in mathematics. A more efficient system is needed for tracking the progress of groups of pupils so that the subject manager can evaluate the impact of particular strategies used to improve standards. Resources are good.

SCIENCE

91. The results in the national tests for 2001 are in line with the national average and below average when compared with similar schools. Standards observed during the inspection are good, the same as at the last inspection. Pupils use their skills and

knowledge effectively in investigations. In Year 6 pupils know that a reaction between materials can produce a gas, whilst making observations and recording them. The youngest pupils compare rocks using a magnifying glass. In Year 4 pupils know that some materials are better conductors than others, and some of them quickly recognise that these materials are metallic. In constructing a circuit they understand the relationship between the voltage of a bulb and that generated by the batteries. Pupils in Year 5 investigate the relative paths taken by the earth and the sun using globes and torches. Literacy and numeracy skills are well developed through science. The standards of writing and presentation are particularly good; pupils use bullet points and tables to illustrate their written results. The use of ICT is less well developed and the school is aware, for example, of the need to improve the use of sensors.

92. Pupils enjoy science. They take part enthusiastically in class discussions and practical activities. Behaviour in science lessons is good. Pupils work well together in pairs or groups. Their behaviour and attitudes are a strong contributory factor to the good standards.
93. Science teaching is good, better than at the last inspection. No unsatisfactory lessons were observed. There are many examples of good and very good teaching. Lessons are well planned with an effective balance between teacher explanation and practical work. Standards are enhanced when teachers have a clear understanding of what they want pupils to learn. This is particularly so for Year 6 pupils where the co-ordinator teaches all classes. The very good use of questioning challenges pupils' understanding. All teachers have good relationships with pupils and for many the rapport is very good, leading to very discernible progress within the lesson.
94. The pace of learning is good. Class discussions are lively. When working on practical activities pupils carry out the activity and recording quickly and effectively. Pupils understand what they intended to learn and apply themselves to it.
95. The subject manager carries out her role effectively. She is responsible for the planning structure in all year groups. Monitoring of standards and teaching is effective. There are clear systems for assessing pupils' performance in the different areas of science. However, this data is not easily analysed or used sufficiently well to compare the relative performance of pupils with their previous attainment in science with other subjects.
96. Science is well resourced and those resources are used to good effect. Teachers ensure that pupils have the correct resources in sufficient quantity for each lesson.

ART AND DESIGN

97. During the inspection it was not possible to observe any art and design lessons due to timetable arrangements. Judgements on standards are based upon information gained from talking to the subject manager and pupils, looking at planning, photographs and scrutinising samples of work and displays around the school.
98. By the end of Year 6 standards in art are well above those expected nationally. Throughout the school pupils achieve well. All pupils including those with special educational needs, and those with English as an additional language make good progress. Talented pupils are identified and supported appropriately. There have been improvements since the last inspection and the areas highlighted for development at that time have been addressed. Very good examples of printmaking and textile work are in evidence. Classrooms and corridors are alive with a wealth of

high quality art and design work that is the outcome of the use of many different kinds of media and techniques.

99. Pupils' sketchbooks give fine examples of the care and attention taken to teach specific skills, year on year, such as colour mixing, working with pastels, perspective, shading and tone. Cross-curricular links are made within topics. For example, in history Year 3 pupils produce very good images of Egyptian art on papyrus. These pupils also produce very high quality weavings that they evaluate for the effectiveness of their choice of colour blending using different wools and papers. In Year 4, pupils study the work of Rousseau and the resultant "jungle pictures" show the use of texture, colour washes, wax and collage techniques and contribute to displays of a very high standard.
100. Older pupils in Year 6 produce life size models of themselves in various relaxed, reading positions. The clever use of wire netting, newspaper and magazines create impressive three-dimensional images that the pupils are very enthusiastic to talk about. In Year 6, pupils explore the work of Clarice Cliff and make effective use of their ICT skills to find out more about the origins of the artist, the designs and the use of shape and colour.
101. Art contributes significantly to pupils' social and cultural development. There are ample opportunities for pupils to evaluate the work of artists from many cultures. The well-planned "Arts' Week" involved visiting artists and produced a wide range of artwork of very high standard. It included Batik panels, clay figures, a floor mosaic and replicas of Aboriginal artwork using the same style and similar tools. A visit to the Tate Gallery was another feature of this event and further enhanced the learning opportunities. Pupils recalled this week with immense pleasure and enthusiasm.
102. Art is well led and the subject manager has a clear direction for the subject. Her monitoring and evaluation of the subject are focused, productive and have rightly identified the next steps forward which include introducing more use of ICT and fostering additional links with the secondary school to provide further enrichment opportunities for the more talented pupils.

DESIGN AND TECHNOLOGY

103. Standards are above national expectations at the end of Year 6 and have improved since the previous inspection. Throughout the school all pupils, including those with special educational needs and those with English as an additional language, make good progress and achieve well. Girls and boys work together and do equally well. Weaknesses highlighted as a key issue in the previous inspection report have been addressed successfully. All aspects of the subject are covered. There are many opportunities for pupils to design, make and evaluate both individually and collectively as their workbooks clearly illustrate. The displays around the school also show examples of a "step by step" process used effectively by pupils to make their designs.
104. In Year 3, pupils produce quality models of Roman chariots from wood. These involve making moving parts that have evolved from studying the construction of a chassis. They also devise mechanisms for a "pop-up" Easter card. In Year 4 further links with history are made as pupils design and make toys within their Victorian topic. The toys produced use cam systems and are of a good standard. Pupils also choose features of Victorian buildings to reproduce on clay tiles. Year 5 pupils explore structures and can explain how they would refine and improve their designs next time so they could bear more weight. Puppets produced by Year 5 pupils to

portray Tudor characters are also of good quality and each one has its own distinctive features.

105. Teaching is variable but overall it is good. When lessons are really effective the teacher is very well organised and provides an ample supply of wood, materials, fixings and tools that pupils are encouraged to access independently. For example, in a Year 6 lesson pupils were challenged to develop their designs for fairground rides into working models. The teacher's very well planned and stimulating activity gave pupils every opportunity to explore and develop their own ideas for fixing materials together either temporarily or permanently. Less than satisfactory teaching occurred when the teacher was not prepared sufficiently and was unclear about the specific learning intention of the lesson. Pupils floundered because they were unsure about what it was they were trying to achieve as they observed and tasted different breads to assess their suitability for making sandwiches.
106. Teachers make very good links between subjects and the construction of switches in a design and technology lesson in Year 4 was used well to support a science investigation into conductors and insulators. Literacy skills are also used well in this subject to write reports of evaluations of design proposals and pupils make good use of their measuring capabilities when cutting wood to a precise size. Pupils' personal development is enhanced as they co-operate, share their resources and ideas. They are also able to work independently when using tools such as drills and hacksaws. Their attitudes are very positive and they talk enthusiastically about the opportunities they have to design and make.
107. The subject manager has good knowledge and leads this subject's development competently. She makes sure that attention is paid to safety. Lessons are monitored. Planning is tracked and evaluated with necessary alterations being made to long-term and medium-term plans when needed. Priorities are identified correctly such as the need to introduce more coverage of control aspects of the curriculum linked to the development of ICT skills and the purchase of additional equipment to support food technology. Good links exist with the partner infant school.

GEOGRAPHY

108. On the basis of the work scrutiny, displays, discussion with pupils and staff and limited lesson observations it is evident that standards of attainment for pupils aged 11 are now above the national expectations. Standards have improved since the last inspection. This is a result of the improvements in planning and the good range of resources used to support learning. All pupils make at least satisfactory progress. Pupils in Year 5 make good progress. There are, however, some missed opportunities to extend higher attaining pupils because tasks and activities do not sufficiently challenge them and extend their learning.
109. Pupils have a good knowledge of places and can discuss similarities and differences between them. This is an improvement since the last inspection. Pupils can describe the major geographical features of countries being studied such as in Year 5 when pupils write tour leaflets identifying and describing the main features of St Lucia. They use appropriate geographical vocabulary such as "humid" and "equator" when discussing the location of rainforests. Pupils achieve well. For example both average and higher attaining pupils in Year 5 can explain the impact of banana production in other countries on banana production in St Lucia. "Cheaper bananas mean cuts in wages for the workers in St Lucia". They understand how places are interdependent and how human processes affect the lives of people.

110. Fieldwork is used effectively to develop pupils' geographical skills within the study of a variety of different sized places. For example in Year 3 pupils study the school location and learn to use a compass and map to follow routes around the site. In Year 4, pupils make labelled field sketches of Victorian houses. These skills are developed so that when pupils are in Year 6 they can carry out local surveys and present results in graphs. A variety of maps, atlases and globes are frequently used within the study of places and pupils can find locations quickly and easily. This is an improvement since the last inspection.
111. Only two lessons were observed so it is not possible to make a judgement on the overall quality of teaching. Inspection evidence suggests that teachers still need to improve their knowledge and teaching of geography so that they can challenge pupils sufficiently by asking appropriate geographical questions. Special educational needs pupils are well supported by effective learning support assistants.
112. Pupils enjoy geography. Overall they respond well in lessons. When working individually, or in small groups, they concentrate well and try hard to complete the task they have been given.
113. Yearly plans ensure that, over time, pupils' experience all aspects of the geography curriculum. They link geographical enquiry to the study of places such as Andover, Europe, St Lucia or geographical themes such as rivers. Pupils are encouraged to ask themselves questions and find out answers from a good range of primary and secondary sources. Assessment is built into the planning and helps improve teacher expectations. The local area and visits are well used to support pupils' learning through enquiry. A residential visit to Avon Tyrrell helps pupils understand the impact of people on the environment and has a positive impact on pupils' personal and social development. Writing to Nepalese pen pals improves pupils' cultural awareness. There are good links with other subjects. Links with history, science, English and art are particularly effective. Information and communication technology is used to support pupils' learning, for example when studying climates around the world or identifying continents on aerial internet photos of Earth in a science lesson. The school recognises the need to develop more links with ICT.
114. The leadership and management of the subject are satisfactory. The new geography manager has been in post for a term and is developing her knowledge of standards in the school by monitoring pupils' work. Supporting colleagues in the classroom is underdeveloped but ways to achieve this have already been identified by the curriculum manager.
115. Resources are good and organised to support the units of work in different year groups. The school grounds provide very good opportunities for learning. For example, compass points and the map of the British Isles are drawn onto the playground surfaces. The map, marked with major cities, helps secure pupils' knowledge and understanding of places and direction.

HISTORY

116. Evidence from lessons, the sample of work, displays and talking to pupils indicates that standards are very high and well above national expectations at the end of Year 6. This is a good improvement since the last inspection that is largely due to improved planning, very confident teaching and the very good resources provided. Links with other subjects are now particularly strong. Links with English have raised standards in both subjects. All pupils make rapid progress overall.

117. Pupils develop good enquiry skills through the very wide range of primary and secondary resources used to learn about the past. They have very good knowledge, understand the causes and effects of different events and the reasons for changes. Year 3 pupils, learning about the ancient Egyptians, make very good use of video material and a written report about mummification to learn about beliefs about life after death. They are able to sequence events and talk very knowledgeably about the reasons for mummifying people. They know about the tomb of Tutankamun and understand its importance as a source of evidence. When researching fashions since the 1950s, Year 6 pupils are able to use a wide range of very stimulating artefacts to make notes about the key features of different decades. They can discuss reasons for changes in fashion since the 1950s such as travel, music, other cultures, money, jobs, designers and the changing role of men and women in society. They write entertaining journalistic reports comparing fashions from different decades including explanations of the causes and effects of changes in society.
118. Pupils develop a clear sense of chronology. For example in Year 4, pupils compare the past and present by investigating similarities and differences between Victorian Andover with present day Andover. In Year 5, pupils build on this by comparing and contrasting different periods in the past through the study of Greek and Tudor homes. Timelines are used appropriately to help pupils locate different periods in the past and understand the passage of time.
119. Teaching in the school is very good. Teachers are very knowledgeable and have high expectations. Lessons are challenging because teachers adapt the planning to meet the needs of all pupils. Teaching assistants support pupils very well. Teachers clearly explain tasks and lessons are very well organised and pupils learn productively. Teachers use very interesting teaching methods. For example, Year 3 pupils are engrossed when watching a video about embalming and are very keen to simulate the process of mummification by removing the inside of an avocado and wrapping it in bandages. They ask questions and are very keen to find out more, using textbooks and pictures. Skilful questioning in Year 6 helps pupils focus on comparisons between different decades and understand how it felt for different people in society to live in those times. Good links are made to pupils own experiences such as how it feels when their parents say "You're not going out in that!" and women defying society in the 1960s by wearing very short skirts. This provides good support for pupils' personal, social and cultural development. Links with other subjects such as English, geography, art, design and technology are particularly strong. Displays are very stimulating and encourage pupils to find out more about the past. Information technology is used to support pupils' learning, such as through the use of internet sites to find out about the past.
120. Pupils are very enthusiastic and respond very well to the interesting artefacts. They settle very quickly, concentrate and work creatively in groups or individually. Work is well presented and varied. Visits to different places such as Highclere Castle inspire pupils to learn more about the past. Living history experiences such as the Roman Day or Victorian Day also have a very significant impact on pupils' learning.
121. The history co-ordinator provides good leadership of the subject. She has very good subject knowledge and her enthusiasm for history is shared by many of the teachers. She has raised standards by helping plan the units of work across the school and selecting a wide range of high quality resources. Challenging more able pupils and further developing links with ICT have rightly been identified as areas for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. Standards in information technology are satisfactory, the same as the last inspection. The improvements in provision since then are having a positive impact on those standards.
123. Information technology is used very effectively to link with other subjects. Pupils develop their word-processing skills throughout the school. Good links are made in Year 6 between information technology and literacy as pupils work in pairs developing their extended story writing skills. Throughout the school pupils are making good progress in developing their use of the Internet. In Year 3, pupils use search engines to find information on mummification to support their history work on ancient Egypt. Within Year 6 pupils have developed these skills, carefully considering the appropriateness of keywords when searching. Pupils in Year 4 use their understanding of angles when giving instructions to move the "Roamer" around the screen. They understand how to create a set of instructions and then repeat them. In Year 5 they create classroom plans by highlighting shapes and rotating and moving them.
124. Pupils enjoy information technology. Lessons provide them with opportunities to practise and develop their skills. They are well motivated by the use of computers and want to improve.
125. The teaching of information technology is satisfactory. Lessons are well planned and structured. The intended learning is discussed with pupils. Teachers look for opportunities in lessons to further develop pupils' learning by carefully monitoring what they are doing in lessons. Teachers have good strategies that ensure good behaviour is the norm.
126. Social development is supported through the opportunities for pupils to work collaboratively. Use of the Internet enhances the pupils' understanding of their own culture and that of others. Each year group has access to the computer suite during lunchtime. These sessions are looked after by Year 6 pupils who thrive on the responsibility they are given.
127. Information technology is well led by an enthusiastic subject manager. She has quite rightly identified that further development is required in some aspects of the subject, particularly areas of control and modelling. The medium-term plans ensure that pupils will make progress, building on previous knowledge. Teaching and standards are monitored.
128. The number of computers is now appropriate. There is a computer suite, with an interactive whiteboard and projector, large enough to accommodate a whole class, another smaller group of computers and a class set of laptop computers. The laptop computers were provided through links with the Andover Community Partnership.

MUSIC

129. Standards in music have been maintained since the last inspection and are above those expected nationally for pupils' aged 11. The school is committed to providing a good range of quality learning experiences for all pupils. Extra-curricular music activities and use of specialist teachers provide valuable opportunities to enrich the music curriculum for many pupils. All pupils, including those with special educational needs and those who speak English as an additional language, make good progress.

Improvement since the last inspection has been good, particularly in the consistency of approach to teaching.

130. In Year 3, pupils learn the importance of a conductor when playing together. They co-operate and negotiate in pairs and small groups to agree on the most appropriate hand signals a conductor might give. They decide on a range of signals to indicate when musicians are to stop, start and change the pitch or tempo of the music they are playing. Pupils are confident performers. In small groups, pupils play a range of percussion instruments and respond to the conductor's signals. Pupils have a good understanding of musical vocabulary, and well-developed listening skills. They skilfully repeat complicated rhythms, and evaluate their own and each other's work through demonstration and discussion. Music is used to support pupils' learning in other curriculum areas. For example, pupils reproduce the sounds of ancient Egyptian workers to complement their studies in history.
131. Pupils in Year 4 build on the conducting and performing skills they have learned. They confidently keep a steady beat and conduct and play three beats in a bar. In small groups, pupils play percussion instruments together, using notes from the pentatonic scale. Pupils know, understand and use musical vocabulary as they appraise their performance.
132. Pupils in Years 5 and 6 have developed good control over their voices. They sing tunefully and confidently. Pupils volunteer to sing solos, their efforts are appreciated by their classmates, who applaud spontaneously. Pupils learn many different styles of singing, from rounds to calypsos. They have well developed listening skills and find ways to improve their performance through rehearsing.
133. Pupils enjoy music lessons. They behave well, respond enthusiastically and work hard. Their enthusiasm for music is well reflected by the number of pupils who are involved in extra-curricular activities and learning to play an instrument. The school choir, orchestra and recorder players perform regularly in school assemblies. Specialist teachers ensure that pupils have the opportunity to learn to play a variety of instruments including the cello, violin, and woodwind and brass instruments. Many pupils become proficient players of percussion instruments during lessons, and some pursue their interest by learning to play the drums, including Indian drums. The commitment of pupils to these additional opportunities is evident in the high quality performances that they are able to give.
134. Since the last inspection the school's scheme of work for music has become securely embedded. Teaching is consistently good. Lessons are well planned with specific learning objectives, which are clearly communicated to pupils. Musical knowledge and skills are taught in a systematic and progressive way, which allows all pupils to achieve well. Resources are used well in lessons, and learning support assistants are deployed effectively. The organisation and management of lessons are good and provides opportunities for pupils to develop their social skills as they work in small groups and as a whole class. Music makes a significant contribution to pupils' personal, social and spiritual development. In addition, their knowledge and understanding of other cultures is fostered as they listen to, and play music from around the world. Good links are made to some other areas of the curriculum, particularly history and geography. However, links to other subjects such as English and art are not fully pursued and limited use is made of ICT. The use of assessment in lessons is often good. Through skilful questioning, and evaluation of pupils' performances, teachers make regular assessments of pupils' knowledge, understanding and skills. However, these assessments are not used sufficiently to

ensure that the work planned is always challenging for pupils whose attainment is well above the expected levels.

135. The subject manager is knowledgeable, skilled, enthusiastic, and has a clear vision for the future development of the subject. She provides good support and guidance for teachers and has ensured that the whole-school scheme of work has been successfully implemented. Planning from this scheme ensures that all aspects of the subject are taught. Resources are very good and include a designated music room. This is used effectively for individual, small group and whole-class work.

PHYSICAL EDUCATION

136. During the inspection it was only possible to observe games lessons in Year 4 and swimming lessons in Years 4 and 6. Additional evidence was gathered through talking to staff and looking at school documents.
137. The last inspection judged that standards were above those expected nationally. These good standards have been maintained and there has been substantial improvement in the way physical education is planned and taught. All pupils are fully included and have equal access to learning opportunities. Those with special educational needs and who speak English as an additional language achieve well in lessons and make good progress over time.
138. In games lessons in Year 4, pupils learn how to throw and catch balls accurately. They develop the techniques of throwing over-arm and under-arm, and how to stop a ball rolling on the floor quickly and safely. They learn to strike balls with cricket and rounders bats, and tennis racquets. Pupils' skills improve as they work diligently in pairs and small groups. Pupils are fully aware of the need to warm up the body before exercise, and the importance of warming down after a period of sustained exertion.
139. All but a very small minority of pupils can swim the expected distance of 25 metres by the time they complete Year 6. The school benefits from its own swimming pool, and this makes a significant and positive contribution to pupils' attainment. Pupils are taught the techniques for each swimming stroke and overall make good progress in lessons. In the best lessons, pupils make excellent progress because teachers have outstanding management and organisational skills, are very knowledgeable, and have an exceptional rapport with pupils. As the pool is not large only half of a class of pupils can be in the water at any one time. The last inspection found that the pupils waiting for their turn were not sufficiently occupied, and that time was wasted. This situation has improved and in most of the lessons observed pupils were involved in purposeful activity while they waited. However, this is not the case in all lessons and remains an area for further improvement.
140. Pupils enjoy their lessons, and work hard to improve their own performance. They are enthusiastic and co-operate well in pairs and small groups. Pupils are supportive of each other and respond positively to the help given by adults. The good links that have been firmly established with local sports groups provide pupils with the opportunity to develop their skills further. In addition, the range of extra-curricular clubs provides all pupils with the opportunity to find and take part in a sport they enjoy. The school is actively involved in local competitive matches against other schools. Pupils in Year 6 are involved in adventurous activities as part of their residential experience.

141. The physical education curriculum strongly supports pupils' personal and social development. Pupils' achievements in sport, in and out of school, are celebrated as a reflection of the very real effort and commitment required, in pursuing a personal talent.
142. Teaching of physical education has improved since the last inspection. All teaching is now judged to be at least satisfactory with good and excellent features. Teachers manage pupils effectively and demonstrate an enthusiasm for the subject that is transmitted to the pupils. A structured programme of work supports teachers well in their planning of a comprehensive range of activities. Teachers have at least secure subject knowledge and plan lessons with clear learning objectives that build on pupils' previous experiences. The use of ICT to support learning has not yet been fully explored. Teachers assess pupils at the end of each block of work as part of skills based awards system for swimming and athletics. However, these assessments are not yet used sufficiently to inform the planning of future lessons or to provide pupils with the opportunity to develop an understanding of their own learning.
143. At the time of the inspection a temporary co-ordinator was in post. He was providing strong supportive leadership until the new co-ordinator took up the post. The previous co-ordinator ensured that a good quality scheme of work has been implemented across the school and teachers have received training in different aspects of the physical education curriculum. As a result, teaching has improved and the profile of physical education has been raised. These improvements led to the school being awarded the "Active Sport's Mark" of which it is justifiably proud. Accommodation and resources for the teaching of physical education are very good and used effectively in lessons.

RELIGIOUS EDUCATION

144. Religious education is taught according to the Hampshire Locally Agreed Syllabus. The standards achieved are good, better than at the last inspection. Pupils also make good progress. The lessons observed during the inspection focused upon Christianity but other evidence demonstrates that pupils have a good understanding of different faiths. Pupils in Year 3 develop their understanding of the church as a place of worship. In Year 4 they explore symbolism and the importance of water within Christianity. Pupils also demonstrated their scientific understanding of water when they wrote their ideas on "what they would do if they were water". Year 5 pupils have a good understanding of the beliefs and practices surrounding death, whilst in Year 6 pupils know what a pilgrimage is and express their feelings associated with taking a journey. These pupils also drew on previous knowledge by talking about the Hadj.
145. Pupils' attitudes to religious education are good. They actively participate in class discussion. Their ideas and suggestions are listened to very carefully by their peers. Behaviour is good.
146. The quality of teaching is good with some very strong features, broadly the same as the last inspection. Lessons are well planned and the intended learning made clear at the beginning. Teachers use effective questioning techniques ensuring that pupils are challenged in their thinking; they engage pupils and maintain their interest. When carrying out written tasks pupils maintain a good pace.
147. Religious education supports pupils' spiritual development very well. There are many planned opportunities for pupils to listen the views and beliefs of others. Everyone's

opinions and individuality are valued. One special example of this was seen when a special needs pupil offered her views, which were appreciated by all her peers.

148. Religious education is well managed. The subject manager has a good understanding of the strengths and weaknesses. Standards and teaching are well monitored and there is a good level of resources. The local vicar visits the school to give his support to pupils' learning in this subject.