

# INSPECTION REPORT

## **GRANGE COUNTY JUNIOR SCHOOL**

Farnborough, Hants

LEA area: Hampshire

Unique reference number: 116147

Headteacher: Mr D Myers

Reporting inspector: Mr R Hancock  
2715

Dates of inspection: 9 July –12 July 2001

Inspection number: 196488

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 - 11
Gender of pupils:	Mixed
Name of Headteacher:	Mr D Myers
School address:	Wren Way Farnborough Hants
Postcode:	GU14 8TA
Telephone number:	01252 542196
Fax number:	01252 542196
Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor Stella Olivier
Local Education Authority:	Hampshire
Date of previous inspection:	14/ 04/ 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2715	Richard Hancock	Registered inspector	English special educational needs	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19693	Sally Hall	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?
20891	Sean O'Toole	Team inspector	Science Information and communication technology Design and technology Music Religious education Equal opportunities	
24137	Gail Robertson	Team inspector	Mathematics Art and design Geography History Physical education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Bedford Primary Inspections  
2 Grange Lane  
Cople  
Bedford  
MK44 3TT

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Grange County Junior school has 216 pupils on a roll which has slightly more boys than girls. The percentage of pupils eligible for free school meals is 30, higher than the national average but not quite as high as when the school was last inspected. There are 107 pupils on the school's register of special educational need, well above the national average. Statements of special educational need are maintained for two pupils, just under 1% of the school's roll, which is below average. There are eight pupils for whom English is an additional language, slightly higher than average and three of these pupils are at an early stage of language acquisition. The school serves a community which is housed largely in local authority and association accommodation. The area has been identified as being amongst the lowest ranking for multiple deprivation in terms of housing in Hampshire. Pupils' standards of attainment on entry to the school vary from year to year. For the current Year 3 they were close to average but in some years they have been below average and even well below average.

### **HOW GOOD THE SCHOOL IS**

Grange County Junior School is a good school. The pupils have very positive attitudes to learning and behave well. The quality of teaching is good. The majority of pupils reach average or above standards in all their subjects, except in English and design and technology. The majority of pupils, including those with special educational needs, make good progress. The curriculum has breadth and balance although the English curriculum needs more breadth and more time is needed to teach design and technology. The leadership and management of the headteacher are both very good. The school is well supported by the governing body. Pupils are well looked after. Parents are pleased with what the school is doing for their children. There are no significant shortages of books or equipment and the school is accommodated in an attractive and well cared for building. The school is giving good value for money.

#### **What the school does well**

- Teaching in science is good and pupils' standards are above average;
- The basic skills of literacy and numeracy are well taught;
- Pupils' attitudes to school are positive and they behave well which is helping them to learn effectively;
- The school is very well led and managed and has good plans for further improvement;
- There is a high level of care for pupils, which is helping them to raise their self-esteem and to give of their best.

#### **What could be improved**

- The attainment of the more able pupils in English and the overall provision of the subject.
- Standards of attainment in design and technology need to be higher.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in April 1997. Since that time standards in National Curriculum tests have improved year upon year. In each subsequent year more and more pupils have reached level 4 in English and results have also markedly improved in mathematics and science. In the latter two subjects they are now above average in relation to similar schools although this is not the case for English where they are average. The school has established good provision for information and communication technology [ICT] and now meets statutory requirements. The school has further developed the use of ICT in all learning. It has also improved its assessment practices. However, pupils' attainment in design and technology has declined and provision for the subject is now less good. The overall quality of teaching has improved and the behaviour of pupils is now better. The school's improvement since the last inspection has been good.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	C	D	C
mathematics	E	B	C	B
science	D	A	C	B

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

In the National Curriculum tests in 2000, in English, 71% of pupils reached level 4 or above which was just below the national average which was a good result, given the starting point of pupils when they entered the school. In the same year, in mathematics 71% of pupils reached level 4 or above which was in line with the national average, and in science 87% of pupils reached level 4 or above, above the national average, especially good results. The trend over time in terms of average points score in the core subjects has been higher than the national trend. In comparison with similar schools, English results are in line with the average but mathematics and science results are above average. The achievement of pupils is not good but they are capable of reaching higher levels of attainment in English. Pupils with special educational needs achieve well and make good progress. Pupils for whom English is an additional language also achieve good results and make good progress. The attainment of pupils is especially good in history. Standards are not high enough in design and technology and pupils can achieve more. Pupils' attainment in all other subjects is at least satisfactory.

Provisional test results for 2001 show good attainment levels in mathematics and science. Level 4 results have been maintained in English, but level 5 results have declined. The school has met its targets for the past two years.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and have positive attitudes in class
Behaviour, in and out of classrooms	Good. The majority of pupils behave well but a minority persist in misbehaving, despite the school's strong behaviour policy
Personal development and relationships	Very good. Positive relationships are a strength of the school. Pupils' personal development is good but independence could be developed further.
Attendance	Satisfactory. Attendance is improving.

Discussions with pupils highlighted the strong positive feelings they have towards the school, especially valuing their teachers and the help they give them. The school is scrupulous in its approach to exclusions, follows all the relevant procedures and makes good use of external services to support its decisions. Whilst the school gives some responsibilities to older pupils, all pupils could take on more responsibilities and be helped to show independence, especially by undertaking more research and investigation in a wide range of subjects. The school has been working hard to improve attendance and has put a number of good

features in place. Consequently, this aspect is being closely monitored. Rates of attendance are gradually improving.

## TEACHING AND LEARNING

Lessons seen overall	7-11 Years	Good
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*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching in English is largely good. Most literacy hours are well taught, although in some lessons, teachers show a lack of subject knowledge of grammar. The basics of reading and writing are conscientiously taught, especially to the youngest pupils. Older pupils do not always get sufficient scope to use language imaginatively, especially in Year 5. The quality of teaching in mathematics and science is good. In other subjects, apart from design and technology, the quality of teaching is at least satisfactory and is often good. In the school as a whole, teaching was excellent in 4 percent of lessons, very good in 14 percent of lessons, good in 53 percent of lessons and satisfactory in 29 percent. The major strengths of teaching are the levels of planning, the positive relationships with pupils, the management of pupils' behaviour and the clarity of instructions. The major weaknesses of teaching are the lack of guidance given in marking, the limited use of homework and weak subject knowledge in design and technology. The skills of literacy and numeracy are well taught. The school meets the needs of all pupils and pupils with special educational needs have their weaknesses well addressed but more able pupils do not always get work which fully extends them, especially in English and design and technology. Pupils learn the basic skills of literacy and numeracy well. They also learn the principles of scientific investigation and how to conduct research in history. They do not get sufficient opportunities to learn about the making process in design and technology or creative processes in art and English.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is good coverage of the National Curriculum, except for design and technology which requires more time.
Provision for pupils with special educational needs	Good. Pupils' needs are well identified and good support is provided through the work of learning support assistants and by teachers in lessons in all subjects.
Provision for pupils with English as an additional language	Good. All pupils make good progress and those pupils at early stages of language acquisition make especially good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils get good opportunities to reflect through the form of prayer in religious education and to look more deeply in some lessons in subjects such as geography and English. There is strong emphasis throughout the school on choosing between right and wrong. Pupils get very good opportunities to work with one another and to enjoy each other's company.
How well the school cares for its pupils	Very good. The school has good systems in place for monitoring pupils' development.

The school works very well with parents who clearly value what the school is doing for their children. The school keeps parents well informed about what is being taught and notifies them of any special events. They are made welcome and are regularly invited to attend assemblies and other occasions. All pupils benefit from the school's programme for personal, social and health education and are well looked after in the school, which is safe and caring. Older pupils are given good scope to develop their experience of living



with others through residential visits. The school does not meet statutory requirements for the teaching of design and technology. The English curriculum requires more breadth.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is a strong sense of purpose in the school and of a team working effectively towards common aims. Subject co-ordinators are clear as to their roles and responsibilities and do their jobs well.
How well the governors fulfil their responsibilities	Good. The governing body supports the school well. It is closely involved with the overall performance of the school and helps it to make the best use of finances.
The school's evaluation of its performance	Good. The school is analysing relevant data in great detail, and using it to set appropriate targets for improvement.
The strategic use of resources	Good. There are no major deficiencies in resources and the school has done well to invest in a new ICT suite for helping pupils to learn how to work with computers.

Staffing is a good feature of the school. Teachers are well matched to the subjects they lead and the classes they teach. Accommodation is an asset. The school has a hall, which is large enough to accommodate classes for physical education and drama as well as for those occasions when the whole school is required to come together. The library is well located at the heart of the school. The school has a good range of books and equipment is adequate but there are insufficient maps in geography and only a limited number of artefacts in religious education. There are no significant weaknesses in the way in which the school is led and managed and there is a good understanding of the principles of best value because the school does compare its performance against relevant criteria and always endeavours to get value for money from its purchases.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school expects children to work hard</li> <li>• Behaviour in the school is good</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• The school's use of homework</li> </ul>

The inspection team agrees with the views of parents. Evidence from classroom observations, discussions with pupils and an analysis of their work, shows that pupils do work hard and that the school expects them to give of their best. Behaviour in lessons and around the school is good. The school is also very well led and managed. Whilst some pupils were able to talk about the school work they did at home, especially time spent reading, learning tables or memorising spellings, others could not. There is no school policy for homework and at present its use in the school is inconsistent and it is not being systematically used to raise standards of attainment.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. By the time pupils reach the age of eleven, their overall attainment in English is below average. In the year 2000, the percentage of pupils reaching level 4 or above in the National Curriculum tests was just below the national average but it was well below average for pupils reaching level 5 or above. The overall points score achieved by pupils was also below the national average. In comparison with pupils' attainment in similar schools, the school's performance was average for the proportion of pupils reaching level 4 or above but was below average for the proportion reaching level 5 or above. In terms of the pupils' overall points score it was average. Provisional test results for the year 2001 indicate that the school's performance in relation to the proportion of pupils reaching level 4 or above has been maintained but has declined for pupils reaching level 5 or above.

2. Attainment in handwriting is at average levels. By the end of Year 6 in the majority of cases writers show that they are just starting to adapt their style to different readers, that they can spell monosyllabic words with a good degree of accuracy and that they know how to use basic punctuation. However, the variety of forms in which they can write confidently is restricted, the spelling of common polysyllabic words is sometimes incorrect, and their vocabulary is not very adventurous. Sentence construction tends to be simple. The majority have mastered the basic processes of reading and have the means to tackle independently any new words they encounter. They show some facility for reading aloud with expression although this aspect needs to be further developed. Standards of fluency are barely at average levels and pupils need more confidence so that they can read aloud with less hesitancy. Pupils are beginning to analyse texts well and can say what makes for an effective adventure story or what stylistic features distinguish the work of a particular author.

3. Given that pupils' attainment on entry to the school is either below average or well below average and the high incidence of pupils with special educational needs, often related to weaknesses in literacy skills, the majority of the pupils achieve well in English. Nonetheless, it is clear from a comparison with the higher results in mathematics and science, the competence in literacy that pupils show in lessons in science and history, and the limited range of work being undertaken in some English lessons, especially in Year 5, that pupils are capable of reaching higher levels in English. This is particularly true of the more able pupils.

4. In mathematics, standards of attainment by the time pupils reach the age of eleven are average and progress by all pupils, including those with special educational needs and pupils for whom English is an additional language, is good. Pupils achieve well. In the 2000 National Curriculum tests, the percentage of pupils attaining level 4 or above was in line with the national average and was above average when compared to similar schools. However, the number of pupils achieving the higher level 5 was below the national average although it was average in comparison with similar schools. In terms of their overall points the performance of pupils was above average in comparison with similar schools. The provisional results of the 2001 tests show a similar picture, although the number of pupils who gained the higher level 5 has greatly increased. The current level of pupils' attainment reflects the wide ability range of the pupils who have transferred to the school. It does not reflect adversely on the school's effective implementation of the national numeracy strategy or the good quality teaching in the school. In

fact, the progress that the older pupils have made since they joined the school is never less than good compared with the standards they had attained before they entered the school.

5. At the end of the key stage pupils have covered a wide range of work in all the attainment targets in mathematics. As well as regular practice within the four rules of number, pupils are able to carry out work on percentages, fractions and decimals. They measure and draw acute and obtuse angles, find areas of shapes, work with square numbers and square roots. They show good levels of competence. Pupils become increasingly adept, thinking up different ways to tackle the same problem. There has been a significant improvement in this aspect since the previous inspection.

6. In science, the school's performance in 2000 was in line with the performance of all schools but in comparison with similar schools it was above average. Provisional results of tests for 2001 show a further improvement on these figures with all pupils attaining at least the average level and 37% achieving the higher level 5. Inspection evidence shows that by the end of Year 6, standards in science are above the national average and well above those for similar schools. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress. The achievement of pupils is good. There is consistent progress between classes and year groups due to the thorough planning and the strong emphasis on extending pupils' understanding of scientific vocabulary.

7. By the end of Year 6, pupils have above average competence in all aspects of the science curriculum. They have good skills in using scientific vocabulary to record their experiments and take pride in presenting their work. They make satisfactory use of their numeracy skills to record their findings in a variety of charts and when doing experiments measure accurately to ensure that their tests are fair and consistent. Pupils also use their literacy skills well. They spell words correctly and use devices such as bullet points, lists and labels to good effect. They write accurately and in the correct sequence. Pupils have a good understanding of life and living processes. They classify living and non-living things and through careful observation and research they learn to refine their classifications. The more able understand that living things are affected by their environment and that many adapt to different conditions. The pupils' work on materials and their properties is above average. They have a good understanding of the variety of uses for different materials and that some are suitable for insulation. They make good improvements in understanding physical forces and have secure knowledge of gravity, magnetism and the movements of planets. This achievement at the end of Year 6 is due to good progress through the school.

8. By the time they reach the end of Year 6, pupils have reached standards which are at least average in all other subjects, apart from design and technology where standards are insufficiently high and below those expected for pupils aged eleven. Progress is unsatisfactory as sufficient time is given to the subject and the pupils' skills, knowledge and understanding are developed inconsistently. Progress is at its slowest in Year 6 where pupils have very limited opportunities to improve skills taught earlier in the school. Pupils in Years 3 and 4 make satisfactory progress. By the end of Year 6 the pupils have limited skills in making models of a sufficiently high standard using a wide range of tools and materials. Their work in designing and making a machine to pick up rubbish lacks finesse and skills learned in Year 4 are not used to good effect to improve the robustness of the models.

9. In history, standards are above average. Pupils' ability to select and retrieve relevant information is especially good. All pupils are beginning to understand chronology and undertake research for information to help them make sense of the period they are studying.

10. Pupils for whom English is an additional language achieve well in all subjects through the specific extra attention they receive from teachers in class. Those pupils who are at the early stages of language acquisition make particularly good headway, benefiting from the extra support they receive from specialist help. Pupils with special educational needs make good progress in all subjects. Their needs are well identified and they are making good progress over time, particularly in reading and writing. The school has identified the gifted and talented pupils but has not yet developed a strategy for ensuring that the needs of these pupils are fully met.

### **Pupils' attitudes, values and personal development**

11. The pupils' attitudes to school are very good and have improved since the previous inspection when they were good. The pupils are proud of their school and enjoy taking part in the wide range of activities the school provides. During discussions with the inspection team some Year 6 pupils said they did not want to leave the school. In some lessons pupils have very good attitudes to their work. This was seen in a Year 6 mathematics lesson when the pupils investigated whether it would be more profitable to have a lump sum of £1200, or begin with 1 penny and then to double the amount each day for a month. The pupils listened attentively as the teacher explained the task and were keen to give their opinions about which method would produce the greatest amount of money. They were totally focussed on the challenge set by the teacher and quickly devised methods of recording their results. They concentrated hard on doubling and there were gasps of amazement as the amounts of money began to increase at a rapid rate. The pupils realised the power of doubling and at the close of the lesson there was a sense of awe as the teacher declared that the amount raised in a month would be over £10 million! The pupils' enthusiasm had a substantial impact on their learning.

12. The pupils have maintained the good behaviour found at the time of the last inspection and the school is a harmonious and orderly community. Behaviour in lessons is usually good and sometimes very good. The pupils know the school rules and understand the consequences of their actions. One pupil said that his behaviour was improving because he wanted to get his name in the 'Well Done' book. A few pupils, mainly in Year 5, do not behave as well as their classmates. They make silly noises, call out and do not listen to their teachers but this behaviour is not the norm. All pupils enjoy celebrating their own and others' successes in the Achievement Assemblies when pupils are presented with certificates for good work, behaviour and for showing caring attitudes. Behaviour in assemblies is very good and helps to create a suitable atmosphere for worship and reflection. The pupils behave very sensibly at lunchtime and behaviour in the playground is very good. Incidents of bullying and antisocial behaviour are rare. Six pupils were given eleven fixed term exclusions last year, mainly for outbursts of violent behaviour.

13. The pupils' personal development and relationships are very good. Relationships throughout the school community are particularly strong. The pupils work well together in groups, take turns and share equipment. Pupils enjoy socialising at lunchtime and during breaks. Girls and boys and pupils from different ethnic groups work and play well together. The pupils have very good relationships with adults working in the school. The pupils are keen to take responsibility and enjoy helping in the classrooms and around the school. Older pupils gain important social skills by answering the office telephone at lunchtime and helping in the dining hall. The school council makes some improvements to school life and pupils think about the needs of others though raising money for charity.

14. The attendance of the pupils is satisfactory. The attendance rate for 1999/2000 of 93.7 per cent was slightly below the national average but has improved as a result of the effective

initiatives being undertaken by the school. The parents and pupils are responding well to the school's reward system for good attendance and the attendance rates for the past four years show continuous improvement. The unauthorised absence rate for 1999/2000 of 1.9 per cent is above that found in similar schools. Truancy is rare and most of the unauthorised absence is due to parents keeping their children off school for reasons which the school will not authorise, for example holidays of more than two weeks or staying in bed after a late night. Punctuality was raised as a concern in the previous report. This has now improved and the vast majority of parents ensure that their children arrive at school on time.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

15. In the school as a whole the quality of teaching is good and has improved since the last inspection. Teaching was excellent in 4 per cent of lessons, very good in 14 per cent, good in 53 per cent and satisfactory in 29 per cent. The quality of the teaching observed in lessons was further endorsed by a scrutiny of pupils' work in all subjects which indicated that, over time, teachers had been systematic and thorough in their coverage of the National Curriculum, apart from English where the range was more restricted.

16. The quality of teaching in English is largely good. Most literacy hours are well taught and teaching focuses effectively on a key aspect of literacy which all pupils need to know about. Teachers then focus pupils' attention on words to help ensure that they are getting a good grounding in basic literacy skills. The individual needs of pupils vary widely but this aspect is well catered for in the use of group work, which effectively addresses the differing needs of pupils. One weakness is that in some lessons teachers show a lack of subject knowledge of grammar which leads to pupils receiving erroneous information. However, overall, the basics of reading and writing are conscientiously taught, especially to the youngest pupils. Older pupils do not get sufficient scope to use language imaginatively, to write in a wide range of forms or to benefit from studying sufficient stimulating and challenging literature, especially in Year 5. Teachers make some use of homework but it is not being systematically used to drive up standards. Marking does not often indicate to pupils what they have to do to improve their performance.

17. The quality of teaching in mathematics is never less than satisfactory and almost half is very good. Teachers very carefully plan lessons to meet their pupils' needs. The resources they use, including extension activities, challenge pupils well and aid progress. There is a good balance of whole-class, group and individual work across the school. Planning is detailed and clearly shows what is to be taught and learned. Teachers do not always share the intended learning outcomes of the lesson with their pupils, or check to see if they have been achieved at the end of lessons and this is a weaker feature. Teachers set limited homework, mainly in the form of learning multiplication tables. Homework is not fully supporting the learning in school. Teachers have good subject knowledge and use a range of resources well. The successful implementation of the numeracy strategy contributes significantly to the good quality of teaching and the standards pupils attain.

18. In most other subjects the quality of teaching is at least satisfactory and is often good. In science, for instance, the teaching varies between good and excellent and is good overall. Teachers have good subject knowledge and this is enhanced through the very good guidance provided in the scheme of work. They take good account of the needs of different groups of pupils by setting work which is sufficiently challenging and also by making good use of the support assistants to guide pupils with special educational needs. Teachers have high expectations and communicate them well to the pupils who rise to the challenge. They regularly

check on how well the pupils are working by asking sharply focused questions. Some teachers use marking well to guide the pupil on how they might improve and set targets which the pupils understand clearly but this good practice is not consistent through the school. The attention given to developing literacy and numeracy skills within science lessons is good. In design and technology, teachers lack sufficient expertise to extend the pupils and the lack of an effective scheme of work inhibits consistency between year groups.

19. Pupils are learning the basics of literacy well. They are also being given a good grounding in numeracy. They also learn the principles of scientific investigation and how to conduct research in history. They do not get sufficient opportunities to learn about the making process in design and technology or creative processes in art and English. They are learning how to work hard. They also know that by putting in a major effort they can get a good return for their endeavours. Whilst independence is being encouraged to an extent, especially in history and geography, this aspect of learning requires more emphasis, especially through the greater use of the skills of research and investigation, particularly in English and design and technology.

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

20. The school provides an interesting and lively curriculum which fulfils statutory requirements with the exception of the provision for design and technology which is unsatisfactory. All National Curriculum subjects and religious education, except design and technology, are covered and have an appropriate time allocation. The curriculum effectively promotes pupils' skills, knowledge and understanding and prepares them well for the next stage of education. It also equips them effectively for life in a multicultural society. Parents are happy with the curriculum provided by the school and believe that it contributes to helping their children to become mature. There is a good awareness among the teachers of the needs of all pupils and the school has a strong commitment to equal opportunities. The school ensures that all pupils have similar opportunities and all staff are aware of the particular needs of different groups of pupils, including those with special educational needs and those for whom English is an additional language. The curriculum has improved since the previous inspection.

21. The provision for pupils with special educational needs is good. They have full access to the curriculum offered by the school and are provided with good support through the deployment of additional staff. There is also good provision for pupils for whom English is an additional language. The staff are well aware of the needs of these pupils and use several strategies to promote effective learning. These include a successful combination of the direct teaching of spoken English together with frequent opportunities for the pupils to join in discussions and to contribute their ideas. Support staff working with the pupils follow the lesson objectives well and engage the pupils in conversation; as a result the pupils make good progress. The school has identified the needs of the more able pupils in most lessons and has met with success in raising levels of attainment for these pupils in science, although more remains to be done in extending English and mathematical skills.

22. The school has good strategies for teaching literacy and numeracy and uses national guidelines effectively. The staff have had good training in the national literacy strategy and national numeracy strategy and plan lessons which are well structured and focus on developing skills. However, in the teaching of English more remains to be done to extend pupils' spoken and written language. Lessons in English and mathematics begin with a well placed introduction often with quick and challenging questions which get the pupils thinking. Good reference is made to

previous learning and the teachers skilfully assess what has already been learned and match work to the needs of the different abilities and ages in the classes.

23. Planning is a strength and ensures consistency between classes in what is taught. The subject leaders monitor planning very well and offer good advice to their colleagues on ways of developing the pupils' skills, knowledge and understanding. This has been particularly successful in science, mathematics, information and communication technology, religious education and history. Care has been taken to ensure that there are sensible links between subjects so that the curriculum remains coherent. However, this arrangement does not work well in design and technology where the subject is given insufficient emphasis within topics. The school has plans to remedy this weakness. In the school as a whole, there are good schemes of work which are reviewed regularly; the headteacher is rigorous in challenging the subject leaders about how to improve the teaching of the subjects. The well focused development plans for subjects are used as benchmarks against which the governors and headteacher measure success. The governors are involved well in monitoring the curriculum and each subject has an 'attached' governor who meets with the staff and reports back to the governors on improvement.

24. The school makes good provision for extracurricular activities and the pupils experience a wide range of opportunities, which include computer studies, sport and music. These extra curricular activities do much to promote the pupils' self-belief and confidence. A further way that the school enriches the curriculum is through the use of visits to raise pupils' awareness of the environment. The field trip to Cove Brook was clearly an exciting event as pupils returned with a lively interest in their locality and their responsibility for it. The school draws on its community to extend the curriculum. In history, visits from a member of the community to recount his experiences of the war enlivened the pupils' historical understanding. Pupils are also encouraged to take part in music festivals and deepen their understanding of human kind's impact on the environment and how they can remedy the problems created by taking part in the walking to school project. Another aspect of the school's development of citizenship includes the Year 6 involvement in the Junior Citizenship's Award.

25. The school has forged good links with the partner schools and the transfer arrangements from the infants' school works well. The Year 6 pupils are prepared well for secondary education. Although many of them say that they will miss Grange Junior they are confident that they have been prepared well for the next stage in education.

26. The school has extended its provision for pupils' personal, social and health education since the previous inspection. The provision is good; the staff make effective use of the school's scheme of work to promote the pupils' self-esteem and awareness of the needs of others. There are sufficient and good opportunities for sex education and the school makes use of outside expertise to educate pupils about the dangers of drugs. Parents are notified of the school's approach to sex education. Teachers plan appropriate activities to develop pupils' skills of citizenship and the school's council is beginning to contribute to decision making at the school. The regular lessons in personal, social and health education provide good opportunities for pupils to discuss their feelings and to listen to the views of others.

27. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. The provision for pupils' spiritual development is good. In assemblies there are regular opportunities for prayer and reflection. The daily acts of collective worship fulfil statutory requirements and make an appropriate contribution to pupils' spiritual development. In some literacy lessons the pupils write poems which show a thorough understanding of issues such as pollution and conservation and this leads them to an appreciation of the wonders of creation.

In lessons in religious education there are good opportunities for pupils to study the world's major religions and to gain an appreciation of the importance of faith in some people's lives. In some lessons there are special moments when the teachers inspire the pupils with wonder about the world in which they live. Staff are sensitive in dealing with the pupils' personal tragedies and disappointments and help them to come to terms with loss and bereavement.

28. The school makes very good provision for pupils' moral and social development. Pupils are taught very effectively to understand the difference between right and wrong. The school's four 'golden' rules are emphasised consistently by all staff and contribute much to the pupils' sense of justice and fairness. In lessons, the teachers are quick to offer praise and encouragement and also challenge the pupils if their behaviour is unacceptable. There is a clear system of rewards and sanctions and the pupils compete keenly to gain the praise of adults. One very good reward is the tea party held with the headteacher to celebrate good behaviour, kindness and hard work. This event makes an effective contribution to the pupils' social awareness, as they are required to think about the formal response needed to invitations. In lessons there are good opportunities for the pupils to work together in different sizes of groups with pupils of different ability. This approach encourages cooperation and the value of others' opinions. Some staff work hard to promote the pupils' social skills by providing opportunities for the pupils to tell the class about their work. This was very effective in a Year 3 lesson when the pupils shared what they had found out about Islam. The school contributes to various charities and pupils develop a good sense of the need to help those less fortunate than themselves. Pupils also take part in large social gatherings and compete in inter school sports and events which promote pride in the school and self-confidence. They have good links with individuals and organisations outside school and this makes for a good contribution to the breadth of experience enjoyed by pupils and develops their sense of belonging to a community.

29. Provision for pupils' cultural development is good overall, and has improved since the last inspection. The school seeks to celebrate the different backgrounds of pupils. There are displays of the differences and similarities between the British and the Nepal cultures. In geography, pupils study life in different areas, including the wider world through their work about St Lucia. In environmental studies, pupils are taught to appreciate their own area by studying the local brook which helps pupils to understand their social responsibilities for the environment and to appreciate their own traditions and locality. The school provides opportunities for pupils to take part in concerts and to perform in a variety of situations. Those learning to play instruments have good opportunities to perform. In music lessons and assemblies, teachers encourage pupils to listen to a variety of styles and musical traditions. History lessons are used well to promote pupils' understanding of the contribution of personalities to the development of society. The school prepares pupils well for life in a multicultural society by emphasising the diverse nature of society, religions and festivals.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

30. The school provides good educational and personal support for the pupils. It has successfully achieved its vision statement and provides a positive, safe, caring and happy atmosphere. There is a high level of care and concern amongst staff and pupils are well known and valued. This came through strongly in discussions with pupils. A good example was provided by a Year 3 pupil who said that if he was feeling sad he would tell his teacher as the teacher '*would deal with it and help me to get on with my life*'. Classroom assistants, office staff and lunchtime assistants also make valuable contributions in caring for pupils. Supervision before and after school is good and lunchtime is well managed. Lunchtime assistants encourage pupils to play traditional games and help them develop good table manners.



31. The school has very good procedures to ensure the pupils' welfare, health and safety. Its arrangements for child protection are very good and a clear policy is in place. The head teacher is the designated member of staff with responsibility for child protection and carries out his duties very effectively. Adults working in the school have a good understanding of the school's procedures.

32. The arrangements for first aid are very good. The school secretary is qualified in first aid and another member of staff has received basic training. Pupils who are ill or injured receive very good care and attention in the well-equipped medical room. Good records are kept of all accidents and there are very thorough procedures for the administration of medication.

33. The school pays very good attention to health and safety matters and an appropriate policy has been drawn up. The caretaker is particularly vigilant of any potential hazards in and around the school. Detailed risk assessments have been undertaken and good systems are in place for emergency evacuation.

34. The school's procedures for monitoring and improving attendance are very good. Registers are marked correctly. The school has adopted a clear and detailed attendance policy. Class awards have been effective in improving attendance. The school strongly discourages parents from taking holidays during term time. Unexplained absences are followed up immediately and there are good links with the educational welfare officer.

35. Procedures for monitoring and promoting good behaviour are very good. The ethos of good behaviour is constantly reinforced in lessons, assemblies and by the examples of adults working in the school. This is underpinned by a clear and detailed behaviour policy which emphasises the rewarding of good behaviour. Rewards are effective and the pupils appreciate the praise they receive for good behaviour through the headteacher's 'handshakes', the 'Well Done' book and the presentation of certificates in assemblies. Lunchtime supervisors successfully promote good behaviour and manners at lunchtime. They give awards and choose pupils to sit on the 'posh' table. The 'golden rules' are displayed around the school and are clearly understood by the pupils. They understand the consequences of their actions and sanctions are applied consistently and fairly. The procedures for monitoring and eliminating oppressive behaviour are very good. The school has a clear anti-bullying policy. Rare incidents of antisocial behaviour are investigated thoroughly and dealt with effectively.

36. The procedures for monitoring pupils' academic performance and personal development are good. The staff are careful to keep a track of how well the pupils' make progress in their personal, social and emotional development. They do this by listening to pupils during circle time, an occasion when pupils are encouraged to express themselves in an atmosphere of trust. Pupils respond well to these opportunities and there is a sense of trust and openness between staff and pupils. Class teachers make valuable comments on pupils' personal development in their annual reports. The pupils' records of achievement contain several pieces of work which illustrate how the pupils have improved. These helpful documents are sent home at the end of Year 6 to keep parents informed of their children's progress.

37. The school has improved its assessment procedures since the previous inspection and they are now good overall. Assessment of pupils with special educational needs is effective and the school clearly identifies the needs of these pupils. Staff write well-focused individual education plans which are used appropriately to plan work which is matched to the pupils' needs. As a result, the pupils make good progress with about half of them achieving the expected

standards for their age by the time they leave the school. The school also has good systems to identify the needs of pupils for whom English is an additional language. Procedures to assess the pupils include several tests in English and mathematics. Each year group also is tested using optional national tests to track the pupils' progress. The headteacher and senior staff monitor and analyse the results of these tests and are beginning to set targets for learning. The teachers' assessments at the end of Year 6 are close to the actual results pupils achieve in the national tests.

38. Overall the school makes satisfactory use of assessment to plan the curriculum. The headteacher's rigorous analysis of trends in performance has done much to enhance the staff's awareness of how well the pupils make progress. Systematic tracking of pupils' progress and the reasons for their success or lack of it are discussed with teachers to enable them to provide more rigour in planning. There are variations in how the school uses the results of assessments with some good examples in mathematics which have enabled the teachers to identify areas for improvement and to ensure that any gaps in pupils' learning are covered. As a result standards in mathematics have risen steadily and are now average. Similarly in science there is good use of test and other data to plan work and add further challenge in lessons. The school has analysed pupils' performance in English and identified weaknesses in performance. The results have been used successfully to identify pupils who would benefit from additional literacy strategy support. In most other subjects the teachers keep accurate records of pupils' progress and identify the key skills and knowledge learned. This is not the case in design and technology where there are inconsistencies in developing pupils' skills, knowledge and understanding. In some classes, the teachers link the targets set for the pupils to their own marking and this occurs effectively in science. However, this practice is not consistent between subjects and year groups.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

39. The parents' views of the school are positive and they are pleased that their children like attending school. They say that the school is well led and managed and feel that teaching is good. They say that their children are expected to work hard and are making good progress. They feel that behaviour is good and the school helps their children to become mature and responsible. A significant minority of parents who returned the questionnaire are unhappy about the school's arrangements for homework. At present the school's use of homework is sporadic and uncoordinated and makes only a limited impact on pupils' attainment.

40. The school has improved the links with parents. They are now very good. The parents feel that this is a listening school and that teachers are always willing to try and help. The staff, including the headteacher, make a point of being outside school at the end of the day and this provides parents with good opportunities to talk on an informal basis. They are also welcome to make formal appointments. The school has undertaken its own survey of parents' views and replied to all their concerns and suggestions. The parents feel welcome in school and enjoy attending events such as class assemblies.

41. The quality of the information which the school provides to parents is good. New parents receive helpful information through visits, a meeting and an informative prospectus. The governors' annual report gives a clear picture of school life. Regular newsletters give helpful details about future events as well as celebrating the school's successes. The school provides parents with useful information each term about the topics their children will be studying. In addition, the school invites parents to informative sessions on the sex education programme to be taught to older pupils. Throughout the year the school gives parents, including those who live

away from the family home, good information about how their children are progressing. The end of year reports give helpful information about how pupils can improve their work. The school offers parents beneficial opportunities to meet class teachers each term to discuss their children's progress.

42. The impact of the parents' involvement on the work of the school is good. Parent governors are supportive of the school and help to shape its future. All parents have signed the home-school agreement. The active parent teacher association organises fundraising and social events. The parents make a satisfactory contribution to their children's learning at school and at home. The school values the help offered by two parents who assist in the classrooms. Parents also help on school visits. Most parents attend parent consultations evenings. Some parents listen to their children read and support them with homework such as spellings. The majority of parents of pupils with special educational needs are well involved with reviews of their progress.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. The school is very well led and managed. At the time of the last inspection, leadership and management were described as very good and the school has been able to maintain this high standard. The school continues to have clear aims which have been formulated through consultation with all interested parties. They are being achieved and supported by good planning practices. The school is promoting high standards. This can be seen clearly from the way in which assessment data is analysed and used to set appropriate targets for the school. The school's commitment to raise standards can also be seen for the way in which it has consistently met its targets. However, there is no school policy for homework and more use needs to be made of assessment in classes to raise attainment, especially in English.

44. Relationships in the school are very good. Staff work effectively for the overall good of the pupils. Relationships with parents are good and the majority have a very positive view of the school. They are especially appreciative of what the school is doing to set high standards of behaviour and the close bonds that are being forged between teachers and support staff and pupils. The headteacher and deputy headteacher work very well together and complement each others' qualities, ensuring that the school runs well on a day to day basis and is effectively organised and its performance thoroughly monitored. Subject coordinators understand their roles well and execute them efficiently. The management of the special needs area is good because pupils' needs are carefully identified and good levels of support are made available to address them. All procedures in relation to the exclusion of pupils have been scrupulously followed and good use has been made of external agencies to support this move.

45. The monitoring of the curriculum is especially thorough. This is carried out regularly and frequently and is one of the major reasons why the curriculum has maintained a good degree of breadth and balance and continues to serve the needs of all pupils. The quality of the teaching is also very well monitored. Teachers who need more confidence are monitored more frequently and all teachers are evaluated to appropriate criteria. This is one of the major reasons why the quality of teaching has improved since the last inspection and one of the reasons why the school has been able to eliminate unsatisfactory teaching.

46. The school has been well prepared for the introduction of performance management. It has made a start on the appraisal of all staff. All staff are encouraged to keep up to date and to keep abreast of change. Good use is being made of new technology in the school office and through the acquisition of laptops for teachers although its use in wider learning is still limited.

The outcomes of effective management practices can be seen in a school which is clean, tidy and well organised with good systems in place for efficient administration.

47. The school sets a wide range of targets and keeps a check on its progress towards them. The school has met its targets for pupils' academic performance and continues to set appropriate targets for their future attainment. Targets are also set for attendance and behaviour and the school monitors their progress. Staff share this sense of purpose to improve.

48. The governing body supports the school well. It is especially effective in helping the school feel that it is there to help and guide. During the week of the inspection, and at other times, governors visit the school and help out in different capacities, hearing pupils read, and escorting them on field study visits or other activities. Finance is carefully used to maintain and to develop. The principles of best value are adhered to and every effort is made to ensure that the school gets good value for money from all its purchases and investments. The school has ensured that it has an appropriate level of contingency in its budget and that any surplus is well accounted for in terms of future needs. The governing body fulfils its statutory duties in helping to shape the future direction of the school and has a good understanding of its strengths and weaknesses.

49. For the most part, the school is adequately resourced but there are some shortages in religious education and geography. The school is now well equipped with computers. The library has a good range of books and enjoys a good central location and is used more extensively than at the time of the last inspection but its role in promoting the development of pupils' research and investigative skill is still not fully developed. The school is bright, clean and very well cared for and this contributes strongly to the positive ethos for learning.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

50. In order to improve the school further, the headteacher, staff and governing body now need to:

- (1) Raise the attainment of the more able pupils in English and improve the overall provision by inspiring pupils to use language in creative ways, ensuring that they have good opportunities to write in a wider range of forms and styles throughout the school, and that they learn from the models provided by good literature; [paragraphs 53, 54, 55, 58, 60, 62]
- (2) Raise attainment in design and technology by allocating more time to the subject, assessing pupils' skills and progress rigorously, and teaching the subject more effectively. [paragraphs 83, 84, 85, 86, 87]

#### **The school should also consider the following, less significant aspects of its work:**

- improving marking so that it provides clear guidance as to how pupils might improve their work; [paragraphs 59, 75, 109]
- formulating a clear policy for homework so that it makes a major contribution to raising standards; [paragraphs 59, 69]
- providing more maps in geography and more artefacts for religious education; [paragraphs 91 and 109]
- furthering the use of ICT in all subjects, especially in English, science, design and technology and music. [paragraphs 60, 76, 100]

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	31

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	14	53	29	0	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	NA	216
Number of full-time pupils known to be eligible for free school meals	NA	65

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	NA	2
Number of pupils on the school's special educational needs register	NA	107

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	8

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	19

### *Attendance*

<b>Authorised absence</b>	%
School data	4.4
National comparative data	4.3

<b>Unauthorised absence</b>	%
School data	1.9
National comparative data	0.3

*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***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	29	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	23	24
	Girls	21	17	25
	Total	40	40	49
Percentage of pupils at NC level 4 or above	School	71 (68]	71 (80)	88 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	23
	Girls	19	17	20
	Total	37	37	43
Percentage of pupils at NC level 4 or above	School	67 (56)	67 (76)	78 (90)
	National	70 (68)	72 (69)	79 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	5
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	202
Any other minority ethnic group	4

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	11	
Other minority ethnic groups		

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	26.7
Average class size	27

#### **Education support staff: Y3 – Y8**

Total number of education support staff	8
Total aggregate hours worked per week	143

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000-2001
	£
Total income	453124
Total expenditure	440291
Expenditure per pupil	2048
Balance brought forward from previous year	47502
Balance carried forward to next year	60335

***Results of the survey of parents and carers***

**Questionnaire return rate 26.5%**

Number of questionnaires sent out	200
Number of questionnaires returned	53

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	32	4	0	2
My child is making good progress in school.	68	26	4	2	0
Behaviour in the school is good.	53	43	2	2	0
My child gets the right amount of work to do at home.	28	42	23	6	2
The teaching is good.	62	32	4	2	0
I am kept well informed about how my child is getting on.	28	55	9	6	2
I would feel comfortable about approaching the school with questions or a problem.	60	28	6	4	2
The school expects my child to work hard and achieve his or her best.	75	23	2	0	0
The school works closely with parents.	34	49	9	4	4
The school is well led and managed.	49	47	0	4	0
The school is helping my child become more mature and responsible.	58	36	0	6	0
The school provides an interesting range of activities outside lessons.	42	42	15	2	0



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

### **ENGLISH**

51. By the time pupils reach the age of eleven, their overall attainment in English is below average. In the year 2000, the percentage of pupils reaching level 4 or above in the National Curriculum tests was just below the national average. It was well below average for pupils reaching level 5 or above. The overall points score achieved by pupils was also below the national average. In comparison with pupils' attainment in similar schools, the pupils overall performance was average. The proportion of pupils reaching level 4 or above matched those of pupils in similar schools but was below average for the proportion reaching level 5 or above. Provisional test results for the year 2001 indicate that the school's performance in relation to the proportion of pupils reaching level 4 or above has been maintained but has declined for pupils reaching level 5.

52. An analysis of pupils' attainment in handwriting shows it to be at average levels and by the end of Year 6, the handwriting of the majority of pupils is fluent, joined and legible. Attainment in writing generally is less good. In the majority of cases writers show that they are just starting to adapt their style to different readers, and that they can spell monosyllabic words with a good degree of accuracy and that they know how to use basic punctuation. However, the variety of forms in which they can write confidently is restricted, the spelling of common polysyllabic words is sometimes incorrect, and their vocabulary is not very adventurous. Sentence construction tends to be simple. Although the overall standard of writing is below average, some pupils show that they can write in a variety of forms, such as poetry and narrative, are sophisticated in their use of vocabulary and ambitious when constructing sentences.

53. By the end of Year 6, the majority of pupils have mastered the basic processes of reading. They have the means to tackle independently any new words they encounter and show some facility for reading aloud with expression although this aspect needs to be further developed. Nonetheless, standards of fluency are barely at average levels and pupils need more confidence so that they can read aloud with less hesitancy. Pupils enjoy reading and have a positive attitude towards books. They show that they are beginning to analyse texts well and are able to say what makes an effective adventure story or what stylistic features distinguishes the work of a particular author. They are beginning to show that they have developed the habit of illustrating their opinions of books by using examples from the text to support their ideas. Little evidence was seen of the pupils' ability to retrieve and organise information from a variety of sources although the majority know where to go to find what they need in the school library.

54. Although lacking confidence, the majority of pupils by the end of Year 6 are able to communicate basic ideas when speaking. Their listening skills are mostly good. They show an understanding of the main points of any discussion but have not yet fully developed the skills of adapting what they have to say in different situations in a conscious way. The school is not providing adequate scope for them to develop this capability in English lessons. Drama and work on the spoken word is limited. The area of interacting with others is not strongly established in English lessons and it features more prominently in other lessons in the wider curriculum, such as science, history and personal, social and health education.

55. The level of pupils' achievement in the school as a whole is good. They enter the school with attainment which is below average and in some years which is well below average. In Year

3, pupils quickly learn how to reinforce good handwriting habits and begin to write on different subjects with some fluency. This progress is maintained well in Year 4 but falters to a significant degree in Year 5 where writing topics lack range and purpose and are often repetitive and undemanding. Because of this pupils are not being well prepared for the challenge of Year 6. Reading progress is good in Year 3 and this is maintained as pupils progress through the school, although they do not show sufficient evidence that they can use skills of research and investigation. Whilst pupils are achieving well, they have the capability of achieving more, especially in writing.

56. Throughout the school, pupils with special educational needs make good progress. The majority of them are able to read with a reasonable degree of fluency and they have some means of tackling new words independently. They mostly listen well and can express ideas verbally and write in sentences which have sequence and order. Pupils with English as an additional language also achieve well, with those pupils who are at an early stage of language acquisition quickly gaining in confidence. Their vocabulary is expanding, their pronunciation is becoming more confident and their overall grasp of meaning more sure.

57. The overall quality of English teaching is largely good. Its best feature is the level of planning in the literacy hour. Teachers are very clear about the objective they are working on in the initial class work. They are focusing well on word work. They are also using group activities effectively to address the individual learning needs of all pupils. In Year 3 teachers are especially clear in the way that they explain ideas to pupils. In Year 6 teachers are providing some good opportunities to extend the range of work of the pupils. A good illustration of this was found in the precise way that pupils were encouraged to use language to frame questions before interviewing a visitor with experience of living through the Second World War.

58. Pupils with special educational needs are being well taught. Their needs are clearly identified and they receive effective help from support assistants who understand their needs and address them well. Teachers often spend time with slower learning pupils to give them more attention and this is paying off. Pupils who are in the early stages of learning English as an additional language are receiving good additional support which pinpoints their needs. Other pupils for whom English is an additional language are making progress which is no less than that of other pupils. The more able pupils are not always provided with more challenging work. Generally speaking, in English lessons, other than those in which the literacy hour is being taught, pupils are not being provided with experiences which fire their imagination and excite their interest so that they are strongly motivated to use it.

59. Throughout their time at the school pupils are learning some key skills. They are, for instance, learning how to write legibly in joined up script. They are learning how to locate information in the library. They are learning about the basic components of language but, generally speaking, they are not being given the full range of opportunities to use language independently when writing. The process of drafting which was a feature of the last inspection is now far less evident. Only limited use is being made of assessment in day to day classroom work to raise the attainment of individual pupils and marking does not provide regular guidance to pupils on how they might improve their work. Homework is sometimes set but its contribution to raising attainment is limited because it is sporadic and uncoordinated.

60. The lynchpin of the English curriculum is the literacy hour and this has been effectively implemented but it has not been closely linked with a scheme of work for making the best use of other English time which the school has done well to protect. Consequently, the range of activities in English shows some clear limitations. For instance, little use is made of ICT to help

pupils learn at first hand about the way in which technology can help the process of communication. There is little emphasis on pupils acquiring knowledge about language for its own sake as a source of interest and fascination. Good literature is undervalued as a source of delight for pupils and in terms of the models it provides for their own use of language. The writing process has not been systematically and progressively incorporated into a scheme of work.

61. In the curriculum as a whole good use is being made of the pupils' developing literacy skills and some good opportunities are also being taken to extend them further. For instance, in science lessons in Year 4, pupils were introduced not only to the everyday names of the major bones of the body but also to their Latin equivalents, learning which also connected well with work done the previous year on Roman civilisation. In Year 6 history, pupils were well involved in investigating the connection between Sam Cody and Farnborough, using their reading skills to locate information from books and other sources and their writing skills to work up their findings. Good use is being made of the pupils' speaking and listening skills in circle time in personal, social, and health education lessons.

62. Since the last inspection, the literacy hour has been successfully introduced and it is now addressing the pupils' basic literacy needs well. The proportion of pupils reaching level 4 at the end of Year 6 has improved in each subsequent year. The quality of teaching has been maintained although the quality of marking has not materially improved and there is still evidence that assessment is not being consistently used to move pupils on to higher levels of achievement. Pupils, generally, but especially in Year 5, are still not being given enough opportunities to write in a wide range of forms and styles. The school has recognised the need for improvements to English in its strategic plan for 2002.

## **MATHEMATICS**

63. By the time they are eleven, pupils reach standards of attainment which are average. The progress of all pupils, including those with special educational needs and those for whom English is an additional language, is good. In the 2000 National Curriculum tests the percentage of pupils attaining level 4 or above was in line with the national average although below average in terms of the overall points score. Results were above average when compared to similar schools. However, the number of pupils achieving the higher level 5 was below the national average and average in comparison with similar schools. The provisional results of the 2001 tests show a similar picture, but the number of pupils who gained the higher level 5 has greatly increased. The current level of pupils' attainment reflects the wide ability range of the pupils who have transferred to the school and does not reflect adversely on the school's effective implementation of the national numeracy strategy or the good quality teaching in the school. In fact, the progress that the older pupils have made since they joined the school is never less than good compared with the standards they had attained before they entered the school.

64. The school's implementation of the national numeracy strategy is helping to improve attainment. The school successfully uses the results of pupils' assessments in mathematics to place them in teaching groups according to their abilities. This has a positive impact. The additional emphasis given to 'quickfire' mental arithmetic activities at the start of each lesson plays a large part in effectively developing pupils' understanding and use of multiplication tables and their rapid mental recall of subtraction and addition facts. The structure of the numeracy sessions has also had a clear impact on pupils' confidence to try to solve increasingly difficult problems. It is accepted that all pupils' answers reflect a willingness to 'have a try' and that the

mathematical approach they use to solve problems is more important than whether the answer is right or wrong. This is one of the strengths of the school's work in mathematics.

65. At the end of the key stage pupils have covered a wide range of work in all the attainment targets. As well as regular practice within the four rules of number, pupils carry out work on percentages, fractions and decimals. They successfully measure and draw acute and obtuse angles, find areas of shapes, and work accurately with square numbers and square roots. Pupils become increasingly adept, thinking up different ways to tackle the same problem. For example, Year 6 pupils had to work out the answer to the multiplication sum of three Disney key rings at 37p each and then find the change from £5 in their heads. No fewer than five separate ways were suggested by pupils, involving doubling, halving, rounding and partitioning, all of which were correct. The emphasis throughout the school is for pupils to work out the best method for themselves. There has been a significant improvement in this aspect since the previous inspection.

66. Work is well linked to other areas of the curriculum so pupils understand that mathematics has a practical application in everyday life. For example, Year 3 pupils learn how to use a calendar. They work out party dates writing down the day numeral and month; in Year 4 they learn the restrictions of a Venn diagram to record information for quick recall of facts and in Year 6 pupils calculate their holiday money using up to date exchange rates.

67. An analysis of their work shows that pupils of all abilities make good progress in their ability to tackle increasingly difficult mathematical tasks with consistent accuracy. In lessons, pupils are grouped by ability and are clear about what they have to do. They find their tasks demanding and make clear gains with their learning. They steadily develop the ability to explain what mathematical steps they have taken to solve a problem. The school's system of grouping has had a positive impact on the progress on pupils with special educational needs. They find their work interesting and have no fears of mathematics. Higher attaining pupils make good progress, but they could be stretched further. They tackle challenging mathematical activities thoughtfully and logically. Several pupils at the end of Key Stage 2 are already working securely at level 5.

68. Pupils' attitudes to mathematics are good overall and often very good. They are interested and enthusiastic learners. They listen well and respond to questions quickly and enthusiastically. They quickly settle down to their tasks and work hard to complete them. They show good levels of understanding and concentration, working independently, cooperatively and collaboratively as required. The overall impression these pupils give is one of enthusiasm and confidence. They are willing to 'have a go' at any mathematical problem.

69. The quality of teaching is never less than satisfactory and almost half is very good. It is good overall. Teachers plan lessons very carefully to meet their pupils' needs. The resources they use, including extension activities, challenge pupils well and aid progress. There is a good mix of whole-class, group and individual work across the school. Planning is detailed and clearly shows what is to be taught and learned. Teachers do not always share the intended learning outcomes of the lesson with their pupils, or check to see if they have been achieved at the end of lessons. Teachers set limited homework, mainly in the form of learning multiplication tables and at present homework does not fully support the learning in school. Teachers have good mathematics subject knowledge and use a range of resources well. The successful implementation of the numeracy strategy contributes significantly to the good quality of teaching and, consequently, to the standards pupils attain.

## SCIENCE

70. The school has made significant improvement since the previous inspection by raising standards and accelerating pupils' progress in science. The school has improved its performance in national tests at the end of Year 6 at a rate which is above the national improving trend, in spite of a slight dip in test results in 2000. In science, the school's performance in 2000 was in line with the performance of all schools but in comparison with similar schools it was above average. Provisional results of tests in 2001 show an improvement on these figures with all pupils attaining at least the average level and 37% achieving the higher level 5. Inspection evidence shows that by the end of Year 6, standards in science are above the national average and well above those of similar schools. This represents good success for the school and is due to improved planning, effective subject leadership, a well structured scheme of work and better teaching. Boys and girls perform at similar levels. Standards in science are sufficiently high.

71. Pupils, including those with special educational needs and English as an additional language, make good progress. There is consistent progress between classes and year groups due to the thorough planning and the strong emphasis on extending pupils' understanding of scientific vocabulary. Another strength is the teaching of using and applying scientific skills, knowledge and understanding through practical activities which encourage pupils' to plan and carry out their own experiments. On admission to the school, the pupils have broadly average levels of attainment and the teachers successfully build on this knowledge. Their achievement is very good.

72. By the end of Year 6, pupils have above average competence in all aspects of the science curriculum. They have good skills in using scientific vocabulary to record their experiments and take pride in presenting their work. They make satisfactory use of their numeracy skills to record their findings in a variety of charts and when doing experiments measure accurately to ensure that their tests are fair and consistent. Pupils also use their literacy skills well. They spell words correctly and use devices such as bullet points, lists and labels to good effect. They write accurately and in the correct sequence. Pupils have a good understanding of life and living processes. They classify living and non-living things and through careful observation and research learn to refine their classifications. The more able understand that living things are affected by their environment and that many adapt to different conditions. The pupils' work on materials and their properties is above average. They have a good understanding of the variety of uses for different materials and that some are suitable for insulation. They make good improvements in understanding physical forces and have secure knowledge of gravity, magnetism and the movements of planets.

73. This achievement at the end of Year 6 is due to good progress through the school. From Year 3, pupils are beginning to give scientific reasons for their decisions. Pupils in Year 3 understand the importance of a well-balanced meal to keep healthy; this knowledge is extended in Year 4 as pupils study food types and begin to use correct vocabulary to describe them. In Year 4, pupils make a good link between food and energy then apply this knowledge to their study of muscles. In an excellent lesson in Year 4 the pupils persevered when making working models of muscles and the timely and knowledgeable intervention by the teacher moved learning on at a brisk pace. Pupils' knowledge of materials is good. They know what 'soluble' and 'dissolve' mean and they use the terms correctly when speaking and writing. They willingly predict the possible outcomes of experiments and give valid reasons for their observations.

74. The quality of learning is good. Pupils enjoy science lessons and are well motivated to succeed, spurred on by good teaching. The pupils work hard and apply themselves well to

solving problems. They are productive and work quickly. These skills contribute much to effective learning. Pupils are keen to take a full part in the lessons and are eager to answer questions and contribute ideas for discussion. Their behaviour in lessons is very good and they concentrate for extended periods. The teachers encourage cooperative work and pupils willingly share ideas and resources, and treat equipment sensibly and safely.

75. The teaching varies between being good to being excellent and is good overall. Teachers have good subject knowledge and this is enhanced through the very good guidance provided in the scheme of work. Teachers take good account of the needs of different groups of pupils by setting work which is sufficiently challenging and also making good use of the support assistants to guide pupils with special educational needs. Teachers have high expectations and communicate them well to the pupils who rise to the challenge. Lessons usually begin with a summary of previous learning when the teachers sort out a lack of understanding through careful explanations. They regularly check on how well the pupils are working by asking sharply focused questions. Some teachers use marking well to guide the pupils on how they might improve and set targets which the pupils understand clearly but this good practice is not consistent through the school. The attention given to developing literacy and numeracy skills within science lessons is good; the teachers encourage pupils to use a good format for writing up their investigations. These guides are matched well to the pupils' abilities so that the less confident writers are still able to record their experiments accurately. In the classrooms there are displays of scientific vocabulary and during lessons the teachers refer to the words and encourage the pupils to use them when answering questions. Teachers manage the pupils' behaviour very effectively.

76. The teaching of science is monitored by the headteacher and good advice is given to improve the quality. The subject leader monitors planning and learning effectively. Regular discussions and opportunities for training and development from an integral part of the subject's development and have contributed to improving standards. The subject leader makes a very good contribution to supporting his colleagues. The school makes good use of the analysis of test results to plan further improvement. The teachers keep good records of progress and attainment. There are good resources for the subject and the library has a suitable range of books. However, information and communication technology is not used sufficiently to extend pupils' scientific knowledge and skills.

## **ART AND DESIGN**

77. The standards reached by pupils by the time they are eleven meet expectations. All pupils, including those with special educational needs, make satisfactory progress. This is the same picture as the one found in the previous inspection.

78. Pupils in all classes use a range of techniques such as 'drawing' 'painting' and three dimensional work with increasing skill. They use pencils, paint, pastels and plasticine carefully. They are beginning to evaluate their work and that of others and share their work with pride. They use their sketchbooks on a regular basis, a good example being their preparatory sketches of self-portraits in the Tudor style. They begin to explore and develop ideas from first hand experiences. In Year 3, for instance, they looked carefully at the effects of drawing different views of a chocolate box, in this case faithfully recording the lines of pictures of roses, while in Year 6 they showed good awareness of texture and shading as could be seen in the observational drawing of fruit sections. Pupils can combine media. For instance, in Year 6, pupils used roll paper and crayons in a picture of a turtle so that it was possible to see the markings on the shell

while the rabbit peeped out of the grass. Throughout the school, pupils have started to consider the use of computer-generated work.

79. At present, art plays a modest part in contributing to pupils' social, moral, spiritual and cultural development but work in other areas of the curriculum is well supported. In Year 5 pupils link their history topic to a study of portraits of the Victorian era. In all classes paintings and drawings accompany pupils' written work.

80. Pupils' attitudes to art are good. They greatly enjoy their work and become very involved in what they are doing. They can concentrate for long periods of time. They are enthusiastic about using different media. Younger pupils enjoy the instant success of a 'finished product', whilst older pupils can sustain their interest in a particular project over the course of several weeks. Pupils of all ages work together very well and share resources very sensibly and carefully.

81. The quality of teaching is satisfactory overall. Teachers provide suitable changes and a balance of direct teaching and opportunities for pupils to work independently. The quality of teachers' questioning is good. It makes pupils think very carefully about how they are going to tackle their work. Questions such as '*Do you think that.....?*' and '*How do you think you could.....?*' are posed at just the right time to make pupils reflect, but not to provide them with answers. For example in Year 6, the teachers' questioning, such as '*How do we show the bridge is strong?*' made pupils think carefully about the best way to do this without actually showing them. Pupils are very well supported in lessons and teachers create a calm working atmosphere. Art lessons are well organised to make good use of the space available.

82. The co-ordinator is aware of the need to extend the teaching of certain elements of art, such as materials. A very good start has already been made monitoring teaching practice. The art work is carefully displayed, but it lacks inspiration and sparkle, having a limited impact on the internal environment.

## **DESIGN AND TECHNOLOGY**

83. Standards in design and technology are insufficiently high and below those expected for pupils aged eleven. Progress is unsatisfactory as insufficient time is given to the subject and the pupils' skills, knowledge and understanding are developed inconsistently. All pupils, including those with special educational needs and English as an additional language, make unsatisfactory progress. Progress is slowest in Year 6 where pupils have very limited opportunities to improve skills taught in earlier on in the school. Pupils in Years 3 and 4 make satisfactory progress.

84. The quality of teaching seen during the inspection was satisfactory overall but teaching is not good enough and is unsatisfactory as the work set lacks challenge and little account is taken of what has been taught before. This results in repeated work between year groups, often with little or no extra challenge. The school's provision for design and technology does not meet statutory requirements. Standards and teaching are not as good as those reported at the time of the previous inspection and this is unsatisfactory.

85. By the end of Year 6, the pupils have limited skills in making models of a sufficiently high standard using a wide range of tools and materials. Their work in designing and making a machine to pick up rubbish lacks finesse and skills learned in Year 4 are not used to good effect to improve the robustness of the models. The teachers provide sufficient opportunities for the pupils to discuss improvements and to evaluate what has been achieved but the pupils lack the

necessary skills for doing this. Pupils have made simple levers with moving parts but the quality is below that expected of eleven-year-olds. Insufficient time is allocated to design and technology and by linking most work in the subject to general topics, opportunities to improve skills are lost. The pupils enjoy designing models and use labelled diagrams. Some make good use of their numeracy skills by measuring accurately but when using tools, such as saws, they lack dexterity in ensuring a smooth cut. The teachers' planning is satisfactory but the timescale allowed to complete tasks is often too long and the pace of learning is slow.

86. Pupils in Year 3 have successfully combined their work about the Romans with design and technology and make appropriate models of Roman buildings. The teachers encourage the pupils to take care in planning their models and provide helpful guidance on the variety of materials to be used. The pupils plan well and are able to convert a two-dimensional drawing successfully into a Roman villa. They finish off their work well, paying attention to attractiveness and taking account of Roman design. In Year 4, pupils have made appropriate use of information and communication technology to research information about ship's biscuit. They create their own recipes and enjoy eating their products! Year 5 pupils design and make bridges but have a weak understanding of how a suspension bridge works and their models show a lack of good finishing techniques and insufficient knowledge of the different methods of joining parts together.

87. The pupils enjoy design and technology and concentrate well during lessons. However, they struggle to think through the process of making. They work hard but show little creativity. Teachers have insufficient expertise to extend the pupils and the lack of an effective scheme of work inhibits consistency between year groups. Lessons are prepared satisfactorily and there are sufficient resources available although the oldest pupils have limited opportunities to use information and communication technology in their work. The teachers do not have an effective understanding of the design and technology elements of the National Curriculum. However, some good points in the teaching include the emphasis given to discussion and evaluation of the pupils' work and the pupils are self-critical and have a desire to improve. The pupils are encouraged to think carefully about their designs and to plan their work thoroughly. The teachers insist on carefully drawn designs which include labels and directions. The pupils work collaboratively and the teachers ensure that everyone's contribution is valued. The teachers have a good awareness of health and safety and when the pupils are using tools; they insist on care and safety. The work in design and technology contributes satisfactorily to the pupils' social skills as many of the activities are in small groups.

## **GEOGRAPHY**

88. Only one geography lesson was seen during the inspection. However, a scrutiny of teachers' planning, pupils' work and displays, indicates that all pupils including those with special educational needs and those for whom English is an additional language, attain the standards expected by the time pupils are eleven. All pupils are making satisfactory progress. Since the last inspection all pupils have maintained suitable standards of work and at least satisfactory progress.

89. Pupils early in the key stage learn a great deal about their local area and can contrast this with another area of Hampshire. For example, one pupil wrote, 'Farnborough is inland, that means it is not by the seaside, Southampton is by two rivers. Many ships go into the docks and travel to France'. They begin to understand change and settlement patterns 'Farnborough has changed, there are not many woods or fields now because houses were built on them. Grange Junior School isn't very old'. Their understanding of the effects of pollution on their local area is



good. They can complete a pollution count and carry out a litter survey, successfully putting the data onto the computer and producing colourful block graphs.

90. Pupils in Year 4 make good use of their skills in learning about the different geographical elements in St Lucia. One pupil thoughtfully wrote, *It is not only the beautiful beaches that attract people, but also the lush rainforest and the volcano*. Pupils e-mail a school in Castries and enjoy reading about school life in another part of the world. Year 5 pupils study rivers and the water cycle and are fascinated by the different types of bridges found in Hampshire. They learn how rivers and the sea becomes polluted, recording *the cause is farming, industrial and household waste*. Full use is made by Year 6 of the Avon Tyrell residential experience and pupils who do not go are well catered for within the school and local area. They learn to give directions for a walk using compass points. They draw plans and maps. They learn to pose geography questions and to carry out research. They understand how the differences between Avon Tyrell and Farnborough locality affect people's lives and express their preferences; *Farnborough is a better place because it has more facilities*. They discover how important it is to sustain the pleasant environment around Farnborough.

91. Pupils showed good involvement in the lesson and were particularly interested in aspects of geography which relate to their everyday experiences. The field excursion to the local brook to look at pollution was eagerly recalled. The quality of teaching is satisfactory. There is a good range of work and the planning is well organised and consistent between classes. This provides good opportunities for the pupils to build up map making skills and work on themes in a systematic way. Generally, resources are adequate. However, there are insufficient map resources for pupils to successfully learn about map reading techniques.

## HISTORY

92. Since the last inspection all pupils have maintained the good standards of work and progress. Pupils' ability to select and retrieve relevant information and teachers' good subject knowledge are the major strengths. Good links are also made with other subjects; for example, linking Tudor dance with today's modern movement and the types of music played in that period. Pupils attain standards that are above expectations at the end of the key stage. All pupils are beginning to understand chronology and undertake research for information to help them make sense of the period they are studying. Pupils in Year 3 make an in-depth study of the Romans. They record many facts about the soldiers and bring alive what they know about how it might have felt to have been a gladiator: *The best gladiator arrived and then the not so good one. We sprang into action. Everyone was clapping and cheering*. They learn how archaeologists piece together facts from artefacts to tell a story of Roman life. In Year 4 they clearly demonstrate good levels of factual knowledge of the Tudor times, and show the ability to use historical sources and an awareness of chronology. In Year 5 and 6 pupils show good understanding of the need for social reform in the Victorian era, but also understand the realities of everyday life. One pupil sensitively wrote, *In 1842 parliament made new laws which prevented women, girls and boys under 10 from working in the mines. However, hunger usually forced them to find jobs in mills*. The vast majority of pupils are beginning to make good links between why people acted as they did, what events happened and what the results were.

93. Teaching is never less than good and often very good. There are many strengths in the teaching. They include good questioning skills, for example, *Why did Edward succeed Henry VIII and not Mary, the eldest child in the family?* There is good lesson pace and teachers have very good subject knowledge. They plan interesting and exciting tasks. In Year 3, pupils were set tasks to look for clues of Roman times in a tray of sand. They could not believe how exciting

it was to discover coins and broken pieces of pottery. Teachers have given pupils good experience of becoming archaeologists and young historians. Lessons, which are taught very well, involve the teacher sharing with the pupils what they are going to learn at the beginning of lessons. Lessons also finish well with teachers summarising the main points of the lesson effectively. Literacy contributes very well to the lessons. A good example of this was seen in Year 6 when pupils constructed questions to put to someone who had lived in London during the Second World War. They summarised and then wrote the transcripts and accounts.

94. Pupils clearly enjoy the subject and cooperate happily. For example, when digging for artefacts, there is an element of competition and pupils' active involvement means they remain absorbed in what they are doing. The school plans very well for history and pupils build upon previously acquired knowledge in a structured way. The school successfully brings history alive and opportunities for pupils to learn from people other than their teachers, visit and visitors enhances this subject very well.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

95. Standards in information and communication technology have improved since the previous inspection and by the end of Year 6 most pupils attain the standards expected of eleven-year-olds. The most improvement has been in developing pupils' basic skills. There has been satisfactory headway in using information and communication technology in some other subjects but there are still gaps in using information and communication technology in science, English and design and technology. Pupils make satisfactory use of computers to support their work in mathematics, history and geography. They make appropriate use of the Internet to research information but the lack of a computer in the library inhibits the development of pupils' understanding that computers can be used alongside other reference materials. Overall, pupils, including those for whom English is an additional language and those with special educational needs, make satisfactory progress. Progress is good in Years 3 and 4. The school has identified gaps in pupils' skills, knowledge and understanding and during this academic year the introduction of a well structured scheme of work and careful monitoring by the subject leader have helped to improve standards. This improvement is most noticeable in Years 3 and 4. There is an extensive development plan for the subject and additional training for teachers has raised their competence in using information and communication technology.

96. Standards by the end of Year 6 are average and are improving with more effective teaching and use of the school's computer suite. However, the computers that are located in bays outside classrooms are underused. The pupils are keen to talk about their work and proud of their achievements. They are able to load, save and print their work and understand that computers are sometimes a good alternative to manual ways of writing, calculating and finding solutions to problems. Year 6 pupils have a satisfactory understanding of the appropriate areas of study in the National Curriculum. The pupils set up a database and use the information to produce a variety of graphs and charts. They have basic skills in word processing; being able to change fonts, alter the colour of text and use tools to align their work and present it effectively as in their poetry writing about pollution. The pupils make appropriate use of some of tools such as the spell checker. They present their work well. Little work has been done on using sensors to monitor temperature. The pupils are familiar with several ways of controlling programmable toys and screen robots. They apply their skills of measuring and knowledge of angles to ensure that the robot responds to their commands and turns and moves in the right direction.

97. Most of the lessons seen during the inspection were satisfactory and overall teaching has a satisfactory impact on learning. Lessons in the computer suite are planned and prepared well

and good use is made of classroom assistants when available to support pupils with special educational needs. The pupils are keen to learn and apply themselves well; they persevere with tasks and willingly explore new programs. The teachers keep the pupils on task throughout lessons and move learning on at an appropriate pace, allowing time for the less confident to ask questions, practise their skills and experiment with new techniques. The pupils share equipment and discuss ideas of how to improve their work. At the start of lessons the teachers explain carefully the skills to be learned, introduce new vocabulary and successfully guide the pupils through the process. They encourage cooperation and sharing of ideas. Pupils respond enthusiastically to this approach and collaborate well, take turns and share ideas. Lessons move on smoothly and the teachers assess the pupils' understanding through well-focused questions. They then give further advice or move the learning forward by introducing extended activities.

98. The staff have benefited from good training and they are competent users of information and communication technology with the pupils and also in their own work in preparing worksheets or displays. The subject leader has inspired his colleagues and has a clear understanding of how to build upon the school's improvements since the previous inspection. The resources are adequate and good use is made of the computer suite. The school has plans to replace the computers in the near future with more up-to-date machines. The subject leader has used the budget for information and communication technology wisely and developments are shared with the governors who take a suitable interest in this aspect of the school's work. Assessment is satisfactory and the school is developing a new system to make the use of assessment information more effective in planning work.

## MUSIC

99. Standards in music are appropriate for pupils aged eleven. The standards in singing are good. Progress is satisfactory overall for all pupils, including those with special educational needs and those for whom English is an additional language. Standards are similar to those reported at the time of the previous inspection. The school has improved consistency in developing the pupils' musical skills between year groups due to the effective support of the subject leader and the good scheme of work which successfully guides the teachers. Teaching has improved and is satisfactory overall; there is some excellent teaching by the subject leader due to high levels of expertise and subject knowledge. The school uses its own scheme combined with published guidelines and this provides a secure base from which to develop the pupils' skills. The pupils enjoy music and work hard to practise and refine their compositions. All aspects of the subject are covered and the pupils have good opportunities to listen to and appraise music from a variety of national backgrounds and this contributes effectively to their appreciation of other cultures. Music makes a good contribution to pupils' cultural awareness and opportunities to perform in public and to take part with festivals with other schools enhance pupils' social skills. Some pupils have the opportunity to learn tuned instruments through specialist support from the county's music service. These pupils make good progress in playing string and brass instruments.

100. In assemblies the pupils sing enthusiastically. The subject leader inspires the pupils who respond extremely well, following his lead and developing good levels of confidence in varying the range, pitch and dynamics of their singing in hymn practices. In lessons, the teachers use a variety of methods to motivate the pupils. In one lesson in Year 4 the pupils listened carefully to a piece of music, learned the chorus and made satisfactory progress in picking out four parts in a complex verse. Pupils in Year 5 practise and refine their skills in composing, using a variety of instruments. They achieved appropriate standards for their age. By the end of Year 6 standards are in line with those expected for eleven year olds. Pupils use graphic scores to record their

music making, showing an appreciation of dynamics, simple notation and musical structures. They perform together effectively with an appropriate awareness of keeping together and following the lead of a conductor. Pupils have used computers to find out information about composers but have limited experience of composing using information and communication technology. They know the names and some of the works of a good range of composers and the teachers' strong emphasis on extending pupils' musical vocabulary ensures that pupils are aware of such terms as *allegro* and *andante*.

101. Teachers are enthusiastic about music and this is communicated well to the pupils. Some lessons, led by the subject leader, move at a brisk pace and learning is very effective. Most lessons are a little slow and the inexperience and lack of subject expertise on the part of some teachers means that the pace is more pedestrian. Learning is satisfactory and pupils work hard to improve, applying creative skills. The tasks set are relevant to pupils' experience and the choice of music to listen to is wide. The playing of a range of music as pupils enter and leave assemblies adds to the range of understanding pupils have of different genres of music from other countries and cultures. The teachers assess the pupils' achievement during the year and the procedures for this are satisfactory. The subject leader provides inspiration for his colleagues. There is a helpful scheme of work and assessment of the pupils' performance is satisfactory. The teachers keep good records. Standards of teaching are satisfactory overall.

## **PHYSICAL EDUCATION**

102. Pupils make sound progress and attain standards that are as expected by the time they reach the age of eleven. No gymnastics lesson or swimming was seen during the week. In the previous report standards were good. There are some examples of very good progress in dance and games.

103. Pupils learn to control their bodies and to be aware of space. In their dance work they develop good skills and good body co-ordination. Pupils in Year 4 move in a line to music, performing various gestures with their arms, and put together a sequence of flowing movements. They move around the gymnasium in the same direction keeping well to the rhythm of the music. They work extremely well when developing a cohesive dance. However, they are strongly influenced by the video movements and do not create imaginative new movements themselves. Pupils develop a sound range of ball skills, for instance, Year 3 pupils are learning to catch, throw and bat a ball. Boys are much better at this skill than the girls. All pupils make sound progress as a direct result of their teacher's expertise in teaching skills and games techniques. When playing a 'mini' game, they play with due regard to the rules and display sportsmanship and fair play. They know how to win and how to lose. Groups of Year 6 pupils were observed devising games for a sports day. They did this well, carefully considering the age of pupils and matched the age to the event well. They wrote instructions clearly and carefully and prepared a scoring schedule and gave the event a suitable name. They enthusiastically collected the equipment needed and tried out the skills necessary for their game. These pupils were skilful at throwing, catching, jumping and running. Although safety is an excellent feature of all lessons, not all pupils are prepared for exercise as lessons do not always start with a warm up session or conclude with a cooling down period. Nearly all pupils can swim 25 metres at the end of Year 5 and most exceed this standard.

104. Pupils respond very well. They listen carefully to their teachers, and most are involved and follow instructions very carefully at all times. They show that they enjoy their lessons and have fun, developing their skills with vim and vigour. They are keen and enthusiastic and put a lot of effort into their work, concentrating hard. When practising skills, pupils persevere and

confidently know when they have succeeded. In playing team games, they understand the need to co-operate and work well together and demonstrate a good team effort.

105. The teaching is at least sound and sometimes good and occasionally excellent. It is satisfactory overall. Teachers have good subject knowledge and a clear understanding of how to present lessons that appeal to pupils and that develop their skills and ensure understanding of games and dance. Teachers hold high expectations that by the end of the lesson confident pupils will be using skills appropriately. Their planning is clear and is drawn from assessments of previous work and is well matched to pupils' abilities. All teachers are aware of health and safety, rules and routines. Pupils take part in a comprehensive programme that covers all the required aspects of the National Curriculum. A very good range of extra-curricular sporting activities support and build upon the start given to the pupils in physical educational lessons. The school organises residential journeys, paying particular attention to pupils' physical development and extending the skills learnt at school. These are then used in activities such as orienteering.

## RELIGIOUS EDUCATION

106. The school has extended its provision for religious education since the previous inspection. The rate of pupils' progress is now good and standards overall are similar to those in 1997. By the time they are eleven, pupils attain the expectations in the syllabus followed by most schools in Hampshire. Pupils, regardless of ability or ethnic background, make good progress. Those pupils with special educational needs often receive additional support and the effective link made between literacy and religious education helps the pupils to improve. Pupils with English as an additional language contribute well in lessons, often sharing their own experiences, beliefs and traditions and this enhances all pupils' tolerance and understanding of others. Religious education is taught for a suitable amount of time and there is a good blend between written work and opportunities for the pupils to discuss issues. These opportunities are extended in the regular lessons in personal, social and emotional development in each class. The subject leader monitors her colleagues' plans and ensures that skills, knowledge and understanding are developed consistently. There has been good monitoring of teaching by the headteacher. The teaching is mostly good and contributes much to the pupils' progress and steadily rising standards.

107. Overall, the daily acts of collective worship make a good contribution to pupils' religious education and to their spiritual development. There are moments of spirituality in some lessons. Examples include a creative poetry lesson for Year 6 in exploring issues about caring for the world. There are suitable opportunities for pupils to visit places of worship and to learn about the meaning of significant religious objects first hand. In lessons, the teachers make use of religious artefacts, pictures, posters and books to bring the subject to life. The pupils enjoy examining religious objects and handle them with care. Teachers are sensitive and knowledgeable about particular religious sensitivities and ensure that pupils learn tolerance and respect.

108. By the end of Year 6, the pupils have a secure knowledge of the tenets and beliefs of the major world religions. They have good factual knowledge of the main events in the life of Christ and understand the importance of Christmas and the main events of Easter. Through their studies of Hinduism and Islam the pupils extend their knowledge of similarities and differences between faiths. Pupils in Year 3 have a good understanding of the Five Pillars of Islam and explain them well. In a good lesson in Year 3 the pupils researched information and then shared their findings with the class. The teacher skilfully moved the lesson on at a good pace but achieved an effective balance of time for reflection and discussion. The pupils' enthusiasm was reflected in their perceptive comments and descriptions. Appropriate values are taught well within a religious

context and this helps to promote good spiritual and moral understanding. In both religious education and personal, social and health education the teachers allow sufficient time for pupils to explore ideas and to share their feelings and emotions and this contributes much to the very good relationships at the school.

109. Teaching and learning are good. The planning is good and lessons are prepared well. Marking of pupils' written work is mainly to correct mistakes in English rather than to guide pupils on how they might improve. Behaviour management skills are very good; teachers have high expectations and the pupils respond well. The teachers use praise and reward well to promote good discipline. Behaviour is very good. The pupils work productively and cover a good quantity of work during lessons. Pupils' interest in religious education is genuine and learning is effective. The pupils contribute readily to discussions and offer thoughtful and personal ideas and opinions. Written work is usually carefully presented. Pupils listen attentively to their teachers and to each other in discussions. Teachers also invite visitors to share their knowledge and experience. The school has some religious objects but these are limited. The subject leader has a good knowledge of the subject and ways of developing it. The teachers keep accurate records of the pupils' knowledge of religious education. The school satisfactorily uses guidance from the local authority to assess pupils' performance.