

# INSPECTION REPORT

## **KNIGHTS ENHAM INFANT SCHOOL**

Andover

LEA area: Hampshire

Unique reference number: 116026

Headteacher: Mrs Carole Burwell

Reporting inspector: Lynn Adair  
21095

Dates of inspection: 12 - 15 February 2001

Inspection number: 211952

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

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## INFORMATION ABOUT THE SCHOOL

|                              |   |
|------------------------------|---|
| Type of school:              | Infant                                    |
| School category:             | Community                                 |
| Age range of pupils:         | 3 to 7 years                              |
| Gender of pupils:            | Mixed                                     |
| School address:              | King Arthur's Way<br>Andover<br>Hampshire |
| Postcode:                    | SP10 4BS                                  |
| Telephone number:            | 01264 352151                              |
| Fax number:                  | 01264 337893                              |
| Appropriate authority:       | The governing body                        |
| Name of chair of governors:  | Mrs Rebecca Burbidge                      |
| Date of previous inspection: | March 1999                                |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                  |                             | Subject responsibilities   | Aspect responsibilities  |
|--------------|------------------|-----------------------------|--|--|
| 21095        | Lynn Adair       | <i>Registered inspector</i> | Foundation Stage;<br>Science;<br>Information and communication technology;<br>Music;<br>Special educational needs;<br>Equal opportunities. | The school's results and achievements;<br>How well pupils are taught?  |
| 9052         | Helen Barter     | <i>Lay inspector</i>        |  | Pupils' attitudes, values and personal development;<br>How well the school cares for its pupils?<br>How well the school works in partnership with parents? |
| 12116        | Christina Morgan | <i>Team inspector</i>       | Mathematics;<br>Art;<br>Design and technology;<br>Physical education.  | How good curricular and other opportunities offered to pupils are?   |
| 20671        | Jon Palethorpe   | <i>Team inspector</i>       | English;<br>Religious education;<br>Geography;<br>History.   | How well the school is led and managed.  |

The inspection contractor was:

*Westminster Education Consultants Ltd  
Old Garden House  
The Lanterns  
Bridge Lane  
London  
SW11 3AD*

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

### **INFORMATION ABOUT THE SCHOOL**

Knights Enham Infants is a slightly larger than average size community school for boys and girls aged from three to 7 years old. It has 171 full-time pupils on roll in the main school, from reception class to Year 2, as well as 57 part time children in the nursery who attend in either the morning or the afternoon. Thirty-three children in the nursery have special educational needs. The attainment of most children on entry to the reception class is at best below that of children of the same age nationally, and is especially poor in language skills. In the main school, 124 pupils are on the special needs register, comprising almost three quarters of those on roll. This figure is well above average. However, no pupils have statements of special educational need. The school does not have any significant ethnic minority representation among its pupils, and none speak English as an additional language. Almost 30 per cent of pupils have free school meals, which is above the national average.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

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

Knights Enham Infants is an effective school. Good quality teaching and learning make significant contributions to the standards pupils achieve by the time they leave the school at 7 years old. When compared with their attainment on entry, and considering the high number of pupils with special needs, standards are much improved during their time in school. This represents good progress by most pupils. The school is very well led and well managed, with the headteacher, staff and governors working well together. Overall the school provides good value for money.

### **WHAT THE SCHOOL DOES WELL**

- Most pupils make good progress in overcoming their low attainment on entry to the school. By the time they leave at the age of seven, their results in national tests almost match those achieved by 7 year olds nationally.
- Teaching is never less than satisfactory and is good in almost half of the lessons. This makes a significant contribution towards the good progress which pupils make in their work.
- Good provision for pupils with special educational needs enables these children to make especially good progress in their speech and language skills.
- The school has good procedures for promoting and supporting pupils' personal development. Effective implementation promotes very good behaviour, good relationships and positive attitudes amongst pupils.
- Good systems have been established for assessing pupils' attainment and keeping track of their progress.
- Leadership and management of the school are good. The headteacher has a strong and positive influence on the work of the school. She is well supported by a dedicated staff and a knowledgeable governing body.

## WHAT COULD BE IMPROVED

- Standards across the school in oracy, writing and mental number skills.
- Provision for information and communication technology (ICT), to enable pupils to achieve standards expected of those of similar ages in infant classes nationally.
- Co-ordination and structure in the Foundation Stage<sup>1</sup>, to ensure greater consistency in the quality of provision in the nursery and reception classes.
- Attendance rates, which remain below the national average; and punctuality, which is unsatisfactory.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Knights Enham Infants was found to be a school with serious weaknesses in the previous inspection, conducted in March 1999. As a result of addressing key issues identified in the previous report, the school has made good improvement to provision, with consequential improvement to standards. A significant improvement in teaching has been instrumental in raising standards in a number of subjects. No unsatisfactory teaching was observed during this inspection. The role of co-ordinators has been strengthened, so that staff now take a more positive lead in the development and monitoring of provision. A better focus has been given to developing basic skills in all areas of the curriculum, although more attention to oracy and writing skills is still needed. In addition to addressing the key issues, the school has also been successful in overcoming minor weaknesses. For example, the assessment policy is now more effectively implemented. The school continues to find ways to promote good attendance, although rates remain below average.

## STANDARDS

The table below shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                  |
|-----------------|---------------|------|------|------------------|
|                 | all schools   |      |      | similar schools* |
|                 | 1998          | 1999 | 2000 | 2000             |
| Reading         | E             | E    | D    | C                |
| Writing         | E             | E    | E    | D                |
| Mathematics     | E             | E    | D    | C                |

| Key                       |          |
|---------------------------|----------|
| <i>well above average</i> | <i>A</i> |
| <i>above average</i>      | <i>B</i> |
| <i>average</i>            | <i>C</i> |
| <i>below average</i>      | <i>D</i> |
| <i>well below average</i> | <i>E</i> |

Results shown in the above table disguise the fact that pupils' attainment in statutory tests has improved steadily over the last four years. Attainment in reading and mathematics was just below the national average in 2000, and broadly in line with similar schools<sup>2</sup>. However, attainment in writing remained well below average. Work seen during the inspection suggests that standards among Year 2 pupils are improving further, and are satisfactory in relation to national standards in reading, and in shape and measure in mathematics. Despite improvements, pupils oracy, writing and mental number skills are still weaker areas. In

<sup>1</sup> Foundation Stage refers to children in the school aged between three and the end of the reception year. In the case of Knights Enham school these are children in the nursery and reception classes.

<sup>2</sup> Comparison with similar schools is based on those having free school meals entitlement of more than 20% and up to 35%.

addition to the table above, standards in science have improved, and now match those of most 7 year olds. Predictions for 2001 results among current Year 2 pupils are challenging, but achievable, and continue the trend of improvement. The school is particularly strong in adding value to pupils' low attainment on entry and pupils achieve well. Satisfactory progress overall is made in the Foundation Stage of learning towards nationally recommended early learning goals for five year olds. Some good progress is made in their personal, social and emotional skills, and early reading and number skills. By Year 2, pupils are attaining higher than expected standards in religious education, art and dance. In ICT, pupils do not achieve well enough. Because of weaknesses in planning and provision, standards are below those expected of most 7 year olds. Weak oracy and writing skills also contribute to lower than national standards in knowledge and understanding of the world in the Foundation Stage, and in geography and history in the Infants<sup>3</sup>. However, good provision for pupils with special educational needs helps them to make good progress, especially in their speech and language skills.

### PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Good. Pupils are keen to come to school, are interested and enthusiastic about most tasks, and show enjoyment in their work.  |
| Behaviour, in and out of classrooms    | Very good. Pupils behave well in lessons and while at play, creating a harmonious atmosphere. They are kind and friendly to visitors and each other.  |
| Personal development and relationships | Good. Constructive relationships are developed. Children's good involvement in the Foundation Stage in planning and organising their work could be developed more effectively in the Infants. |
| Attendance                             | Unsatisfactory. Attendance is below the national average, and punctuality is unsatisfactory.  |

### TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | aged 5-7 years |
|----------------------|--------------------|----------------|
| Lessons seen overall | Satisfactory       | Good           |

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

Teaching is much improved since the last inspection, when a large proportion of lessons was unsatisfactory and no very good teaching was observed. The quality of teaching as a whole in this inspection was good, and no unsatisfactory teaching was seen. Teaching was good in almost half of lessons, with approximately one in ten being of very good quality. Teaching is now a strength of the school. In the Foundation Stage, teaching is satisfactory overall. Teaching in the Infant department is good overall, supported by a high proportion of very good teaching in Year 2. Pupils learn at a better rate in the reception classes, and especially in Year 2 classes, where teaching is best as work engages pupils' interest more, closely matches their needs and a brisk pace is maintained. Teaching of basic skills is good across

<sup>3</sup> *Infants at Knights Enham School refers to those children in Year 1 and Year 2*



the school, helping pupils to make good progress in language and mathematical skills. However, teachers need more training, which is currently planned, to be more effective in planning and organising work in ICT. Management of pupils is a significant strength of teaching, and results in a calm and productive environment for pupils to work in.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Satisfactory. The curriculum is enriched by special theme weeks, a range of visitors with specialist skills and visits out of school. A more cohesive approach to planning in the Foundation Stage is needed to ensure greater consistency in provision for the school's youngest children.                         |
| Provision for pupils with special educational needs   | Good. Effective programmes devised to support these pupils are well implemented by experienced classroom assistants, who work in close partnership with class teachers and the school's special needs coordinator.  |
| Provision for pupils' personal development, including spiritual, moral, social and cultural development | Good. The school is effective in promoting pupils' personal development. Provision for pupils' moral development is very good, and sets a positive moral tone in the school. Promotion of pupils' social and cultural development is good, developing effective relationships and widening their cultural horizons. |
| How well the school cares for its pupils  | Good. Policies and procedures to ensure pupils' welfare are implemented consistently across the school, with very good promotion of positive behaviour. Good procedures are established for monitoring and supporting pupils' academic and personal progress.   |
| How well the school works in partnership with parents.  | Satisfactory. Parents express strongly supportive views of the school but are not always so keen to become actively involved. The school is working hard to encourage greater involvement.  |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | Good. The headteacher has a strong and positive influence on the work of the school and is ably supported by a committed staff who are more effectively involved in developments in school than in the last inspection. A stronger lead is now needed to the Foundation Stage and ICT.  |
| How well the governors fulfil their responsibilities             | Good. Governors are conscientious in fulfilling their statutory duties, and they have good understanding of the school's strengths and weaknesses. Good structures have been established to ensure their active involvement, and to keep them well informed.  |
| The school's evaluation of its performance                       | Good. A good programme of monitoring and evaluation is in place, which involves staff, governors and external support in identifying key priorities for the school's improvement.   |
| The strategic use of resources                                   | Good. Effective financial management ensures good support for educational developments, and careful evaluation of spending decisions. The principles of best value are applied well by the school to make the best use of its resources.  |
| Staffing, accommodation and learning resources                   | Satisfactory overall. There are sufficient teaching staff. A generous number of teaching assistants provides good support for pupils with special educational needs. There are no significant shortages in learning resources, although resources to support learning in ICT require updating. Accommodation is satisfactory, but children in the reception classes have no regular access to a specific, designated play area. |

## 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>• Their children like school.</li> <li>• They feel that their children are making good progress in school.</li> <li>• Behaviour in the school is good.</li> <li>• Teaching is good.</li> <li>• The school expects their children to work hard and achieve their best.</li> </ul> | <ul style="list-style-type: none"> <li>• An appropriate amount of work to do at home.</li> <li>• To be better informed about how their children are getting on.</li> <li>• For teachers to be more consistent in their approach when dealing with questions or problems from parents.</li> <li>• For the school to work more closely with them.</li> <li>• To provide a more interesting range of activities outside of lessons.</li> </ul> |

Parents' positive views are supported by the inspection findings, but the findings do not substantiate most of parents' critical views. Homework is judged to be satisfactory, and satisfactory numbers of activities and visits are planned to increase the range of the curriculum. The school appears consistent in its approach to parents, and has made good attempts to involve them more closely in its work. However, the response of parents is often disappointing. There is room for improvement in procedures to keep parents better informed about their children's progress.

## **PART B: COMMENTARY**

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

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

1. When children enter the nursery, they have poor social and speech and language skills. Baseline assessments undertaken when children enter the reception classes show that a significant proportion are still attaining below expected standards, and their language skills are especially poor. Children make good progress towards the nationally recommended early learning goals for young children at five years old, in personal, social and emotional skills. In these areas of learning, attainment is satisfactory. Satisfactory progress is made in developing children's physical and creative skills, so that most children achieve expected standards. The last inspection stated that there was insufficient progress in development of children's language and mathematical skills. Some good improvement has taken place since that time in teaching basic skills, especially in the reception classes, with consequential improvement to standards. However, in spite of some good progress in early reading and number skills, especially in the reception classes, the proportion of children likely to achieve the expected goals by the age of five is still below average in communication, language and literacy, overall mathematics skills, and knowledge and understanding of the world. Limited opportunities to practise and use their literacy skills to record and talk fully about what they see in the world around them, means that children do not adequately deepen their knowledge and understanding of the world.

2. End of Key Stage 1 statutory test results in 2000 show that overall pupils' attainment in reading and mathematics is just below the national average. This indicates that the school is good in adding value to pupils' attainment on entry, and pupils achieve well. However, in writing, attainment is still well below average, and below that of pupils in similar types of schools. In relation to similar schools, pupils' results are not dissimilar in reading and mathematics, mainly as a result of the good proportion of pupils attaining higher than expected standards. For example, in reading, the group of pupils reaching higher levels is well above that of similar schools. Pupils' performance in all national tests has improved steadily over the last four years, starting from a low base in 1996. Predictions for current Year 2 pupils are challenging, but achievable. The expected higher standards among these pupils will continue the trend of improvement, and to come close to attaining national standards. Inspection evidence confirms that standards among current pupils in Year 2, in the core subjects of English and mathematics, are generally just below those expected of 7 year olds nationally, although achievement is sound in reading, and in shape and measure work in mathematics. Statutory assessment results in science show a significant improvement between 1999 and 2000, to be just below the national average last year. This good improvement is continuing. Most current Year 2 pupils are attaining satisfactory standards, and results are on course to meet targets close to those attained by most pupils nationally.

3. Achievement among pupils during the last inspection was generally unsatisfactory. Evidence during the current inspection shows pupils achieve well overall, and standards have generally improved. The large proportion of pupils with special educational needs in the school make good progress, especially in their speech and language skills. This is mainly because they receive effective support in lessons, and specific one-to-one support from specialist assistants in withdrawal sessions, involving careful monitoring of their progress and

regular adjustments to learning targets. Not as much attention is given consistently to extending the skills of higher attaining pupils. Sometimes, additional work is provided at the same level, and does not offer additional challenge. No notable variation in attainment between boys and girls was observed during the inspection.

4. In English, the attainment of pupils in Year 2 is satisfactory in reading and listening skills, but is below average in oracy and writing. Pupils' limited skills in these aspects of English often constrain higher standards when they are trying to describe or record experiences in other subjects, such as mathematics, geography and history. Most pupils demonstrate sound listening skills, but lack confidence when speaking aloud. Often, they speak only when directly asked a question. Some greater confidence was seen in a religious education lesson, where role play was used effectively to develop oracy. Opportunities for pupils to talk about what they have learnt is sometimes limited in other subjects, as teachers do most of the talking. Pupils make good progress in their acquisition of strategies, and especially in the use of letter sounds and blends, to help them read more independently and fully understand the material presented. Writing standards are unsatisfactory, particularly in content, which often lacks interesting vocabulary, and in spelling. Good, neat handwriting observed in practice sessions is not suitably applied to independent writing. Some factual accounts are written in other subjects, such as geography and history, but the development of writing is limited by language skills which are unsatisfactory overall. While some good improvement has been made in English since the last inspection, there is still work to do to ensure that opportunities are not missed to develop pupils' oracy and writing skills further through other subjects of the curriculum.

5. Although standards in mathematics among current Year 2 pupils are below those expected of 7 year olds overall, this still represents good improvement on the previous inspection's findings, where standards were considered low. Since the last inspection, standards in shape, space and measure have improved, and pupils make good progress in their understanding in these areas. However, although pupils make satisfactory progress in their number work, not enough progress is made in developing mental number skills. Standards are also below average in use and application of mathematical skills, due to a large extent to pupils' relatively weak literacy skills when trying to explain how to solve problems and record their learning. Some sound examples were seen of pupils' mathematical skills being used to support learning in other subjects, such as in science, for data representation and measuring. However, little use was seen to be made of ICT to support learning in mathematics.

6. Standards in science are improving and are much better than those observed in the last inspection. Most pupils make good gains in building on their prior attainment in knowledge and understanding of key scientific concepts, such as living things, and forces, and in their experimental and investigative skills.

7. By the end of Key Stage 1, standards in ICT are below those expected of most 7 year-olds, and pupils do not make enough progress. This is a similar judgement to the last inspection. Pupils do not develop skills consistently or systematically, because they do not have enough opportunities to use computers to practise their skills, or to use ICT to support their learning in other subjects. Standards in religious education have improved since the last inspection. Pupils in Year 2 illustrate good progress by achieving standards that are above those specified for 7 year olds in the locally agreed syllabus. Standards have also improved in art; and pupils in Year 2 showed some good standards in dance as part of their physical education programme. They achieve well in these subjects. Pupils are achieving as well as

can be expected in all other subjects, bearing in mind their prior attainment. Standards in geography and history remain slightly below expectations, due to pupils' limited language skills. Standards have been broadly sustained in all other subjects, and are in line with those expected of pupils of similar ages.

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

8. Since the last inspection, pupils have maintained their good attitudes in lessons. Their standards of behaviour in lessons and around the school have improved further, and are now very good. There is a happy atmosphere in the school, and this has a positive effect on pupils' attitudes to school life and to their learning. Nearly all parents feel that pupils' behaviour is good, and that the school helps their children to become mature and responsible. Almost all parents who responded to the questionnaire said that their child likes coming to school, and is making good progress.

9. At the time of the last inspection, attendance was judged to be satisfactory. Although there have been reductions in authorised and unauthorised absence, levels of attendance have not kept up with the increasing national trend and are now below the national average. A few pupils have poor patterns of attendance, and many others have frequent absences which are 'authorised' only by their parents. Pupils' punctuality is unsatisfactory and, each day, some are late for school. A few pupils are consistently late. This disrupts the start of the day and affects pupils' learning. The school has established systems for monitoring attendance and continues to impress upon parents the importance of regular attendance for their children. However, the school's efforts are not always fully supported by parents.

10. Attitudes to work are good across the school. Children in the Foundation Stage are settling well into the routines of school. Most are happy to leave their carers at the start of day and come confidently into the nursery and reception classrooms. They are keen to take part in the activities provided, and they settle quickly to work, either independently or with adults. Most pupils in Key Stage 1 are enthusiastic about their work and school life. They are cheerful and positive in the classroom and around the school. In lessons, they concentrate on their tasks, maintain interest and listen intently to their teachers. Pupils work hard most of the time, and some show good levels of motivation to improve their work. This makes a significant contribution to their success and the progress that they make. They are alert and interested in discussions but, although they willingly answer questions put to them, are hesitant in their responses and rarely ask questions. Older pupils in Year 2 talked readily about their work to visitors. For example, in an art lesson, groups of pupils talked animatedly about their work on Aboriginal patterns, and the materials they proposed to use for a rainforest collage. Pupils enjoy listening to stories, and they show good interest in books used in class. Occasionally, pupils find difficulty in concentrating, and they take a long time to settle to independent work, particularly if they have been enjoying a whole class discussion and are reluctant to move on to another activity. When there is too much direction from the teacher, pupils are occasionally passive. These occasions are rare, however, and pupils usually maintain positive attitudes to their work.

11. Pupils' behaviour is very good across the school, and is fostered through the school's consistent expectations, and its emphasis on positive praise. In lessons, most pupils behave very well all of the time. There are some very isolated examples of pupils fidgeting or calling out when they are not sure what is expected of them by the teacher, or they have been sitting for too long. Pupils respond quickly to instructions, even from an early age in the nursery,

and listen when teachers or others are speaking. They handle resources sensibly and carefully, for example when using instruments for group performances in music. Around the school, pupils are clear about the expected standards of behaviour. They move sensibly around the classrooms, in the hall, and to and from the playground. They are friendly and welcoming to visitors. At lunchtime, they are clear about the routines for collecting their meals or eating their packed lunches, and they behave very well under the guidance of the midday staff. In the playground, their play is happy and lively. They enjoy playing with small equipment, such as balls and cars, and understand that they need to share. No incidents of bullying or unpleasant behaviour were observed during the inspection. There have been no exclusions in the last year, and very few pupils reach the final stage of sanction in the 'Golden Rules', which would warrant possible exclusion.

12. Pupils are making good progress in their personal development and relationships, which are good overall. Pupils and staff all work together in a caring atmosphere, and this raises the quality of pupils' learning. In the Foundation Stage, children are learning to conform to daily routines, respond to instructions and participate in class and whole school activities. They are beginning to make choices from the range of activities provided for them when 'planning' at the beginning of each session. They take responsibility for registering themselves each morning by putting their named apples on a tree. They are learning to get on well with adults, and show confidence in their relationships with them. However, they are not quick in establishing relationships with each other, their preference often being to work with adults. Pupils in Key Stage 1 have good relationships with one another and with their teachers. Through the work done in personal and social education lessons, circle time and assemblies, pupils are learning that their actions may have an impact on others. For example, they have good understanding of how it feels to be excluded from friendships. They are learning to work together collaboratively in lessons, and they co-operate well in groups, as seen when constructing circuits in a Year 2 science lesson. Throughout the school, pupils respond well to opportunities for taking responsibility. For example, they help in their classrooms, and take registers to the office. They are confident, and act responsibly and sensibly. Although pupils are beginning to develop well as independent learners in the Foundation Stage, this is not built on as effectively as it could be in Key Stage 1. There are still not enough opportunities for them to talk about their work and suggest their own ideas, because some lessons are too directly led by teachers. This inhibits pupils' own understanding of how they learn, and what they can do to improve. Across the school, pupils accept each others' differences, and understand that some pupils need additional support, either in the classroom or when working with individual learning support staff. Pupils treat each other equally, and this contributes to the harmonious atmosphere in the school.

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

13. Overall, the quality of teaching in the school is good, supporting parents' views in this respect. Teaching was at least satisfactory in all lessons seen during the inspection, and was good in almost half. Approximately one lesson in ten was very good. In Key Stage 1, teaching is good. A high proportion of the good teaching, and all the very good teaching are contained in Year 2, where pupils learn more effectively as a result. In the Foundation Stage, teaching is satisfactory overall, with one third of lessons being good. Nearly all of these good lessons were seen in the reception classes, where pupils' progress is more rapid than in the nursery, especially in basic skills. Teaching is much improved since the last inspection, when

only 85 per cent of lessons were satisfactory and no very good teaching was observed. Teaching is now a strength of the school. Most of the shortcomings identified in the last inspection have been overcome. For example, teachers' planning is now better. However, the quality of teaching and learning is still much better in Year 2 than in the rest of the school, particularly in relation to pace. Practice has improved from good to very good since the last inspection.

14. Teachers in the Foundation Stage have sound knowledge of the needs of children of this age, and draw on a range of resources to make learning understandable for them. For example, they use real life situations, such as visiting a café to teach about money. In Key Stage 1, teachers' subject knowledge is good overall, especially in making relevant links between different subject areas. For example, when warming up in physical education, pupils are made aware of their health studies in science. In a dance session during the inspection, good links were made with work on Aborigines in geography and art. Teachers are not so effective in planning and organising the use of ICT in lessons to develop pupils' skills, and support learning effectively in other curriculum subjects.

15. Teaching of basic skills in literacy and numeracy is good. Across the school, teachers use the national frameworks and guidance to organise well structured lessons, with a sound balance of activities to teach literacy and mathematical skills. This is helping pupils to increase their skills at a good rate as they move through the school, especially in reading, through well-taught phonic skills, and in their understanding of books, through provision of regular reading opportunities outside of literacy sessions. However, at other times outside of specific literacy sessions, while language has a strong focus, opportunities are missed to practise pupils' oracy and writing skills. In summaries of learning at the end of lessons, for example, teachers sometimes dominate discussions by talking and asking the questions, rather than pupils being given opportunities to contribute their own ideas and pose questions about learning. Most mathematical concepts are well taught, but pupils need more imaginative support in devising strategies for increasing their mental number skills other than by simply chanting in unison.

16. Planning is satisfactory in the Foundation Stage, and good in Key Stage 1. On occasion in the nursery, where sessions have changes to routines, planning is inadequate and tasks and activities have no clear purpose. However, most lessons in the school are carefully planned. Sessions are well structured, giving teachers and support staff opportunities constantly to reinforce pupils' understanding, and develop their skills through a well-planned and stimulating range of activities. Objectives for learning are clearly stated, so that intentions are defined in terms of expected outcomes for different groups of pupils. Work is usually sufficiently adapted in group activities to cater for the wide range of attainment in each class, and especially to provide support for pupils with special educational needs. On occasion, higher attaining pupils are given more of the same, rather than a greater challenge which would give them an incentive to work harder; or work is differentiated according to literacy levels of attainment, as opposed to being specific to different subject skills. An example of this was seen in science in Year 1, where the same concept was being taught, but recording expectations were different according to literacy attainment. In Year 2, however, work was well adapted, and pupils were given different tasks in work on electricity. For example, lower attainers worked on conductivity, while those of better attainment worked on incorporating switches into circuits.

17. Greater precision in planning is being brought about by a better understanding of what different groups of pupils need to do next, which, in turn, is based on better day-to-day assessment. Teachers are much more aware of where pupils are in their learning, and where to take them next. However, practice is still variable, especially in marking. Most teachers' comments respond to pupils' efforts, but some marking is minimal. The best gives key pointers to pupils, and they respond by either completing or correcting work. In the nursery, good procedures are established prior to children's attendance at school and, on the whole, these are helping teachers to plan future experiences more closely matched to children's needs. Effective day-to-day evaluation of pupils' learning is becoming a more integral feature of teaching across the school, and is helping pupils to gain knowledge, skills and understanding in a more systematic way than at the time of the previous inspection.

18. Good teamwork between teachers and support staff allows teaching assistants to play an effective role in supporting pupils, especially those with special educational needs, and helps them to learn well. Pupils with special needs receive one-to-one and group support from well-trained assistants in class, and in specific sessions outside of class. This helps them to make effective gains towards targets in their individual education plans, especially in language acquisition. One-to-one speech and language support is particularly effective in developing pupils' oracy skills in terms of pronunciation and coherence. Occasionally, assistants are not gainfully deployed during lengthy introductions to lessons or class discussions. For example, they could be used more effectively in directing teachers' questioning. Or, by recording significant achievements in pupils' oral skills, they could help set future targets. While most support staff give just the right amount of support when working with pupils, some occasionally give too much direction, limiting pupils' attempts to learn for themselves. For example, in a music session, when lower attaining pupils performing to the rest of the class were strongly led by an assistant, they had insufficient opportunities for independent work.

19. Teachers' methods are good overall in aiding learning in the Foundation Stage and Key Stage 1. The best teaching is characterised by good, focused questioning, which targets specific pupils so as to check their understanding and to help them think more deeply. Most lessons across the school begin with teachers recapping to remind pupils of previous learning, followed by sound instructions and clear explanations. Sometimes this goes on for too long, which slows the rate of learning as pupils sit inactive when eager to explore for themselves. On occasion in the nursery, the pace of delivery is slow and the teacher does not provide an effective model of speech for children to copy. The best lessons in the school have a lively pace, and are thoughtfully organised to gain and maintain pupils' attention. Very good examples of this were the ways in which stories from the Bible were effectively re-enacted through role-play in Years 1 and 2. Pupils were enthused, and their efforts increased so that they paid rapt attention to the storylines.

20. Very good management is evident in all classes, based on high expectations of pupils' behaviour, and the good relationships that are fostered. This sets a positive tone for lessons and learning, in which pupils can concentrate well, and where little time is wasted on dealing with distractions. Effective strategies ensure that pupils are involved in their learning. For example, the 'peg' system is operated consistently among teaching and non-teaching staff to encourage positive behaviour. Teaching in the Foundation Stage is particularly effective in encouraging children to become more independent in their learning. For example, they plan their time, and choose activities. This is not built on as effectively as it could be in Key Stage 1, where sometimes there is too much dependence on adults. For example, when adults clear away at the ends of lessons, pupils sit and wait for the next tasks to be given to them.



21. Homework makes a satisfactory contribution to pupils' learning. All pupils are provided with homework from an early age, such as reading and simple mathematical tasks, which support their learning. This finding does not support parental concerns expressed about homework.

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

22. The quality and range of opportunities provided by the school are satisfactory overall, and an appropriate statutory curriculum is in place. Some sound improvement has taken place since the last inspection in curriculum planning frameworks, and offering better guidance for teachers' planning. Good improvement is noted in pupils' spiritual, moral, social and cultural development, which was satisfactorily promoted in the last inspection and is now well promoted. Features of good quality noted in the last inspection have been maintained, such as good provision for pupils with special needs, and good links with the community.

23. The Foundation Stage curriculum for nursery and reception classes is satisfactory overall. A sound Early Years' policy has recently been created. This broadly conforms with the recommendations for learning for children of this age to try to ensure a smooth transition from home to the reception classes. However, the principles of good practice identified in this policy have yet to be translated into a cohesive planning framework for the whole Foundation Stage to aid continuity in learning to best effect. The lack of a coordinator for the Foundation Stage means that effective practice is not used to address some inconsistency in quality between the nursery and reception classes. Although satisfactory overall, curricular provision is better in the reception classes where there is a clearer focus on what children are expected to learn. Children, on the whole, receive a soundly balanced curriculum, in a structured learning environment comprising free-choice and focused activities. The strong emphasis on language is appropriate, but sometimes children's knowledge and understanding of the world is not emphasised sufficiently to help them increase their level of knowledge and skill. In the nursery, pupils have regular access to outdoor facilities. This is not the case for reception pupils, which creates some constraints to the physical area of learning.

24. The breadth, balance and relevance of the whole curriculum offered to pupils in Key Stage 1 are good. Strong emphasis is rightly given to literacy and numeracy, taking into account pupils' low starting points. National strategies for teaching these skills have been implemented satisfactorily. A specific initiative, focused on the development of oracy, has developed pupils' vocabulary and speaking skills. Opportunities are built into English lessons and other areas of the curriculum, but practice is inconsistent in quality, with teachers rather than pupils, often doing the talking. Most aspects of the National Numeracy Strategy have been implemented successfully, although a more imaginative approach would increase the effectiveness of the teaching of mental number skills.

25. Schemes of work, based on national guidelines, and incorporating good, cross-curricular links, have been developed since the last inspection. For example, geography and history topics are given increased relevance through links with other curriculum areas, including art, design and technology, and physical education. A current study of Australia is further explored through Aboriginal art and Aboriginal dance. These cross-curricular links give the curriculum a coherence and relevance which enables pupils to make connections

between different areas of learning, and make sense of the wider world. However, insufficient emphasis is given to planning ICT into programmes of work, to ensure pupils' regular access to computers, and develop their skills in this area of the curriculum. The curriculum has developed well in Key Stage 1 since the last inspection, although many policies do not reflect the changes in practice, and would benefit from updating.

26. Provision for pupils' personal, social and health education is good. It is embedded in other curriculum areas, such as the science programme for health related issues. Representatives from local services, including a police officer and a firefighter, come regularly to talk about pupils' safety. All staff attended in-service training in the development of speaking and listening through structured group games in circle time. On the whole, these sessions are well planned, and help to raise pupils' self esteem and strengthen the class ethos. On occasion, some circle time sessions are too short to be effective, and do not allow sufficient time for the structured activities to take place.

27. Provision for extra-curricular activities is satisfactory. The school is particularly aware of the limited experiences of many of its pupils, due to their social circumstances, and makes positive and successful efforts to provide an interesting, meaningful and enriched curriculum. A good example of the school's efforts to provide a rich and varied curriculum is the annual art week. This gives opportunities for pupils to work alongside a resident artist on skills not regularly available in school, and stimulates a vibrant and exciting school environment long after the artist has left. Visitors to the school, and visits by pupils to places of interest, further enrich pupils' experience. The school provides some clubs for pupils to extend their skills out of lessons, such as a lunchtime recorder club and choir. Overall, inspection findings do not support parents' criticism about the range of activities the school offers.

28. Equality of access and opportunity is satisfactory, and the school provides full access to all the subjects of the curriculum. Teachers plan tasks within lessons which, on the whole, match the needs of pupils of different abilities. On occasion, higher attainers are not given the same consideration in planning activities as those with special educational needs. Provision for pupils with special educational needs is good. Support for pupils in class and in withdrawal sessions is well organised to create as little disruption to their learning as possible. Very occasionally, pupils miss important information in introductions at the beginnings of lessons. However, through well-targeted support from experienced teaching assistants, pupils are helped to access all aspects of the curriculum and obtain the benefits of maximum inclusion. In addition, specific difficulties with speech and language are addressed through highly effective provision on a one to one basis. Effective individual education plans, with clearly referenced targets, help to support pupils' learning. At present, in order to balance the numbers of pupils in each class, a small group of older and higher attaining Year 1 pupils is taught with a Year 2 class. The school is aware of the problems of teaching pupils in mixed aged classes, but has not yet instituted a full two-year rolling programme in all subjects to ensure that there is no repetition for these pupils in next year's programme.

29. The school makes good use of its links with the community to enrich pupils' learning, and demonstrates commitment to this provision through its curriculum enrichment policy. Regular visitors, previously identified, contribute to assemblies, lessons and the programme for personal and social education. During the year, the school makes good use of specialists such as artists, storytellers, librarians and authors to provide pupils with extended experiences in the classroom. A range of visits outside school, for example to farms, churches and museums, also extends opportunities for learning. There are satisfactory relationships with partner institutions. Staff working in the nursery are in regular communication with local

playgroups and other nurseries. The parent support group, for parents of children who are not yet old enough to come to nursery, is well supported by a teacher from the local college. There is a satisfactory transition programme for pupils as they move on to the neighbouring junior school, although there are very few cross-phase curriculum links, and liaison between subject managers is under-developed. There are satisfactory opportunities for pupils to work with others from local schools. For example, they participate in an annual country dance festival.

30. Provision is good overall for the promotion of pupils' spiritual, moral, social and cultural development. Since the last inspection, provision for pupils' moral development has improved to very good, and provision for their understanding of different cultures is now good.

31. Provision for pupils' spiritual development is satisfactory. The headteacher has planned a comprehensive range of assemblies which gradually build pupils' abilities to reflect and respond to a variety of day-to-day experiences, values and concerns. The daily acts of collective worship, either as a whole school or in class circle time, give good opportunities for reflection. Pupils respond appropriately, albeit at times hesitantly, due to their weak language skills. Some pupils are able to express their feelings. For example, in classroom 'tingle time', they speak about what makes them feel good. Most pupils are better at expressing their feelings through movement and mime, as seen in religious education role-play lessons. Pupils are given opportunities to appreciate the achievement of others when 'stars of the week' are awarded at weekly whole school assemblies. The quality of displays of pupils' work from Art Week demonstrates the value placed their efforts, and gives them a sense of pride in what they have achieved. Elsewhere in the curriculum, however, there are too few planned opportunities to provide a spiritual dimension to pupils' learning. For example, in plenaries at the ends of lessons, pupils could have more opportunities to reflect on their work and what they have achieved.

32. The provision for pupils' moral development is very good. Assemblies play a significant role in setting the moral tone of the school. For instance, pupils are asked to consider what it feels like not to have a friend to play with, and what they can do to help others who are feeling unhappy. Teachers have high expectations of behaviour, and pupils respond very well to this. All staff who work in the school are very good role models, and help pupils to understand the difference between right and wrong. The Golden Rules are clearly displayed, and teachers references to them help to define acceptable behaviour. The school's system of 'happy and sad pegs' is very well understood by pupils, parents and teachers. It is an incentive for pupils to work hard and behave well.

33. The good provision for pupils' social development contributes to their understanding of citizenship. Teachers' good use of circle time gives all pupils opportunities to speak while others listen, and promotes good social values, such as caring for others and understanding others' feelings. Staff encourage and positively develop good relationships between pupils and themselves, which contributes to the friendly atmosphere in school. Pupils are given the chance to demonstrate their increasing responsibility by carrying out small tasks as classroom helpers and in routine jobs, such as taking the register to the office. In the Foundation Stage, pupils are helped to develop their independence by taking responsibility for registering themselves each morning, and for making choices when planning their activities for each

session. However, in Key Stage 1, activities are mainly planned and directed by the teachers, and pupils have fewer opportunities to develop independence in their learning. Pupils are well supervised in the playground. A range of play equipment to share helps them learn to play sociably and positively with each other.

34. The provision for pupils' cultural development is good. They learn about their own culture through visits to places of interest in the locality, and in Andover town, as well as further afield. A theatre group visits regularly, to perform pantomime, introducing pupils to a British tradition. The range of visitors to the school widens pupils' cultural horizons. The school makes the best use of opportunities to develop multi-cultural links through curriculum subjects. For example, pupils study world faiths in religious education, listen and dance to music from other countries and, in their work on Australia, examine the work of Aboriginal artists. A planned programme of music from across the world is used in assemblies, and every opportunity is taken to celebrate world festivals such as Diwali, Hanukkah and Harvest.

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

35. The school continues to provide pupils with the high quality care reported at the previous inspection. Overall, pupils receive good quality educational and personal support and guidance. The procedures for monitoring and promoting good behaviour are strengths of the school, and make a very significant contribution to the positive atmosphere in which children and pupils learn. The school successfully monitors and supports pupils' personal development and academic progress. Parents appreciate the pastoral care provided for their children. Most parents feel that teachers are approachable, respond promptly to their concerns, and help their children to make good progress. This is in contrast to the critical views expressed by a small number of parents prior to the inspection.

36. Procedures for ensuring pupils' welfare are very good. Pupils' awareness of issues related to health is promoted well in lessons such as science and physical education. Pupils' health and safety is very well looked after. A very good policy is in place to ensure that all areas of school life, including security, are regularly monitored, reviewed and assessed for risk. Procedures are good for dealing with pupils who are unwell, or who hurt themselves, and staff trained in first aid give caring and sympathetic support. Midday staff care very well for pupils at lunchtime and in the playground. They offer good support in terms of reinforcing the school's expectations for behaviour. All staff have very good awareness of pupils who may be experiencing difficulties, or whose welfare is giving cause for concern. The policy for child protection is good, and all staff have received suitable guidance in the correct way to report concerns. The school has a satisfactory understanding of its responsibilities towards children who are looked after. Good links with outside agencies, such as the educational psychologist and the speech therapist, provide good support for pupils with special educational needs. In addition, an effective policy complying with the recommended Code of Practice, is consistently implemented in the school, and provides good support for the welfare of these pupils.

37. At the time of the inspection, the school lacked effective support from the educational welfare service, due to absence of the main contact person. Sound internal systems are in place for monitoring pupils' attendance, and for following up absences. The school is aware of parents who regularly 'authorise' absence, or do not give reasons for it, or who persistently bring their children late for morning school. Although attendance and punctuality are

monitored correctly, attendance rates are still below the national average. The headteacher is aware of the need to continue promoting the importance of attendance, in spite of the lack of response from some parents. This area for development was also noted at the previous inspection.

38. The school has very good procedures for the promotion of behaviour, and for dealing with unsatisfactory behaviour. All staff have high expectations of pupils' behaviour, and their consistent approach to any lapses has a very good effect. Pupils are clear about the system of 'happy and sad pegs' as a way of noting rewards and sanctions. As a result, they understand what is expected of them. Where pupils have difficulties, the school keeps good records and involves parents quickly in decisions about how to approach shortfalls in behaviour. The behaviour policy is well established and its effectiveness is regularly reviewed in staff meetings. This helps to maintain consistency with which staff reinforce class and school rules. Although there are very few instances of bullying, the school recognises that it needs to be clearer in its policy as to what constitutes bullying, to help in discussions with parents who may have occasional concerns when their child is upset.

39. There are good procedures in place for monitoring and supporting pupils' personal development. Very good use is made of systems such as stickers, certificates and 'stars of the week' to reward good, or improving, behaviour and attitudes to work. Recording of awards of happy or sad pegs ensures that teachers can keep track of pupils who are doing well, and those who may regularly have difficulties in the classroom or around the school. In assemblies, regular opportunities to share achievements and successes raise pupils' self-esteem, and encourages them to do better. Staff know pupils well, and give them good guidance and support when they need to make improvements. All pupils have targets that focus on raising academic achievement and personal development, and these are regularly reviewed. The school's programme for personal and social education, including circle time, is used well to promote positive attitudes, to engender respect and care for others and to focus on areas where pupils' personal development may be lacking. For example, pupils are aware of the importance of including others in their play, and they understand why people are 'special'. Although pupils comment in their end of year reports about what they like doing in school, opportunities are underdeveloped for pupils to regularly evaluate how well they are doing in lessons, and to identify where they need to make improvements in their work.

40. In the previous report, the implementation of assessment procedures was found to be inconsistent. This is much improved, and procedures for monitoring and supporting pupils' academic development are good. Good systems are established in the nursery, where information is noted about strengths and weaknesses in a range of children's early skills. To check children's progress, the information is then monitored towards standard baseline assessments on entry to the reception class. In the core subjects of English and mathematics detailed records are kept of pupils' attainment and their continued progress. For example, regular diagnostic reading assessments are completed in guided reading sessions. Individual diagnostic tests are used to identify specific learning difficulties. In mathematics, weekly assessment sheets are completed to check on whether pupils' targets and learning objectives are being met. Manageable and informative procedures in most other subjects identify curriculum coverage, as well as the level of skill, knowledge and understanding of each pupil.

41. The use of information to guide curriculum planning is sound, and is developing. Assessment information gathered as pupils enter the school, notably in the nursery, is used as an effective form of screening to identify children with special needs, and ensure they receive early support. The progress of these pupils is well monitored, and regular and effective

assessments of their needs help to define their individual education plan targets of what they need to do next. The results of national tests are analysed to identify areas which require increased focus. For example, oracy and writing in English have been identified as key priorities, and this has had some influence on curriculum planning. Although information is being gathered as a result of assessments in subjects other than English and mathematics, it is still in its early days and, as yet has not had a significant impact on curriculum planning overall. However, portfolios of moderated work have been developed in several foundation subjects, and provide helpful guidance to teachers about expectations.

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

42. The school's partnership with parents is satisfactory. The school continues to work hard to develop a close partnership with parents, as was reported in the last inspection. However, not all parents are actively involved in supporting their children's learning, or are keen to be involved in the life of the school.

43. Parents who completed the questionnaire before the inspection, or who came to the meeting with the registered inspector, expressed good support for the school and its work. They feel that the school is well led and managed, and that good teaching and high expectations help their children to make good progress. They are pleased with the promotion of good behaviour and positive attitudes and values by all staff and, particularly, by the headteacher. This creates an environment in which children enjoy coming to school. Parents' positive views are supported by inspection findings. Most parents feel that they can approach the school, and the headteacher, if they have any concerns. Some parents report that it is easier to speak to some teachers than to others, although this was not borne out by inspection evidence.

44. Although most parents feel that the school works closely with them, a significant minority claims not to be well enough informed about how their children are getting on. This view is supported to some extent by inspection findings. The school recognises that it may be more helpful for parents to meet teachers at consultation meetings in the spring as well as the autumn and summer terms, and is looking to review its system for more formal meetings with parents. However, as not all parents attend these meetings, the school works hard to encourage them to make regular informal contact with teachers to discuss their child's progress. In the questionnaires, some parents criticised the school's provision for homework, although it is not clear if their wish is to have more or less work provided. The school recognises that many parents do not want to be involved in their child's learning at home but, equally, some parents are very active in support. The 'Ready, Steady, Learn' programme of reading and mathematics activities is a good feature, offering regular access to a range of helpful materials to parents who want to help their children at home.

45. The quality of information provided for parents is satisfactory, overall. In the school brochure, parents receive helpful information about the organisation of the school, and what is taught. The strategies for behaviour in the school's behaviour policy are shared and discussed with parents. There is good information in the 'Ready, Steady, Learn' packs about how parents can help their children learn at home. In regular newsletters, the school has been giving parents detailed information about what is being taught in the curriculum. Since the last inspection, however, the quality of report writing has reduced. There is now some inconsistency in the quality of information provided by different teachers. In the best examples, parents are given details in clear and concise language about what their children

know, understand and can do. However, reports in some other classes contain too much educational jargon, and rely too much on prepared level descriptions from programmes of study, rather than evaluative and informative comment based on that particular pupil's attainment and achievement. The school has made good progress in its systems for assessment, which should help teachers to identify more clearly what pupils know, and to set clear targets for what they need to do next. This will be of benefit to parents who wish to help their children's learning at home.

46. In its policy document and home-school agreement, the school makes a good commitment to promoting partnership with parents. It is aware that not all parents are as involved as they could be in their children's learning, and has set up an action plan, led by the deputy headteacher, towards improving this involvement. The school intends to survey parents about their wishes, to set up regular coffee mornings, and to find more ways of involving parents in specific projects, such as working on improving the school grounds. Previous attempts to set up a parent-teacher association have been unsuccessful. Very good work is done by staff in the nursery to involve parents in the early stages of their child's learning. The Parent Support Group, which is a very good feature of the school, has been running for over five years and is open to parents and children three terms before children start in the nursery. The Group gives parents and children an opportunity to familiarise themselves with the school, to meet other families and to discuss issues about children's learning. There is a good, staged approach for all children who are new to the school in either the nursery or the reception classes, and staff build good relationships with parents during home visits.

47. Although its partnership with parents is satisfactory overall, the school recognises the need to continue to improve communication between home and school, so that parents always feel that they are welcome. Some parents help with reading, and activities such as Art Week, and help to improve the playground area. The involvement of parents tends to reduce, however, as their children get older. The school has held meetings to explain the literacy and numeracy strategies, and some parents have taken courses on family literacy and numeracy, but attendance at these events is low. The school ensures that parents are invited to regular concerts, assemblies, sports days and festivals, and these are usually well attended. As part of the programme for greater involvement of parents, the school is planning to add a parents' room to its building, so that initiatives can be started to encourage more active parental involvement.

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

48. The leadership and management of the school are good and are having a positive impact on provision, with consequential improvement in pupils' standards of achievement. The school has a vision statement, supported by a set of aims developed by staff and governors. They clearly indicate a desire to raise standards, and to help pupils reach their true potential, both academically and personally. Through improved implementation of policies and procedures since the last inspection, the school ensures that these aims are reflected in much of its work. For example, assessment procedures are now more consistent. The subsequent, and continued, improvement to results has enabled pupils to build on the weak social and academic skills noted on entry to the school, and to achieve standards much closer to those expected of pupils nationally.

49. The school is well led by the headteacher. Her strong guidance of its work has greatly helped progress towards addressing weaknesses identified in the last inspection, and has kept the school abreast of national developments. The headteacher has a clear vision for the school, and has built a management team which motivates and influences staff. The head and deputy meet formally once a week, and the senior management team meets fortnightly to deal with short-term and long-term strategy. The curriculum co-ordinators have clearly defined roles. The good leadership provided to their areas of responsibility is apparent in the developments which have taken place. Their commitment to high achievement is much stronger than was identified in the last inspection, and they provide stronger leads as a result. They have detailed action plans, which are reviewed termly by the head teacher, and governors' curriculum and staffing committees. However, the school's ICT coordinator left at the end of last year; and there is no clear leadership to coordinate the Foundation Stage. These factors delay effective development in these areas.

50. Members of the governing body are conscientious, and committed to the school. Governors fulfill all their statutory responsibilities. Roles are clearly defined, and a sound committee structure enables governors to exercise their responsibilities. There is a good relationship between the head teacher, staff and governing body, and governors are keen to be involved and support the work of the school. Governors have regular meetings with staff. A well devised programme for committee meetings enables them to have a good knowledge of the school's strengths and areas for development. They use this knowledge well when helping to shape the direction of the school.

51. Monitoring of teaching and learning is good, and takes place regularly. The headteacher, deputy headteacher, curriculum co-ordinators and local education authority inspectors are all involved. This is much broader involvement than was identified in the last inspection, and it is having a positive impact on teachers' performance. As well as new teachers being appointed, effective monitoring is responsible for much of improvement in teaching since the last inspection. There is a shared commitment to improvement, with headteacher, teachers and governing body all playing their parts and working effectively as a team. For example, governors play an important part in monitoring and evaluation, and have undertaken training to make focused visits more effective. Monitoring has been implemented for a while, but now governors are better qualified to evaluate what they have monitored. This works particularly well for special educational needs provision. Because of the high percentage of pupils with special educational needs, there is a responsible governor as the statutory requirement and, additionally, a committee to monitor and evaluate through a programme of visits and reports.

52. The school's thorough monitoring and evaluation of its work enables all concerned to understand its strengths and weaknesses. The strategic plan clearly identifies priorities for development, and how to go about effecting improvement. Oracy and writing have been identified as key priorities to help raise attainment in English. The development of information and communication technology is planned to take place through staff development and improved resources. Although consultation has taken place with parents on a number of issues, further parental involvement is being sought and is a priority of the school. Rigorous analysis of results, and a system which tracks pupils' progress as they move through the school, is enabling teachers to set challenging but attainable targets for almost all pupils. Occasionally, because of the focus on pupils with special needs, higher attaining pupils are not sufficiently challenged.



53. The appointment of new teachers, and support for existing teachers, much of it from the local education authority, has had a profound impact on the quality of teaching and learning. New teachers to the school, including newly qualified teachers, are given good support and helpful information. The Teaching and Support Staff booklet provides a very good basis for induction, and appointed mentors provide daily help and advice. Appraisal arrangements are effective, and performance management measures are in line with new requirements. Additionally, the school complies with Investors in People standards, involving skills development opportunities for teaching and non-teaching staff. Identified areas for development form the basis of the staff development programme. For example, all staff are to undertake national training to improve their skills in ICT.

54. Good financial planning supports educational developments. Sound systems and very effective administration help to keep track of the budget. Day-to-day management of the school's finances is very good. Clear systems are in place, and the school's latest audit was very complimentary. Minor issues raised have all been addressed. The school has bought into the local authority's financial scheme, and makes good use of their facilities. All finances are kept under separate cost centre headings, and information is regularly supplied to the headteacher and governors for monitoring purposes. The school is in receipt of a number of specific grants. These are all allocated appropriately, and monitored carefully by the headteacher and the governors' finance committee. Governors' meeting minutes indicate that, where necessary, governors seek clarification on spending decisions, and whether outcomes are as expected. Longer term financial planning is good. Governors' systematic budgeting has resulted in them making maximum use of funds available. Spending decisions, and the effectiveness of the school's use of its resources, are closely monitored. For example, the high spending on special needs assistants is reviewed in the light of the progress made by the pupils receiving help.

55. The school successfully employs the principles of best value. Costs and pupils' performance are compared with other schools locally, as well as against the national picture. The school has been active in establishing improved benchmarking criteria as part of the 'Andover Project'. The school has responded well to the challenge of its environment, especially in enriching pupils' experiences to compensate for their home circumstances. Recommended procedures for gaining best value for money are strongly followed. However, the delegation of money to co-ordinators to manage their subject is less well developed. Each receives a small budget to support learning, but at present this is based on historical spending rather than prioritised needs. The school gathers the views of staff, governors and parents in most instances. For example, parents were consulted when formulating the Golden Rules, and with the Ready Steady Learn programme.

56. The school currently makes satisfactory use of new technology for management purposes, although ICT is an area for curriculum development. The school office uses technology effectively, with a school management package which records attendance and assessment. Plans are in place to extend the use of technology to make special needs administrative tasks more efficient.

57. The school has a satisfactory number of teachers to support the number of pupils on roll. The range of teachers' expertise and training enables them to manage subjects effectively, although the school is aware of insufficient expertise amongst staff to meet the full requirements for teaching ICT. A generous number of learning support staff work well in

classrooms, and in supporting pupils with special educational needs. They have received training to work with groups of pupils, and to provide specialist speech and language support for individuals. A generous number of midday supervisory staff provide support for pupils, and make a positive contribution to the very good standards of behaviour in the school.

58. The school's accommodation is satisfactory overall, and some features, such as the library and the attractive courtyard garden, are good. The school is clean and well maintained, and benefits from a bright range of displays. Particularly good displays were generated by recent work during Art Week. Although classrooms are slightly cramped, and there is very little additional storage space, teachers make good use of the space available to them. The school's open plan design contributes to occasional disturbance, when noise intrudes from adjoining classrooms and work areas. Teachers successfully timetable activities, so that disruption is minimised. There are good plans in place to develop the outside area and to make the main playground more attractive for pupils' play. Children in the nursery benefit from a separate enclosed area. Children in the reception classes have no designated area of their own, although they require access to structured outdoor play as part of the Foundation Stage curriculum. There are plans in place to develop a parents' room for use by the weekly parent support group. At present, meetings take place in the nursery classroom, while children in the nursery use the hall for their morning or afternoon session. As a result, they do not have full access to the facilities normally available to them, and sometimes the movement is not well planned.

59. Overall, there are sufficient resources to support learning in most subjects. Resources for teaching ICT need to be updated to ensure greater compatibility between machines, and ensure that pupils have access to better program features. The computers currently available are not always well used. Resources are good for teaching pupils with special educational needs. The central location of the library enables all pupils to easily access books and information. The school makes good use of loan services to supplement its book stock, and to borrow resources and artefacts related to topics being studied. Large wheeled toys are available in the nursery, but children in the reception classes do not have ready access to these, to enable them to participate in structured play.

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

*(References to the most relevant paragraphs in the report are identified after each issue.)*

60. In order to continue the upward trend of improvement to standards, the governing body, headteacher and staff need to:

- Improve pupils' oracy and writing skills throughout the school by giving them more opportunities to practise these skills in other subjects of the curriculum;  
*(Paragraphs: 1, 2, 4, 7, 15, 24, 61, 65, 69, 77, 78, 79, 80, 102, 108, 115)*
- Develop more effective strategies for improving pupils' mental number skills;  
*(Paragraphs: 5, 15, 24, 83, 85, 87)*
- Improve provision and, therefore, standards in ICT by:
  - \* increasing teachers' expertise in the subject in order to plan and organise the teaching of ICT more successfully in lessons;  
*(Paragraphs: 7, 14, 25, 53, 57, 111, 112)*
  - \* providing stronger leadership of the subject to ensure an effective curriculum is developed and staff are provided with appropriate support and guidance in its implementation;  
*(Paragraphs: 49, 113)*
  - \* carrying out the programme of replacing and updating of equipment so that pupils' learning is supported by greater compatibility between machines and software;  
*(Paragraphs: 59, 113)*
- create a more co-ordinated approach to provision in the Foundation Stage in order to ensure greater consistency in the quality of teaching and learning opportunities for children in the Nursery and reception classes;  
*(Paragraphs: 13, 16, 23, 49, 74)*
- continue in its efforts to promote good attendance in order to increase attendance rates and improve punctuality.  
*(Paragraphs: 9, 37)*

It is recognised that the school already has initiatives planned for addressing a number of the issues identified.

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 50 |
| Number of discussions with staff, governors, other adults and pupils | 30 |

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

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 12        | 32   | 56           | 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*

| Pupils on the school's roll   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 29      | 171     |
| Number of full-time pupils known to be eligible for free school meals | N/A     | 50      |

*FTE means full-time equivalent.*

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 0       |
| Number of pupils on the school's special educational needs register | 33      | 124     |

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

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 8            |
| Pupils who left the school other than at the usual time of leaving           | 18           |

### *Attendance*

#### **Authorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 5.6 |
| National comparative data | 5.2 |

#### **Unauthorised absence**

|                           | %   |
|---------------------------|-----|
| School data               | 1.0 |
| National comparative data | 0.5 |

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

**Attainment at the end of Key Stage 1**

|   |             |             |              |              |
|---|-------------|-------------|--------------|--------------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year: | <b>Year</b> | <b>Boys</b> | <b>Girls</b> | <b>Total</b> |
|   | 2000        | 40          | 27           | 67           |

| <b>National Curriculum Test/Task Results</b> |          | <b>Reading</b> | <b>Writing</b> | <b>Mathematics</b> |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC Level 2 and above    | Boys     | 31             | 30             | 35                 |
|  | Girls    | 24             | 22             | 25                 |
|  | Total    | 55             | 52             | 60                 |
| Percentage of pupils at NC Level 2 or above  | School   | 82(79)         | 78 (67)        | 90 (70)            |
|  | National | 84 (82)        | 85 (83)        | 90 (87)            |

| <b>Teachers' Assessments</b>                |          | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC Level 2 and above   | Boys     | 27             | 34                 | 33             |
|   | Girls    | 23             | 25                 | 24             |
|   | Total    | 50             | 59                 | 57             |
| Percentage of pupils at NC Level 2 or above | School   | 75 (70)        | 88 (70)            | 85 (66)        |
|   | National | 84 (82)        | 88 (86)            | 88 (87)        |

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

**Ethnic background of pupils**

|                                 | <b>No of pupils</b> |
|---------------------------------|---------------------|
| Black – Caribbean heritage      | 0                   |
| Black – African heritage        | 0                   |
| Black – other                   | 0                   |
| Indian                          | 0                   |
| Pakistani                       | 0                   |
| Bangladeshi                     | 0                   |
| Chinese                         | 0                   |
| White                           | 116                 |
| Any other minority ethnic group | 0                   |

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

**Exclusions in the last school year**

|                              | <b>Fixed period</b> | <b>Permanent</b> |
|------------------------------|---------------------|------------------|
| Black – Caribbean heritage   | 0                   | 0                |
| Black – African heritage     | 0                   | 0                |
| Black – other                | 0                   | 0                |
| Indian                       | 0                   | 0                |
| Pakistani                    | 0                   | 0                |
| Bangladeshi                  | 0                   | 0                |
| Chinese                      | 0                   | 0                |
| White                        | 0                   | 0                |
| Other minority ethnic groups | 0                   | 0                |

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

### *Teachers and classes*

#### **Qualified teachers and classes:**

**YR – Y2**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 6.4  |
| Number of pupils per qualified teacher   | 26.7 |
| Average class size                       | 28.5 |

#### **Education support staff:**

**YR – Y2**

|   |     |
|---|-----|
| Total number of education support staff | 8   |
| Total aggregate hours worked per week   | 200 |

#### **Qualified teachers and support staff:**

**nursery**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 1.3  |
| Number of pupils per qualified teacher   | 22.3 |

|   |    |
|---|----|
| Total number of education support staff | 2  |
| Total aggregate hours worked per week   | 50 |

|                                |     |
|--------------------------------|-----|
| Number of pupils per FTE adult | 8.8 |
|--------------------------------|-----|

*FTE means full-time equivalent.*

### *Financial information*

|                |                  |
|----------------|------------------|
| Financial year | <b>1999/2000</b> |
|----------------|------------------|

|  | <b>£</b>   |
|--|------------|
| Total income                               | 496 466.00 |
| Total expenditure                          | 511 901.00 |
| Expenditure per pupil                      | 2 256.00   |
| Balance brought forward from previous year | 34 434.00  |
| Balance carried forward to next year       | 18 999.00  |

*Results of the survey of parents and carers*

**Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 228 |
| Number of questionnaires returned | 40  |

**Percentage of responses in each category**

|  | <b>Strongly agree</b> | <b>Tend to agree</b> | <b>Tend to disagree</b> | <b>Strongly disagree</b> | <b>Don't know</b> |
|--|-----------------------|----------------------|-------------------------|--------------------------|-------------------|
| My child likes school.   | 41                    | 54                   | 0                       | 5                        | 0                 |
| My child is making good progress in school.  | 34                    | 59                   | 2                       | 0                        | 5                 |
| Behaviour in the school is good.   | 27                    | 66                   | 0                       | 0                        | 7                 |
| My child gets the right amount of work to do at home.                              | 23                    | 54                   | 13                      | 8                        | 2                 |
| The teaching is good.  | 44                    | 49                   | 2                       | 0                        | 5                 |
| I am kept well informed about how my child is getting on.                          | 37                    | 37                   | 22                      | 5                        | 0                 |
| I would feel comfortable about approaching the school with questions or a problem. | 54                    | 37                   | 10                      | 0                        | 0                 |
| The school expects my child to work hard and achieve his or her best.              | 53                    | 45                   | 3                       | 0                        | 0                 |
| The school works closely with parents.   | 31                    | 49                   | 15                      | 0                        | 5                 |
| The school is well led and managed.  | 39                    | 44                   | 2                       | 0                        | 15                |
| The school is helping my child become mature and responsible.                      | 35                    | 50                   | 3                       | 3                        | 10                |
| The school provides an interesting range of activities outside lessons.            | 15                    | 39                   | 20                      | 7                        | 20                |

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

61. In the Foundation Stage, children enter the nursery on a part-time basis in the September after their third birthday, attending either the morning or afternoon session. They do not have well developed social or speech and language skills on entry. In the September after their fourth birthday, children transfer to the reception classes, where they attend full time. Baseline assessments conducted on entry to the reception year show that the attainment of a large proportion of children is still below average, and is especially poor in language skills. Children currently in the reception class are broadly on target to achieve the requirements of the end of Foundation Stage's early learning goals in the physical and creative areas of learning. They have made good progress in their personal, social and emotional skills, and are on course to achieve standards in line with most five year olds. However, despite some good achievement and progress in early reading and number skills, they do not meet expectations of children of similar ages in communication, language and literacy and mathematical skills. Expectations of most five year olds are unlikely to be met in knowledge and understanding of the world. Children do not achieve as well as they could do in this area of learning. The last inspection judged that children were not making enough progress in their language and mathematical skills. Some good improvement has taken place since that time in teaching basic skills, especially in the reception classes, with consequential improvement to standards in reading. However, more opportunities should be provided for children to be able to practise their oracy and writing skills in other areas of learning, such as knowledge and understanding of the world. This regular recording and explaining would deepen their understanding of what they have found out.

#### **Personal, social and emotional development**

62. Children achieve well in this area of learning, to attain standards in line with those of similar aged children in reception classes. In the nursery and reception classes, most children establish good relationships with their teachers and other adults. This means that most leave their carers confidently at the start of each session, and settle quickly to work as part of familiar class routines. In the reception classes, children often work co-operatively in small groups. They share resources fairly, and treat them with care, as seen when playing 'shop' in home corners. In the nursery, where children are not so strongly encouraged to establish good interactions with each other, they often prefer to work with adults, who are plentiful. Children's behaviour is never less than satisfactory, and often very good, creating a productive and purposeful environment in most lessons. They are quick to respond to the teacher's reminders for expected behaviour and avoid 'a sad peg' as part of the school's sanctions. They strive to earn rewards which will take them 'up a peg', showing a good, emerging, understanding of right and wrong. In whole class lessons, children sit for lengthy periods, while listening quietly to their teacher. However, many children are hesitant in their responses, due to their weak oracy skills. Children are given high levels of autonomy in selecting their own activities at the start of the day, and in planning their time. Consequently, they develop skills in initiating ideas and accepting responsibility.



63. Teaching is good overall, and teachers place strong emphasis on developing children's social skills. Teachers manage children's behaviour very well to ensure that as little time as possible is wasted in lessons in dealing with minor incidents. They provide particularly good role models for children. For example, in the reception classes, teachers employ good strategies for encouraging children to take turns. For example, in circle time, a 'Tingle Stone' is passed around, to encourage children to talk openly about their experiences, and to listen to each other.

### **Communication, language and literacy**

64. Standards in this area of learning are still below those expected of children of similar ages, but children make good progress in developing their reading skills. However, oracy and writing skills are not so effectively developed. Sound listening skills are demonstrated when, for example, children in the nursery listen to a tape and make good attempts to name the sounds they hear. In whole class sessions in the reception classes, children listen carefully to introductions and instructions. However, they are hesitant when answering questions posed by teachers, and rarely ask questions themselves. In this area, their skills are weakest. Most children know how books work, and they understand that print carries meaning. Children in the nursery were seen sharing books with adults on a one-to-one basis to develop their enjoyment of books. In the reception classes, they retell key points from stories heard previously, but weak speaking skills frustrate their efforts to do this to best effect. Most read aloud with the teacher to follow a story in a 'Big Book', and they make sound guesses at predicting the next words. Most recognise their first names in print. Higher attaining children recognise some simple and familiar words, and are beginning to make use of their knowledge of letter sounds to support their reading. However, most children have few strategies for deciphering unknown words without a significant input by adults. Writing skills are not well developed, as children have too few opportunities to practise their skills. Many do not form letters well, and their attempts at writing meet with mixed success. A few higher attaining children write recognisable letters. They attempt simple words, and make some use of letter sounds in their writing.

65. Good teaching develops children's reading skills well. Most of the good teaching of reading was observed in the reception classes, where progress was more rapid than in the Nursery as a result. Phonic skills are well taught and children's understanding of books is increased through close study of reading material in Big Books. This was seen to good effect when children recalled the purposes in text of speech and think bubbles. Language has a strong focus in most lessons, but often it is the teacher who is doing the talking. More emphasis needs to be placed on getting children to talk through ideas and experiences for themselves. Where the teaching of writing is given a specific focus in lessons, skills are well taught. In the best lessons in the reception classes, children are encouraged to use a list of common words to help with their writing about what they would like to take to the seaside. However, too few opportunities are provided at other times in other areas of the curriculum for children to practise their skills. Writing areas are established in each classroom, but were not frequently used by many children during the inspection. In the Nursery, the writing area is uninspiring. A good feature of provision in the Foundation Stage is the one-to-one care received by children with special educational needs. In class, and in withdrawal sessions, well-trained support staff help them make good progress in acquiring language skills. On occasions, support staff are not used to best effect during introductions to lessons, when they could be more involved in observations of pupils' responses. For example, they could note achievement in oral skills.

## **Mathematical development**

66. Children's standards in mathematics are below those expected of children of similar ages, but they make satisfactory progress overall in building on their attainment on entry to the nursery. They make good progress in number skills, which are poor on entry. In the nursery children, children learn to count out vegetables with the teacher. Most of the children in the reception classes can count aloud together to 40, and are able to count up to five objects accurately. A small number of higher attainers are confident with numbers to 20 on an independent basis, and recognise number symbols. Few children are able to record numbers accurately. Most recognise simple positional language such as over and under, using these concepts well in play and physical sessions. Children in the reception classes have only a limited understanding of money. For example, in the role play area, they carry out simple shopping activities, but have little understanding of the coins they are using. They have difficulty in applying the concept of addition of money taught in the numeracy lesson. Children's problem solving skills overall are weak. For example, they have difficulty in sequencing and identifying patterns. Many children recognise simple two-dimensional shapes such as squares and circles, but few three-dimensional shapes.

67. Teaching is satisfactory overall in this area of learning. Specific activities are well planned, with clear purpose for learning, and are well organised so that children have a better chance of success through focused input. Real life resources are used to make learning relevant to children. For example, the nursery use vegetables when counting, and the reception classes set up a café scenario when teaching about money. Support staff help lower attaining children to learn well in small groups. More opportunities for children to record their mathematical computations, rather than have staff scribing for them, would help to reinforce their skills in number recognition and recording.

## **Knowledge and understanding of the world**

68. Children have only a very basic understanding of the world around them. In the nursery, they learn about some simple phenomena, such as freezing and melting when looking at ice balloons. However, skills are not developed: children move to other activities before sufficient gains have been made. When children are making soup, they try, with some success, to identify different vegetables. In these sessions, opportunities are missed to discuss in depth the qualities of taste, smell and colour. In this area of learning, children produce a limited range of work. Children have regular opportunities to use construction materials and build simple, recognisable models in the nursery and reception classes. Vehicles built to carry the Gingerbread Man were original in design. Children in the nursery use the computer to good effect to select items on the screen and make them emit sounds, but little purposeful use is made of the computers in the reception classes. Some early mapping skills in the reception classes show simple pathways but, overall, limited evidence is found of children's observations to illustrate their early enquiry skills. Children can recall very little work they have done, and weak oracy skills further impede their explanations.

69. Teaching is satisfactory overall in this area of learning. Teachers provide enough opportunities for children to explore and find out about the world around them. However, over reliance on discussion of what children are observing, often led by adults, means that children have too few chances to ask their own questions. They also have to rely on their

recall of what they saw and learnt, which is not always effective. Teachers do not provide enough opportunities to consolidate children's learning. For example, children rarely record their work in pictures or print to show what they have found out, and to give them points of reference to aid their recall of key facts.

### **Physical development**

70. Many children are working at the expected level in the physical area of learning. In the nursery, children have opportunities independently to explore large equipment outdoors, and to use wheeled vehicles regularly to develop sound physical skills. However, there is no secure, designated outdoor area for the reception classes to ensure regular, planned activities to extend skills further, and to satisfy children's needs for frequent physical activity. In specific physical sessions, children in the nursery follow teachers' movements to simulate different types of weather. In the reception classes, children show sound co-ordination of their actions when moving on different parts of their bodies to simulate movements of sea creatures. They have some awareness of space when moving around on the floor. With sound control, and increasing accuracy, they throw beanbags at targets. Children's manipulative skills are sound. They handle construction materials with increasing control and co-ordination, but are less skilled in using small tools. For example, their pencil control is immature.

71. Teaching of physical skills is satisfactory, but the lack of outdoor provision creates some constraints for reception children. Support staff are used effectively to lead specific outdoor activities, as seen with an activity to practise throwing skills. A good range of resources is used to engage children's interest. For example, in the nursery, a parachute is used to good effect to encourage the children to retrieve a toy animal from underneath the parachute as quickly as possible.

### **Creative development**

72. Creative skills are satisfactory, and children sing well-known songs. In the nursery, they do not sing with a great deal of confidence, but they show enthusiasm when playing instruments to accompany songs. In the reception classes, children sing with more confidence. On instruction from the teacher, they are able to vary the volume of their voices and of the instruments they are playing. They listen carefully to music, and attempt to simulate the creeping movements of the wolf when listening to music from 'Peter and the Wolf'. During independent role-play, children show satisfactory skills in taking part in imagined situations through mime, but do not have a strong vocabulary to express their ideas orally. Children work with a range of media, such as paint, textiles, malleable material and collage, to produce satisfactory patterns and recognisable shapes and pictures. Skills in using brushes are sometimes inadequate to produce desired effects. However, in the reception class, some notable textile work was seen in good quality patchwork quilts.

73. Teaching is satisfactory in developing children's creative skills. A range of materials and media is provided for children to explore independently, and specific skills are taught in focused activities. On occasion in the 'home corners', in spite of large numbers of support staff, adults do not intervene promptly enough to extend children's expressive vocabulary.

74. Teaching is never less than satisfactory in all lessons in the Foundation Stage. About one third of lessons are good, mainly in the reception classes. As a result, progress is more rapid in these classes than in the nursery. Improvement since the last inspection is evident in teaching basic skills. Nursery and reception classes are beginning to take account of the new national guidelines for the Foundation Stage. At present they plan separately, which leads to some variation in quality. A similar variation was noted in the last inspection. A more coordinated approach is needed to ensure consistency and continuity in learning from year to year. A coordinator for the reception classes ensures consistency between classes in that year group, but the brief does not cover the nursery classes. A clear overview is necessary of the improvements needed in the whole Foundation Stage to continue the trend of improvement.

## **ENGLISH**

75. English results in the 2000 National Curriculum tests at the end of Key Stage 1 were just below the national average in reading, and well below the national average in writing. However, on starting school, many pupils lack language and communication skills, and many have special needs in this area. In reading, particularly, and in writing, there have been improving results over the last four years, and since the last inspection.

76. Results in reading were better than in writing and speaking and listening, and the percentage reaching Level 2, the expected level, was only just below the national average. However, when compared with schools in similar social circumstances, the results in reading were not dissimilar. At the higher Level 3, the results were in line with national averages, but well above average in comparison with similar schools. Inspection evidence shows that pupils are achieving well, and that attainment in reading at the end of Key Stage 1 will be closer to the national average in this year's tests. Many pupils are reading simple texts fluently and accurately, and some are reading with good expression. They understand what they are reading, and can talk about the story, telling of their likes and dislikes. Many pupils use phonic cues and the meaning of the text as a whole to help them with difficult words, although lower ability pupils need a good deal of prompting. When reading with teachers from books with large text, nearly all pupils read with good expression, following the good example set for them by teachers. This was well demonstrated when pupils in a Year 2 class were reading 'Wake up Wallaby', with the repeated line, 'That's no way to wake a wallaby!' read in unison. Most pupils understand what an author, is and a few have a favourite author. Most can explain how to use the library's colour coding or Dewey number system, but are less successful in practice when trying to locate a particular book. Pupils with special educational needs are well supported and are given good encouragement. They are provided with a good number of opportunities to read in school on a one-to-one basis and, as a result, are making good progress.

77. In writing, the percentage reaching Level 2 in the 2000 National Curriculum tests was well below the national average, and still below the average results of similar schools. Few pupils attain Level 3, which is in line with schools nationally and with similar schools. Inspection evidence shows that standards in writing are below average, indicating some improvement since last year's results and pupils' achievement is satisfactory overall. A significant number of pupils communicate meaning through simple words and phrases, whilst others develop their ideas into sentences, using capital letters and full stops. Limited vocabulary means that many pupils are restricted to the word banks suggested by teachers. Consequently, there is usually a lack of interesting vocabulary in their writing. In

handwriting lessons, pupils are well instructed, and they produce some very neat handwriting. Their letters are clearly shaped and consistent in size. However, at other times, although a significant number continue with neat work, the majority cannot give their attention simultaneously to the content of their writing and the presentation. Letters become less well formed, and many do not join. Pupils are encouraged to use their word books to help with spelling, but the majority make a large number of mistakes. These are frequently associated with words that are spelt phonetically, such as 'luv' for love.

78. In speaking and listening, the results of 2000 National Curriculum teacher assessments were well below average. Inspection evidence shows that pupils usually listen attentively to each other, and to teachers, but their speaking skills are often below that expected of pupils of similar ages. Teachers are attempting to give pupils more opportunities to talk in pairs, in small groups, and to the whole class. An improvement is noticeable, and progress is sound. Many pupils are developing greater confidence in talking, especially when involving their own interests and actions. However, a significant number of pupils are still very hesitant. Their responses, which are often single words or phrases, are not always pronounced coherently. A number of pupils with special needs are having specialist help for specific speech disorders. This is a well-constructed and well-taught programme, and is having a positive impact on their speech and language acquisition.

79. Some development of literacy skills takes place through other subjects, particularly where role-play is used to develop oracy, as seen in religious education. In circle time, pupils are encouraged to share their experiences and feelings, but they are sometimes frustrated by inability to express themselves fully. At times, in science, mathematics and music, pupils are not encouraged to evaluate their learning at the ends of lessons to develop subject-specific vocabularies. The lack of language skills has a significant impact in some subjects, and particularly in mathematics, history and geography, in terms of quality of explanations, presentation and coherence of written work.

80. Teaching overall is good. More than half of lessons are of good quality, helping pupils to make good gains in their learning. Teachers' subject knowledge is sound, and their teaching of basic skills is good, especially in reading. Lessons are well planned, using the National Literacy Framework, and classes in the same year group plan together to ensure consistency across the year. Lesson objectives are clearly stated in plans, although not always made known to the pupils to make them more aware of their own learning. In the best lessons, pupils know what they are to learn, and learning is checked at the ends of lessons to see if they have been successful. Pupils' prior attainment is analysed well to enable teachers to match tasks to pupils' needs. This is usually very effective, particularly for the lower attaining pupils. However, on occasions, higher attaining pupils are not sufficiently challenged. For example, in one lesson, when they had finished their task, they were given more of the same work, rather than a more challenging activity. Oracy is high on the school's list for improvement, and good attempts are being made in class to enable pupils to talk. Questioning by teachers involves many pupils, although some pupils get away with doing very little, and rarely ask questions. There are also occasions when pupils are required to do too much listening. When teachers dominating speaking and listening, too little session time is left for practising writing skills. The best opportunities are given when pupils are asked to discuss answers with their partners before responding to the teacher. In these exercises, all pupils are involved in talking. Group work is well organised, and pupils are well managed.

81. Support staff play an important part in pupils' good progress. They are involved with planning, and have clearly identified responsibilities. They are knowledgeable and skilled, and they work well with groups of pupils, particularly those needing extra support for specific needs. Good teamwork between teachers and assistants is enabling pupils with special educational needs to work towards the goals set for them in their individual education plans, and to make good progress. However, insufficient thought is given to the use of support staff during whole class work. For example, with a focus on oracy, they could note which pupils respond to questions, and the language they use, and which pupils never offer answers. This would help teachers in future lessons to know where to direct specific questions. When working outside the classroom, with individuals or small groups, skilled support staff are of great benefit to pupils, particularly those with specific speech difficulties.

82. The National Literacy Strategy has been effectively implemented. The school has quite rightly put improvement in standards in English, particularly speaking and listening and writing, as priorities for development. Good assessment systems are in place, enabling teachers to track pupils' progress, and to set tasks for the more able. Day-to-day marking is inconsistent across the school. Some is helpful, with comments on how pupils can improve. Other marking is less helpful, with no further guidance given on where improvement could be made. Additional help with reading practice, given by parents and teaching assistants, is well organised and of great benefit. The headteacher, deputy headteacher and co-ordinator undertake monitoring of teaching and learning. Help, advice and training by the local authority inspector is giving increased confidence and competence to teachers' work. There have been good improvements to provision since the last inspection, particularly in teaching, with a consequential improvement in standards.

## **MATHEMATICS**

83. At the time of the last inspection, pupils' attainment in mathematics at the age of seven was low compared with nationally expected standards. Over the last four years, results in end of Key Stage 1 national tests have improved steadily. The pace of improvement has increased rapidly since the previous inspection. In 2000, pupils' results were just below the national average, but in line with similar schools. The work of pupils currently in Year 2 indicates that attainment overall is slightly below average. This shows good improvement since the previous inspection, and especially in building on pupils' low attainment on entry to the school. However, while pupils' attainment in mental number work and mathematical investigations remains below national expectations, their attainment in shape, space and measuring work is in line with that expected nationally. The National Numeracy strategy is beginning to have an effect in raising standards. Pupils are increasingly confident in using number in a variety of situations, and there is a continuing improvement in pupils' mathematical knowledge and skills.

84. During the inspection, all the mathematics lessons observed focused on shape, space and measurement. Pupils achieve well in this aspect of mathematics. In Year 1, most pupils have a good understanding of how to measure in non-standard units. More able pupils are beginning to understand the concept of a metre, and the need for standard units of measurement. Although almost all pupils could measure objects using non-standard measurements such as cubes, blocks and buttons, many of them had difficulty in recording

their findings. In Year 2, most pupils have good knowledge of two-dimensional shapes. Most pupils recognise the simpler three-dimensional shapes and many are beginning to identify them from the number and shape of their edges and faces. A few higher attaining pupils can identify prisms and pyramids from the shapes of their bases. However, many pupils are still confused by the differences between two- and three-dimensional shapes.

85. At the time of the previous inspection, pupils were found to have a very limited range of methods to help them calculate mentally. Pupils' ability to carry out rapid and accurate mental calculations is still limited, and they have too few opportunities for developing a range of strategies for the quick recall of number facts. Insufficient attention is still given to developing pupils' skills in mental calculation, and to assessing how effectively pupils are learning in this aspect of mathematics. There is heavy reliance on whole class chanting and counting, rather than use of interesting and interactive number games to ensure that all pupils are involved in the process. Pupils' relatively weak literacy skills are a significant factor in limiting overall progress in mathematics. Weak speaking skills inhibit their discussions of ways of solving problems, and weak writing skills prevent them from recording their findings, except in pictorial form.

86. More examples of mathematics being used to support learning in other subjects of the curriculum were observed during this inspection than in the last inspection, indicating some improvement. For example, some well-differentiated work in Year 2 science shows how to measure the distance a vehicle travels down a slope. Pupils also draw bar charts of their favourite foods. However, little use is made of ICT to aid learning in mathematics. During the inspection, few pupils were seen using computers in mathematics lessons.

87. The quality of teaching and learning in mathematics is satisfactory overall. It is never less than satisfactory and, in Year 2, where it is consistently good, it helps pupils make good gains in their learning. This shows good improvement since the last inspection, where a significant proportion of teaching in Year 1 was unsatisfactory. However, teaching overall is still stronger in Year 2. Features of good lessons are sharp focus for learning, and fast pace. When pupils are interested and involved, much is completed in a relatively short time. There is good emphasis on learning key mathematical language, and good balance in lessons between instruction and practical tasks. Rarely are pupils inactive. Main activities are carefully planned, and resources are well prepared to make activities interesting. For example, when pupils were blindfolded and asked to identify solid shapes by touch, their curiosity was aroused and they thoroughly enjoyed the lesson. Opportunities for making solid shapes from construction material further reinforced pupils' understanding, and sustained their enthusiasm. Pupils are encouraged to work independently, and they respond with commitment and enthusiasm to the lively teaching. Less effective features of teaching include introductory mental arithmetic which do not sufficiently challenge pupils' thinking. Not enough emphasis is placed on teaching pupils useful strategies for learn and for structuring their thinking. The pace of lessons is sometimes slow in parts, and pupils spend too long listening to the teacher and too little time developing effective strategies for working out problems. Occasionally, learning objectives are not made clear, and lessons lack a focus which pupils can understand. However, organisation and management are good in all classes. Pupils know the class routines, and work consistently on task, even when not directly supervised by an adult. Activities are generally well matched to the range of different abilities in the class. Support staff are well deployed to give additional help to pupils with special educational needs, which enables them to make good progress in their mathematical learning.

88. The co-ordinator is experienced, and provides good leadership for the subject. Monitoring of mathematics teaching across the school has been introduced since the last inspection, which has improved provision. Assessment procedures are now good, and are well used to identify pupils who need particular help. There are good examples of teachers modifying their planning in the light of ongoing assessment. Individual and group targets are updated each term, and the progress of individual pupils is monitored consistently, from baseline assessment onwards. National test results are analysed to identify areas, which require increased focus. As a result, the co-ordinator is aware of the need to increase opportunities for pupils to apply number skills across the whole curriculum. This is already being addressed, and advisory help is being sought in order to structure numeracy objectives into specific topics. Other issues from the previous report, particularly pupils' poor understanding of mental number processes, have yet to be fully addressed. The limited amount of work in pupils' books, covering half a year, indicates that the school has yet to identify ways of improving pupils' recording of their work.

## SCIENCE

89. Pupils' attainment at the end of Key Stage 1, in statutory assessments for science conducted last year, was just slightly below the expected standard for 7 year-olds. Attainment was much improved on the previous year's results, and was consistent with attainment of pupils in similar schools. This trend of improvement is continuing. Standards observed during the inspection show that pupils' achievement is good overall in terms of building on their low attainment in scientific skills on entry to the reception classes. This is a much improved finding to that of the last inspection. Progress is still more rapid in Year 2, due to good features in teaching of science in that year. The current cohort of pupils in Year 2 is on course to achieve challenging targets set for science, and to attain the standards expected of 7 year olds in this year's assessments.

90. Most of the pupils' work in Year 2 shows good progress, relative to their prior attainment, in key scientific concepts such as living things and forces. Through investigation of exercise, they have a growing awareness of health related issues. They have good understanding of electricity. Lower attaining pupils can sort materials according to conductivity, and other pupils are able to construct more complex electrical circuits, incorporating switches and additional bulbs. They make good attempts to explain what they are doing, although this is better expressed in their pictures, than in their speech. Pupils are systematic in their enquiries, although those with special educational needs do require a good level of adult support and encouragement if they are to be fully effective. These pupils' limited language skills cause difficulties when they are attempting to work without adults. In Year 1, pupils make satisfactory gains in learning about growth and forces, although their knowledge and understanding are below the standards expected of pupils of similar ages. Those with special needs are also supported effectively in their learning to overcome language difficulties. For example, they can talk about reflected light. However, work is not so well adapted as in Year 2. Most pupils make satisfactory progress overall, but higher attainers are not always extended in their scientific enquiries. For example, work is often differentiated according to whether or not they record independently, rather than developing their scientific understanding and skills. This was apparent in their investigations of light. At times, there is little discernible difference in outcomes between pupils at different levels of attainment, and particularly where worksheets are commonly used.



91. Most pupils' literacy skills are at a low level and they employ only a rudimentary scientific vocabulary in explanations. There was some evidence of pupils using their mathematical skills well to support science work. For example, in Year 2, pupils measured how far a toy car travelled down a ramp. This task was well differentiated, so that lower attainers used non-standard units and higher attainers used centimetres. Few examples of mathematical skills were noted in work in Year 1. In both years, little use is made of ICT, and the work of most pupils shows that computers are not used enough to support learning in science.

92. Teaching is never less than satisfactory in science, and it was good in the one lesson seen in Year 2. This shows an improvement since the last inspection, especially in creating a more productive work environment. Features which help pupils make the best gains in their learning include good use of a wide range of equipment to make learning interesting and relevant. For example, first hand use of electrical equipment enthuses pupils and makes them keen to pursue their enquiries. Relationships between pupils and teachers are usually good. The most effective teachers manage pupils very well to make the most effective use of time, challenging them to maintain their interest and keep on task. For example, in a Year 2 lesson, the teacher posed the challenge of incorporating a switch into electrical circuits and gave just the right amount of clues to enable pupils to operate independently. As a result, they showed a high level of interest in their work, and were amazed at what they discovered about switches. They gasped with surprise when their experimentation worked. At times teachers talk for too long and do not give pupils enough chance or encouragement to ask questions. Pupils behave well when given opportunities to work in groups although teachers do not intervene enough with scientific questioning. This slows the rate of learning, as there is little encouragement for pupils to look more closely to produce more accurate outcomes. For example in Year 1, when pupils compared the reflective properties of materials, there was a high level of inaccuracy in their findings. Across the key stage, good use is made of support staff who work alongside pupils, particularly lower attainers. They are effective in guiding these pupils, rather than doing the work for them. Planning is satisfactory, although it is best where scientific objectives are stated explicitly to suit the range of attainment in the class. Pupils are sometimes constrained in their learning by worksheets not being adapted sufficiently to their needs. The marking of pupils' work is also variable in quality. The best marking identifies strengths and weaknesses related to science skills and knowledge, or what pupils need to do next. Insights gained from assessment are used effectively to guide teachers in adapting future plans, or work, so that pupils' learning builds on what they have learnt before.

93. A satisfactory level of resources is available to support learning. The school's scheme of work is developing in line with new national guidance, and provides a useful framework for learning over the key stage. However, the policy is in need of review to clarify the most effective teaching and learning strategies. This may help to achieve a more consistently high quality of teaching and learning across the key stage so that pupils' learning does actually build as effectively as possible from year to year. Since the previous inspection, the school has improved pupils' investigative skills and teachers' assessment. Good systems have been established for monitoring pupils' achievements and progress, although these are still at too early a stage of implementation to have a significantly effect on current planning. The coordinator for science has a satisfactory understanding of what needs to be done to improve some of the work in the subject. Development plans have been prepared to show the action required. Monitoring of teaching and learning has begun, but more opportunities to monitor teaching and learning first hand would promote further improvement by ensuring that best practice is shared.

## ART AND DESIGN

94. Despite time constraints, art has retained a high profile in the school. Standards of art achieved by pupils by the age of seven are generally above those expected nationally, an improvement on the previous inspection findings. However, in Year 1, pupils' skills are similar to those expected of this age group. It is the very good teaching in Year 2 which helps these pupils achieve higher standards.

95. In Year 1, colour mixing techniques are sound in producing different tones, although pupils' observational drawings are not of very high quality. In Year 2, pupils make good use of sketchbooks for good observational drawing and planning. They use a range of good skills for Aboriginal art representations, with various media and collage. They have used a number of materials to produce prints. They have undertaken a printing project, with good development of skills from handprints to wood-blocks, and have refined their painting skills. The annual Art Week, with a visiting artist in residence provides a focus and a platform for pupils' achievements across the school. The resulting hall display is a visual springboard for pupils' discussion, stimulating pupils' language and giving them a pride in their work. The art week is also important in giving every child an opportunity to work alongside a 'real' artist, and as a way of introducing a variety of new skills. For example the painted silk banners from last year's art week were so successfully finished that they are now on display at the County Council offices. Teachers ensure that pupils have regular opportunities throughout the year to experiment with different materials and techniques.

96. The quality of teaching in art is good overall. It is never less than satisfactory, and is very good in Year 2. Very good teaching and high expectations ensure that pupils make good progress in developing their creative skills. Good standards of attainment arise as a result of a variety of interesting activities being prepared. A good balance between structured teaching of basic skills and techniques as well as opportunities for pupils to work creatively and imaginatively also contribute well to pupils' progress. In Year 1, there is sometimes an imbalance between explanations, which go on for too long and pupils' activities, which sometimes prevent pupils from making as many gains as those in Year 2. However, across the key stage, strong links are made with other curriculum areas. Several projects link with geographical topics, or stem from texts used in the Literacy Hour. The strong link maintained with design and technology is exemplified in Year 2 by a group construction with parrots.

97. Art makes a very important contribution to pupils' social, moral, spiritual and cultural education. Pupils are encouraged to work together harmoniously, and teachers' effective management keeps pupils on task. Art widens pupils' horizons, and makes them aware of art traditions in a variety of different cultures. At the time of the inspection, pupils in Year 2 were experimenting with techniques from Aboriginal art. During the previous year, they had based work on Indian textiles and designs, and used an African folk tale as a stimulus for papier mache puppets.

98. The subject is very well led by an art specialist. Good support is provided for colleagues, and teaching has been monitored throughout the school. Staff expertise and confidence is improved through workshops and portfolios of ideas. New initiatives and ideas are used to make art in the school interesting, demanding and exciting for all pupils. For example specific weeks have an art focus, and involving visiting artists. Resources are good, and include a rich variety of different materials.

## **DESIGN AND TECHNOLOGY**

99. No lessons in design and technology were observed during the inspection, but a scrutiny of planning suggests that required aspects of the subject are covered during the year. Good examples of pupils' work were seen in displays around the school, and good links are made with other curriculum areas. Evidence from the inspection indicates that standards of pupils' work are at least in line with national expectations and have been sustained since the last inspection. Appropriate emphasis is given to designing and planning. The scheme of work ensures that skills are built on, and developed, as pupils progress through the school.

100. An annual art week, with a visiting artist, regularly incorporates several aspects of design and technology, including paper sculpture and puppet making. The resulting stimulating and interactive displays provide a focus for pupils to discuss and evaluate their work. As noted in the previous inspection report, standards of construction are good. Discussion with pupils shows that they are proud of their efforts, and they are keen to discuss how and why they modified their designs in the light of constructional problems. They are enthusiastic about the opportunities the school provides for them to develop and demonstrate practical skills. In Year 1, the majority of pupils' work seen was based on the use of construction kits, although planning shows that wheeled vehicles have been designed and made earlier in the year. In Year 2, the curriculum is broader, and links effectively with other curriculum areas. For example pupils' paper weaving is linked to work on two-dimensional shape in mathematics. This is extended to basket weaving, where pupils use a number line to count carefully the numbers of holes, and bundles of cane. Clay fish, and a fabric and textile wall hanging, joined with a variety of different stitches, stem from this year's Art Week, which centred around the story of 'The Lighthouse Keeper's Lunch'.

101. The subject is well established and the existing scheme of work is effective in ensuring the development of pupils' skills as they move through the school. A good level of resources supports learning. The newly appointed co-ordinator has not yet assumed a full management role in the subject by undertaking a full monitoring exercise of existing provision, although files of support material have already been produced for specific topics, which is helpful for colleagues.

## **GEOGRAPHY**

102. Standards of work seen during the last inspection were low. Some improvement has been made since that time although work is still below expected standards at present. This is partly due to pupils' limited experiences of the world around them, and partly due to their under-developed language skills. They find difficulty in asking and answering questions, and in offering clear explanations of what they know.

103. By the end of Key Stage 1, all pupils know where they live, but not all are successful in finding Andover on a map of the British Isles. Knowledge ranges from those who can pinpoint it fairly accurately, to those who know that we live on an island, but select the Isle of Man as where they live. Most can find their street in a town map, and can describe their route to school. In Year 1, pupils talk about where they live, and express likes and dislikes, such as the park where they can play and the woods, which are dangerous. They use skills learned in art to draw details with reasonable outcomes. They have difficulty expressing their views clearly, due to limited vocabulary, and they need considerable support to write about these features. Many pupils in Year 2 can make simple comparisons between where they live

and where they go to school, and a school on Macleay Island, off the east coast of Australia. They appreciate the difference in the weather, and the fact that much work in Australia can be done outdoors. They understand the transport implications of living on a small island, where many people travel by boat. Most pupils remember the facts as presented to them, but there is little evidence of any deeper thinking to ask questions about places and events.

104. Teaching in geography is satisfactory in all lessons. Lessons are well planned, with clear lesson objectives that relate well to the National Curriculum. Preparation is very detailed, including videos, worksheets and prepared lists of key words. Pupils with special educational needs are effectively supported, particularly for written work. They have simplified worksheets, and are prompted by a support assistant. Open-ended questions are used well to encourage pupils to think. However, on occasions, a significant number of pupils do not offer any answers and are not challenged, thus doing very little. There are times when pupils are expected to listen for too long, and opportunities are missed to involve pupils in discussing their own ideas. The practice of putting two classes together reduces opportunities for pupils to be engaged in talking with the teacher. Some use is made of ICT to support learning in writing letters and in mapwork, but there is little evidence of computers being used to support learning on a planned, regular basis.

105. The subject is well managed. New schemes developed for each year group cover all the required aspects. Lesson objectives are clearly defined for each unit of work, and assessment opportunities are identified. There is a clear structure for monitoring and evaluation, including lesson observations and scrutiny of pupils' work. This is having a positive impact on the development of the subject. Visits are planned to enrich the curriculum and give pupils first hand experiences. These include visits to local shops, a farm, and nearby lakes and villages. Resources are sufficient, and are used well. Some books have language that is too difficult for many pupils to conduct independent research.

106. Standards have risen slightly since the last inspection, although skills are still weak in investigation and analysis, largely as a result of pupils' weak literacy skills. Overall, standards remain below expected levels. There have been improvements in several other areas. For example, planning is now more thorough, with clear lesson objectives. Co-ordination has improved, with more effective monitoring and evaluation. Samples of pupils work are gathered to demonstrate levels of achievement.

## **HISTORY**

107. Because of timetabling arrangements, no history was being taught during the time of the inspection. However, from scrutiny of pupils' work, examination of planning, and talking to teachers and pupils, standards of attainment are judged to be slightly below national expectations for pupils at the end of Key Stage 1. This is a slight improvement on standards reported in the last inspection.

108. Pupils are able to distinguish between old and new artefacts. For example, when discussing an old smoothing iron, they can relate that it needs to be put in the fire to heat it. They know that today, we use electricity to do ironing, and that in olden days, people did not have electricity. They know about Louis Braille, who 'invented bumps to help you read', and George Stephenson and his 'Rocket'. They know about Guy Fawkes, and talk about 'gunpowder to blow up the King', 'traitors' and 'under the Houses of Parliament'. Their recall of these events indicates that good teaching has taken place. However, when discussing how

and where we find evidence to support these facts, it is apparent that their limited language and research skills, and limited experiences, all have an impact on their attainment level. Work has been done on a time line, where pictures have been placed in order, demonstrating a sense of chronology. However, most pupils find it difficult to understand, with most events being 'about a hundred years ago'.

109. The subject is well managed, and good progress has been made in planning since the last inspection. A new scheme of work clearly identifies key elements for each year group, and shows how topics develop as pupils move through the school. For example, in Year 1, pupils work on 'Bonfire Night', which develops in Year 2 into 'The Gunpowder Plot'. These are good examples of continuity but, in other topics, there is a need to define more clearly what is being done in the Foundation Stage, and how it leads into work undertaken later in the school. The programme links well with the National Curriculum requirements, with some of the units of work having formal assessments. Good links are made with art, design and technology, and literacy. Historical books with large text are sometimes used in Literacy Hour. Monitoring of teaching and learning is having a positive impact on the development of history. Compared with the previous inspection, teachers are now more knowledgeable and focused on what needs to be taught. There are adequate resources to support the teaching of the various units of work. Good use is made of artefacts and wardrobe items borrowed from museums and the local education authority. Visits to museums and local places of historical interest provide pupils with experiences which help them remember what they have been taught.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

110. The findings of the last inspection identified standards in information technology below the level expected of 7 year old pupils. Although the school has made some improvements to provision, these have not kept pace with national developments in the subject. Computers are not used well enough and, at the end of Key Stage 1, pupils' attainment is below that expected of most 7 year olds. Their achievement is unsatisfactory.

111. By Year 2, pupils use the mouse and keyboard with only a basic level of competency and control when word processing and creating pictures using simple edit features. They need considerable direction from adults to produce reasonable outcomes. In Year 2, for example pupils draw simple representations of Aboriginal patterns, but are sometimes frustrated in their attempts by a lack of control over the functions of a programme. They are not fully clear about what the different icons are for. Pupils were seen drafting straight onto the screen when word processing, rather than copy typing. This is a good feature when they write letters in geography in Year 2 but pupils do not have good understanding of simple edit features. In Year 1, pupils are beginning to understand the need for accuracy in giving instructions manually, but have not yet had sufficient opportunities to practise their skills using equipment. Pupils do not develop their skills systematically from year to year by regular access to the computer, therefore many do not have the practice they need to achieve satisfactory standards. Pupils have little understanding of how to enter data into the computer. There was almost no evidence of work in most aspects of information technology

in work samples, and very little in displays. A few examples were seen of computers being used to support learning in other subjects, such as art and geography in Year 2. However, in most lessons, there is little evidence of the majority of pupils having regular and independent opportunities to use and apply their information technology skills at a challenging and meaningful level.

112. Teaching was satisfactory in the only lesson seen, which was on instructional language. In this lesson, the teacher drew on pupils' previous experiences on pathways in physical education, which helped them make sense of their learning. The teacher injected fun into the session by 'misinterpreting' instructions, which created calls of delight when the teacher took a wrong turn. This encouraged the pupils to understand the importance of accuracy in giving directions. However, the activity went on for too long. After a while, not all pupils were attentive, and the pace of learning slowed. A weakness of teaching in general is the lack of expertise among teachers in planning and organising opportunities for pupils to use ICT regularly to support learning in other subjects. Lessons are not always well organised to give pupils regular time at the computer. In a small minority of lessons, pupils were observed working independently with information technology. However, when provided with opportunities, pupils are not always confident in their use of the equipment.

113. The ICT coordinator left at the end of last year and the subject has subsequently lacked direction. The headteacher is currently organising training to increase teachers' expertise, which was considered sound in the last inspection, but is less secure this time. The headteacher is also planning to update equipment, to cover the demands of the curriculum more effectively than current hardware. Some constraints to learning are due to limitations of the equipment, and its incompatibility. For example, there is little evidence of ICT being used to give pupils access to an internet facility. However, more guidance in the development and implementation of the curriculum is needed. Teachers are using national guidelines for planning, but these are not sufficiently tailored to the school's. They do not provide enough detailed guidance for teachers to plan their lessons so that pupils learn in a systematic way from year to year. Procedures to note pupils' coverage of skills have been developed, but outcomes have not yet been used to adapt planning for pupils at different levels of skill. Little monitoring of teaching and learning takes place, and this is necessary to address some of the weaknesses, which currently exist, and to help to raise standards.

## **MUSIC**

114. Pupils throughout Key Stage 1 have reached standards that are satisfactory, compared with those expected for their age, in aspects of singing and performing and composing skills. This is a similar finding to the last inspection. Pupils make sound progress in their singing. They sing with increasing confidence when learning new songs in assemblies. By the end of the key stage, pupils have a reasonable repertoire of songs, which they can sing from memory. Together, they produce harmonious pieces with sound attention to dynamics for particular parts of a song, and they pitch different notes with a fair degree of accuracy. Pupils have the opportunity to practise their skills further by joining the school choir, which meets weekly. Pupils' skills in composing are sound. In Year 2 they use the stimulus of different weather conditions to produce their own interpretations, using different instruments. In small groups, they perform to the rest of the class. Some lower attainers require a great deal of

adult support to do this, and their performances to the rest of the class are somewhat dominated by staff. Other pupils listen carefully to each piece but have little opportunity to express their views and opinions about the compositions and performances. This results in missed opportunities for the subject to contribute to the development of pupils' limited language skills.

115. The quality of teaching and learning is satisfactory overall. Planning is good in ensuring that pupils are taught a good range of musical skills in the subject as they progress through the school. Teachers make good use of a wide range of instruments, which are of satisfactory quality. There is evidence of pupils being encouraged to record their compositions, using simple patterns. For example, they have described a journey on a train. The work of a variety of composers and instrumentalists is played in assemblies. To develop pupils' musical appreciation, teachers provide opportunities for them to listen to a range of music, including their own compositions. More opportunities could be provided for the appraising element to develop pupils' language skills and musical vocabulary. Pupils have seen and heard music of non-western cultures being performed. For example, they heard Gamelan music at a local school. These activities make a good contribution to their cultural development. The quality of teaching has a positive impact on pupils' attitudes to learning. Pupils co-operate well and show respect for each other's performances. Good management of large numbers of pupils in singing practices ensures that little time is wasted in dealing with some minor off-task behaviour, and good gains are made as a result. Pupils with special educational needs are helped to participate fully in music lessons, which improves their confidence and feelings of self worth.

116. Overall, improvement to provision has been sufficient since the last inspection. More time is being given to help pupils develop their skills, and sound procedures are being established to help planning in the subject. The co-ordinator for music provides good support and advice for staff, and monitors the development of the subject throughout the school.

## **PHYSICAL EDUCATION**

117. Planning documents show that all aspects of physical education are covered during the year but, due to timetable arrangements during the inspection, only one lesson was observed. This was a dance lesson. Standards achieved by pupils in Year 2 pupils are above those expected nationally of 7 year olds in this aspect of physical education. In the lesson seen, pupils used space well, had generally good control over their movements, and worked well in partnership with other pupils to create a dance sequence. In this aspect at least, the sound standards noted in the last report have been exceeded.

118. Teaching in this lesson, taken by the co-ordinator, was very good. These good skills are also used to teach the parallel Year 2 class, which creates consistency in learning quality. Good subject knowledge ensures that skills are taught effectively through demonstration to the pupils. The enthusiasm of the teacher is infectious, and this encourages pupils to experiment more confidently with their own movements, thereby increasing their physical techniques more successfully. Good use is made of pupils' own performance to exemplify good techniques, and pupils are keen to evaluate and improve their own dance skills. This emphasis on visual demonstration as well as verbal instructions ensures that all pupils are

able to understand the purpose of the lesson, and develop their physical co-ordination skills. Expectations of achievement and behaviour are high, and all pupils respond accordingly, so that time is used to best effect. Skills are developed systematically during the lesson, and activities make significant demands on pupils' ability to concentrate and co-operate.

119. Good links are established with other curriculum areas. In the lesson seen, pupils watched a short video of Aboriginal dance as a stimulus. This linked well with geography work on Australia. When warming up, pupils are reminded of health related issues in science. Stories in literacy lessons are used as springboards for dance themes. Equally, dance lessons are used as an opportunity for developing pupils' vocabulary. Dancing using candles encouraged pupils to write about their feelings about light and darkness. This aspect of the physical education curriculum makes a strong contribution to pupils' social, moral spiritual and cultural education.

120. The co-ordinator provides strong subject leadership. Support has been provided to colleagues in other year groups by working alongside them and planning with them. Teaching in Year 1 has been monitored to strict criteria, and pupils' progress has been monitored throughout the school to ensure that skills are built on progressively. The co-ordinator also works with the nursery parent group to give ideas for play and early development of physical skills. Useful links have been established with other schools to share ideas for raising the profile of the subject. The good level of resources is used well to support learning.

## **RELIGIOUS EDUCATION**

121. During the last inspection, attainment in religious education was described as: 'just about in line with the expectations of the Agreed Syllabus'. Since then, there have been good improvements in pupils' knowledge and understanding, and a significant proportion of pupils' attainment meets these expectations. Some attainment is above expectations, particularly in pupils' recall of bible stories concerned with the life of Jesus. Pupils with special educational needs are totally involved with lessons and, through effective support, are enabled to make the same good progress as others in the class.

122. Teaching is at least good, and was very good in two out of three lessons observed, making a significant contribution to standards attained. Teachers use role play very effectively. This not only helps pupils to remember stories, but gives them opportunities to develop their speaking and listening skills: one of the school's priorities for development. However, there is sometimes a tendency for the teacher to do much of the talking, which limits pupils' opportunities to enter fully into discussions. A good example of role play was seen when pupils in Year 1 were being taught about the story of Jesus giving sight to Bartimaeus. A pupil was dressed as Bartimaeus, and pupils were asked to think about how it would feel to be blind, and how Bartimaeus would have felt on receiving his sight. Although their range of vocabulary limited their responses, they were all keen and interested, and willing to make contributions. They could re-tell the story in their own words. Pupils in Year 2 acted out the story of 'The storm on the lake', using a parachute for water, which went from calm to stormy. Again, this lively approach ensured that pupils could re-tell the story. First hand experiences, such as visits to the church, help pupils to learn about baptism, and



another successful approach to learning. Pupils learnt a significant amount about symbolism. All pupils, including those with special educational needs, are well motivated in their lessons, and they respond well. Teachers have high expectations of work and behaviour, and pupils' in what is going on contributes to their very good behaviour.

123. The subject co-ordinator is currently on maternity leave. However, she has left the subject in a very good state. Plans indicate broad coverage of key skills, well linked to the locally agreed syllabus. There are clear learning objectives with assessment links and level descriptors for each level of attainment. Resources are satisfactory for the units covered at present, although units which are due to be introduced will require further resources. There has been good improvement since the last inspection, particularly in pupils' attainment. Improvements have also been made with work being set at the appropriate level to maximise understanding, and the development of systematic assessment procedures.