

INSPECTION REPORT

BISHOPSWOOD INFANT SCHOOL

Tadley, Basingstoke

LEA area: Hampshire

Unique reference number: 116035

Headteacher: Mrs M Brackenborough

Reporting inspector: Mr B Espiner
30600

Dates of inspection: 15th – 17th October 2001

Inspection number: 217509

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:	Barlows Road Tadley Hants
Postcode:	RG26 3NA
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Harris
Date of previous inspection:	1 st – 4 th November 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
30600	Mr B Espiner	Registered inspector	Science Information and communication technology Design and technology Religious education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
8991	Ms P Goldsack	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
3505	Ms C Hall	Team inspector	English Geography History Music Equal opportunities	How good are the curricular and other opportunities offered to pupils?
18706	Mrs J Gill	Team inspector	Mathematics Art and design Physical education Special educational needs The Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bishopswood Infant is a community school on the large housing estate that dwarfs the original village of Tadley. There are 163 pupils on roll. Two of these are of Bangladeshi heritage, one is Chinese and one of Turkish heritage. There are nine traveller children, although a third of pupils are from settled traveller families. Nearly a third of pupils have special educational needs, an above average proportion, although no pupil has a statement of special educational needs. One pupil is at an early stage of learning English. Attainment on entry to the school is below average.

HOW GOOD THE SCHOOL IS

This is a good, effective school. Standards are improving, and pupils make good progress. Teaching and learning are good. The overall leadership and management are good. The school provides good value for money.

What the school does well

- The leadership and management of the headteacher and key staff are very good.
- This is a very happy community. Relationships are excellent, between children and staff and amongst the children themselves. All staff care deeply for the children, and work very hard to motivate them to learn. One consequence of this is that children work very hard. Another is that they are very happy, feel secure and really enjoy school. Attendance is very good.
- The management of children is very good throughout the school, and excellent in both reception classes. Children respond by behaving very well. They are delightful.
- The provision of extra-curricular activities is excellent, supporting and expanding learning very well. Staff give their time freely and selflessly for the benefit of the children.
- The school works very well with Greenacres playgroup and Bishopswood Junior School, and with other partner institutions and the local education authority.
- The provision for pupils' personal development, particularly moral and social development, is very good.
- Procedures for child protection and ensuring pupils' welfare are very good. The school promotes good behaviour and eliminates oppressive behaviour very well.
- Parents, quite rightly, are very supportive of the school. The great majority contribute very well to their children's education. The school's links with parents are very effective.

What could be improved

- Standards in writing are generally in line with the national average, but the more able are not attaining highly enough in writing, and they need challenging more.
- In Years 1 and 2, there is not enough use of information and communication technology (ICT) to support learning in other subjects.
- Assessment in Years 1 and 2 is inconsistent in subjects other than English, mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the last inspection, in November 1999, the school had serious weaknesses in English standards, provision for pupils with special educational needs, and leadership and management. Improvement has been very good in all three areas and there are no longer any serious weaknesses. Teaching has also improved and the very good welfare provision and behaviour of pupils have been maintained. Improvement has been very good overall.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests and tasks.

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

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

Over time, standards are rising. There was a slight fall in the 2001 test and task results and standards now are above average in reading and mathematics and broadly average in writing. Too few pupils are reaching higher levels in writing. Standards are above the national expectation in science, art, history and physical education, and in line with expectations in the other subjects. Since children enter the school with below average attainment, their progress in the school is good, and often very good. The school is justifiably proud of the pupils' achievements. Realistic and challenging targets have been set for the number of pupils attaining expected levels in English and mathematics this year, and the school should reach these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very positive. Pupils enjoy coming to school and like learning.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are thoughtful, courteous and caring. There are no exclusions.
Personal development and relationships	Relationships are excellent. Personal development is very good, with pupils expected to take responsibility, and happy to do so.
Attendance	Attendance is well above average and punctuality is good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	very good	good

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

Good lessons were seen in every class and with every teacher. Excellent lessons were seen in both reception classes and in Year 2. Only one observed lesson was unsatisfactory, a very small proportion. Teaching and learning in English and mathematics

are good, including the skills of literacy and numeracy, and the teaching of reading is particularly good.

Pupils with special educational needs are taught well and make good progress. The school meets the needs of all pupils well, including traveller children and those with English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, although ICT should be used more to support all subjects, and there should be more emphasis on the 'design' part of design and technology.
Provision for pupils with special educational needs	This is good, and much better than at the time of the last inspection, as it was then a serious weakness. Much of the improvement is due to the deputy headteacher who took over responsibility for special educational needs after the last inspection.
Provision for pupils' personal, spiritual, moral, social and cultural development	This is very good, particularly provision for moral and social development. Although provision for cultural development is good overall, there should be more opportunities to learn about our multicultural society.
How well the school cares for its pupils	The school looks after its pupils' welfare very well. Assessment is good in core subjects but is inconsistent in other subjects.

The school works very well in partnership with parents. Links are very good and parents value the very good home-school reading record book, which also acts as a medium for exchanging general information. Parents contribute very well to their children's education by helping them at home and in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has very good leadership and management skills, and in six months she has transformed the school into one where there is a very good team spirit amongst everybody involved.
How well the governors fulfil their responsibilities	For several years, until the arrival of the headteacher, communication between the school and the governing body was far from satisfactory. Governors are hardworking and have undertaken a lot of training recently. They are now competent and fulfil their responsibilities satisfactorily.
The school's evaluation of its performance	The school monitors its performance well and takes effective action on any matter of concern.
The strategic use of resources	This is satisfactory. Grants are used for their designated purposes. It is only recently that governors have started applying the principles of best value (competition, comparison, consultation and challenge), and the school had relied for some time on the (very competent) local education authority to do this for them.

Staffing is very good with careful appointments to meet the needs of the school; for example the recent appointment of a half-time special needs assistant. Accommodation is very good, with spacious classrooms and excellent grounds, shared with the playgroup and junior school. Resources are good in general.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The school expects children to work hard and achieve their best. • Parents feel comfortable about approaching the school with questions or a problem. • The school works closely with parents. • Behaviour in the school is good. • The school is well led and managed. • Parents are kept well informed about how their children are getting on. • The school is helping children become mature and responsible. • Children are making good progress in school. 	<ul style="list-style-type: none"> • There were no points in the questionnaire that parents disagreed with. Almost all letters received by the team were totally positive about the school. At the parents' meeting, the main concern was the selfishness of some parents in using the car park.

The inspection team is happy to agree with parents' overwhelmingly positive views. All ten of the points on the left hand side of the table had over 90 per cent agreement in replies to the questionnaire. In the other two questions, there was a high number of *don't knows*, almost all from parents whose children had only just started the school. Despite the high number of *don't knows*, 75 per cent of parents agree that the school provides an interesting range of activities outside lessons, and 74 per cent agree that their children get the right amount of work to do at home. Inspection findings support these judgements.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the national tests for Year 2 pupils in 2000, standards in reading and writing were above the national average, and in mathematics they were well above average. This was also the case when compared with similar schools. In the 2001 tests, for which there is no national data for comparison yet, standards improved in reading. They dropped slightly in mathematics, and rather more than slightly in writing. Standards now are above average in reading and mathematics and average in writing. Standards in the basic skills of literacy and numeracy reflect those in English and mathematics. Because of poor communication between the school and the local education authority last year, no targets for the numbers reaching the nationally expected levels in reading, writing and mathematics were set for 2001. The targets for next year are realistic and challenging and the school should reach them. Standards have improved since the last inspection.
2. In 2000, the number of Year 2 pupils reaching nationally expected levels was in line with the national average in reading and writing and above average in mathematics. The percentage reaching the higher level was average in writing, above average in mathematics and well above average in reading. In the 2001 tests, the percentage reaching the same levels as in 2000 was similar in reading, although teacher assessment showed an improvement within the grades themselves. In writing, the number achieving the expected grade stayed the same, but no pupil reached the higher level. In mathematics, percentages fell in both those reaching the expected level and those reaching the higher level. Teacher assessment agrees with test results in English and mathematics, so it is likely to be very reliable in science, where there is no national test. Teacher assessment in science in 2000 showed that the number reaching the expected level was above average, and the number reaching the higher level was well above average. Results were similar in 2001. Standards now are above national expectations.
3. When children enter the reception class, their attainment is below that expected for children of their age, particularly in communication, language and literacy. The entry testing data confirms this. All children, including those with special educational needs, make very good progress and, by the end of the Foundation Stage, most children are likely to attain the Early Learning Goals in mathematical development and knowledge and understanding of the world. In physical and creative development, many children are likely to exceed the expectations for their age. Overall, attainment is below average in communication, language and literacy, although some children are likely to achieve the Early Learning Goals, with a few achieving more highly. In personal, social and emotional development, children often exceed the expectations for the age. This is an improvement from the previous inspection and reflects the excellent behaviour management and extremely high expectations from all the reception staff.
4. Standards in English are below average when pupils begin Year 1. In Year 2, standards in speaking and listening are average. Pupils enjoy poetry and identify rhyming words. Progress in reading is good, and often very good, as the basic skills of reading are taught very well. Pupils read with good understanding, using pictures and context as clues as well as a knowledge of syllables and how they make up words. The best readers are accurate and fluent. However, this is not reflected in attainment

in writing. By the end of Year 2, most pupils' writing conveys meaning, using appropriate and interesting words. Pupils write lists and recipes and sequences of sentences in longer pieces of prose. Punctuation is satisfactory, with most pupils able to use capital letters and full stops. Handwriting is accurate, but few pupils use joined script. A small number of pupils should reach the higher level this year. This is a small improvement on the attainment of last year's more able pupils, but it remains too low.

5. In mathematics, standards are broadly average on entry into Year 1. Pupils make good progress and standards are above average when pupils leave Year 2. The school places a good emphasis on using and applying mathematics so skills here are above average. There is also an appropriate emphasis on number, and pupils' numeracy skills are good. Most pupils can put numbers in order up into the hundreds. They solve simple problems mentally and estimate distances well before measuring accurately in centimetres. Progress in science is good in Years 1 and 2. Again, practical aspects are emphasised well and standards in scientific enquiry are good. Pupils have a good early knowledge of gravity, friction and simple electrical circuits. They have a particularly good knowledge and understanding of the human body and staying healthy.
6. Standards are above the national expectation in art, history and physical education. In art, pupils leave the school with a good range of skills using a variety of media and techniques in two- and three-dimensions. Art from observation is particularly good, and opportunities are found for this throughout the curriculum. In history, pupils can place events and objects in chronological order with a good degree of accuracy for their age. They have a good sense of the passage of time and a good knowledge of some historical figures such as Florence Nightingale. In physical education, pupils' sense of sequencing is enhanced by country dancing, which they enjoy. They understand the effects of exercise on their bodies which they are introduced to in reception.
7. Standards in the other subjects are in line with national or local expectations. Progress in information and communication technology (ICT) is hampered by the school's difficulty in establishing an accessible connection to the Internet, although this is to be solved in the near future. In design and technology, there is not enough emphasis on the design process, and, although standards in making are satisfactory and sometimes good, pupils' knowledge and understanding of the design process are below expectations. In geography, pupils have a satisfactory knowledge of the local area which they compare with a fictional Scottish Island that appears in literacy material. Pupils play untuned percussion instruments in a controlled way and sing with some enthusiasm. They have a good knowledge of Christianity and a satisfactory knowledge of Judaism, although their knowledge of other major world religions is very limited.
8. Since pupils are entering the school with below average attainment, and leaving school with attainment that is in line with, or better than, average, they make good progress overall. This includes traveller children and those with English as an additional language. Pupils with special educational needs make good progress, both in lessons and over longer periods of time. Those with specific learning programmes are supported effectively by their teachers and classroom assistants. Work is pitched at the right level for them and they receive specific support which helps them to achieve their targets. In the 2001 national tests, pupils with special educational needs achieved well in relation to their prior attainment. All but two pupils achieved their predicted targets.

Pupils' attitudes, values and personal development

9. Pupils have very good attitudes toward learning and this has improved since the last inspection. They arrive promptly each morning and their enthusiasm and good nature are endearing characteristics. They are very keen to do well and parents are pleased that their children enjoy school so much. Pupils work very well together and eagerly ask and answer questions. This helps to extend learning, particularly within the literacy and numeracy hours where there is discussion at the end of each session. For example, in a numeracy lesson, Year 2 pupils joined in to work out deviations in a pattern. Pupils were then eager and able to tell the class how they had figured out the answers. There is no longer any lack of enthusiasm among some pupils for reading and writing as identified in the last inspection. Pupils enjoy taking part in the wide range of extra-curricular activities offered to them. Attendance is very good and this too reflects improvement since the last inspection. The overall attendance rate continues to be better than the national average. With few exceptions, the attendance of pupils from the traveller community is similar to that of the rest of the school.
10. Pupils continue to be very well behaved in and around the school. Overall, they support and follow the school rules easily. The very pleasant atmosphere found within this school is supported by these polite and friendly pupils. Pupils listen well to adults and to each other. They share equipment readily and do not hesitate to help each other. In a physical education lesson, Year 2 pupils worked in teams of four to set up new apparatus in a mature and safety-conscious manner. Pupils enjoy lunch sociably and play outdoors in a friendly and outgoing way. Books, equipment and displays are all treated with care by the pupils. A few boys have special needs that include behavioural difficulties. The school takes care to ensure that any misbehaviour does not affect learning for others. Lapses in behaviour are usually inattention or calling out; there are no bullying problems. There were no exclusions for misbehaviour at the last inspection and this remains unchanged.
11. Relationships among pupils and between pupils and adults remain excellent and are a strength of the school. The cornerstone of these first-rate relationships is mutual respect. Teachers value each pupil as an individual and, in turn, the pupils try hard to do their best. The camaraderie and fellowship among staff members is evident and they are admirable role models for the pupils. Tolerance and an understanding of others are actively promoted in assemblies and during planned lessons in personal and social education. Even the youngest children contribute their views while taking turns holding a teddy bear during 'Circle Time'.
12. Pupils with special educational needs are fully included in all aspects of school life. They have positive attitudes to their work and learning, they try hard, and they concentrate at their tasks until they are completed. Pupils settle to work willingly and they relate very well to their classmates.
13. The pupils' personal development is very good and has improved since the last inspection. Pupils are assigned different jobs around the school and become more responsible each year. Even the youngest children deliver their class registers to the office and help tidy up equipment. Year 2 pupils take turns to help organise library books or answer the office telephone during lunchtime. During a religious education lesson, Year 2 pupils were given a choice of different artistic activities and all made sensible decisions and quickly settled to work in productive groups. Pupils' reading skills have improved since the last inspection and they are now able to enjoy library

activities and confidently exchange books to take home each day. Pupils' personal development would be even better if they had more opportunities to work on computers.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching and learning are good overall, being good in Years 1 and 2 and very good in reception. They are often very good at Key Stage 1, particularly in Year 2. Thirty-six lessons were observed. One (3 per cent) was unsatisfactory, five (14 per cent) were satisfactory, sixteen (44 per cent) were good, eleven (31 per cent) were very good and three (8 per cent) were excellent. This represents good improvement since the last inspection. Good lessons were seen with all classes and all teachers. Teaching and learning are good in English, mathematics and science, and in the basics of literacy and numeracy. They are often very good in reading. In music, they are satisfactory and sometimes good. In history and physical education, they are good. In other foundation subjects, an individual overall judgement about teaching and learning could not be made as not enough lessons were seen. However, from the standards seen and the progress pupils make, it can be concluded that teaching and learning are at least satisfactory in these subjects, and often good.
15. Almost all aspects of teaching and learning are good overall. Two aspects of teaching stand out as very good. These are the management of pupils and the use of support staff, which, of course, are linked. It is the management of pupils that is responsible for the very good behaviour of pupils, who are schoolchildren and not naturally angelic. Very good management also leads to very high productivity and pace of working. This in turn leads to good progress in learning. The one unsatisfactory lesson, in physical education, was unsatisfactory because the pupils were not well behaved. The teacher had to keep stopping them and the pace of learning was too slow. This was the only example of unsatisfactory behaviour during the inspection.
16. Teaching and learning are very good in all six areas of learning for children at the Foundation Stage, and excellent in personal, social and emotional development. Two lessons seen were good and all the others were very good or better. Two of the three excellent lessons were in the reception classes. In one of these, the teacher introduced the class to talking books CD-ROMs in order to help the development of reading and the children's skills in using the computer. The teacher very skilfully used a rather forgetful and slow Humpty Dumpty, and the children took great delight in correcting his mistakes. The teacher's very high expectations of attitude, behaviour, work rate and potential for learning resulted in the full participation of every child. Excellent relationships and classroom management meant that the pace was brisk as children concentrated on what they had to do, with a lot crammed into the 30-minute slot. The teacher used her personality well, and her enthusiasm was catching. The lesson was a joy to watch. The excellent lesson in the other reception class was in physical education, working with large apparatus in the hall. The teacher's excellent planning built on from previous work. Again, excellent relationships, class management and discipline ensured that all children were actively engaged and trying really hard, listening very carefully to what they had to do and enjoying experimenting with different movements and facial expressions. Excellent teamwork between the teacher and nursery nurse made the whole lesson run very smoothly. Most of these qualities are apparent in all reception lessons, and in a lot of lessons in Years 1 and 2. Teachers plan very well together in order to ensure that each child makes very good progress in a very happy environment.
17. The other excellent lesson was in English with a Year 2 class, considering a version of 'Little Red Riding Hood'. The teacher developed all learning opportunities fully and no more could have been expected from her. Pupils enjoyed being 'verb detectives' and making 'super sentences' (also seen in the other Year 2 class). The teacher's

knowledge and understanding were excellent, both of the essential facts of literacy and of how it should be taught. Once again there was excellent teamwork with the classroom assistant, and real excitement and enthusiasm amongst pupils. They were eager to consider the use of interesting words, spelling, punctuation and tense. They were not as confident in writing as they were in reading or in speaking and listening, but they tried very hard and were eager to please. This is not unusual in the school, and was seen in every class.

18. Pupils with special educational needs are taught well by their teachers and the classroom assistants, including the specialist classroom assistant. Work is well matched to their needs, and careful planning helps the pupils to achieve their targets. Support staff work closely with teachers and the special educational needs co-ordinator, giving specific support that helps the pupils to make good progress. Pupils' needs are regularly assessed and this information helps to plan the next stages in learning successfully.
19. A small minority of parents did not agree that their children get the right amount of work to do at home. The use of homework is satisfactory (the only aspect of teaching and learning that is not at least good), and the use of the home-school reading record book as a more general method of communication is innovative and very good.

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

20. The school provides a rich curriculum with a breadth of experiences for all its pupils, including those with special educational needs, travellers and pupils for whom English is an additional language. As a result, pupils make good progress in their learning and standards are rising. This is a significant improvement since the last inspection. The previous inspection found the curriculum for under-fives was good and was satisfactory overall for Key Stage 1 pupils. However, the provision for pupils with special educational needs within Key Stage 1 was judged to be unsatisfactory and did not comply with the requirements of the Code of Practice. Significant improvements have been made and this is no longer the case. The Foundation Stage curriculum is very good. The curriculum for Key Stage 1 is good. Improvements have been made in the planned learning experiences for pupils with special educational needs, which are now good and meet the Code of Practice requirements. All pupils have full access to all learning opportunities. Good consideration is given to ensuring equality of opportunity for all pupils. The school is now skilled in ensuring the inclusion of pupils of different abilities and needs in its work and activities. Good thought has been given to ensuring that gender bias is avoided. Pupils are well prepared for the transfer to junior school. The curriculum gives appropriate emphasis to literacy and numeracy as well as ensuring that the school achieves its aims by providing a happy, secure environment in which children can enjoy learning. This provision is helping pupils to develop a wide range of skills, knowledge and understanding. Good attention is paid to national requirements. Teachers plan activities that build on and extend pupils' learning well.
21. The curriculum is enriched by an excellent range of extra-curricular activities, run by teachers and helpers, including recorders, choir, gym, country dancing, chess and football. Some clubs are open to pupils from both the infant and junior schools. In addition, the school has supported the setting up of a breakfast and after school clubs run as independent concerns by groups of helpers.

22. The curriculum for the Foundation Stage is very good. This is an improvement on the previous inspection when it was found to be good. The curriculum is wide, rich, relevant and matched well to children's needs, and it covers all areas of learning well. No distinction is made between 'work' and 'play'. Children have very good opportunities to develop their learning through very well-planned, enjoyable and challenging play activities. Provision for pupils with special educational needs is good, and they receive an appropriate curriculum. Work is planned at different levels for them and the tasks they are given enable them to make progress towards their targets. Regular assessment is used well in planning the next stages in learning successfully, particularly in English and mathematics. Strategies for teaching literacy and numeracy are very effective and used well across the Foundation Stage curriculum to support learning. There is very good balance between child-initiated and teacher-directed activity within the curriculum. Planning for the Foundation Stage is very good and takes full account of the Foundation Stage national guidelines.
23. The curriculum for pupils at Key Stage 1 is good. It gives pupils the opportunity to take part in a good range of interesting activities and meets statutory requirements. The curriculum for religious education meets the requirements set out in the locally agreed syllabus, although this has been interpreted rather narrowly and focuses too much on Christianity to the detriment of other major world religions. The curricular provision for pupils with special educational needs has improved since the last inspection and now complies with the requirements of the Code of Practice. Schemes of work provide effective guidance to help teachers plan well and match work to the specific needs of individual pupils and the level at which they are working. Schemes are linked well to the Qualifications and Curriculum Authority's guidelines. Good thought has been given to the language needs of pupils, particularly those with special educational needs, travellers and children for whom English is an additional language, and planning for all subjects clearly identifies the vocabulary required. These factors help pupils to make good progress in their learning. In all subjects, there is good awareness of the need to focus on the development of skills as well as knowledge and understanding. In English, careful attention is paid to the development of speaking and listening skills and using and applying these skills across the curriculum. In mathematics, good emphasis is placed on using and applying mathematical skills and there are good planned opportunities for developing the skills of enquiry and investigation within science. Skill progression is covered very well in the planning of English, mathematics and science and this contributes to rising standards. Although the curriculum is good overall, there are insufficient planned opportunities for pupils to use ICT across the curriculum to support their learning. This is an identified development area. The curriculum coverage of design and technology is satisfactory overall. Although good attention is given to making things, insufficient opportunities are provided for pupils to develop their designing skills, and coverage of this aspect of the design and technology curriculum is unsatisfactory. In addition, no clear distinction is made between the art and the design and technology curricula and there is a need to rectify this.
24. The school's implementation of the National Literacy and Numeracy Strategies is effective and is helping to raise standards. Speaking and listening are promoted well across the curriculum. Literacy and numeracy are used well across the curriculum to support learning and there is a systematic approach to this. The school is considering ways in which the more able can be extended further in writing. The provision for pupils' personal, social and health education (PSHE) is very good. There is a taught PSHE session each week. There is strong emphasis within the school on developing the whole child, and PSHE and citizenship have a high profile within the curriculum,

with family group 'Circle Times' held each week. There are good action plans for PSHE and citizenship, suitable strategies for good behaviour and positive attitudes and appropriate policies for drug and sex education. Good thought has been given to developing confidence and independence in the classroom environment, including developing enquiry and investigation skills, particularly in mathematics and science.

25. Pupils with special educational needs are now supported well within their National Curriculum work. This is a significant improvement on the findings of the previous inspection. The PSHE, equal opportunities and draft citizenship policies and procedures provide very good opportunities to develop pupils' self-esteem and social skills. The school has a very effective PSHE/citizenship co-ordinator and a good development plan. The values and attitudes inherent in citizenship are central to the school's philosophy. This is having a very positive effect on pupils' attitudes and behaviour. The provision for traveller children is very good and very well organised. The provision for pupils for whom English is an additional language has been considered well as part of the school's equality of access and opportunity guidelines. Application of the school's equal opportunities policy ensures that all these pupils can make progress in each area of the curriculum.
26. Good links exist with the community, and these contribute well to pupils' learning. Visitors from the local community, such as church and charity groups, regularly take an assembly. Senior citizens from the local community come in to read with children. The school opens at 8.45am and there is a 15-minute 'Ready, Steady, Books' session each morning in each class, where parents are welcomed into the classroom to read with their children and with others. In addition, the school has supported the setting up of a breakfast and after school club run as independent concerns by groups of helpers. In the reception year, teachers arrange school trips each year related to an area of learning, such as the Bramley Frith Study Centre, Tadley Library, and the Post Office. In Year 1, pupils visit the local park as part of their study of forces, and take community walks to give out Harvest Gifts and observe a range of buildings. In Year 2, pupils visit Katesgrove Victorian School, walk around Tadley on a traffic survey and give out Harvest parcels. Good use is made of the local area to support the curriculum and there are different visitors throughout the year, such as puppeteers and theatre groups. These motivate pupils very well and enhance their learning.
27. The very constructive relationships with other schools in the area give very good support to pupils' learning. The reception class teachers visit each of the two pre-school groups regularly. The pre-school group which is located on the school campus regularly visits and uses the school facilities, such as the physical education equipment in the school hall. The school has established very close and effective working links with the junior school. Pupils from the infant school have access to the ICT suite in the junior school and also to the junior school's wooded area. A smooth transition to the junior school is ensured through very good liaison for both teachers and children before transfer. Some of the school's extra-curricular activities are open to pupils from the junior school.
28. The school makes very good provision overall for pupils' spiritual, moral, social and cultural development, and this remains a strength. Provision for pupils' spiritual development is good. Assemblies are lively, interesting and well planned to involve pupils. Music is used effectively to create an appropriate atmosphere. The religious education curriculum makes a good contribution to pupils' spiritual development. Pupils have regular opportunities for prayer. There are good planned opportunities

within the curriculum for reflection, especially in art, music, poetry, dance and circle times.

29. Provision for pupils' moral development is very good. Pupils have a very good understanding of the difference between right and wrong, and this is supported through a very good citizenship programme. The staff provide very good examples for pupils. Pupils are taught how to behave responsibly and how to conduct themselves well whilst in school. Good behaviour, effort and good work are celebrated in assemblies and rewarded in classrooms. Parents feel strongly that the school is helping their children to become mature and responsible.
30. Provision for pupils' social development is very good. A major strength of the school is the excellent relationships between pupils and staff. The school provides a very caring and supportive environment for learning. Pupils have very good opportunities to work and play co-operatively and collaboratively with one another, and to develop responsibility for their learning and tasks within the school. Well-managed circle times, PSHE sessions and citizenship awareness contribute to their social development. This is enhanced further through an excellent range of extra-curricular activities, organised by the staff with willing help from parents and other adults from the local community.
31. Provision for pupils' cultural development is good overall. Pupils have very good opportunities to develop their knowledge and understanding of their own cultural traditions through well-planned visits and visitors to school. They have opportunities for Maypole and country dancing. The history curriculum contributes very well to their understanding of British history. Regular planned opportunities to develop pupils' knowledge and understanding of other races and cultural traditions across the curriculum are underdeveloped, particularly in art, music and physical education. New opportunities are planned within religious education through the study of Hinduism. However, the provision for the development of knowledge and understanding of the multicultural nature of society is unsatisfactory.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school's procedures to provide a supportive and caring environment are very good and have been maintained since the last inspection. Pupils are very well known by all members of staff, who work as a team to care for them. The excellent relationships within the school contribute significantly to the all-round care provided for pupils. Parents do not hesitate to confide in teachers regarding any concerns that might affect their children. The Friday Circle Time is organised around extended family groups, and pupils are able to contribute to the school community within a familiar setting provided by siblings and cousins. As a result of all these features, the procedures for monitoring and supporting pupils' personal development are good. Teachers and classroom assistants record this progress informally and effectively. However, the school is aware that a more systematic and collective method would be more detailed and informative.
33. The arrangements to provide for child protection remain very good. The headteacher is the named teacher with responsibility in this area and all members of staff are regularly updated regarding correct procedures. The school follows the guidelines established by Hampshire County Council.
34. The number of staff members trained to provide first aid is more than adequate. School routines to provide medication such as asthma inhalers and to record any

accidents are very well established. The school makes very good use of outside agencies such as the school nurse and doctor, speech therapist, educational psychologist and social workers to provide extra support for pupils. Fire drills take place each term and day-to-day routines support very safe practices. The school is cleaned to a high standard, particularly the hall where pupils eat lunch and have physical education lessons. Pupils' awareness for health and safety is regularly promoted in lessons. For example, safe practices are outlined at the beginning of physical education lessons, and pupils wash their hands after examining leaves and berries collected outdoors. The governors are fully involved with providing an annual risk assessment and this is supplemented by the deputy headteacher's risk assessments of the site each term.

35. Procedures to monitor and promote good behaviour continue to be very good. All members of staff have high expectations regarding behaviour, and pupils thrive in this environment where boundaries are clear and courtesy and self-discipline are praised and reinforced. Pupils enjoy earning stickers and receiving praise and recognition by the headteacher and other members of staff. Pupils support the school rules and anti-bullying measures and add their own class rules, which adds to their sense of community. Pupils whose special needs include behavioural difficulties receive extra support that helps them to improve their behaviour and build up their self-esteem.
36. The school continues to work very hard to support prompt, regular attendance. Registers are called at the beginning of each session and are kept according to government guidelines. Parents comply with requests to inform the school about their children's absences. The deputy headteacher has established a mutually supportive relationship with parents from the traveller community and this helps to promote regular attendance by these pupils.
37. Statutory assessment requirements are fully met. There has been a significant improvement since the last inspection. Arrangements for assessing and recording pupils' progress and achievements are satisfactory overall. There are very good procedures at the Foundation Stage, and good systems in English, mathematics and science at Key Stage 1. Monitoring and assessment throughout the school support academic progress well. Systems have been revised to use more effectively the assessment information gained when children enter the Foundation Stage. This information is used to predict National Curriculum test levels and track pupils' progress as they go through the school. The good systems in the school enable the staff to track pupils' academic progress and achievements accurately. However, assessment procedures in the foundation subjects are not yet sufficient to monitor pupils' progress over time. The school is aware of this shortcoming and has plans to integrate assessment into medium-term planning.
38. In English, mathematics and science, a range of assessment tasks is supported by more formal assessments, and all the information gained is used to monitor the progress of individuals, groups and classes effectively. This helps to identify future learning targets for the school as well as for individuals and classes, creating an environment where learning moves forward successfully for all pupils. All the information gleaned from assessments is used well as a basis for writing the pupils' annual reports.
39. Good support is provided for pupils with special educational needs. Teachers and support staff work closely together to make sure that work is pitched at the right levels. Regular assessments effectively monitor pupils' academic progress and their

achievements. Personal development is monitored informally by teachers and other staff, who know the pupils very well. Accurate records enable all staff to track pupils' performance effectively from reception.

40. Teachers regularly check pupils' progress through observations, questioning and tests. Marking in English and mathematics is good and used well to assess pupils' work. Useful comments are given on how to improve their work in the future.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school enjoys a very good partnership with parents and this has improved since the last inspection. Parents who expressed their views during this inspection were very positive and nearly all felt that the school works closely with them. The school values the opinions of parents and distributes a questionnaire regarding specific areas of school life. The results are discussed during staff meetings and with the governing body. Pupils' learning is enhanced by this partnership, particularly in reading. Some parents have attended a family literacy project, and many parents help settle their children in the classroom in the morning by participating in the daily 'Ready, Steady, Books' session. Working parents value the arrangements the school has made with an outside group that runs the breakfast club and after-school club on site.
42. The parents' involvement in the life of the school continues to be good. A number of parents and other members of the community volunteer to help in school and on class trips on a regular basis. Teachers can rely on this help in areas such as reading and crafts and this helps them to organise lessons where pupils work in small groups. Parents provide practical help through the social and fundraising activities of the 'Little Bishops'. Funds raised by this well-organised support group have been used towards the cost of the high quality outdoor play area, computer software and computer trolleys. Parents also support the school by coming forward to become school governors. There is near unanimous support for the home-school partnership agreement.
43. The quality of information provided for parents has improved and is now very good. There are regular meetings each term where parents can view their children's work and discuss their development. The home reading diary is used very well to record pupils' progress and is a very useful communication tool between home and school. Teachers and classroom assistants are friendly and easy to approach. Pupils' end-of-year reports are very well written and provide all of the required information. They are specific and clearly inform parents what their children have learned, how well they have achieved and how they can improve. A summary of the upcoming curriculum is provided for parents each half term. The governors' annual report to parents fully meets requirements and its attractive format is considered to be one of the best in Hampshire. In contrast, the prospectus needs to be redesigned and rewritten as it is out of date, unattractive and tiresome to read.
44. Parents' contribution to their children' learning is very good. Pupils are encouraged to participate in extra-curricular activities and this helps to extend their own personal development. Pupils are very 'book friendly' and this positive trait is very well supported by reading at home with their parents. Books are exchanged very regularly and pupils' school bags are packed with a book for them to read with a parent and another one for the parent to read to them.
45. There are good links with the parents of pupils with special educational needs and there is a useful pack giving parents information about procedures. Parents are kept fully informed of their children's progress and achievements. They attend regular meetings and the staff are always available to discuss any problems that may arise. This enables parents to help and support their children's learning well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. A key issue of the last inspection was the unsatisfactory state of leadership and management. Something had been going wrong for some time and this was a serious weakness. The governing body and headteacher were not communicating effectively. Immediately prior to the previous inspection, the governing body had asked the local education authority to carry out an investigation into management, and the local education authority had found the same problems as the inspection team. After the inspection, the local education authority was instrumental in helping the school to put a good action plan into place, and the school set about trying to eliminate the weaknesses. This was only partially successful, and there was a breakdown in communication between the headteacher and the local education authority, to such an extent that there were no agreed targets for 2001 for the number of Year 2 pupils reaching the expected level in English and mathematics, a requirement for all infant schools in Hampshire. The headteacher resigned, and a new headteacher was appointed at Easter 2001. She is a breath of fresh air, and the governing body did well to appoint her.
47. In the six months since her appointment, the headteacher has proved herself to be highly competent. It helped that the deputy headteacher and staff were dedicated and competent themselves, but they had been poorly led for some time. The headteacher set about creating an all-important team spirit and confidence, making sure that all decisions were corporate. She also started building better bridges with the governing body and the local education authority. In the short time since her appointment, she has succeeded admirably, and has carried the staff and governors with her. The result is a school where everybody is valued – children, staff, parents, governors and local education authority – and there is a genuine, shared commitment to improve, and a very good capacity to succeed. Inevitably, the headteacher has had to tread softly, and obviously a number of things remain to be done; for example at the least important end, the naming of classes, which at the moment is illogical and confusing. At the more important end, there are a number of things the school must do in order to raise standards. This will take time but the school has made the important first step in correctly identifying priorities. These are reflected in the recommendations of this inspection. But there is, at last, clear educational direction, and the school's aims and values are reflected very well in its work. The school now has clear targets and is taking effective action to meet them. The local education authority has been very supportive in this, as it has been over a number of years, and the school is, quite rightly, very appreciative of its contribution.
48. Subject co-ordinators are enthusiastic and competent. In the past, they have been underused. For example, long-term planning has been done by year, with co-ordinators brought in later to ensure progression from one year to the next. This should have been done the other way round, with subject co-ordinators taking the lead. The school now recognises this and things have changed for the better. Subject co-ordinators have not yet observed the teaching of their subjects but this is planned. Co-ordinators manage their subjects well in general. After the last inspection, the newly appointed deputy headteacher took over the role of special educational needs co-ordinator, and the serious weaknesses in this area have been turned around to such an extent that special educational needs provision is now good. It is managed effectively and efficiently by the co-ordinator and monitored by the named governor. Governors are well informed. They receive reports from the special educational needs co-ordinator, who effectively liaises with staff and all the relevant agencies. She has developed and implemented good systems, maintains the paperwork well and acts as a contact for parents. Work is carefully planned and is always pitched at the right levels.

49. The school is very well staffed with an ample number of well-qualified teachers and classroom assistants. Teachers complement each other with a good range of expertise and experience. Classroom assistants are dedicated to the pupils and all take part in regular training to update and broaden their skills. These range from behaviour management, dyslexia and child psychology to first aid and library skills. The effectiveness of these energetic professionals is enhanced by the excellent working relationships amongst them. There has been improvement in the provision for staffing since the last inspection.
50. The school has responded satisfactorily to the government's initiative on performance management. All teachers have been appraised and given targets, to be reviewed in November, when the school plans to move to the annual cycle recommended by the initiative. The headteacher has observed all teachers in the classroom and given them written feedback on what they did well and where they could improve. This is becoming part of the annual cycle of targets – observation – review of effectiveness – new targets. The headteacher is determined that this will become part of the ethos of the school, and not just a bolt-on addition.
51. The induction of new staff is very good. The headteacher takes the role of mentor, and new staff feel that they are a valued part of the school very quickly. The school takes initial teacher training students from King Alfred's University College in Winchester. This year's students will be placed in reception, a very good training ground.
52. The school improvement plan, recently updated with the addition of a sensible management timetable, is very good. The school has already identified all the key issues for action identified by the inspection team. Priorities for development are very well thought through, and they are timed and costed, with success criteria, responsibilities, resources needed and ways of monitoring. The local education authority was very helpful in this.
53. For some years before the appointment of the present headteacher, the governing body did not function properly. Disagreements between them and the previous headteacher led to poor communication, and they could not fulfil their responsibilities properly. They now have a good knowledge of the school's strengths and weaknesses. They have undertaken governor training recently, and are starting to ask the right questions in order to be a *critical friend* of the school. They now fulfil their statutory duties and play a satisfactory part in shaping the direction of the school.
54. Financial planning supports the school's priorities. There is an estimated carry forward of 3.8 per cent of the school budget this year. The governors' finance and premises committee meets regularly, and minutes of meetings are distributed to the whole governing body in good time for consideration before full governors' meetings. All specific grants are used for their intended purposes. The recommendations of the latest audit were acted on quickly. For some time, governors have not had to apply the principles of best value independently as the local education authority was helping them make financial decisions. The day-to-day running of the school office is efficient and unobtrusive. The school's use of new technology is satisfactory although the school is experiencing difficulty with its connection to the Internet. Consequently, teachers are unable to use it as a resource, except in their own homes.

55. Funds for special educational needs are used effectively to provide additional support staff. This is successful, and ensures that pupils progress well in their learning and achievements. There are enough support staff of good quality to ensure that pupils with special educational needs make good progress.
56. The school building and grounds provide a very good teaching environment. Classrooms are generous in size and allow for group work, practical activities and experiment. The hall is centrally located with an inviting library corner. It is in use throughout the day for assemblies and physical education lessons and it serves as the dining room. A separate resources room is used for teaching small groups of pupils and accommodates the breakfast club and after school club. The hard surface play area provides plenty of space for these young pupils to enjoy games and break time. The grounds are used well as a learning resource for nature study. All areas of the building are orderly and maintained very well. The adequacy of the accommodation has improved since the last inspection, with a lot of refurbishment.
57. The quantity and quality of materials, books and equipment available to teachers and pupils are generally good and this standard has been maintained since the last inspection. This helps pupils to learn more effectively. Many old and unused items have been cleared out within the last few months and resources are stored neatly and have a fresh and inviting appeal for the pupils. There is a need for additional multicultural books and musical instruments.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. All these issues have already been identified by the school and included in the school improvement plan, so the inspection team is simply agreeing with the school on priorities for development. In order to improve further, the school should:
- (1) Concentrate more on higher writing skills for more able pupils, including the earlier introduction of cursive handwriting (paragraphs 2, 4, 68, 72, 87).
 - (2) Plan for more effective use of ICT to support other areas of the curriculum (paragraphs 23, 83, 87, 90, 94, 100, 104, 105, 118).
 - (3) Extend the good assessment procedures and tracking of pupils now used in core subjects to foundation subjects, particularly to ICT in the first instance (paragraphs 37, 91, 100, 106, 110, 114, 118).

OTHER THINGS THE SCHOOL SHOULD CONSIDER

Provide more opportunities for the development of multicultural awareness in order to equip pupils with the knowledge and understanding needed to become good citizens in our multicultural society (paragraphs 23, 31, 91, 110, 118).

Place more emphasis on the very important design process in design and technology, and make sure that all staff understand the difference between design and technology and art (paragraphs 7, 23, 93).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	70

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	16	5	1	0	0
Percentage	8	31	44	14	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	148
Number of full-time pupils known to be eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	51

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	35	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	24	26
	Girls	32	32	34
	Total	53	56	60
Percentage of pupils at NC level 2 or above	School	84 (73)	89 (73)	95 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	27
	Girls	32	34	34
	Total	55	59	61
Percentage of pupils at NC level 2 or above	School	87 (84)	94 (89)	97 (100)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	1
White	101
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	22.6
Average class size	27.2

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	125

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	4.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	398,602
Total expenditure	378,505
Expenditure per pupil	2,723
Balance brought forward from previous year	9,808
Balance carried forward to next year	29,904

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	160
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	45	2	0	0
My child is making good progress in school.	45	43	0	0	12
Behaviour in the school is good.	55	39	0	0	5
My child gets the right amount of work to do at home.	36	38	7	2	18
The teaching is good.	52	39	0	0	9
I am kept well informed about how my child is getting on.	50	43	4	0	4
I would feel comfortable about approaching the school with questions or a problem.	71	25	0	2	2
The school expects my child to work hard and achieve his or her best.	52	45	0	0	4
The school works closely with parents.	48	48	2	0	2
The school is well led and managed.	48	45	0	0	7
The school is helping my child become mature and responsible.	57	34	0	0	9
The school provides an interesting range of activities outside lessons.	34	41	11	0	14

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

59. The Foundation Stage is a strength of the school because teaching is consistently very good. There are 60 children in the reception classes. Thirty attend full-time, with the youngest 30 children attending part-time until after Christmas. Very positive links are established with the parents through daily contact. Children are very soon settled and get used to school routines. This helps all children, including those with special educational needs, make good progress. Many have had some pre-school experience.
60. There is a very good curriculum in place for the children in the reception classes. It is effectively structured to ensure coverage of each area of learning. The planning is very systematic, consequently the transition to the Programmes of Study in the National Curriculum is exceedingly smooth. Excellent teamwork between the class teachers and the nursery nurses helps to create a safe, secure and stimulating environment, where effective learning takes place. The arrangements for teaching literacy and numeracy are good; a whole-class introduction takes place with associated practical activities to complete during the rest of the session. The teachers carefully introduce the children to the complete session by the summer term. Assessment arrangements are very good. The information available, such as the entry data, is used extremely well to ensure children are set appropriate work and to identify those that need extra support. Consequently, children with special educational needs are supported well, which greatly enhances their learning.

Personal, social and emotional development

61. Children's personal, social and emotional development in the reception classes is given a high priority to good effect. Teaching is excellent in this area which helps most children make very good progress and, as a result, many are likely to exceed the Early Learning Goals by the time they leave the reception classes. Classroom organisation and the management of children are extremely effective. This has a positive impact, consequently behaviour and attitudes to learning are very good and children respond positively to instructions. They are confident, friendly and form excellent relationships with adults and one another. Adults encourage the children to be independent, including undressing and dressing before and after physical education. They take opportunities to use their initiative and work independently and make choices about their activities. Good opportunities exist for the children to play together, particularly in the role-play areas, where they share toys and co-operate, for example when they play in Sid's seaside shop. They play together and talk to each other well using resources constructively, making and selling ice creams and lollies. Children are encouraged to tidy up at the end of sessions; this helps them learn routines that will help them when they join the main school.

Communication, language and literacy

62. On entry to the reception classes, children's communication, language and literacy skills are below those seen in children of a similar age. The quality of teaching and learning in this area is very good; this helps children make good progress. By the end of the Foundation Stage, some still have attainment that is below average, although a few do reach higher levels. Children enjoy looking at books and understand how books are organised. They are beginning to understand that print conveys meaning.

More able children read the title of a familiar book, pointing to each word accurately, and read simple sentences. They are making good progress learning letter sounds. This is because teaching of basic skills is very good. The teachers have very good understanding how young children learn and make learning fun and appropriate. There is a very good emphasis on speaking and listening activities. This helps all the children make good progress, including those with special educational needs, who are supported by all the staff extremely well. Good opportunities for mark making are given in the writing area. Children 'write' messages for their friends and practise writing their names. They use a range of symbols and letters from their name, with a few of the higher attaining writing some words and short sentences. Opportunities to communicate information are given frequently; for example when children 'write' about their photographs of themselves when they were babies. The more able children identify many letters correctly. Children are encouraged to recognise and write their own name.

Mathematical development

63. When children enter the reception classes, their attainment in mathematics is generally below that of children of a similar age. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are very good. The teachers have a very secure knowledge and understanding of mathematics, and set appropriate and challenging activities for the classes. The children make good progress and most are likely to achieve the Early Learning Goals by the end of the Foundation Stage. There is a very good balance between practical activities and work that is recorded. The most able count and add to at least 20 by the end of the reception classes, with the average child carrying out simple addition, using objects, to ten. Children sequence events during the day, know their colours and recognise and name basic shapes. The teacher promotes learning very well, for example when she introduces the concept of repeating patterns. Children listen and contribute to the lessons well, including suggesting when an error has been made in the pattern. The teachers make learning fun, and successfully use toys that the children have to teach. This is extremely effective. Activities and resources are used very effectively, so that by the end of the lesson, all children make repeating patterns using two colours of plastic bears. The activity was successfully extended so that at least half the children were forming more complex patterns and continuing patterns using natural objects by the end of the lesson. Through a variety of follow-up activities, children are encouraged to experiment and form patterns of their own; this helps to reinforce new concepts well.

Knowledge and understanding of the world

64. Provision and teaching for children to develop knowledge and understanding of the world around them are very good. Children's learning is promoted and they make good progress and, by the end of the Foundation Stage, many are likely to achieve the Early Learning Goals. Scientific concepts are developed well in conjunction with communication skills, when the teacher encourages children to use appropriate language and to describe the order for planting seeds. This helps children give instructions in the correct order. Children's awareness of past events and their place in the family are gained through sequencing photographs of themselves. They successfully arrange the photographs from the time when they were babies to the present day. Through walks in the grounds, children are gaining geographical skills, as well as scientific knowledge, as they look at and collect autumn leaves and seeds. Children are given very good opportunities to develop their skills in ICT. They gain

knowledge of the computer keyboard, use the mouse to move the cursor around the screen, developing good hand-eye co-ordination, as they move an object around the maze. They work independently on a range of programs with very good concentration. Skilful teaching means they really want to learn and are very keen, which helps them to make good progress in ICT. A group of children were delighted when they managed to make the programmable toy move around the room, carrying a present in a truck. This is very good learning as the children were only introduced to the programmable toy the day before.

Physical development

65. Teaching is very good which helps children make good progress and many exceed the Early Learning Goals by the end of the Foundation Stage. In physical education lessons, children enter the hall appropriately, behave very well, listen attentively and follow instructions. They show an increasing awareness of space, move confidently on the floor and apparatus and are well co-ordinated. Very good support from the teachers and the nursery nurses and attention to skills acquisition, help the children think about which part of their body to balance on, and how to jump off apparatus correctly. In dance, they listen very carefully to music and clap their hands and stamp their feet in time to the beat of the music. They are developing good habits as the teachers lead excellent warm-up and warm-down sessions, with due regard to health and safety. The outside area is used for planned activities for the children, particularly to promote physical activities, but role-play and a variety of activities are on offer. There are large-wheeled vehicles and an area designated just for the reception children. Children are confident on the climbing frame and pedal and steer tricycles correctly. Dexterity is developed through the handling of objects, such as working in sand and water and decorating biscuits. Good attention is given in this area as children's skills in cutting are not well developed on entry. Children handle scissors, glue, pencils and brushes with increasing confidence and enthusiasm and, from the time they start the Foundation Stage in September, their writing, cutting and sticking skills start to develop quickly.

Creative development

66. Children make good progress and many exceed the Early Learning Goals by the end of the Foundation Stage. Teaching is very good and children learn about colour, pattern and texture in two- and three-dimensions. Children have good opportunities to create detailed observational drawings in pencil and pastel, as they draw pictures of themselves, including most features, in their self-portraits. During a lesson when painting leaves for printing, children are careful when handling paint, and print their leaves with care on the material. Opportunities for role-play are very good. The children play in the shop making and selling ice creams but also develop their own ideas. The teacher successfully intervenes and helps to develop children's activities, providing some direction to their play. There are good resources to promote creativity and imaginative play which helps to develop the imagination; for example during activities outside, one child dressed up to direct the 'traffic'. From photographic evidence, it is evident that many opportunities exist to promote creativity, such as playing in the hairdressers and sorting office following visits. A very well planned music lesson helped children develop new skills very well. They recognise beats in words and clap the correct number of syllables in their names. Very good classroom management means that children respond instantly to instructions, are very attentive, enjoy music and sing tunefully with enthusiasm.

ENGLISH

67. The school has made very good improvements in the subject since the previous inspection. Areas of serious weakness identified in the previous inspection have been addressed very effectively through well-focused, systematic action planning. Standards in reading and writing have improved significantly. Standards in reading, which had formerly been judged to be well below, are now above the national average. A former weakness is now a strength. Writing, which was formerly well below average, is now in line. The rate of progress made by pupils with special educational needs is good, where formerly it had been unsatisfactory.
68. Between 1998 and 2000, national test results for Year 2 pupils improved both for reading and writing. The results for 2000 showed the percentage of pupils attaining the expected Level 2 or above was above the national average and similar schools for both reading and writing. The percentage attaining the higher Level 3 was well above the national average and the average for similar schools in reading and it was in line for writing. The 2001 results are similar to the results for 2000 for reading for both Level 2 and Level 3. The results for writing in 2001 were similar to 2000 with regard to pupils attaining the expected Level 2 but no pupils attained the higher level in 2001. Given that the school recognised that the pupils who took the national tests in 2000 were a strong group academically, and that there was a higher proportion of pupils with special educational needs within the group who took the tests in 2001, the good reading results are particularly worthy of note.
69. Assessment on entry shows that children start school with poor descriptive language and grammar skills. Standards at the beginning of Key Stage 1 are below expectations for age. During Key Stage 1, pupils, including those with special educational needs, travellers, and pupils for whom English is a second language, are taught well and make good progress. In reading, progress is particularly good.
70. By the end of Year 2, standards in speaking and listening are in line with the national average and more able pupils are attaining above this level. Pupils, including those with special educational needs, make good progress in developing their speaking and listening skills. This is due to the good opportunities provided for pupils to talk about what they are doing and explain their ideas clearly and confidently. Most listen attentively and make suitable responses to teachers' questions and in discussions. Participation in role-play, drama activities and conversations provides good opportunities for talk. A minority use a wide and interesting vocabulary and give detailed explanations, such as when discussing how hospitals in the past were different from hospitals today. Pupils enjoy poetry and can identify words that rhyme. Most are beginning to use more formal vocabulary and tone of voice in some circumstances. For example, in a role-play activity during a history lesson, one pupil became Florence Nightingale and answered questions posed by other members of the class.
71. The majority make good, and often very good progress in developing reading skills, and all pupils, including those with special educational needs, achieve well for their abilities. By the end of Year 2, pupils reach above average standards in reading. The basic skills of reading are taught very well and pupils read with good understanding. They recall the storyline and consider characters well, expressing opinions concerning major events and ideas in stories and poems and non-fiction. For example, in an excellent literacy session with Year 2, pupils recalled elements of the story 'Little Red Riding Hood' by Jonathan Langley. One child observed, 'The wolf had a silky voice',

and another interjected, 'Yes, and he was a cruel character'. Pupils learn to read and enjoy a wide range of books, using the picture clues well to help them make sense of the story. They have a good knowledge of sounds and know that words are composed of syllables. Pupils use this knowledge well to help them to build unfamiliar words. The best readers read a good variety of texts with accuracy and fluency. They enjoy reading independently and employ alphabetical knowledge well when locating books and information.

72. By the end of Year 2, standards in writing are average. Although no pupils attained the higher Level 3 last year, examination of the work of the current Year 2 indicates that a small number are attaining above the expected level, although this number should be higher. Good evaluation of test data by the subject co-ordinator has led to the use of effective measures to improve standards. Attention is being paid to strategies to extend pupils' writing, particularly for the more able. Two extended writing days are planned each week. This is already beginning to raise standards. By the end of Year 2, most pupils' writing conveys meaning and contains appropriate and interesting vocabulary. Most pupils develop ideas into a sequence of sentences, sometimes punctuated with capitals and full stops when writing short, structured accounts and simple stories. They make lists and plans in subjects such as science and design and technology. They write for a wide variety of audiences and purposes. For example, Year 2 pupils have written recipes to make delicious ice cream sundaes. Pupils use interesting connectives to improve their writing. Most know how to write 'super sentences' and they use this knowledge to evaluate the effectiveness of their writing. Spelling has improved. It is taught well and pupils have weekly spelling homework. Handwriting for the majority of pupils shows accurate form and consistent size but very few pupils are using joined script.
73. Pupils have good attitudes. They enjoy reading and handle books with care. They particularly enjoy shared reading sessions, and eagerly participate when the teacher reads a big book with the class. Many contribute their ideas by suggesting missing words and identifying words that rhyme. There is good interest shown in class discussions. Pupils concentrate well and enjoy working independently and collaboratively.
74. The quality of teaching is good. Teachers have good subject knowledge, and the literacy hour is well planned with clear learning objectives, so that pupils know what they are doing and why. A good phonics programme has been incorporated into literacy planning. Teachers are skilled questioners and use probing questions to check for understanding and to extend pupils' thinking. Teachers provide a wide range of interesting learning opportunities to develop progressively pupils' speaking and listening, reading and writing skills. Sharp on-going assessment, together with good formal tracking systems, helps teachers plan activities to match pupils' needs and capabilities well. For example, in an outstanding lesson with Year 2, the teacher read an extract from 'Little Red Riding Hood' containing missing words covered with 'post-its'. Skilled questioning enabled pupils to predict what the words might be and she peeled off the 'post-its' slowly so that pupils had an opportunity to decode each word. She helped pupils become good 'verb detectives' as they identified doing words within an extract of the text. The text was written in the present tense. Pupils knew how to change this to the past tense. Together they made a super sentence and she encouraged pupils to select interesting words. Pupils had opportunities to evaluate their sentence and to suggest ways in which it could be improved still further. They responded well to her high expectations.

75. The curriculum has been well planned around the literacy strategy with good emphasis being given to developing speaking and listening skills. These skills are promoted well through drama and role-play activities. Good attention is given to the specific needs of pupils, including those with special educational needs and those for whom English is an additional language. The good attention given to the needs of previously under-achieving boys, particularly in writing, has resulted in improved attainment. The school is aware that it needs to increase opportunities to develop writing skills, particularly for the more able pupils in other subjects. ICT is used appropriately to support learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Good assessment and tracking procedures are in place. Since the previous inspection, the school has introduced a number of worthwhile and successful initiatives to improve standards in reading and writing, including: relevant in-service training for staff; introduction of effective tracking systems for reading and writing; monitoring of teacher planning; timetable changes to accommodate extended writing groups; introduction of awards for good reading and writing; inclusion of a developmental phonic programme within the literacy hour; additional well-focused special needs provision. Performance of girls and boys is carefully compared and where appropriate, action has been taken to ensure that both groups achieve well.
76. The subject is very well managed by the well-organised, hard-working and knowledgeable co-ordinator. She monitors, analyses and evaluates the subject very well. Her very good analysis has led to effective identification of areas for development and to planning to address these. She supports the professional development of staff well by leading in-service training, for example in the development of a phonic improvement programme. The effective strategies put in place to improve writing are helping to raise standards. This, together with the very good teamwork seen amongst all the staff, is helping the school to continue to improve provision and standards. The co-ordinator works closely with the local educational authority literacy consultant, English inspector and relevant support agencies. She supports and advises staff on planning. Governors are involved in the monitoring of the subject.

MATHEMATICS

77. The results of national tests carried out in 2000 show that seven-year-olds attained standards that are well above the national average for all schools. Compared with schools with a similar proportion of pupils eligible for free school meals, the results were also well above average. However, standards were not as high in the 2001 tests. This was because there were fewer pupils gaining the higher levels and more pupils with special educational needs in the cohort. Standards of achievement were in line with the national average. This is borne out by evidence from the work pupils completed last year. However, the evidence from the present inspection indicates that standards are better again this year. The scrutiny of samples of work that pupils have already completed this academic year, discussion with them and the observation of lessons show that overall, pupils in the current Year 2 are working at a level higher than that expected nationally.
78. There have been good improvements since the last inspection. Good assessment procedures highlight those pupils not achieving as well as they could. The progress of pupils is carefully tracked through the year and areas of concern are raised and future planning adjusted as necessary. For example, the school has identified from the recent tests that subtraction was not good enough and will be addressed more

thoroughly this academic year. The school has raised the number of pupils gaining the higher Level 3 to around the average. Previously lower attaining pupils and those with special educational needs made unsatisfactory progress in parts of the numeracy lessons. It is evident from lessons that work is very well matched for all pupils. More able pupils are suitably challenged, and the pupils with special educational needs have very good support from their teachers and learning support assistants in all parts of the lesson. Teachers now set mathematics targets for pupils; these are shared with pupils which helps them to be aware of what they need to do next in their learning and to recognise their own achievements. These improvements mean that all pupils now make good progress in their mathematics and achieve well.

79. Generally, children have below average levels of mathematical knowledge and understanding, particularly of patterns, when they join the school in the reception classes. They make good progress; consequently by the time the children join Year 1, many are working at around average levels. The majority of children make good progress throughout the key stage. This is true of all pupils, including those who learn more easily and those who find learning harder. Pupils with special educational needs make progress at a similar rate to everyone else.
80. There is a very good emphasis on practical work which helps pupils to consolidate their skills before they record their findings. The pupils do well in their number work, partly because the school places much emphasis on these skills. Most round up or down numbers as high as 100, and sequence numbers involving hundreds, tens and units, double and order numbers quickly. They solve simple problems mentally and explain their findings. Teachers encourage pupils to estimate when measuring, for example in centimetres, which they do with good accuracy.
81. The good progress that pupils make is due to good quality teaching. All the lessons observed in the inspection were at least satisfactory and by the end of the key stage, teaching is very good. The pupils respond well to the good quality of teaching. For example, they take note of the teachers' helpful marking of their work and try to make the changes they suggest. They take care in the appearance of their books and work hard. Although the inspection took place quite early in the term, there was already a considerable amount of work in the pupils' books. Their positive attitudes help them to learn effectively, they are keen and interested in mathematics and eagerly answer questions in the oral sessions. They are particularly confident in 'having a go' and explaining their reasoning behind their answers. Literacy skills are developed effectively in mathematics lessons.
82. The teaching of basic skills is very good. This helps pupils to gain skills, knowledge and understanding effectively when working with numbers. As a result, their numeracy skills are developed effectively. A strong feature of the teaching is the way in which teachers think carefully about how well the pupils learned during the last lesson before finalising their plans for the next one. A good example of this was in a Year 2 lesson on repeated addition. The teacher realised, quite rightly, that the pupils needed further practice in repeated addition before moving on to the introduction of multiplication. Another good point about the teaching is questioning that is targeted well to meet the needs of pupils of different levels of attainment. In the feedback session at the end of a Year 1 class, two lower attaining pupils confidently talked about place value, on their sheet there were ten socks on the washing line and two in the basket making it 12 in total. A challenging question was set for the higher attaining pupils, 'how many socks altogether on the two sheets?' This was answered correctly with confidence, the pupil speaking out clearly, using correct vocabulary. Teachers have firm discipline and high

expectations which helps pupils to concentrate and apply themselves. This helps the pupils' rate of learning. The setting of homework tasks is satisfactory and tasks are chosen to suit the needs of different groups of pupils.

83. Teachers use very good methods to make learning more interesting. For example, in Year 2, data is collected about favourite sports and most popular apparatus pupils use in physical education. The information is recorded in block graphs and findings interpreted. Teachers are particularly good at integrating mathematics into other subjects. Teachers' planning is very good and based on the National Numeracy Strategy and school planning. Pupils are made aware of the learning objectives in their lessons, and these are effectively revisited at the end of lessons which help children to evaluate their learning. These factors have a beneficial effect on pupils' learning. The use of ICT is being used to support learning within lessons, but is limited at present. The co-ordinator is very aware of the shortcomings and is working effectively to incorporate ICT into the medium-term planning at present.
84. The co-ordinator is a very effective manager and very aware of what the school needs to do next to continue to improve the standards of mathematics in the school. She has very high expectations for the teaching of mathematics in the school and monitors planning, learning and standards very well. She hasn't yet had an opportunity to monitor teaching in the classroom, but plans are in hand for this to happen.

SCIENCE

85. Standards in science are above average, as they were at the time of the last inspection. They are particularly good in life processes and living things, and in scientific enquiry, on which the school, quite rightly, places a particular emphasis. The result of this is that pupils employ their natural curiosity in more logical ways as they move through the school. Year 2 pupils are beginning to understand about forces, and they experiment with toy cars on different slopes and moving objects on different materials. In this way, they gain early knowledge and understanding of gravity and friction. Year 1 pupils investigate simple electrical circuits and simple magnetism. They know what babies and young children need to grow properly. By the time they leave the school, pupils are quite adept at categorising. They use a Carroll diagram (a diagram invented by Lewis Carroll, wearing his other hat as a mathematics lecturer) to sort plants into playground plants and wood plants, and then subdivide each into flowering and non-flowering. They understand about skeletons and know the major organs. Art is well supported here, and there is some impressive drawing from observation of a model skeleton. During the inspection, Year 2 pupils were keen to talk about what is needed to keep healthy, and showed good knowledge in this area, including what constitutes a healthy diet and the importance of exercise. Progress in science is good and is helped by the good grounding gained in reception in knowledge and understanding of the world.
86. Both teaching and learning are good. Pupils are interested in the world around them. They concentrate well on the task in hand, and the experimental approach adopted by the school enables them to become confident, independent learners. Teachers have good subject knowledge to underpin learning. Excellent relationships and good management techniques ensure that time is well spent and pupils work hard. Teachers use resources well, including learning support assistants and outside specialists. For example, in a good Year 2 lesson, the teacher used the school nurse, a born teacher herself, to explain the importance of washing hands and how germs can be spread. As part of the lesson, the class, in three groups, were given a tray of

flour per group. An adult in each group placed her hands in the flour. She then shook hands with the pupils next to her, who shook hands with the pupils next to them, and so on. It was apparent to all that, at the end of the exercise, all pupils had flour on their hands. This represented germs. Everybody washed their hands. Children were struck with something they will remember – a simple but effective experiment. Showing a young person's natural liking for the gruesome, pupils were also fascinated in this lesson with how threadworms are transmitted – not done experimentally!

87. The school uses the nationally recommended scheme of work as a basis for the curriculum, so everything is well covered. Assessment is good, using the criteria from the Qualifications and Curriculum Authority and recorded in assessment files. The co-ordinator is enthusiastic and competent, so the subject is managed well. Resources are generally good, although the school needs more batteries and bulbs for electrical work. Pupils' work in science supports the acquisition of literacy and numeracy skills well. They are required to listen and to speak logically to each other when experimenting. Pupils sometimes have to read work of a factual nature in a style that is quite distinct from, say, fiction, although higher attainers are rarely required to write extensively in a scientific style. The Carroll diagram is a good example of how the subject supports numeracy. ICT is not used enough to support learning.

ART AND DESIGN

88. Only one lesson was observed in the school during the inspection. Evidence was obtained from the scrutiny of pupils' work on display. Pupils enjoy art, make good progress and attain standards that are above the expectations for their age. This was the case at the time of the previous inspection. The art and design curriculum is good, with attention being given to a suitable range of two- and three-dimensional work. Observational art is particularly good. The subject makes a good contribution to pupils' spiritual and cultural development through the richness of interesting and stimulating displays of pupils' and other artists' work. However, the emphasis is more on western art and craft, and the multicultural dimension is not as strong as at the time of the last inspection.
89. Throughout the key stage, pupils develop a good range of skills using a variety of media and techniques. Younger pupils have good access to paint and collage and learn how to mix colours with care. This was illustrated in the work of Year 1 pupils when they mixed a range of blue hues for their paintings of water; these were successfully created whilst listening to music. Good quality collages of animals were produced in a lesson in Year 1; this lesson was linked well to their science topic 'living things'. The teacher made the lesson interesting and was confident to demonstrate techniques and skills. This helped the children and motivated them to tackle their work. They used scissors and glue sticks well with a fair amount of precision, and two pupils quickly produced a very creditable rabbit. Good collaboration is encouraged and pupils share their ideas and work together well.
90. Good use of art and design is made to enhance learning in other subjects. The school is aware that art through ICT is more limited and plans to address this shortcoming are in hand. Particularly good links are made with history. In Year 1, children produced detailed pictures of toys of the past and present in charcoal and crayon. Pictures of the penny-farthing bicycles were particularly good; this is because the pupils are encouraged to use their observational skills so well. Year 2 pupils made very good attempts at pictures of Florence Nightingale and included much detail of her uniform. Teachers help to make art and design relevant. This was evident in many of the

displays around the school of posters and book illustrations, for example cauldrons of rather interesting ingredients linked to the story of 'George's Marvellous Medicine'. Although only one lesson was observed, the quality of teaching is clearly good. The good subject knowledge of teachers helps to ensure effective development of pupils' skills. Pupils clearly enjoy their art and take considerable care in their work. The displays around the school show much good quality art and considerably enhance the learning environment.

91. The co-ordinator is providing good management of the subject. Comprehensive guidelines are in place and resources are good and support learning well. The co-ordinator collects work from across the school and finds when she discusses art with the children, they are eager to talk about their work. This was borne out during the inspection. It was also evident that they knew about some artists; for example, Georgia O' Keefe's flower painting. In this way, the co-ordinator is able to monitor the progression of skills through the school and pupils' achievement in art. She does not formally monitor teaching and learning in the classroom but offers advice, support and training. There are, as yet, no formal systems for assessing pupils' skills or progress over time. The art of other cultures is underused.

DESIGN AND TECHNOLOGY

92. Because of the way the school timetable is arranged, it was not possible to see any lessons in design and technology. Judgements are based on an examination of pupils' work, including photographs from the co-ordinator's collection, talking to pupils and teachers and examining planning.
93. Standards in making models and other artefacts are in line with national expectations and sometimes higher. However, little evidence was found of the design process (at this age, essentially plan – do – review), and standards in this very important part of the subject are unsatisfactory. Although Year 2 pupils remember with pleasure some of the things they have made, they do not understand the design process. This represents a decline since the last inspection. Also, teachers tend to confuse the subject with art, and this is something that needs sorting out.
94. Pupils in Year 1 make fairground rides from construction and recycled materials, a clown game, Easter baskets and cards, calendars and hats. Year 2 pupils make models of aeroplanes, people from twisted paper and fabric, seed packets and jointed figures with card and split pins. These figures are well crafted, and fit well with the human body aspect of science. Food technology is an essential part of the curriculum, including pizza toppings, cress sandwiches and bread recipes. Again, this fits well with healthy eating in science. ICT is underused to support the subject.
95. Design and technology has not had a high profile since the last inspection, as the school, quite rightly, had to concentrate on the serious weaknesses. This is changing, with one topic being planned for each half term. The nationally recommended scheme of work is being used as a basis. Pupils enjoy the subject. Year 2 pupils talked enthusiastically about using modelling kits, of which the school has several. Resources are satisfactory in general, but storage is a problem. The subject is supported and skills are extended in the lunchtime craft club.

GEOGRAPHY

96. No lessons were observed during the inspection. Ample evidence was available to make judgements through scrutiny of pupils' work, discussion with pupils, examination of school documentation, planning and work on display. Standards are in line with expectations for pupils of this age. Standards are similar to those reported at the time of the previous inspection. Pupils, including those with special educational needs, travellers and pupils for whom English is an additional language, are well supported to make good progress.
97. An examination of last year's work shows that by the time pupils leave the school at the end of Year 2, attainment is in line with expectations for age. Year 1 pupils have made detailed maps and plans of the school and grounds and can identify landscape features. Earlier this term, pupils discussed and wrote about where they visited on their holidays and how they travelled. Literacy is supported well in geography and pupils have written good accounts of their travels and have made their own passports. A wide range of learning opportunities extends pupils' knowledge and understanding of the local area and teachers relate activities to pupils' own experiences well. Pupils study the fictional Isle of Struay as a contrasting locality to Tadley and this is very successful in helping them identify similarities and differences. Pupils know there are golf courses, woods and village halls in both localities but, although there are many lochs and a castle in Struay, these features cannot be found in Tadley.
98. From the work seen and from discussion with pupils, it is evident that teaching is at least satisfactory. Teachers use resources effectively to interest pupils and good use of questions helps them explain their ideas. Numeracy skills are often used well, especially when pupils collect, display and analyse data.
99. Pupils' attitudes are good and, together with very good behaviour, this aids learning. Pupils are interested and enjoy finding out about their local area or using an atlas to locate different countries. They apply their knowledge well, as in history, where they use a map to locate where the Crimean War took place and consider how far away this is from England.
100. The geography curriculum provides a good range of worthwhile learning opportunities. It is enhanced by visits and visitors like the local estate agent to talk about houses and homes. A strength of the curriculum is the coverage of environmental issues, as when Year 2 pupils remember when they thought of ways to make the play area in the local park safer. This work makes a very good contribution to pupils' personal development. In addition, good opportunities are planned for pupils to reflect on their work and express how particular areas make them feel. The subject is well managed. The geography policy was reviewed last year and the scheme of work and topic areas are currently under review by the co-ordinator. Part of the medium-term planning has been reviewed and linked appropriately to nationally recommended guidance. Effective links are made with literacy and numeracy. Resources have been improved since the last inspection by the addition of further maps and globes. The subject makes a good contribution to pupils' spiritual, moral social and cultural development. The co-ordinator's well-focused action plans identify correctly priorities for development. ICT resources are underused to support children's geographical enquiry. They are not used in a planned, systematic way. Revised schemes of work need to be completed. Assessment procedures are not yet formalised and do not relate directly to learning opportunities. As part of a school focus to extend writing opportunities across the curriculum, the co-ordinator intends to develop further ideas for writing in geography throughout the school and to ensure that cross-curricular links are made between geography and other subjects of the curriculum.

HISTORY

101. Although only one history lesson was observed during the inspection, ample evidence was available through scrutiny of work and displays, discussion with pupils, staff and colleagues and examination of school documentation. Findings reflect those found in the previous inspection. By the end of Year 2, standards in history are above those expected for pupils of this age and history remains a strength. There has been satisfactory improvement since the previous inspection.
102. In Year 1, pupils know what toys were like in Victorian times through looking at historical artefacts. They can compare toys used long ago with toys used today. Year 2 pupils have compared hospitals in Victorian times with hospitals today. Teachers have introduced pupils to the lives of famous people. Clear explanations have helped most pupils understand that some famous people, such as Florence Nightingale, lived before their grandparents and that they left evidence of their own lives. By the end of Year 2, pupils have a well-developed sense of chronology for their age and know how to place both events and objects in chronological order. They correctly use common words and phrases that are associated with the passage of time. They show good understanding and factual knowledge of major events, such as the Crimean war and people they have studied; for example, Florence Nightingale. They are beginning to think about why people in the past acted as they did and are able to ask appropriate questions well.
103. Teaching remains good. Learning objectives are clear. Pupils know what they are doing and why. They enjoy finding out about the past and comparing it with their lives today. Teachers plan well and extend pupils' historical knowledge, skills and understanding effectively. Teachers help pupils to develop a good sense of chronology and to use terms related to the past confidently. An example of this is a good history lesson with Year 2 pupils. The teacher began by revising and discussing with the pupils what they had learned about Florence Nightingale in the previous week. She used historical artefacts and resources very well. From her basket, two girls selected appropriate clothes for role-play. One became 'Nurse Sarah', a nurse today, whilst the other dressed up as Florence Nightingale, a nurse from the past. The teacher became a doctor. The class took turns to select objects from teacher's basket such as rags, bandages, bread, gruel, fruit and flowers, chloroform and antiseptic. Each child drew upon their previous knowledge of what conditions in hospitals were like at the time of Florence Nightingale and what they are like today to decide whether the artefact/object belonged to Nurse Sarah or Florence Nightingale. Each pupil justified his/her conclusion. Nurse Sarah and Florence Nightingale told them whether they were right and why. The teacher's probing questions deepened pupils' understanding and enabled them to make good comparisons between hospitals now and then.
104. Since the previous inspection, a comprehensive range of artefacts has been purchased for the school with county guidance. The history content of the school's non-fiction library has increased. Resources are now very good. The subject is well managed but the co-ordinator has limited opportunities to monitor the subject. Since becoming co-ordinator, she has attended regular history pyramid meetings, liaison with the history co-ordinator of the local junior school and shared resources. She is aware that the systematic use of assessment to inform teaching and planning is underdeveloped in history. Within her well-focused action planning, she identifies correctly the priority areas for development. There is a need to look at the overall

progression of skills within the schemes of work, together with assessment opportunities. She intends to explore ways in which history writing can be developed further throughout the school, for example labels, accounts, diaries, time lines and descriptions. History already makes a good contribution to literacy. Children's speaking and listening skills are developed well and good use is made of specific vocabulary. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Children write for a variety of purposes in history, use the library well and have good opportunities to develop their research skills as they find out about the past. ICT resources are under-used to support children's historical enquiry. They are not used in a planned, systematic way.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Standards in ICT are in line with those expected of pupils of this age, although they vary from one part of the subject to another. For example, standards in computer control are above average. Year 2 pupils talk knowledgeably and enthusiastically about things they have done with the *Roamer*, a programmable floor robot. They have used it to negotiate simple mazes and to draw regular polygons, so it has been of benefit to their knowledge and understanding of shape and space in mathematics. Since they are initially introduced very well to this work in reception, by the time they have reached Year 2, they are confident and competent. The importance of this work should not be underestimated as it lays the foundations for understanding external angles in secondary school mathematics as well as introducing or reinforcing ideas of left, right, angle and so on. Standards in word processing are just adequate, as they are in data processing. Pupils use CD-ROMs to find information, for example a talking dictionary. Pupils use Dictaphones to record some work when writing it would take too long. They use electronic keyboards. However, pupils do not get enough practice in most areas of the ICT curriculum. ICT is taught through other subjects, yet there is not much to be seen in books or on display after the good start pupils make in reception. There is evidence that ICT is used to support English and music. Little was seen during the inspection itself. There are two main consequences of this. The first is that skills in ICT are satisfactory but unlikely to be any better than this unless the school places more emphasis on the subject. The second is that pupils are not getting the full benefit of ICT to support other areas of the curriculum. This was not the case at the time of the last inspection and represents a decline, although standards in ICT itself remain the same. One problem the school has is that there have been problems with establishing an Internet link, so pupils have no experience of using it except at home.
106. Not enough ICT was seen during the inspection to make a judgement on teaching. The nationally recommended scheme of work is used as a basis for the ICT curriculum. However, the school has not adopted the assessment procedures that the scheme suggests, and assessment is inconsistent and unsatisfactory. The co-ordinator, who is enthusiastic and competent, is planning to introduce an assessment system. Unfortunately, she is on maternity leave, and the school needs an assessment system now. There are also plans for each classroom to be connected to the Hampshire grid for learning. Teachers are in the middle of training, financed by the New Opportunities Fund, which will be completed by March 2002. Resources are satisfactory, with three computers per class, at least one of which is fairly new. A lot of software is on an old operating system, but it is still useful.

MUSIC

107. Standards in music are similar to those at the last inspection, being in line with those seen nationally by the end of Year 2.
108. Attainment is in line with expectation for age for composing, performing and appraising music. Progress is satisfactory for all pupils, including those with special educational needs, travellers and those for whom English is an additional language. The school has adopted and adapted the Hampshire scheme, which leads children well through the elements of music. Key Stage 1 pupils enjoy performing and have good opportunities to do this, such as Harvest festival, Christmas and impromptu concerts, Easter celebrations and governors' annual general meetings. In whole-school singing, pupils rehearse songs already known and improve the quality of their performance. They play untuned percussion instruments in a controlled manner as an accompaniment to the 'Rain Song'. Pupils compose their own work using the ICT 'Compose' program. They respond appropriately to the music of other composers and enjoy moving to music as when performing country dancing. They are beginning to interpret the mood that music conveys. Music is used well to develop skills in other subjects, particularly the development of literacy, dance and art. Year 1 pupils can maintain a steady beat on untuned percussion instruments, or using body percussion, showing increased awareness of rhythm. They play the 'question and answer' game and create question and answer patterns with confidence. Year 2 pupils recognise the 'ABA' structure of a 'musical sandwich' and work in groups of three, handling percussion instruments with care, as they follow musical patterns from cards correctly. Pupils are learning to listen carefully and attentively. By the end of Year 2, pupils have developed their musical knowledge, skills and understanding to perform, compose and appraise music to an appropriate standard for their age.
109. Pupils show good attitudes to learning. They are very well behaved and readily take turns. They enjoy performing and participate well. Pupils are enthusiastic when playing percussion instruments and handle them with care. Teaching is at least satisfactory and, on occasions, good. Clear learning intentions, high expectations, good subject knowledge, skilled questioning and effective behaviour management are features in the good lessons, helping pupils make good progress. For example, in a good music lesson with Year 1, pupils the learning objectives were clearly understood by the pupils who knew what they were doing and why. The teacher was a skilled questioner. She managed resources and her time well and ensured all pupils participated in the question and answer game. In response to the question, 'What do you like to eat?' individual pupils contributed by saying their favourite food whilst beating the rhythm of the syllables on body percussion or untuned percussion instruments. The teacher provided good opportunities to develop pupils' listening skills as they sat in pairs, back to back, with an array of percussion instruments placed in front of each pupil. The first child selected an instrument and beat the rhythm of the chosen food. The second pupil identified and used the same instrument from the selection and repeated the pattern. Good use was made of praise and encouragement to support learning.
110. Music is co-ordinated well, on a temporary basis, by the part-time music teacher and the headteacher. The intention is to appoint a music co-ordinator later this year. Music is supported well through a comprehensive scheme of work which is based on the Hampshire Music Curriculum Project, which follows National Curriculum guidelines. A yearly music curriculum map ensures that all musical elements are well covered. Good curriculum planning ensures good coverage of all aspects of the curriculum and builds on pupils' knowledge, skills and understanding well as they move through the school. The map is structured to link well with school topics. There is no systematic and agreed method of assessment in place and this is an identified development area.

The curriculum is enriched by a choir and recorder club. The lunchtime choir club meets weekly and is run by the part-time music teacher. The club provides opportunities for pupils who especially enjoy singing to practise a variety of songs and improve their performing skills. The group has performed in a 'Save the Planet' festival, for the school governors and at the local elderly people's lunch club. After half term, a recorder club will recommence. Resources are good overall and there is an attractive, accessible, well-organised music resource base and display in the school hall. There is a wide range of musical instruments and books. However, there is a limited range of compact disc (CD) music from other cultures and for general listening during assemblies. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. The Dorothy Taylor's 'Targetting Music' series is to be introduced into the school as an extra resource in order to help non-music specialists in their individual lesson planning. The school welcomes visitors to the school to share their musical expertise, such as a governor who plays the guitar and a parent who plays the trumpet. The school is fostering strong musical links with the junior school in order to enhance performance opportunities.

PHYSICAL EDUCATION

111. The previous inspection indicated that pupils' attainment in physical education was generally above that expected for their age. The school has maintained these standards. This is because children in the reception classes are taught very well and have good co-ordination, respond well to instructions and have an understanding of the effects of exercise on their bodies. All pupils, including those with special educational needs, continue to make good progress through Key Stage 1.
112. The majority of pupils in Year 1 work well in pairs and groups when they practise catching and throwing. However, in one lesson, pupils waited for too long to have their go to use the equipment, which led to inactivity and some restlessness. Learning by all pupils is promoted well because good attention is given to explaining how to improve performance. Pupils enjoy physical education; Year 2 pupils in discussion were enthusiastic about many aspects of the subject. They particularly enjoy country dancing and apparatus work. They have good attitudes and the vast majority display good behaviour during lessons. Pupils are keen and attentive; they listen carefully to the teachers' instructions and respond appropriately. On occasions, a few pupils in Year 1 do not listen as carefully as they should. These pupils are quite rightly reminded about safety aspects in physical education.
113. The quality of teaching is good overall and best in Year 2. Planning is clearly linked to the school scheme of work. Teachers set a good example and are appropriately dressed to lead physical education lessons. They provide good opportunities for warm-up and cool-down at the beginning and end of lessons. In lessons, following questioning, it is clear that pupils are very aware of the reasons why they warm up prior to exercise and comment on the effects of physical exertion on their bodies. Obviously very good routines have been established with good attention to health and safety. This is evident when Year 2 pupils set out the equipment with good attention to lifting and carrying equipment correctly. In most lessons, teachers use resources, including time, effectively, and take the time to teach and reinforce skills. Pupil demonstration is used very effectively in both year groups. As a result, pupils' learning and performance are enhanced. For example, following a demonstration and discussion of jumping and landing from apparatus, Year 2 pupils' performance improved, and in Year 1, pupils' throwing and catching techniques became more accurate.

114. The subject is led well by the co-ordinator, who is enthusiastic and keen to maintain the high profile physical education has in the school. She has not, as yet, had opportunities to monitor teaching and learning in physical education. There is a good balance of gymnastics, dance and games. Each aspect is taught regularly during a half term, which gives pupils good opportunities to learn and consolidate physical skills. There are particularly good links with other subjects, namely mathematics, science, literacy and design and technology. In the Year 2 topic on being healthy, pupils make figures and state reasons why exercise is good for you. They create tally charts to show which exercises they liked best and wrote out clear instructions for working on a range of apparatus. There is no consistent formal assessment of pupils' physical education skills, as yet. However, teachers do assess and help pupils refine and improve their work well during lessons. Resources include a well-equipped hall with a wide range of large apparatus and grassed and outside hard play areas. Extra-curricular activities are particularly good in physical education and children are keen to attend the after school clubs, such as football club, which are very well attended.

RELIGIOUS EDUCATION

115. It was possible to see only one religious education lesson, which was satisfactory. Judgements are based on an analysis of work and planning, and on talking to pupils and teachers. Standards are in line with those expected by the locally agreed syllabus and similar to those found at the time of the last inspection. However, the school has interpreted the syllabus rather narrowly, with a concentration on Christianity and, to some extent, Judaism. Knowledge of Christianity is good, and of Judaism it is satisfactory. However, although Year 2 pupils had done some work on Diwali and Hindu gods in Year 1, they could remember little about Hinduism. The scheme of work has been revised recently to include more work on Hinduism in the second half of Year 2. Much of the work at present centres on the spiritual side of celebrations such as Christmas and Easter, and this supports spiritual development well. Year 2 pupils had produced an impressive display of a Sukkah, a temporary building to celebrate the Jewish harvest festival of Sukkot. The Christian harvest festival had also been celebrated in assembly, and with good art work and displays of decorative bread.

116. The lesson seen was also about celebrating the natural harvest, with good links to science, living things and the onset of Autumn, and also to literacy, with the story of Persephone and the pomegranate seeds. Again, there were good opportunities for art, with leaf prints, rubbings and observational drawing.

117. Some religious education takes place in assemblies, which are Christian in nature. A range of visitors helps in the delivery, including governors and local clergy.

118. The subject is led well by an enthusiastic and competent co-ordinator who is a religious education specialist. She revised the scheme of work to include more specific reference to literacy, a greater inclusion of ICT and a more structured approach to the provision of experiences which focus on awe and wonder, thus increasing the spiritual content. She has also written plans for each year, complete with intended learning outcomes, in order that knowledge, understanding and skills are built up in a logical manner. There are plans for the co-ordinator to monitor teaching and learning, although that has not happened yet. There are also plans to introduce a comprehensive assessment system, as assessment is inconsistent at present. The introduction into the curriculum of more about Hinduism will support the extension of multicultural awareness, which is underdeveloped.