

# INSPECTION REPORT

## **SUN HILL JUNIOR SCHOOL**

Alresford

LEA area: Hampshire

Unique reference number: 115930

Headteacher: Mr Rhod Porch

Reporting inspector: Mr Tim Boyce  
20932

Dates of inspection: 2<sup>nd</sup> – 5<sup>th</sup> October 2000

Inspection number: 224354

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Sun Hill Junior School Sun Lane Alresford Hampshire
Postcode:	SO24 9NB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Eleanor Radcliffe
Date of previous inspection:	23/03/1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tim Boyce 20932	Registered inspector	Art, Design and Technology	What sort of school it is; The school's results and achievements; How well pupils are taught; How well the school is led and managed.
Elaine Parrish 9577	Lay inspector		How the school cares for its pupils; How the school works in partnership with parents.
Corinne Boyce 30864	Team inspector	Mathematics, Music Religious Education	How the school provides for the spiritual, moral, social and cultural development of its pupils.
Richard Brent 7465	Team inspector	Equal opportunities; Special educational needs; Geography Physical Education	
Tom Gorman 11402	Team inspector	English, History	Pupils' attitudes, values and personal development.
David Manuel 21090	Team Inspector	Science, Information and Communication Technology	The quality of the curricular and other opportunities offered to pupils.

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

### **INFORMATION ABOUT THE SCHOOL**

Sun Hill Junior School is a larger than average school, providing full time education for 260 pupils aged from 7 to 11 years. The majority of pupils come from the town of Alresford, which lies to the northeast of Winchester in Hampshire. The proportion of pupils from ethnic backgrounds is much lower than average and no pupils have English as an additional language. The social and economic circumstances of the majority of parents are well above average. Just over 5% of pupils in the school are eligible for free school meals. A higher than average percentage of pupils, (24.9%), is included on the school's register of special educational need. The great majority of these are at stages one and two. The percentage of pupils with a statement of special educational needs (1.4%) is broadly average. Assessments administered by the feeder infant school at the age of seven indicate that attainment on entry covers the full range, but that there is a higher than average proportion of higher attaining pupils.

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

This is a good school, with many significant strengths, where all staff are working together, very effectively, to raise standards in all areas. The school has made very significant improvements since the last inspection. Pupils now achieve well above average standards in English and mathematics and above average standards in science. Standards in all other subjects are broadly satisfactory. The quality of teaching is consistently good. The management of the school is very good overall, whilst the leadership provided by the head teacher, his deputy, senior staff and the governing body is excellent. Given the attainment of the majority of pupils on entry and the cost of the education provided the school currently gives satisfactory value for money.

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

- The management of the school is very good overall, whilst the leadership provided by the head teacher, his deputy, senior staff and the governing body is excellent.
- The level of improvement since the last inspection is very good.
- Standards in English and mathematics are well above average. Standards in science are above average. There has been a very significant improvement in standards in information and communication technology, (ICT) which are now satisfactory.
- The quality of teaching and learning is consistently good throughout the school.
- The school looks after its pupils very well. The very positive role models provided by staff result in positive attitudes, good standards of behaviour and good levels of personal development.
- The school keeps parents very well informed about the progress their children are making and what is going on in general.

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

- As detailed in the school strategic plan, further development is required in the curriculum provided for Religious Education (RE), art, design and technology (DT), geography, history, music and physical education (PE) so that there is greater balance overall.
- The procedures for assessing and recording are not well enough established for subjects other than English and mathematics and have yet to make a significant impact on the quality of pupils' learning, particularly for higher achieving pupils.
- Opportunities for spiritual development are often missed.
- Acts of collective worship do not always meet statutory requirements.

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

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

The team who inspected the school in March 1998 judged that there were serious weaknesses in the quality of education provided by the school. This is no longer the case. Improvement since the last inspection has been very good and the school is well placed to maintain this rapid improvement. There have been significant improvements in the quality of teaching and learning. No unsatisfactory teaching was observed during the inspection and the overall quality of teaching is now good. The management of the school is much improved and is judged to be very good overall. The governors are now very effective

and play a full and active part in the life of the school. The school strategic plan is a very good document that details the schools aims very clearly and is effectively linked to the targets identified by governors, who rigorously monitor the work of the school. Performance management has been introduced and all staff now have suitable targets for their professional development. In addition to the very significant improvement achieved in those aspects identified as key issues in the previous inspection report, the school has made improvements in a number of subjects. The school now achieves very good overall standards in English, whilst standards in science have risen from satisfactory overall to good. Standards in ICT, previously judged as unsatisfactory, are now satisfactory and rising. Other areas where improvements have been made include the quality of pupils' personal development, the provision for pupils' moral and social development, procedures for child protection and the monitoring of academic and personal development. The school's links with parents are now good and parents now have much more positive views of the school.

## STANDARDS

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

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

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

National Curriculum assessment results for 2000 show that, by the end of Year 6, when compared with the national average, pupils in the school achieved average standards in science, above average standards in English and well above average standards in mathematics. When compared with similar schools, standards were well above average in mathematics and average in English and science. This shows a significant improvement as between 1997 and 1999 standards in all three subjects had been declining gradually. When compared with similar schools, (those with less than 8 per cent of pupils eligible for free school meals), standards in mathematics are well above average, whilst standards in English and science are average. The school attributes much of its recent successes to overall improvements in teaching and learning. Standards in literacy and numeracy are very good and are a major strength. Inspection evidence shows that standards are generally very good in English and mathematics and good in science and that pupils in the current Year 6 are on course to achieve well above average standards in English and mathematics and above average standards in science. Standards in ICT have now risen to a satisfactory level whilst standards in all other subjects have remained broadly satisfactory. Standards in English, mathematics and science are now appropriate and the school is aware of the need to continue raising standards in all other subjects. The school's targets for improvement are appropriate, are consistently met and often exceeded.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to their work and most work very hard in lessons.
Behaviour, in and out of classrooms	Good. Behaviour is generally good throughout the school and is very good in most classes.
Personal development and relationships	Pupils make good use of the opportunities provided for independent work. They take responsibility with maturity and use their initiative when required. Pupils form good relationships with all staff and other pupils.

Attendance	Very good
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## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good

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

The overall quality of teaching and learning seen during the inspection was good and was much better than was found in the previous inspection when twenty-six per cent of the teaching was judged to be unsatisfactory, or worse, of which ten per cent was poor. The sixty-seven lessons observed during this inspection were all judged to be at least satisfactory. Of these thirty-seven per cent were judged to be good, whilst a further eighteen per cent were judged to be very good. Lessons are planned with great care and almost all lessons are characterised by high expectations, secure subject knowledge, good organisation, a brisk pace and a good use of day-to-day assessment. In a small number of lessons that were judged to be satisfactory overall the way in which pupils were managed was not consistent and led to some disruptive behaviour.

The school has concentrated on improving the quality of its provision in English, mathematics, science and ICT and is aware of the need to increase the overall emphasis given to other subjects. The teaching of literacy and numeracy is good. The teaching effectively meets the needs of almost all pupils and there was little evidence of the significant underachievement identified in the previous report. Pupils with special educational needs are well supported. However, more could be done to challenge higher achieving pupils in subjects other than English and mathematics.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is suitably broad, but there is currently a lack of balance. Insufficient emphasis is given to the teaching of art, DT, geography, history, music, PE and RE. The school has clear plans to deal with this issue.
Provision for pupils with special educational needs	The provision is good and these pupils make good progress as they move through the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is good. Provision for cultural development is satisfactory, but provision for spiritual development is unsatisfactory. There are not enough planned opportunities for pupils to reflect. Corporate acts of worship make little contribution to pupils' spiritual development and do not always meet statutory requirements.
How well the school cares for its pupils	The quality of care provided by the school is good. Procedures for child protection and for ensuring pupils' safety and welfare are very good. Procedures for supporting pupils and promoting their personal development are good. Procedures for promoting the academic development of pupils are satisfactory. There are effective assessment procedures for English and mathematics but procedures for assessing



	and recording attainment in other subjects have yet to make a significant impact on the quality of learning.
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The school has an effective partnership with parents. Parents generally have positive views of the school and are pleased with the recent improvements that have been made. Links with parents are good and the school takes great care to ensure that parents are well informed about how their children are progressing. Parents play an appropriate part in the life of the school. A small number help out in class on a regular basis.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the head teacher and other key staff	The quality of leadership and management provided by the head teacher, his deputy and other key staff is excellent and is a major strength of the school.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well and are fully involved in the life of the school. Statutory requirements are met except for those associated with the daily collective act of worship.
The school's evaluation of its performance	The school evaluates its performance very carefully and has a very clear understanding of its strengths and weaknesses.
The strategic use of resources	The school makes very good use of all its resources.

Key strengths of the leadership and management in the school are the quality of communications and the firm commitment to raise standards in all areas. There are a good number of well qualified teaching and support staff who work together very well as a team. The quality of the accommodation is very good and has a positive impact on pupils' learning. There are sufficient good quality teaching and learning resources that are used very effectively by all staff. The principles of best value are applied very effectively.

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

<b>What pleases parents most</b>	<b>What some parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The quality of the teaching.</li> <li>• The way they are encouraged to approach the school if they have a question or a problem.</li> <li>• The way the school expects children to work hard and do their best.</li> <li>• The way the school is led and managed.</li> <li>• The way the school helps children to become mature and responsible.</li> <li>• That their children enjoy coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities the school provides outside lessons.</li> <li>• The work children are expected to do at home.</li> <li>• The extent to which the school works in partnership with parents.</li> <li>• How the school keeps parents informed about the progress their children are making.</li> <li>• The lack of balance in the curriculum, particularly with regard to the arts and PE.</li> </ul>

The inspection team agrees with all of the aspects which parents identified as strengths of the school. Of the areas identified by a small number of parents as areas for improvement, the team feels that whilst the range of extra-curricular activities is satisfactory overall, it is not as wide as was previously available. The members of the team consider that an appropriate amount of homework is set, that the information made available to parents is of a very good quality and that the quality of the school's partnership with parents is good overall. The team agrees with parents that currently the balance of the overall curriculum in the school is unsatisfactory, but this weakness has been identified in the strategic plan for the coming year.



## **PART B: COMMENTARY**

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

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

1. Inspection evidence and the baseline assessment evidence available from the statutory assessments carried out in Year 2 by the main feeder infant school indicate that attainment on entry, whilst variable between year groups, is generally above average. On entry to Year 3 the majority of pupils achieve well above average standards in English and mathematics, above average standards in science and broadly average standards in all other subjects. This is a lower judgement of the attainment on entry to that made by the previous inspection team who felt that overall attainment on entry was well above average.
2. In 2000 the average points score achieved by the pupils in English was above average. The percentage achieving the average Level 4, or above, was above average, whilst the percentage achieving the higher Level 5 was well above average. Pupils' performance in English in 2000 was broadly average when compared with similar schools. This is a significant improvement on the standards attained in the previous three years as the school had failed to keep pace with the level of improvement achieved nationally.
3. The evidence gathered during the inspection from lesson observations, from the close scrutiny of pupils' work and through pupil interviews and sessions in which they were heard to read, indicates that pupils' attainment in reading, listening and speaking are now well above average at the end of Year 6. In these respects, standards have improved since the last inspection. Attainment in writing is above average. Overall standards in literacy are very good and good opportunities are provided for pupils to apply their literacy in a wide range of subjects.
4. In 2000 the average points score achieved by the pupils in mathematics was well above average. The percentage achieving the average Level 4, or above, was well above average, whilst the percentage achieving the higher Level 5 was very high. This is a significant improvement on the previous year. It is difficult to identify a clear trend but the school had made insufficient improvement when compared with the levels gained nationally. Pupils' performance was well above average when compared with similar schools in 2000.
5. Inspection evidence shows that by the end of Key Stage 2 attainment in mathematics is well above average. Pupils make good progress throughout the school and some able pupils achieve particularly well in relation to their abilities, as do some less able pupils. The introduction of the National Numeracy Strategy has been very successful. Standards in numeracy are good and numeracy has been effectively integrated across a wide range of subjects.
6. In 2000 the average points score achieved by the pupils in science was broadly average. The percentage achieving both the average Level 4, or above, and the higher Level 5 was also broadly average. This is a much greater level of improvement than that achieved in previous four years, when it had not kept pace with the rate being achieved nationally. Pupils' performance in science is broadly average when compared with similar schools.
7. Inspection evidence, gathered from a wider range of sources than the tests, shows that most pupils attain expected levels by the age of eleven, with a significant number attaining above expected levels. This is an improvement since the previous inspection, when it was judged that standards were broadly in line with expectations. Since the previous inspection good improvement has also taken place in the provision of opportunities for pupils to use and apply their knowledge and to carry out experiments and investigations.

8. By the age of eleven, most pupils attain the standards expected nationally in ICT. This shows improvement from the previous inspection when little evidence was seen and standards were judged to be below the level expected nationally. Standards in RE are sound and are in line with those expected by the locally agreed syllabus. Standards of achievement in all other subjects of the National Curriculum are broadly satisfactory. This is a similar standard to that reported in the previous inspection.
9. The significant improvement in standards has been achieved because teaching is now consistently of a higher standard and the school has improved the quality of its planning and organisation, particularly in English and mathematics. All pupils now generally make satisfactory progress irrespective of their age, gender or social circumstance. The school analyses assessment data carefully to find out differences in the performance of different groups of pupils. Suitably challenging targets are then set for each pupil and cohort. A careful examination of the standards being achieved lower down the school indicates that pupils in Years 3 and 4 are learning very effectively. The school is well placed to maintain its current rate of improvement after a possible dip when the current Year 5 reaches the top of the school.
10. Pupils with special education needs make good progress, particularly in English. The school uses assessment data and test information effectively to identify pupils with special educational needs and to construct individual education plans (IEP's). Overall, the school's preliminary assessments are accurate but not enough is done to identify those with additional needs in mathematics and those whose behaviour is challenging.
11. Pupils of average ability make satisfactory progress. Higher attaining pupils make satisfactory progress in English, mathematics and science, but in other subjects, whilst progress is satisfactory overall, work is not always accurately matched to their individual needs. Teachers and the Able Child Co-ordinator use an appropriate LEA test to identify more able pupils and the school has plans to implement a programme to support their individual needs in the Spring Term.

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

12. Pupils enjoy going to school and generally like and admire their teachers. Attendance levels are well above the national average and standards of punctuality are very good. This is a similar situation to that found in the previous inspection.
13. On the whole pupils behave well in lessons and in the playground. In one class, where behaviour was not always satisfactory, although the overall quality of teaching was satisfactory, there were some shortcomings in classroom management and in the overall strategy for dealing with pupils with behavioural difficulties. Pupils are usually courteous and they form constructive relationships with their teachers and with each other. No evidence of bullying was observed or reported. The quality of behaviour is similar to that reported in the previous inspection.
14. Pupils generally have positive attitudes to their work and most do their best to achieve high standards. Parents are very positive about the attitudes and values fostered by the school. They appreciate, in particular, the very active stance taken by the head teacher in ensuring good behaviour. The "gold book" and other systems for rewarding good behaviour and positive attitudes, such as kindness to others, for example, are greatly valued by the pupils.
15. The quality of pupils' personal development is good and this is an improvement on the standard found in the previous inspection. When given the opportunity, the pupils are very willing to take on additional responsibilities. In this respect, the setting up of the School Council, which has representatives elected from each class, has made a notable contribution. Pupils in Year 6 also undertake substantial responsibility in positions such as library monitors and older pupils respond well to opportunities to help younger ones. In each class, a number of pupils are involved in assisting the teachers in daily class routines.

16. There are limited opportunities in the curriculum generally for pupils to reflect on and respond to values and beliefs that are very different from their own except in the context of religious education. They do, however, have opportunities to reflect on the impact of what they do on the lives of others. The Personal, Social, and Health Education curriculum, for example, makes provision for pupils to share different views in the context of discussion.
17. All pupils, including those with special educational needs, who receive teaching in small groups, show respect for the feelings and ideas of others. They work in a constructive atmosphere that effectively develops their self-esteem and confidence.

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

18. The overall quality of teaching seen during the inspection was good and was much better than the teaching found in the previous inspection, when 26 per cent was judged to unsatisfactory, or worse, of which 10 per cent was poor. The sixty-seven lessons observed during this inspection were all judged to be at least satisfactory. Of these thirty seven per cent were judged to be good, whilst a further eighteen per cent were judged to be very good. The weaknesses in teaching identified in the last inspection report have been addressed. Teaching has improved significantly and is now a major strength of the school.
19. The teaching of literacy is good. All literacy skills are developed very well through other subjects. The teaching of numeracy is also very good. Teachers have a very good knowledge of the numeracy strategy and put this into practice to good effect. There are good planned opportunities to extend numeracy skills across other subjects. The standards being achieved by pupils lower down the school indicate that if the current quality of teaching is maintained, standards will rise still further in future years.
20. The quality of teaching observed in lessons is good overall, but the impact of the teaching is far more effective in English, mathematics, science and ICT because these are the subjects the school has concentrated on as it has sought to improve learning, raise standards and re-establish its reputation. Pupils in Years 5 and 6 are divided into three ability groups for English and mathematics and this makes a very significant impact on the quality of learning in these subjects.
21. Whilst the teaching of individual lessons and units of study in all the other subjects is always at least satisfactory, and often good, the time allocated and the emphasis given to these subjects has often not been sufficient for the learning to be any better than satisfactory. The school is aware of this weakness and has plans to give the overall curriculum greater balance.
22. The quality of curriculum planning, criticised in the previous inspection, is now a major strength, particularly in English, mathematics, science and ICT. Good quality, up-to-date policy statements and schemes of work now exist for all other subjects and should serve teachers well as they gradually adapt to the requirements of the latest version of the National Curriculum. Lessons are generally planned with great care and joint planning within year groups planning ensures that the pupils in the two, or sometimes three, parallel classes all cover the same ground. The planning of lessons for subjects, such as history and geography, for example, does not always sufficiently challenge higher achieving pupils.
23. Teachers' subject knowledge is generally good in most subjects, but co-ordinators are aware that additional support will be required as staff work to re-establish certain subjects that have been "out of the spotlight" for a number of years. The support given to teachers by subject co-ordinators through the monitoring of joint planning and guidance on how activities should progress in lessons is helping to overcome any identified weaknesses in subject expertise. Teachers often share the objectives with pupils at the beginning of lessons, although this practice is not consistent

across all classes. The teaching of ICT has shown a marked improvement and is now a strength. The quality of display is very good and great care is taken to present pupils' work attractively and to create a bright and stimulating environment for teaching and learning.

24. Teachers' questioning skills are good and are a strength in many subjects, particularly in mathematics, science and English. Teachers ask searching questions, which help them assess pupils' learning and give them information to challenge and set further tasks for higher attaining pupils. The teaching effectively meets the needs of all pupils except, on some occasions, when higher achieving pupils are not appropriately challenged. Good opportunities are provided for pupils to discuss what they are learning and a wide range of appropriate teaching strategies are employed very effectively by staff. In one very good geography lesson pupils in a Year 4 class worked very well in pairs to discuss and agree the features they would include in their hypothetical settlement.
25. Teachers generally have high expectations of pupils' attainment and behaviour and most pupils respond positively, staying on task well and working very hard in their lessons. In most lessons pupils learn well. They concentrate hard on the task in hand and carefully follow their teacher's directions to improve their work. In a small number of lessons that were judged to be satisfactory overall weaknesses in the quality of classroom management did not enable the teacher to effectively deal with some mildly disruptive behaviour. As a result the pace of lessons slowed and the learning of these pupils was not as effective as it could have been.
26. The quality and use of resources is very good. Staff make particularly good use of the numerous, well-qualified classroom support staff, whenever they are available and this has a very positive impact on the quality of learning in these lessons, particularly for pupils with special educational needs. A brisk pace is maintained in most lessons and pupils spend most of their time fully involved in learning. The use of homework is satisfactory and is based on a clear policy. Pupils are regularly asked to practise skills learned in the classroom and to learn spellings and numeracy facts. Pupils are also expected to read regularly at home.
27. Good use is made of on-going assessment to plan lessons from day-to-day in English and mathematics. Detailed records of the attainment and progress made by pupils, in English and mathematics, are carefully maintained by staff, to very good effect. The school has recently introduced suitably detailed assessment procedures for all other subjects. Teachers mark work carefully and constructively and this is sometimes supported by the setting of targets for pupils' next piece of learning.
28. The teaching of pupils with special education needs in withdrawal groups is consistently good. Class teachers have the responsibility for deploying learning support assistants and there is very good liaison between them. Individual Education Plans (IEP's) contain suitable targets that are sufficiently practical for class teachers to implement. Learning support assistants work well and provide pupils with a good blend of help and challenge. However, more could be done to challenge higher achieving pupils in subjects other than English, mathematics and science. The school has plans to implement a programme to support the individual needs of those pupils identified as being gifted and talented in the Spring Term.

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

29. The school has a satisfactory curriculum in place, which takes account of the requirements of the new national guidance and is well placed to develop this further. This is an improvement since the previous inspection when it was judged that the school did not provide an appropriate curriculum for its pupils. Very good leadership and management by the deputy head teacher and the governors' Curriculum and Standards Committee has resulted in them successfully identifying

priorities for improvement since the previous inspection. Improvements have been made in English and mathematics, including the successful implementation of the national literacy and numeracy strategies. As a result, standards in these subjects have risen significantly.

30. More recently, the school has also improved provision in science and ICT. A detailed long-term plan has established good links between ICT and most other subjects and this is a strength of the new planning. The school's arrangements for personal, social and health education are good. Adequate provision is made for health and sex education and drugs' awareness. RE is taught effectively and meets the requirements of the local agreed syllabus. During the inspection good examples were observed of the setting and use of homework in a range of subjects to support pupils' learning.
31. Within the new planning framework there is still an imbalance within and between other curriculum subjects. There is a need to extend the current good practice to other subjects, as identified in the school's development plan, which also identifies the need to review subject allocation times. The provision for pupils' spiritual development is unsatisfactory and insufficient emphasis is given to some of the wider aspects of cultural development in order to effectively promote all aspects of pupils' intellectual, physical and personal development and successfully prepare them for the next stage in their education.
32. The curriculum is socially inclusive and good provision is made for pupils with special educational needs. Pupils have full access to the curriculum and arrangements for the withdrawal of pupils from literacy do not impinge on pupils' equality of opportunity. There are satisfactory arrangements for using IEP's in lessons. The provision detailed in statements of special educational needs is implemented well. A number of pupils have been identified as being gifted and talented and the school intends introducing a programme specifically tailored to their needs in the Spring Term. The co-ordinator with responsibility for more able pupils is considering issuing these pupils with IEP's.
33. Pupils' learning is effectively supported by a variety of visits such as the focused study at nearby Micheldever and residential visits to Stubbington and Ironbridge. A satisfactory range of extra-curricular activities includes orchestra, choir, chess club and many sporting activities. They contribute not only to pupils' learning but also to their personal and social development.
34. Overall the provision for spiritual, moral, social and cultural development is satisfactory. The school gives appropriate attention to the personal development of its pupils within the context of an orderly and caring community. Pupils are given appropriate opportunities to develop as responsible and well-balanced individuals and these make an important contribution to the school's stated aims of success and harmony. The school ethos is one that promotes a feeling of being secure, valued and supported.
35. Provision for spiritual development is unsatisfactory. Assemblies are held daily, but there is no planned provision for spiritual awareness and they make little contribution to religious education. A quiet and calm atmosphere is engendered with pupils silently entering and leaving the hall, sometimes against a background of recorded music. Stories and talks by teachers are based on social and moral issues such as inspiration, wisdom and taking advice and pupils are encouraged to participate actively, for example, in discussions and with musical presentations. Pupils, however, are given too few opportunities to reflect on and appreciate the importance of faith in human lives. Collective worship does not always conform to statutory requirements.
36. Provision for moral development is good. The school helps pupils to understand the difference between right and wrong. There is a positive approach to behaviour, which makes an effective contribution to pupils' moral development. A secure framework of behavioural expectations guides pupils effectively and fosters qualities of consideration and co-operation. Discussions on

inspiration and stealing in assemblies, for example, encourage pupils to think about the effect their actions have on others.

37. Provision for social development is good. Teachers and other staff provide good role models and relationships between staff and pupils are good. Many certificates in the hall and foyer testify to pupils' involvement in the community and the emphasis is on helping those less fortunate. This is done in a range of ways including a Book Harvest, donations to enable children in South Africa to have a better education, British Legion Poppy Appeal, Comic Relief and Helping Young Enterprise 2000, donations are to be spent on new toys for the under fives.
38. There are monitors in every class, who help in a variety of ways and the school is rightly proud of its School Council, members of which are elected from each class for a fixed term, and who meet with the head teacher approximately every three weeks to discuss school issues. Residential visits to Ironbridge and Stubbington, for example, and after school music activities give pupils some good opportunities to co-operate and relate to each other.
39. Provision for cultural development is satisfactory. Pupils have some opportunities to learn about the diversity and richness of other cultures through, for example, music and art. A member of staff who has visited the country had helped pupils develop an awareness of a different culture in their study of Kenya and there were good examples of observational drawings of African artefacts and listening to African drumming in music lessons. The scrutiny of reading books and resources indicates a satisfactory range of materials from world wide cultures. Pupils' understanding of their own culture is good but there are too few planned opportunities to prepare pupils for life in a multicultural society.
40. The school has very effective links with the feeder infant school on the same site and with the local secondary school to which most pupils transfer at the age of eleven. The school operates as part of a cluster of local schools and this works to the positive advantage of both staff and pupils. Pupils are given suitable opportunities to take part in a range of sporting activities with peers from other schools. The school also has effective links with local teacher training institutions, providing teaching practice opportunities to a number of students each year.

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

41. Parents are very happy with the way in which the school looks after and cares for their children. The school is a very supportive community with a warm and caring ethos that places children firmly at the centre of everything it does. Pupils' confidence in the kindness and support that the school provides helps them to concentrate in lessons and to achieve high standards. Procedures to monitor the personal development of pupils are good.
42. All members of the school community work together for the good of the pupils. Staff smile frequently and show genuine affection for the pupils. School is a happy place for pupils to be. They know that staff will always listen to them and can be relied upon to provide support and sympathetic guidance. Teachers get to know their pupils quickly, and they respond readily and sensitively to their needs. All teachers listen carefully to what pupils say and value their contribution in lessons. This helps to raise pupils' confidence and self-esteem and ensures that pupils are confident when seeking help.
43. There are very comprehensive child protection procedures that are well understood by all staff. The health and safety policy is detailed and is checked rigorously by the head teacher, governing body and site manager. There are no health and safety concerns and the whole school site is well maintained. The school plays close attention to pupils' medical needs, and members of staff who have responsibility for first aid show kindly concern for pupils. Fire drills are held regularly and all



pupils are well supervised in the playground. Pupils' relationships with lunchtime supervisors, which were an area of concern in the last inspection report, are now satisfactory.

44. The school pays close attention to promoting good behaviour, and procedures for maintaining discipline are applied consistently by most teachers. This enables the school to run as a calm and well-ordered community. Most parents who responded to the questionnaire believed that behaviour was good. Although there were no signs of bullying and harassment during the inspection, pupils told inspectors that it does occur. However, pupils are confident about reporting any incidents to members of staff and know their concerns will be taken seriously and acted upon quickly and appropriately.
45. The school achieves very good attendance and it is made clear to parents that they must inform the school if their child is absent. However, there is evidence in the registers that a few parents fail to do so, particularly if the absence is only for one day. The school does not have established procedures to follow up absences with a letter.
46. The school has well-considered procedures to promote pupils' personal development. School policies encourage and trust pupils to use the library during playtime, to borrow books, to sit quietly and read, and to conduct research into topic work. The newly launched school council enables pupils to share responsibility for the whole school community. Teachers regularly discuss personal targets for their pupils, which can focus on aspects of their efforts and behaviour as well as their attainments in literacy and numeracy. These targets are spelled out clearly to both pupils and their parents and they are monitored for success. In this way teachers build up a good picture of each pupil's strengths and weaknesses. The school takes care to acknowledge pupils' achievements, particularly when they have made efforts and tried hard. There is a good system of head teacher awards which are greatly prized and which encourage pupils to try hard and achieve more.
47. There are satisfactory procedures for identifying and assessing pupils with special educational needs and the school complies with the requirements of the Code of Practice. Statements and reviews are up-to-date and their requirements are fully met. There is good liaison with outside agencies and pupils with specific disabilities, such as hearing impairment, have their needs met well as all key staff are aware of requirements. The school has identified a small number of pupils as being gifted and talented and plans to introduce procedures to meet their individual needs in the Spring Term.
48. Assessment was identified as a weakness in the previous inspection in that procedures were not in place to ensure on-going assessment. The deputy head and subject managers have made good progress in improving this key issue by introducing new assessment objectives for most curriculum subjects. The good procedures have been in place for a year in English and mathematics and enable teachers to track pupils' progress accurately. However, in other subjects procedures have been in place for less than a term. There has been insufficient time, therefore, for them to become firmly embedded as an integral part of the teaching and learning process. This is a current priority in the school's action plan and throughout the school, assessment and recording sheets have been adopted in order to enable teachers to make judgements about pupil's knowledge and understanding in each subject. These sheets are detailed and are referenced directly to the specific learning objectives taken from the subject schemes of work. This is an effective arrangement that is intended to provide a clear picture of pupils' progress towards meeting the requirements of Curriculum 2000.
49. Because these initiatives are new, their use to guide developments in the curriculum and to improve the quality of teaching in order to raise standards further in all subjects is yet to make a significant impact. Target setting for individual pupils, linked to their progress and attainment has commenced in English and mathematics. The school analyses the results of National Curriculum tests in order to identify and address weaknesses in teaching and learning. The school has well established plans to install a computerised assessment management system to improve its

procedures for monitoring and supporting pupils' attainment and progress and links with other schools.

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

50. The school has worked hard to build effective links with parents which is a commendable improvement since the last report. In the inspection questionnaires and at the pre-inspection meeting parents registered their strong support for the school. Most parents agreed that children make good progress and that teaching is good. However, a significant number of parents raised concerns about the amount of homework children are given and the range of extra-curricular activities provided.
51. In the last inspection report the school's level of communications with parents was considered to be unsatisfactory. Since then, the school has put considerable thought into the way that it communicates with parents and the quality of information it now provides is very good. The vast majority of parents who responded to the questionnaires felt well informed. Letters and newsletters are written in a very clear and accessible style that keeps parents up-to-date with the current curriculum and with school activities. The parents' handbook gives clear information about school routines, and introduces ways in which parents can support their child's learning at home. There are regular meetings to discuss various aspects of the curriculum, such as the introduction of the numeracy hour, as well as consultation evenings where parents discuss the progress their child has made. The school has introduced an interactive Web site and encourages parents and teachers to use this to exchange information. The school promises to respond to any letter received within twenty-four hours.
52. Parents are given very good reports of their child's progress twice a year; a half year report lists the targets that have been achieved and then introduces three new targets for the child to work towards for the rest of the year. This is followed by a comprehensive annual report on each curriculum subject and general comments on the child's personal and social education. In response to parents' wishes to know more about pupils' progress, teachers also give grades to summarise the child's achievements in maths, English, science and ICT. Parents have an opportunity to discuss the reports with teachers at the end of year consultation evening.
53. The school encourages parents to become involved in the life of the school and provides a warm welcome for them. All staff are friendly and approachable. The help that one or two parents give in maintaining the attractive displays in "The Orangery" and in helping with sports activities is greatly valued by the school.
54. Although teachers are encouraged to involve parents, very few actively help in the classroom. Traditionally, parents have seen their role as listening to readers and accompanying pupils on outside trips, and there has been some reluctance on the school to use parents' expertise in the classroom, particularly in such areas as information technology. The school is now looking at ways to encourage parents to offer to help in these areas. Parents have already signed the home/school partnership agreement and the greater majority co-operate readily, for example by listening to their children read at home and by reporting absences promptly. Parents demonstrate their interest in the school by attending open evenings, supporting school activities, and responding to questionnaires.
55. Parents of children with special educational needs are kept informed of their progress during reviews of their individual education plans. However, they do not receive copies of these IEP's and there are no formal arrangements to help them support their children in achieving their targets. Parents are invited to attend these reviews but some parents choose not to attend. Parents of more able pupils are not involved in helping to identify their needs and arrangements do not yet enable them to provide appropriate support.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The management of the school is very good overall, whilst the leadership provided by the head teacher, his deputy, senior staff and the governing body is excellent. The leaders of the school all share a common purpose and are focussing their full attention on improving the quality of education available in the school and thus raising standards. This is a much better situation than that reported in March 1998 when it was judged that there were some serious weaknesses in the management of the school. This is no longer the case.
57. The head teacher leads by example and his enthusiasm, humour and highly developed interpersonal skills have helped forge a team that is committed to getting the very best from the pupils in their charge. His talented deputy, who has overall responsibility for curriculum management, has worked very hard, with the staff, to improve the quality of teachers' planning and develop appropriate assessment procedures. She ably supports him in the management of the school, often with the support of the curriculum and standards committee of the governing body. Year heads and subject co-ordinators manage their areas or responsibility very effectively and are keen to make the required adjustments to the balance of the overall curriculum. The co-ordinators for English, mathematics and science have been given some opportunities to monitor teaching and learning and to share best practice in other classes and year groups. It is planned to extend this practice to other subjects in the coming year. The stated aims of the school are generally well met, but aims make no mention of the spiritual development of pupils.
58. The management of special educational needs is good and the resources allocated for these pupils are used appropriately. Although the special needs co-ordinator is not a member of the SMT, she makes an effective contribution to the management of the school. Similarly, the special needs governor is well informed and helps in many practical ways. There is a sufficient number of suitably qualified and effective staff to work with pupils who have special educational needs. There is good quality accommodation and resources but not enough use is made of information communication technology to help these pupils' master literacy and numeracy. Procedures for social inclusion are satisfactory overall, but the specific provision available for pupils with learning difficulties is not yet available for the talented and gifted pupils. However, the school is planning to appoint a governor with a defined responsibility for such pupils. Currently, the Able Child Co-ordinator is familiarising her self with the requirements of the post.
59. With the valuable support of the local education authority (LEA) the head teacher has devised some very good monitoring procedures which have been instrumental in improving the quality of teaching and thus raising standards. The outcomes of monitoring are used to develop targets, taking national and local requirements into account. These are reviewed on an annual basis following the annual report on current performances. This is evident in the decision to provide the literacy and numeracy support which has improved standards of learning.
60. The governors are now very effective and play a full and active part in the life of the school. The development of the curriculum and standards committee has been particularly effective. The school's strategic plan is a very good document that details the schools aims very clearly and is effectively linked to the targets identified by governors, who rigorously monitor the work of the school. They effectively meet all their responsibilities, with the exception of issues related to a daily act of collective worship. Governors are very supportive of the head teacher and the school but are also very effective in playing the very important role of critical friend. The head teacher and staff are very appreciative of the level of support they gain from the committed governors.
61. The school is well staffed in the number, qualifications and experience of teachers in order to meet the demands of the national curriculum and the needs of the pupils. The number and experience of the support staff is good. Whilst deployment of such staff is well matched to

targeted pupils, particularly those with special educational needs, there are a number of classes who would benefit from support for pupils who have behavioural difficulties. The school has very good procedures for the induction of new staff and particularly newly qualified teachers, who are very well supported. The school has a well-established and effective strategy for performance management that includes the appraisal and professional development of all staff.

62. The school's strategic plan, which was criticised in the previous inspection, is now a very detailed and comprehensive document, produced after due consultation with all interested parties and which includes almost all of the school's priorities for development. The school has set appropriate targets for improvement and is very well placed to achieve them on schedule.
63. The overall efficiency of the school is very good. There is a shared commitment to raise standards further. Financial planning is very good and supports the school's educational priorities. Very good efficiency is also evident in the carefully selected new resources and the use of specific grants for ICT and for special educational needs. The accommodation is very good and places no limits on the full delivery of the National Curriculum. The school is kept very clean and tidy by the dedicated site manager and cleaner. There is a good range of good quality resources that are used effectively to support teaching and learning, particularly in ICT, science and mathematics. New information technology is used effectively throughout the school to improve efficiency and to support teaching and learning in the curriculum.
64. The school considers the principles of best value for money by seeking alternative providers for services and resources, thereby securing effectiveness and efficiency. The school's day-to-day financial controls are very good and have enabled the head teacher and governors to closely monitor and evaluate spending decisions, such as improved staffing to raise standards. The few minor recommendations, identified in the most recent audit, have been responded to fully. Teaching and non-teaching staff are deployed effectively and their improved subject knowledge and expertise are used to the benefit of all. The administrative staff are very friendly and effectively support the head teacher in his management of the school. Given the attainment of pupils on entry, the quality of education provided and the running costs, the school provides satisfactory value for money.

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

In order to further raise standards the school should:

1. Increase the emphasis given in the overall curriculum to teaching of RE, art, DT, geography, history, music and PE so that pupils receive a better balanced curriculum. (Paragraphs 29–31)
2. Implement the recently agreed assessment and recording procedures so that work in all subjects is matched to the needs of individual pupils, particularly higher achieving pupils. (Paragraphs 48-49)
3. Improve the quality and frequency of the planned opportunities provides for the spiritual development of pupils. (Paragraph 31, 35)
4. Improve the quality of acts of collective worship so that statutory requirements are always fully met. (Paragraph 35)

In addition there are some other minor issues the governors may wish to include in their action plan:

- a) Implement the planned procedures so that gifted and talented pupils are given a programme of work that meets their particular needs. (Paragraph 28)
- b) Improve the provision for the cultural development of pupils so that they are better prepared for life in a multicultural society. (Paragraph 38)
- c) Improve procedures for promoting and recording good attendance. (Paragraph 44)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

68

Number of discussions with staff, governors, other adults and pupils

71

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	37	17	0	0	0

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

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

#### **Pupils on the school's roll**

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	293
Number of full-time pupils eligible for free school meals	N/A	15

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	73

#### **English as an additional language**

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

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	3

### *Attendance*

#### **Authorised absence**

	%
School data	3.1
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.4
National comparative data	0.5

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

***Attainment at the end of Key Stage 2***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	51	39	90

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	42	45	46
	Girls	34	33	36
	Total	76	78	82
Percentage of pupils at NC level 4 or above	School	84 (73)	91 (69)	90 (80)
	National	75 (70)	72 (69)	85 (78)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	40	43	43
	Girls	33	33	33
	Total	73	76	76
Percentage of pupils at NC level 4 or above	School	80 (78)	83 (70)	84 (80)
	National	70 (68)	72 (69)	79 (75)

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	100
Any other minority ethnic group	0

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

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

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

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

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

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23.6
Average class size	32.5

**Education support staff: Y3 – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	131

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

***Financial information***

Financial year	1999/2000
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	£
Total income	531,388
Total expenditure	478,002
Expenditure per pupil	1621
Balance brought forward from previous year	3276
Balance carried forward to next year	46,662



Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

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

#### **Questionnaire return rate**

Number of questionnaires sent out	293
Number of questionnaires returned	95

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	41	9	1	0
My child is making good progress in school.	35	53	9	0	3
Behaviour in the school is good.	18	68	9	2	3
My child gets the right amount of work to do at home.	21	50	23	4	2
The teaching is good.	35	57	5	0	3
I am kept well informed about how my child is getting on.	22	61	10	2	5
I would feel comfortable about approaching the school with questions or a problem.	56	40	4	0	0
The school expects my child to work hard and achieve his or her best.	46	47	5	0	2
The school works closely with parents.	19	57	18	0	6
The school is well led and managed.	34	58	4	0	8
The school is helping my child become mature and responsible.	40	55	2	1	2
The school provides an interesting range of activities outside lessons.	4	26	36	25	9

#### **Other issues raised by parents**

No other significant issues were raised by parents.

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

### **ENGLISH**

65. In the previous report, pupils' attainment in English was judged to be above average in speaking and listening, and in reading and writing. The evidence gathered during the inspection from lesson observations, from the close scrutiny of pupils' work and through pupil interviews and sessions in which they were heard to read, indicates that pupils' attainment in reading, listening and speaking are now well above average at the end of the key stage. In these respects, standards have improved since the last inspection. Boys and girls both achieve similar standards. Attainment in writing is above average.
66. Pupils are given many good opportunities to listen and respond to materials that are read in shared reading sessions. Typically they listen carefully to questions asked by teachers and respond enthusiastically. They are also given many good opportunities to explain their ideas and their interpretations of what is read. For example, pupils in a Year 3 class took great delight in sharing their story openings with their classmates and read them accurately and with very good expression, whilst pupils in a Year 4 class greatly enjoyed the opportunities provided to read a range of favourite poems. In response to skilful questioning about a poem by John Masfield, pupils in Year 5 literacy group gave answers that were responsive to the ideas of the poet and to the comments of others in the class. Again, in response to questions by the teacher, pupils in a Year 6 group were successful in distinguishing between fact and opinion in a discussion about a biographical text about the life of Shakespeare. Pupils enjoy discussions in pairs or in larger groups.
67. Cross-curricular activities in subjects such as personal, social and health education (PHSE) and RE very effectively support the development of listening and speaking skills. For example, in one RE lesson, pupils in a Year 6 class discussed appropriate ways of responding in situations that involved ethical or moral choices. Pupils in each class look forward eagerly to contributing in their class groups to assemblies, some of which involve role play and provide a valuable context for speaking to a large audience.
68. Most pupils enjoy reading very much and read with accuracy and fluency. Pupils are given many good opportunities to read quietly and ample reading materials are available to them. These have been graded in relation to their general level of difficulty. Teachers keep a careful record of the books read and pupils are encouraged to comment on these and, occasionally, to review what they have read so as to inform others. Generally, pupils are happy about the fact that they have a wide variety of interesting fiction books to choose from, and they make good use of the well-stocked non-fiction library. Initiatives such as the "book shop" encourage their reading, as do more elaborate events such as "Book-Week". In the previous report, it was stated that there was an over-reliance on parent helpers for hearing individual readers. This is no longer the case. In the absence of such assistance, however, the school has had to review the procedures for ensuring that pupils with reading difficulties are heard to read regularly.
69. The National Literacy Strategy has been implemented very effectively by the teachers. Typically, they plan thoroughly and manage their classes well. The questioning techniques used in the context of shared and guided reading sessions are generally good, eliciting answers without determining them and maintaining the pupils' attention and involvement. A good example of imaginative teaching was seen in the context of a literacy lesson in Year 5, in which pupils were asked to think of a replacement for the last line of the poem which would alter the content whilst retaining the form of the original. They responded very well to this challenge.
70. Pupils are effectively encouraged to produce a good range of different forms of writing. Appropriate and systematic attention is paid to teaching supplementary skills such as spelling and

handwriting. The result is that, at the end of the Key Stage, the majority of pupils are able to write fluently and coherently with accurate spelling and punctuation. Good examples of the effective teaching of spelling, such as the use of “spelling logs” were observed in some classes. Pupils enjoy the opportunities provided to write imaginatively. For example, older pupils recalled the pleasure they obtained when writing alternative versions of classical tales or their own versions of nursery rhymes.

71. In order to improve standards of writing, the school is now giving increased emphasis to the production of extended writing and each pupil has a folder in which to include examples of writing from different areas of the curriculum. These will provide a good basis for subsequent assessment and writing development. Teachers mark written work conscientiously and constructively. Various competitions, including the reading competition effectively encourage pupils to read to a range of audiences.
72. The co-ordinator for literacy is very well informed and hardworking. With the strong support of the Senior Management Team and staff, she has ensured that appropriate resources are available to implement the strategy effectively. The co-ordinator has given an effective lead in analysing literacy problems as these are reflected in the results of various national assessments. Effective action has been taken to ensure that evidence gathered in such assessment has a subsequent impact on what is taught. The school has reorganised literacy teaching in Years 5 and 6 to allow for pupils to be taught in three groups, thus ensuring that each group is appropriately challenged by being given work suitable to their needs and attainments. This re-organisation of classes is having a very positive effect on standards in literacy.
73. Appropriate use is made by the school of Additional Literacy Support (ALS) material for selected pupils. Learning Support Assistants have been well trained to assist in the delivery of this programme and of the literacy strategy generally. Evidence from standardised tests is used well in selecting pupils for involvement in the ALS programme. A tracking document, which summarises relevant assessment information for individual pupils, has been introduced recently. This helps to ensure that individual pupils are making progress in line with their potential.
74. The resources for the teaching of literacy are good. Effective use is made of computers to support learning in literacy. Teachers are well equipped to guide classes in the appropriate use of ICT resources, such as the use of programs for checking spelling and editing texts. The attractive and well-stocked library area is used well by pupils and effectively maintained by older pupils who act as library monitors. The computerised borrowing record means that teachers can, if required, ascertain quickly what books are being borrowed and by whom.

## **MATHEMATICS**

75. By the end of Key Stage 2 standards of attainment in Mathematics are well above average for both girls and boys. All pupils make satisfactory progress throughout the school and some higher attaining pupils achieve particularly well in relation to their abilities, as do some lower attaining pupils. Since the last inspection, more pupils attain higher levels.
76. Throughout the Key Stage pupils develop very good computational skills. Pupils in Year 3 are developing a very good understanding of money from tasks that are effectively matched to the needs of different ability groups. They are able to add three items using different strategies to reach the correct amount, rounding up and down, estimating and checking their answers. Higher attaining pupils work with confidence and success on work related to price cuts and increases. In Year 4 pupils recognise and use fractional parts in thirds and fifths to solve problems. Using a cat or dog eating a third of a tin of pet food per day, pupils work out how much it eats in three or five days, or in two weeks.

77. Pupils in Year 5 work confidently with improper fractions and mixed numbers and can identify common angles. They can measure acute, obtuse and right angles accurately. Pupils in Year 6 can calculate fractional and percentage parts of whole numbers accurately. They talk about decimals confidently and can multiply and divide them mentally by tens, hundreds and thousands. Pupils measure and record their findings accurately using metric and imperial units and apply this knowledge in practical activities, showing a very good grasp of mathematical language and concepts. Pupils in all year groups are learning very effectively. There is no significant difference between the learning of girls and boys. Pupils now successfully use multiplication and division in problem solving and their ability to use decimals, identified as a weakness in the previous inspection, is now much improved.
78. The quality of teaching is good. There is now no unsatisfactory teaching and progress over time is at least satisfactory. The needs of individual pupils within groups are now being met and the introduction of setting by ability has significantly improved the rate of learning in Years 5 and 6. Mental arithmetic time is now used effectively in each lesson and there is an appropriate amount of direct teaching, in line with the National Numeracy Strategy. There is a brisk pace to lessons throughout the school. Teachers are secure in their knowledge and understanding of mathematics. Lessons are well prepared and are planned in accordance with the National Numeracy Strategy. Objectives are clear and activities are well thought-out.
79. Expectations are high and appropriate attention is given to the needs of pupils of different abilities through setting in Years 5 and 6 and work which is carefully matched to the individual needs of pupils in Years 3 and 4. Teachers offer clear explanations when introducing lessons and when providing support for individuals. Detailed and helpful assessment procedures are now in place and a tracking system to record pupils' progress helps teachers to know what stage each pupil has reached and to set accurate targets for future development.
80. Throughout the school, pupils show very positive attitudes to learning. The majority of pupils are able to discuss their work in a meaningful and constructive way. Pupils co-operate well with each other and practical activities give them good opportunities to use their initiative. Most pupils listen attentively and concentrate very hard. Work in pupils' books is neat and presented systematically. Pupils are effectively encouraged to check aspects of their own progress by making simple self-assessments. They benefit from very good relationships with their teachers. Numeracy skills are applied effectively throughout the curriculum. There are some applications of ICT in mathematics and the co-ordinator is aware of the requirement that ICT applications in mathematics should make a significant contribution to pupils' ICT capability.
81. The school's resources for mathematics are good, efficiently used, neatly stored and are accessible to both staff and pupils. The management of the subject, which was criticised in the previous inspection, is now very good. The co-ordinator is a major factor in the very good standards reached at the end of the Key Stage. The co-ordinator has very good subject knowledge and ably supports her colleagues in order to raise standards. The co-ordinator has been given good opportunities to monitor quality and standards in other classes and is developing her skills of work sampling with assistance from the LEA. The knowledgeable and committed Numeracy governor effectively supports the co-ordinator, in turn.

## SCIENCE

82. Inspection evidence, gathered from a wider range of sources than the national assessments, shows that most pupils attain expected levels by the age of eleven, irrespective of their gender or social circumstance. A significant number attain standards above the expected levels. This is an improvement since the previous inspection, when it was judged that standards were broadly in line with expectations. Since the previous inspection good improvement has also taken place in the provision of opportunities for pupils to use and apply their knowledge to carry out experiments and

investigations. These improvements are related to the introduction of a new scheme of work to support teachers' planning and have made positive contributions to the quality of pupils' learning throughout the school.

83. Thorough planning by teachers ensures that pupils' learning develops systematically and that they make expected gains in the acquisition of new knowledge and skills as they move through the school. In Year 3, all pupils have a sound understanding of the importance of a healthy diet and how this affects the care of teeth. They successfully extend their learning about the human body to understand that different teeth have different functions such as biting into food or chewing it. This work has been effectively supported by the visit of a dental nurse. Year 4 pupils make good links with control technology and computers when designing and making switches to extend their learning and understanding of simple electrical circuits with lighting. They show great interest and concentration when working independently or in small groups to solve challenging problems set by the teachers.
84. Older pupils continue to make good progress in their learning. Guided by the detailed scheme of work and the teaching and assessment objectives, skills are developed systematically, ensuring that pupils move progressively from observing and describing events to explaining them. Year 6 pupils develop more sophisticated methods of selecting and using good resources to investigate what happens when a mirror reflects a beam of light. They shared ideas eagerly in small groups and recorded their observations thoughtfully and later communicated their findings clearly. Higher attaining pupils and pupils with special educational needs are effectively challenged at their own levels and make good progress in relation to set targets.
85. The quality of teaching is good. Teachers' knowledge of science is well supported by the school's good scheme of work that enables them to plan thoroughly to provide interesting and stimulating activities. Combined with pupils' good attitudes to work this makes an effective contribution to their learning. In very good lessons observed in Years 4 and 6, the teachers' very good subject knowledge was evident in their use of accurate scientific vocabulary. They were very effective in monitoring, challenging and supporting individuals and groups during the experimental and investigative tasks without over-direction. In most lessons, teachers select and manage resources carefully to promote effective learning. The co-ordinator provides good leadership and has had a considerable influence over the recent teaching of science in the school. She has worked hard to organise the scheme of work to guide teachers' planning and ensure that pupils' learning builds successfully on their earlier experiences. New assessment objectives are in place and are contributing to the improvements in planning. The school is aware of the need to implement these procedures consistently so as to track individual pupils' learning and attainment across the whole school.

## **ART**

86. Most pupils make satisfactory progress throughout the school and the majority achieve expected levels of achievement irrespective of their gender or social circumstance. Standards of observational drawing are above the national expectation by the end of Year 6 and are a relative strength. This is because the skills concerned have been systematically developed as pupils move through the school. The teaching of individual lessons is often good and occasionally very good. All the required elements are present, but insufficient opportunities have been provided in the past for progress over time to be any better than broadly average. The school is aware of these weaknesses and has plans to give art a much higher profile in the curriculum now that standards in English, mathematics, science and ICT have reached appropriate levels.
87. Pupils are given a suitable range of activities including good opportunities to work in both two and three dimensions. During the inspection pupils in Year 4 were very enthusiastic as they screwed up paper before plaiting and moulding paper tubes and glue to construct models of cats in various

positions. They co-operated very well together, working quickly as they shared materials sensibly. They were very careful not to make too much of a mess. Pupils make some use of sketchbooks, but these are often used to store completed pieces of work rather than as an “ideas book” to record skills, techniques and applications. The co-ordinator is aware of this weakness and has plans to run workshop sessions for her colleagues.

88. In the small number of lessons seen the standard of teaching was good. Pupils were given very clear instructions and knew exactly what was required of them. Discipline was secure and very effective questioning helped pupils to clarify their thinking by recapping what had been completed in previous sessions.
89. The subject co-ordinator has a very good grasp of what is required and is well qualified to lead the required development of the subject. She supports colleagues well and has monitored planning and outcomes, but has not yet been given opportunities to monitor quality and standards in other classes. Suitable links with ICT have been established and pupils regularly complete work that utilises animation and the school digital camera. The school has a detailed and up-to-date scheme and is ready to fully implement the requirements for Curriculum 2000. Monitoring and assessment portfolios have been handed out to each year group and it is planned that these will contain samples of moderated work. Assessment objectives have been identified for each year group. A simple assessment and recording procedure has recently been introduced, but it is too early yet to assess its effectiveness. The school has a good range of teaching and learning resources.

## **DESIGN AND TECHNOLOGY**

90. Most pupils make satisfactory progress throughout the school and the majority achieve the standards expected by the age of 11, irrespective of their gender or social circumstance. Pupils are given suitable opportunities to cover an appropriate range of activities as they move through the school, but the subject is not given sufficient curriculum time, or emphasis, for progress over time to be any better than broadly average. The school is aware of these relative weaknesses and has plans to give DT a much higher profile in the curriculum now that standards in English, mathematics, science and ICT have reached appropriate levels. No teaching of the subject was observed during the inspection.
91. The subject co-ordinator has a very good grasp of what is required and is well qualified to lead the required development of the subject. She supports colleagues well and is aware that some in-service training will be necessary before the required improvement in the quality of the school’s provision can be achieved. She has monitored planning and outcomes, but has not yet been given opportunities to monitor quality and standards in other classes. The school has a detailed and up-to-date scheme and is ready to fully implement the requirements for Curriculum 2000. Planning does not currently pay sufficient regard to pupils’ spiritual and cultural development. The co-ordinator is aware of this weakness and has plans to amend the scheme of work. Assessment objectives have been identified for each year group. A simple assessment and recording procedure has recently been introduced, but it is too early yet to assess its effectiveness. The school has an appropriate range of teaching resources.

## **GEOGRAPHY**

92. Pupils make satisfactory progress irrespective of their gender and social circumstances and, whilst there are some gaps in their knowledge and understanding, the majority achieve expected levels by the age of eleven. This is a similar situation to that found in the previous inspection when standards were judged to be satisfactory overall.

93. Pupils further down the school have received a much more rounded curriculum and a significant proportion of the pupils in Years 3 and 4 are on track to achieve good standards by the time they reach the end of Year 6. Pupils in the two Year 4 classes have a good understanding of the concept of settlement and are developing a secure knowledge of the impact man makes on the environment.
94. Good teaching about the local area has given pupils a good understanding of local geography and of environmental issues. Pupils in Year 4, for example, can interpret aerial photographs accurately and have a good understanding of the arguments for and against the building of a new town at nearby Micheldever, whilst pupils in Year 6 have debated the merits of building a supermarket in Alresford, to good effect. Work in geography provides pupils with good opportunities to apply and practice their writing skills and some particularly good examples were seen of writing that balanced an awareness of the need to keep local areas for wildlife against the desire to develop the potential for tourism.
95. The gaps in knowledge observed among older pupils exist because of shortcomings of the school's provision in the past, when the quality of the overall provision was not as good as it is now because insufficient time and emphasis was given to the subject. Pupils in the current Year 6 classes have had suitable opportunities to study the local areas and to take part in residential visits, with a geographical focus, to Stubbington and Ironbridge. However, many of these older pupils do not have a secure knowledge of Ordnance Survey maps, and are unable to use grid references or to identify many conventional mapping symbols.
96. Some limited opportunities are provided for pupils to use ICT, as when pupils in the Year 5 classes used the Internet to find out information about Kenya for work on a contrasting study. However, the co-ordinator is aware that teachers do not yet take full advantage of the opportunities to apply ICT in the subject. The subject makes some contributions to pupils' cultural development but there are insufficient planned opportunities for the subject to contribute to pupils' spiritual development.
97. Whilst the quality of the individual lessons observed during the inspection was often good, the overall effectiveness of the teaching is only satisfactory as learning opportunities have not always been fully exploited in the past. Particularly effective aspects of the better teaching seen included the halving of picture images to help pupils see the differences between two places by making them find matching pairs. Pupils are also given good opportunities to discuss significant issues in pairs and larger groups.
98. The subject co-ordinator has a good understanding of the subject and is well qualified to lead the required development. The school has a well-considered and up-to-date scheme of work that fully meets the new requirements of curriculum 2000. The co-ordinator has monitored planning and outcomes, but has not yet been given opportunities to monitor quality and standards in other classes. The school has recently introduced a range of appropriate assessment and recording procedures but, as yet, it is too early to judge their impact on standards in the school.

## **HISTORY**

99. In the previous report, the standard of attainment in history was said to be in line with expectations, and this is still the case. It is still also the case that pupils have a satisfactory awareness of chronology within and across the periods they study, from the Ancient Egyptians to the Victorians. Staff have generally taken good account of the recommendations of the previous report. However, it did point to the need for lessons to provide for greater use of independent research skills, for example, when collating information from different sources. This is an area of activity that still requires further development.

100. Relatively little history was taught during the inspection and only two history lessons were observed. However, work from the current and previous year was scrutinised and pupils were interviewed about what they had learnt. The lessons observed were well planned and well managed. However, the planning for older pupils did not specifically take account of the different requirements of pupils, so as to challenge higher attaining pupils. Pupils generally were not adept at identifying reasons for changes that had taken place in patterns of land use over time. The teachers planning did, however, provide for the subsequent discussion of this issue.
101. The deputy head and the humanities co-ordinator have drawn up a scheme of work for history that implements the revised curriculum. The study of history is enhanced by visits to historical sites such as Hampton Court, Ironbridge and the Roman villa at Fishbourne. Good use is also made of the ample historical resources in the school's locality to provide primary historical evidence. Pupils in Year 6, who were studying the locality from historical and geographical perspectives, had benefited from well-planned visits and from the input of two local historians. The teacher had taken account of their expertise to emphasise the fact that the past can be interpreted in different ways and this important issue was also underlined in the Year 3 pupils' review of the myth of the Trojan Horse. Key assessment objectives and objectives for teaching have been identified to ensure that appropriate attention is paid to the progressive development of the skills of historical enquiry. This initiative is, however, too recent to have had an effect on the pupils' current depth of historical knowledge and understanding.
102. The subject co-ordinator has a very good grasp of what is required and is well qualified to lead the required development of the subject. She supports colleagues well and is aware that some in-service training will be necessary before the required improvement in the quality of the school's provision can be achieved. She has monitored planning and outcomes, but has not yet been given opportunities to monitor quality and standards in other classes. There are some applications of ICT in history, but the co-ordinator is aware of the requirement that ICT applications in the subject should make a greater contribution to pupils' ICT capability. Resources for the teaching of history are adequate and sometimes good. In two classes good displays with historical content encouraged pupils to ask questions and to make links between historical and geographical evidence.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

103. By the age of eleven, most pupils attain the standards expected nationally. This shows improvement from the previous inspection when little evidence was seen and standards were judged to be below the levels expected nationally. These improvements are due to improved curriculum provision, increased teacher confidence and expertise, much better resources and very good leadership in the subject by the co-ordinator. The school has its own web-site and each class has a separate e-mail address.
104. Following the guidance of the new teaching and assessment objectives, teachers plan a wide range of experiences for pupils throughout the school. Year 3 pupils learn to access text programs, using the mouse control and keyboard accurately to acquire a range of basic technological skills and support their learning in literacy, creating text and using systems to check spellings. Early control skills are evident when pupils devise instructions to make a floor robot travel a specific route. They also use spreadsheets in links with mathematics to plan shopping lists for a picnic. Tape recorders are used at selected times to improve pupils' speaking and listening skills and to enhance their enjoyment of literature. Year 4 pupils use computers to present stories and poems in different font, size and colour to highlight key words and phrases. They also use 'Clipart' to add graphics to their text. Good links are made with science work when pupils demonstrate control and modeling skills by sequencing instructions to light a torch using a control box. Year 5 pupils make good links with mathematics when devising questionnaires and gathering



information to produce block graphs about the most frequent forms of transport used when going on holiday.

105. Year 6 pupils extend their word-processing skills when writing book reviews and enhance these with illustrations created through graphics programs. They are aware of the importance of information technology in their lives when accessing the Internet and creating multi-media presentations by building links between two or more files. They use guidance from the teacher effectively to develop graphic alteration skills to design illustrations. They share ideas well and support each other very positively. Almost all pupils, including pupils with special educational needs, are confident in their use of computers. They make good progress in their learning and have improved to attain expected standards as a result of their enthusiasm for the subject and the development of new skills.
106. The quality of teaching is good and has had a significant impact on raising standards. Little teaching was observed during the previous inspection but that observed was judged to be unsatisfactory. Teachers and support staff now have a good knowledge of computing and plan good links with other curriculum subjects, such as English, mathematics, science, history, art and geography. Pupils are provided with good opportunities to work in mixed ability and gender groups and this successfully promotes pupils' social development.
107. The co-ordinator provides very good support and leadership. Since the previous inspection she has produced a new policy and curriculum plans which provide detailed coverage of all the required aspects of the subject for each year group. Good use has been made of extra support from the local education authority who now identify the school as a model of excellence in the subject. The school has recently introduced a range of appropriate assessment procedures that are aimed at matching work more accurately to the individual needs of the pupils.

## MUSIC

108. Pupils make satisfactory and often good progress throughout the school, irrespective of their age, gender or prior attainment, and the majority achieve standards that are in line with national expectations by the end of Year 6. Pupils have positive attitudes towards music. They approach tasks with enthusiasm, are well-behaved and work responsibly in groups.
109. Pupils enjoy music and are developing an understanding of musical terms such as tempo and phrasing. They understand that when different pitched notes are played together, different effects can be created. They can improvise rhythmic patterns maintaining a steady beat and are beginning to understand how changes in duration, within music, can be used to create a desired effect or mood. Singing together as a year group or whole school is under-developed at present and some pupils are embarrassed if asked to sing in class. There are very good opportunities for pupils to learn a musical instrument after school with peripatetic specialists and the school orchestra practise during lunch hours and after school. The school provides many good opportunities for pupils to perform in the community with pupils from other schools and this makes a significant contribution to their social and moral development. The school contributes actively to local music festivals and pupils sing carols in the town at Christmas. These opportunities significantly enhance the quality of pupils' learning.
110. The quality of teaching in individual lessons is good, but the overall impact of the teaching is only satisfactory because of the limited opportunities that have been available in the past. Teachers plan effectively, set realistic objectives and the pace of lessons is brisk. Assessment and the recording of individual pupils' progress are, however, at an early stage of development. In all lessons observed, good use was made of a range of good quality percussion instruments, CDs and recordings. A tape was used to record pupils' singing of a round and pupils were asked to assess

their efforts and make any necessary improvements. There are some suitable applications of ICT in music, but the co-ordinator is aware of the requirement that ICT applications in the subject should make a greater contribution to pupils' ICT capability.

111. The recently appointed specialist co-ordinator has enormous enthusiasm and good subject knowledge and is well able to lead the required development of the subject. She has a realistic view of the current strengths and weaknesses and is well aware that the subject requires greater emphasis in the overall curriculum and will require a greater investment of time.

## **PHYSICAL EDUCATION**

112. Pupils generally make satisfactory progress throughout the school and the majority attain appropriate levels at the age of eleven. This is a similar situation to that found in the previous inspection. Attainment is generally good in swimming and is satisfactory overall for gymnastics, dance, and games and athletics.
113. The school has its own outdoor heated swimming pool and pupils have good opportunities to develop their swimming skills. They have a sound understanding of water safety and almost all can swim the required 25 metres by the age of 11.
114. Teachers make good use of the spacious hall and the wide range of good quality equipment available to provide their pupils with some good opportunities to develop their skills in gymnastics and dance. A carefully planned dance and movement lesson for pupils in Year 3 resulted in effective learning because pupils were given good opportunities to practice and improve previously learnt skills before developing new routines. Pupils enthusiastically practised working co-operatively in pairs before improvising imaginatively the actions of a clock mechanism. Pupils in a Year 4 class developed some interesting sequences when devising different ways of travelling, using both the floor and the apparatus. Most pupils in a Year 5 group worked hard to link a series of stretches, arching movements and balances into imaginative sequences but the quality of movement produced by a minority of pupils was unsatisfactory because they did not listen to instructions with sufficient care and quickly went off task.
115. Skills in games are broadly satisfactory and teachers make good use of the excellent outdoor facilities. Pupils in a Year 5 class showed appropriate levels of attainment in a hockey lesson on the playground when they practised a range of skills including passing, receiving and dribbling. There are some limited opportunities for pupils to take part in sporting extra-curricular activities and competitive games, they do not make a significant impact on the levels of expertise attained by the pupils.
116. The overall quality of teaching is satisfactory and in most lessons this encourages pupils to try hard and do their best. Teachers generally make good use of time and most lessons start promptly. In better lessons pupils are encouraged to evaluate their own work and the performances of others, to good effect. Other strengths of the better lessons seen, particularly in gymnastics and dance lessons, include detailed planning, which meets the needs of all pupils, and good subject knowledge. As a result pupils are effectively enabled to find a good working space and to develop their skills sensibly and safely. Weaknesses observed in lessons that were judged to be satisfactory overall included a lack of confidence in the subject, limited opportunities for evaluation and a lack of awareness that groups of pupils had gone off task and were not working to their potential.
117. The co-ordinator is aware that some of her colleagues will require more in-service training and support and this is scheduled to take place when the subject becomes the focus of the school's strategic plan later this academic year. The school has recently introduced a system for assessing

and recording the attainment and progress of the pupils but this has yet to make a significant impact on the quality of learning.

## **RELIGIOUS EDUCATION**

118. Based on observations of lessons, discussions with staff and pupils, a scrutiny of a sample of pupils' work and documentation available, standards at the age of 11 are in line with those expected by the locally agreed syllabus.
119. Teaching is good. Lessons are well planned and structured, and provide good challenge to the pupils, who show interest in the task set. In Year 5 lessons pupils were building a model sukkah to illustrate its purpose and the significance of the festival of Sukkot to Jewish people. The use of pictures of real sukkahs in Israel from the Internet effectively focused pupils' attention on the application of their lesson to real believers in other parts of the world. In a Year 6 lesson the teacher effectively posed real life dilemmas and related them to various religious faiths. Pupils were encouraged to consider how decisions are made about how we live and act. The good pace in lessons makes demands on pupils and they are given support and guidance as required. Pupils behave well in lessons and respond with interest in discussions.
120. The co-ordinator has very good subject knowledge and manages the subject effectively. The scheme of work is based on the LEA syllabus and provides many good opportunities to support the spiritual, moral social and cultural development of the pupils. Assessment and recording procedures have recently been introduced, but these are very new and it is too early to evaluate their impact on the quality of learning. The school has a good range of resources that are easily accessible to both staff and pupils. The school makes good use of the LEA RE resource centre and is encouraged to borrow artefacts from the nearby secondary school.