

INSPECTION REPORT

WEYFORD INFANT SCHOOL

Bordon, Hampshire

LEA area: Hampshire

Unique reference number: 115961

Headteacher: Miss J Nicholls

Reporting inspector: Philip J H O'Neill
3162

Dates of inspection: 25th – 28th September 2000

Inspection number: 224860

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
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Appropriate authority:	Hampshire
Name of chair of governors:	Mr P Shaw
Date of previous inspection:	12 th January 1998

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Philip J H O'Neill (3162)	Registered inspector	Mathematics, physical education, English as an additional language,	Information about the school, standards, teaching, leadership and management, school improvement, equal opportunities.
Sally Hall (19693)	Lay inspector		Pupils' attitudes, values and behaviour, assessment, provision for the care of the pupils, partnership with parents.
Tom Allen (31218)	Team inspector	Science, information technology, geography, religious education.	Provision for pupils' spiritual, moral, social and cultural development.
Beryl Buteux (14871)	Team inspector	Design technology, music, provision for the pupils who are under-five,	Provision for the pupils with special educational needs.
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Weyford Infant School is situated in Bordon, a small town in the north east of Hampshire. The school serves the local community, though 20 per cent of the pupils come from the neighbouring parish. Housing in the area is a mixture of mostly council or housing association stock. The wards from which the children are drawn are average in relation to standard socio-economic indicators. The percentage of pupils eligible for free school meals at 13 per cent, is broadly in line with the national average.

There are 273 pupils on roll, organised into nine single age classes. This is larger than other schools of the same type. There are also 60 part-time nursery children; 30 attend in the morning and 30 in the afternoon. The average class size is 27. Pupils enter the school with levels of attainment that are overall well below average. The percentage of pupils deemed to have special educational needs, at 45 per cent, is high and well above the national average. No pupil has a statement of special educational need. There are seven pupils from ethnic minority groups. English is an additional language in the home for two of these.

The characteristics of the school are broadly similar to those noted at the time of the previous inspection.

HOW GOOD THE SCHOOL IS

This is an effective and improving school. Standards are improving steadily under the new headteacher. Good teaching leads to good learning. Very good leadership and management have created a strong team of teachers. The school provides good value for money.

What the school does well

- The headteacher, supported by her deputy and senior colleagues, provides a very clear direction to the work of the school.
- The pupils experience good teaching.
- Provision for the very young children in the Nursery and in Reception classes is very good.
- The learning support assistants work very effectively with the teachers and support good progress in many lessons.
- The pupils with special educational needs make good progress in their work.
- There has been considerable overall improvement since the previous inspection.

What could be improved

- Standards of attainment in information and communications technology are too low.
- In many lessons, the best use is not made of group work.

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

The school's strengths far outweigh its few weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards of attainment, overall, have improved and continue to rise as a result of significant improvements in the quality of teaching. The school has taken very effective steps to improve standards in English. There are clearer connections between reading and writing in children's literacy; this is having a positive impact on standards. There are now clear examples of extended writing across the curriculum. There has been much good work on the development of children's phonic skills; this is having a significant influence among the younger children, however, this has yet fully to bear fruit in Year 2. There is now far more emphasis on teaching number bonds and the language of mathematics. Teachers use an increasing range of effective strategies for problem-solving in mathematics. There is more experimental work in science. The school has successfully developed the foundation curriculum for the very young children. The nursery and reception classes are now thriving. Planning by teachers

is a strength, as is the use of assessment to identify individual needs. The monitoring of standards is well developed through some good appointments and relevant training for governors. The time allocation for subjects is now appropriate. A further significant development since the last inspection is the very effective deployment of learning support assistants in lessons; their involvement is very productive as a result of some very effective training and induction.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	E	E	D	C	well above average A above average B average C below average D well below average E
Writing	E	E	E	C	
Mathematics	E	E	D	C	

Pupils enter the school with well below average levels of attainment. Results in the tests and teachers' assessments in 1999 reveal well below average standards in reading, writing and mathematics. However, attainment at the higher levels was close to average. Boys and girls reach comparable standards. In relation to schools in similar circumstances, standards are average in reading, writing and mathematics. Overall standards of attainment at this age have improved since the previous inspection, which took place two years ago. The results of the more recent 2000 tests indicate further improvement. Standards of literacy and numeracy have improved across the school.

Pupils' work reveals higher standards than those achieved in the tests. Pupils show appropriate standards of speaking and listening. The standard of reading is below average for seven-year-olds. Pupils attempt creative and imaginative writing, including poetry. Seven-year-olds use legible joined handwriting with mostly well-formed letter shapes. They write in different styles and for different purposes. Spelling is improving steadily and is around average for seven-year-olds. Seven-year-old pupils' understanding of number is close to the national expectation. Pupils apply their number skills well to practical settings. The work seen in science reveals below average standards. There are satisfactory standards of work in art, design and technology, geography, history, music, physical education and religious education. Attainment in information and communications technology falls below the standards expected nationally for seven-year-olds. Children who are under five achieve good standards across all areas of learning. Pupils with special educational needs achieve well in relation to their prior attainment. Higher-attaining pupils also do well. The few pupils for whom English is an additional language, achieve as well as their peers. Though standards are improving, they could be higher.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work. They are very enthusiastic and eager to succeed.
Behaviour, in and out of classrooms	Pupils behave well in lessons and around the school. They play well together.

Personal development and relationships	Relationships between pupils and between teachers and pupils are very good. Pupils make good use of the opportunities provided to exercise responsibility
Attendance	Attendance is good, as is punctuality to lessons.

The personal and social development of the children who are under five is very good. They settle quickly into both the nursery and reception classes. The pupils' attitudes to school are good and have improved since the last inspection. Most pupils enjoy challenging tasks. Most teachers have high expectations of good behaviour to which pupils respond well. Incidents of bullying and anti-social behaviour are rare; there were no exclusions last year. The pupils' personal development and relationships are good. Pupils are polite and courteous to visitors and take responsibility seriously. Rates of attendance have improved over the last three years. Parents bring their children to school on time and lessons start promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	good	good

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

English and mathematics are well taught. The main strengths in teaching are the quality of the teachers' planning and the use made in lessons of the learning support assistants. Literacy and numeracy are taught well across the school. The school plans carefully for the inclusion of all pupils to the full extent of their competence and succeeds in supporting effectively the full range of attainment. Of the lessons seen, 95 per cent were at least satisfactory, 35 per cent good, of which 19 per cent were very good. Five per cent of lessons, all in Years 1 - 2, were unsatisfactory. The main strengths in pupils' learning are the effort they make to improve and the interest and enthusiasm they show in most lessons. However, they do not always have a clear picture of how well they are attaining or of where they need help. This arises mainly in group activities in English and mathematics. The children at the foundation stage of learning are well taught and are quick to develop their knowledge and skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, there is a good range of learning opportunities for pupils at all levels of attainment.
Provision for pupils with special educational needs	These pupils are catered for well. Their needs are accurately assessed.
Provision for pupils with English as an additional language	The few pupils in this category are provided for well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good in all areas, particularly the provision to raise pupils' awareness of the cultural diversity of society.
How well the school cares for its pupils	The school supports the pupils very well in their work, giving them very good help and guidance. It provides good support to those who need special help.

The school works very well with parents and provides them with very good information on their children's progress. Though parents are satisfactorily involved in the pupils' learning, there are missed opportunities for their further involvement. The pupils with special educational needs are well supported, particularly through the very effective use of the learning support assistants. There are no clubs, but an otherwise satisfactory range of extra-curricular activities. The strategies for the development of literacy and numeracy are effective in raising standards. The school has made significant strides in the identification of pupils' needs through good assessments and adjusts provision accordingly. This ensures that pupils are all well supported in achieving to the full extent of their competence.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a very clear direction to the work of the school. She is very ably supported by her newly appointed deputy and other senior colleagues.
How well the governors fulfil their responsibilities	The governors know the school well. They work very constructively with the headteacher in establishing the school's priorities and ensuring that what the school spends is targeted on key areas of need.
The school's evaluation of its performance	The school takes a good variety of steps to ensure that what it achieves is commensurate with its skills and resources.
The strategic use of resources	The governors and staff take care to ensure that best use is made of resources and that they are targeted on the school's present and future needs.

There is a good level of appropriately qualified staff, resources and accommodation. Resources for information and communications technology have been inadequate and are in the process of being updated and renewed. The key strengths in management are the clear sense of common purpose created by the headteacher, the effectiveness of the distribution of responsibilities and the appropriateness of the school's priorities for development. The governors and senior managers ensure that, in all expenditure, considerations of quality and price inform decisions. Given the low levels of attainment on entry, the average cost of educating each pupil, the progress made by pupils in their work, the high proportion of good teaching leading to good learning, the very good quality of leadership and management and the rate of improvement since the previous inspection, the school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school is clearly improving rapidly. The staff are very approachable. Their children like school and are well taught. 	<ul style="list-style-type: none"> The number of parents that help in the classroom. The organisation of reading at home The range of after-school activities

The parents' views of the school are very positive. They see it as an improving school and appreciate the fact that the staff are very approachable. They feel that teaching is good and that the teachers expect their children to work hard. They say that their children like school and the school helps their children to become mature and responsible. A significant minority of parents is concerned about the lack of out-of-school activities. Others are unhappy about home/school reading. The inspection evidence supports the parents' very positive view of the school, but feels that the children experience a satisfactory range of extra-curricular activities, given their age. However, there are no clubs but some are planned. The inspectors concur with the parents' view that best use is not made of reading at home and that parents could become more involved in their children's learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils enter the school with well below average levels of attainment. In the National Curriculum tests for seven-year-olds in English in 1999, the proportion of pupils reaching the expected Level 2 and above, was well below the national average in reading, writing and mathematics. The proportion reaching the higher levels in these three areas was close to average. In the teachers' assessments in science, a well below average proportion of seven-year-olds reached the expected Level 2, whilst a below average proportion reached the higher levels. Boys and girls reach comparable standards in reading, writing, mathematics and science.
2. Taking the average performance of pupils aged seven, standards in relation to all schools were below average in reading and mathematics and well below average in writing. In relation to schools in similar circumstances, standards are below average in reading, writing and mathematics. Overall standards of attainment at this age have improved since the previous inspection, two years ago. The reason for this lies in significant improvements in the quality of teaching and the greater care taken in planning for different levels of attainment. The results of the more recent 2000 tests indicate further improvement. The school has planned and carried out successfully its strategies for the development of literacy and numeracy. The teachers' efforts in this respect are bearing fruit in the steady improvement of standards of literacy and numeracy across the school.
3. The inspection of lessons, analysis of work and the sample of pupils' reading towards the end of Year 2 reveal higher standards than those achieved in the tests. The unconfirmed results of the most recent tests also point to considerable improvement. Pupils show sound standards of speaking and listening. They are encouraged to use a good range of language and to talk and write about what they discover in lessons. The standard of reading is below average for seven-year-olds. Pupils have not built up a satisfactory range of strategies for tackling unfamiliar texts. Pupils attempt creative and imaginative writing, including poetry. Seven-year-olds use legible joined handwriting with mostly well-formed letter shapes. They write in different styles and for different purposes. Spelling is improving steadily and is around average for seven-year-olds.
4. Seven-year-old pupils' understanding of number is close to that of their peers nationally. They are confident in counting on and back and in identifying missing numbers in a sequence up to 100. They work out simple money problems. They understand some of the main properties of two and three-dimensional shapes. They calculate simple measures of time accurately. The regular practice of mental mathematics puts the pupils in a strong position to solve problems mentally and in writing. Pupils apply their number skills well to practical settings. The work seen in science reveals below average standards, but most pupils showing a secure understanding of living things and of how materials differ. There are satisfactory standards of work in art, design and technology, geography, history, music, physical education and religious education. Attainment in information and communications technology falls below the standards expected nationally for seven-year-olds.
5. Children who are under five, achieve good standards in developing language, in early reading, writing and mathematics, in creative and physical development and in their

knowledge and understanding of the world. The vast majority of pupils should achieve the expected standards before they are five.

6. Pupils with special educational needs achieve well in relation to their prior attainment. This is due to the quality of support they receive in lessons from very skilled learning support assistants and the good quality of teaching they receive when withdrawn from lessons for special help. The targets in the individual education plans are well structured. The pupils respond well to the teachers and support staff and work steadily towards achieving their targets. The school has taken some effective steps to raise the achievement of the higher-attaining pupils. Its efforts have already borne fruit in the good proportion of pupils reaching the higher levels in the tests. The few pupils for whom English is an additional language achieve as well as their peers.

Pupils' attitudes, values and personal development

7. The personal and social development of the children under five is very good. They settle quickly into both the nursery and reception classes. They work co-operatively and have learnt to share and take turns. They follow the teacher's instructions, for example, when asked, the reception children quickly tidied up in an orderly manner. They are able to sit still during activities such as registration and answer when their name is called.
8. The pupils' attitudes to school are good and have improved since the last inspection when they were judged to be sound. They enjoy coming to school and are enthusiastic about their work. This has a positive impact on their learning. They usually listen carefully to their teachers, are keen to answer questions, concentrating well on the tasks given. Most pupils enjoy challenging tasks. One Year 2 pupil said that the best thing about school was that the teachers gave him hard work.
9. The behaviour of the pupils is good and the school is a harmonious and orderly community. Behaviour in lessons is generally good. The pupils understand that most teachers have high expectations of good behaviour; they respond well to rewards such as stickers. They enjoy taking part in the 'Good Book' assembly, when the school community celebrates pupils' good work, behaviour and caring attitudes. One pupil said he was 'very proud and couldn't stop smiling' when he was presented with his certificate at such an assembly. Behaviour in assemblies is very good and helps to create a suitable atmosphere for worship and reflection. The pupils behave sensibly during lunch and behave very well in the playground. Incidents of bullying and anti-social behaviour are rare and there were no exclusions last year. The pupils are trustworthy and show respect for property and the environment.
10. The pupils' personal development and relationships are good. Relationships are particularly strong throughout the school community. The pupils work well together in groups. They respect adults working in the school and know that they can turn to them for help. They are polite and courteous to visitors and talk to them with confidence. The pupils are keen to take responsibility and enjoy helping in the classroom.

11. The pupils' attendance is good; rates of attendance have improved over the last three years. The attendance rate for 1998/9, at 95.3 per cent, is above the national average and the unauthorised absence rate, at 0.4 per cent, is broadly in line with that found in similar schools. The vast majority of parents bring their children to school on time and lessons start promptly. The pupils' good attendance and punctuality have a positive impact on their attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

12. The overall quality of teaching is good and has been a significant factor in the steady improvement in standards of attainment in the last two years. Good teaching has developed a good climate for learning. This, in turn, is giving a good impetus to the progress made by pupils at all levels of attainment. Of the lessons seen, 95 per cent were at least satisfactory, 35 per cent good, of which 19 per cent were very good. Five per cent of lessons, all in Years 1 and 2, were unsatisfactory.
13. The teaching of pupils under five is good overall. Teaching aimed at their personal, social and emotional development is very good, as is that focused on the development of communication, language and literacy. The beginnings of mathematics are well taught. The teaching directed towards children's creative development and their developing knowledge and understanding of the world is also good. In the area concerned with children's physical development, teaching is satisfactory. The striking feature of teaching at this stage is the good understanding of individual needs. The children respond with great enthusiasm to all activities. The attention the pupils give to the details of their work, at this stage, is good for their ages. They have been successfully taught to listen and take turns in discussion. The teaching of basic number work is effective through stimulating activities and through relating counting and simple adding and taking away in tasks they recognise in their daily lives. This increases pupils' interest in their work as they see the day-to-day demands for calculating.
14. Teachers sustain a stimulating and aesthetically pleasing environment in which the children's imagination is given free rein. The rooms are alive with opportunities for role-play. The children are very adept at changing a hospital to a shop and back again as their play develops. The teaching of dance and simple competitive games is successful in developing the children's fine and gross motor skills. The strong emphasis on listening to one another and on taking turns develops the pupils' social and personal skills, with the consequence that they relate very well together.
15. Teaching is generally good in Years 1 and 2, particularly the teaching of literacy and numeracy. The great strengths of teaching lie in the quality of the teachers' planning, which sets out very clearly what the pupils are expected to learn. Plans also support good practice in the provision of tasks at different levels of challenge. The pupils themselves thrive in lessons where they know what counts as excellence in their work. The skilful use of questioning encourages the pupils to provide extended answers and to give reasons for their opinions. The quality of the relationships between the teachers and the pupils is a further strength. This encourages the pupils to take risks and give their imagination free rein. Teaching is occasionally weakened by over-direction. This makes it difficult for pupils to develop and refine their own ideas and slows down their progress. On the other hand, the impact of group work is reduced when the pupils are too often left to their own devices with insufficient intervention on the part of the teacher. Otherwise, the teachers use a good range of techniques for making lessons interesting and for engaging the enthusiasm of pupils.
16. The teaching of pupils with special educational needs is good. These pupils are

sometimes taught as part of the usual classroom programmes, while others are given more specialist teaching. Planning for pupils' learning is good. Work set in lessons for pupils withdrawn for special help, and work provided for those supported within the classroom, relates closely to the pupils' individual targets. Learning support assistants give excellent support to their individual charges and, where possible, to others who are experiencing difficulties. Teachers create an atmosphere of trust and encouragement and set high standards. There is close teamwork between the special needs co-ordinator, class teachers and support assistants. The pupils respond by acquiring a strong sense of achievement and eagerness to improve. They show real interest and curiosity in their work and take pride in work where they know they have given their best efforts.

17. Pupils are good learners and make good use of the opportunities provided for independent work. Most acquire skills, knowledge and understanding at a good rate. This arises from the teachers' good knowledge of the pupils and the effort the pupils make to refine and improve their work. Pupils work at a good rate. In some lessons, however, when they work in groups, they tend to set a modest pace; this arises from insufficient clear feedback to individual learners. The interest and enthusiasm of the pupils for their work are strong features of many lessons, particularly in the nursery and reception. Pupils usually have a fair idea about how well they are achieving. There is often insufficient emphasis on working directly with individual pupils to provide clear guidance on how to improve. Pupils with special educational needs apply themselves to their work; because of the very good support they receive from classroom assistants, they feel confident in tackling challenging tasks. The few pupils for whom English is an additional language are now fluent English speakers and are in as strong a position as their peers to make good progress.
18. There have been significant improvements in the quality of teaching since the last inspection. The lack of helpful schemes of work in most subjects was seen as a contributing factor to weaknesses in teaching. This position has been effectively addressed. All subjects are supported by helpful documentation. There has been a significant improvement in the use of assessment in lessons. Joint planning across the years has had a profound impact on the quality of teaching and the consistency with which pupils are taught in the different year classes.

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

19. The curriculum provided by the school is good overall; it is rich and stimulating, including the full range of learning areas at Foundation Stage and subjects in Years 1 and 2. At the Foundation Stage provision for children under five is now good and very good for those with special educational needs. The quality and range of learning opportunities are good overall for children who are under five and sound in Years 1 and 2.
20. Since the last inspection the curriculum has been improved, in that there are policies in place for all subjects and the school now provides a broad and stimulating curriculum. The literacy and numeracy strategies have been effectively introduced; provision for pupils' moral and cultural education is now good. Greater use is made of art and music to extend pupils' cultural and multicultural horizons.
21. The school has made significant strides in the development of the teaching of literacy. The arrangements made for the teaching of numeracy are sound. The use of information and communications technology is not fully developed in all subjects at

present; the school has just acquired new resources and is making good use of computers in subjects such as art.

22. Provision for the personal, social and health education of pupils is effectively made in all subjects where appropriate. For example, there is some good discussion of social, moral and health issues in science and religious education, class assemblies and circle time. The story of 'The Mango Tree', for instance, was effectively used in class assembly to help pupils understand how everyday life depends on everyone working together. All staff provide very good role models. Sex education is taught well in accordance with the clear governors' policy. There is generally appropriate provision for health, sex and drugs education.
23. The curriculum is effectively planned. The school now bases its planning on the nationally recommended schemes. It has made good progress in meeting the requirements of the newly introduced curriculum. Planning across the year groups is now particularly effective. Though the school does not set pupils according to levels of attainment, all pupils are very well supported by learning support assistants, thus ensuring that they are challenged to the full extent of their competence.
24. The school's commitment to providing equality of access to the curriculum is further evident in the quality of provision for pupils with special educational needs, for the very high-attaining pupils and for the few for whom English is an additional language.
25. There are good links with the other local first schools and with the local junior schools. Teachers meet to discuss approaches to different subjects so that pupils progress easily into the work of Year 3 - 6. There are good links with the secondary school. The local schools work well together on the preparation of MUSIC events during the Christmas season. The school's nursery plays a very significant part in helping pupils settle into formal education.
26. There is a limited range of extra-curricular activities, but there are plans in place for the development of some lunchtime clubs. However, the school provides a good variety of trips and visits, for example, to the Forest Centre, Headley Mill, and a farm visit in Year 2.
27. The local community makes an important contribution to learning. The school has a close relationship with the local church and museums and library service. Visitors come into school to talk about health topics; the police work with the school over issues such as road safety. Pupils participate in a good range of local visits. There are good links with a local supermarket, which particularly benefit pupils with special educational needs.
28. Overall, the school's provision for personal and social education is satisfactory. In the nursery and reception classes it is very good. The teachers and learning support assistants have established good classroom routines which encourage the children to choose activities, take turns and learn when to speak and when to listen. The personal, social and health lessons seen were satisfactory, but the lack of a scheme of work meant that the teachers were unsure about what the pupils had already studied.
29. The school successfully promotes the spiritual, moral, social and cultural development of the pupils. This is achieved through the daily act of collective worship and religious education lessons, the example of teachers and other adults, through other subjects and through a range of educational visits. The school meets statutory requirements for the provision of a daily act of collective worship.

30. The spiritual development of pupils is catered for well through the planning and implementation of the locally agreed syllabus for religious education, a planned programme for collective worship and through the sensitive, caring attitude of teachers. Pupils are given some good opportunities during assemblies to celebrate and reflect on the achievements of others when awards are given for special achievements during the week. During their assembly on the theme of working together, pupils closed their eyes and reflected on how thoughts from the story they heard affected their own lives. Pupils experience the wonder of early life when mothers bring a new baby to school and when they see, on display, the christening bonnet worn by the headteacher. Pupils reflect on the beauty of nature when, for instance, they observe from the classroom window, a large rainbow in the sky above them. The provision of music for the beginning and end of assembly creates an atmosphere of calm and reflection for the occasion. Pupils in Year 2 reflect on what they think God is like and express their thoughts in drawing and writing. They compose prayers as if they were talking directly to God.
31. Provision for pupils' moral development is good. The school provides a friendly, caring and supportive environment in which pupils feel secure in following a pattern of behaviour based on principles, rather than on sanctions or rewards. They are taught to recognise what is acceptable and unacceptable behaviour. There is a clear behaviour policy supported by the parents. Pupils are taught to distinguish right from wrong. All adults set a good moral example, which encourages self-discipline and good relationships. Pupils were observed to relate easily to each other during breaks and no incidents of friction were observed during the inspection. Good opportunities are provided to consider moral issues in assembly. Pupils give serious thought to the plight of people less fortunate than themselves and raise funds to support different charities. In addition, support is given to a school in the Gambia. They show concern for the environment and the care of animals when they visit a local farm.
32. The school makes good provision for the social development of the pupils. Pupils are given many opportunities to work co-operatively in lessons. They work in pairs and in groups, helping one another. The school has a very strong commitment to charitable fund raising; pupils are encouraged to see this as part of their social responsibility to show care and consideration for others. Pupils are given various responsibilities throughout the school. They show willingness to help and sometimes volunteer to do tasks. They are encouraged to play a full part in the life of the community, thus developing an understanding of citizenship.
33. Provision for pupils' cultural development is good. Pupils are given many opportunities, through different areas of the curriculum, to learn about their own culture. For example, pupils take part in visits to the local church, to a local farm and to the market place and railway station at Alton. Their cultural horizon is expanded when visitors such as the local police, the vicar, the education officer of the National Society for the Prevention of Cruelty to Children come to the school to contribute to their learning. Pupils enjoy participating. They study the music of British composers and songwriters, they learn about the work of nineteenth century artists. Good provision is made for preparing the pupils to live in a multicultural society when, for example, they experience Indian dancing, listen to music by African singers and learn about Indian culture when studying Hinduism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school provides very good educational and personal support. It is a caring community and pupils are well known and valued by their teachers. The headteacher

also relates well to the pupils and is sensitive to their needs. The learning support assistants provide very good support and make very valuable contributions to pupils' personal and academic achievements. A committed team of lunchtime supervisors encourages pupils to play traditional games and helps them develop good table manners. There is good support for pupils with special educational needs. A key to the quality of work with these pupils is the high quality of the contribution made by the learning support assistants. The few pupils for whom English is an additional language are well supported in acquiring fluency and confidence in oral work and in reading and writing.

35. The school has good procedures to ensure pupils' welfare, health and safety. There is a clear child protection policy and most staff have received basic awareness training. The headteacher, who is the designated member of staff with responsibility for child protection, carries out her duties effectively. The arrangements for first aid are generally good; an administration officer is qualified in first aid and a good number of staff have received basic training. Good procedures and facilities are in place to treat pupils who are unwell. Pupils who are injured at lunchtime are treated in a cramped area, but plans are in hand to provide better accommodation.
36. The school gives careful attention to health and safety. The caretaker, in particular, is quick to identify and remedy potential hazards. The governors make frequent checks of the premises and risk assessments have been carried out carefully. There is a clear and helpful health and safety policy. The school's procedures for monitoring and improving attendance are good. Pupils with good attendance are rewarded with certificates; this encourages all pupils to maintain a good record of attendance. The school is effective in following up any unexplained absences. It has successfully encouraged parents to telephone the school on the first day of their child's absence.
37. Procedures for monitoring and supporting pupils' personal development are good. Personal achievements are celebrated in 'Good Book' assemblies and teachers make constructive and helpful comments in the pupils' annual reports.
38. Procedures for monitoring and promoting good behaviour are good. In the nursery and reception classes, teachers and learning support assistant work hard to establish classroom routines, such as not calling out, and sitting quietly when the teacher is talking. These high expectations create a good atmosphere for learning. Teachers generally reinforce the clear behaviour policy, which emphasises the rewarding of good behaviour. The methods of managing behaviour by some Year 1 and 2 teachers are not always consistent with the behaviour policy. The lunchtime supervisors successfully promote good behaviour on the playground and during lunch. Procedures for monitoring and eliminating oppressive behaviour are good. The school has a clear anti-bullying policy; the headteacher deals effectively with the rare incidents of anti-social behaviour.
39. Monitoring of academic performance is good. Since the previous inspection, far better use is made of assessment to plan work for pupils at different levels of attainment. The teachers work well together to ensure consistency in practice, making assessment a natural part of teaching and learning. Teachers collaborate effectively in coming to an agreement about how to identify the different levels of attainment in English and mathematics. Assessment is used well to guide curricular planning. For example, where pupils have not grasped a mathematical concept as easily as the teacher had expected, the content of the next lesson is changed to give more attention to the difficulty.
40. Pupils are made aware of how well they are achieving through some clear comments

on their work and through some good feedback in lessons. In preparation for parents' evenings, teachers analyse each pupil's academic and personal development. This information is used well to guide their discussions with parents. Pupils' achievements are acknowledged through praise and certificates of achievement. Pupils' work is also celebrated through attractive displays.

41. The school makes every effort to identify, at an early stage, pupils who may have special educational needs. There is a good range of procedures and tests to identify precisely the area and level of need for pupils with special educational needs. Progress towards the targets set in their individual education plans is reviewed regularly. Each target is carefully assessed and detailed information recorded about what pupils are able or unable to do. Each session is evaluated and the information fed into lesson plans and individual education plans. The school has access to a wide range of specialist services, with whom it has very good relationships. Particularly good use is made of the baseline assessments, carried out at the start of reception in order to determine individual needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The parents' views of the school are very positive. They perceive this as an improving school and appreciate the fact that the staff are very approachable. The parents feel that teaching is good and that the teachers expect their children to work hard. They say that their children like school and the school helps their children to become mature and responsible. A significant minority of parents is concerned about the lack of out-of-school activities. Others are unhappy about the arrangements for home/school reading.
43. The school's links with its parents and carers are very effective and have improved since the last inspection. The school operates an 'open door' policy and staff are available to talk with parents after school. The headteacher makes herself available to meet with parents and is generally outside school at the beginning and end of the school day. The school recently organised a 'Confident Parents, Confident Kids' course, which proved very popular with parents. It did much to extend parents' understanding of the work of the school and the part they can play.
44. The impact of the parents' involvement on the work of the school is good. The active Friends' Association organises fundraising and social events, which are well supported by families. The parent governors take their responsibilities very seriously. The parents give good support to events such as open evenings and 'Good Book' assemblies.

45. The quality of information that the school provides to parents is very good. New parents are very well informed through a helpful prospectus, booklets and meetings. Regular newsletters give details of future events and celebrate the school's successes. Parents are given only brief details about the topics their children will be studying, but parents appreciate the curriculum activity sessions when they can experience the work their children have done. The school has worked hard to improve the quality of pupils' annual reports. These are very readable and give parents helpful information about their children's progress and how they can improve their work. Parent consultations in the autumn and spring terms give further valuable opportunities for parents to discuss progress.
46. The parents make appropriate contributions to their children's learning at school and at home. The school values the help offered by a small number of parents and grandparents. Parents share books with their children at home; however, home/school reading is not well organised and this limits parents' involvement in their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. This is clearly a very well-managed improving school. The very good leadership and management of the headteacher, ably supported in the day-to-day running of the school by her recently appointed deputy and other senior colleagues, is a key factor in the overall effectiveness. The very clear educational direction provided for all staff is a marked feature of the school's work. This is revealed particularly in the quality of planning for the development of subjects across the school. Developments are supported by comprehensive, helpful documentation and the implementation of clear, down-to-earth policies.
48. Responsibilities are delegated well, ensuring, for instance, that those who carry responsibility for managing subjects are sufficiently skilled and effectively supported as they develop their roles. The deputy headteacher is relatively new to the school, but is steadily establishing herself in her role, working very effectively with the headteacher in the raising of standards of attainment and improving the quality of teaching. The high quality of the overall leadership and management of the school has supported the raising of standards of attainment and the building of a strong team of teachers who work well together. All subjects are at least satisfactorily led. A real strength of the school is the way that the energies and talents of the learning support assistants have been nurtured and deployed.
49. The management of provision for the children who are under five is very good; it is clearly documented and carefully monitored. The teachers and other adults in these classes work very effectively as a team and thus ensure the children grow progressively in the development of their skills and confidence. The improvement of provision for the children who are under five has been one of the most significant achievements since the previous inspection. Due to the commitment, skill and dedication of a very effective team in the Foundation Stage, the weaknesses in provision noted at the previous inspection have been addressed very effectively. The previous inspection drew attention to the lack of coherent planning for the early years. The school has responded very well to the recent developments in provision for this stage and has a clearly planned curriculum for the nursery and reception.

50. The governing body is well led in the exercise of its responsibilities. The governors know the school very well. They bring to bear a good level of relevant expertise to the exercise of their responsibilities. They have worked closely with the school in monitoring its effectiveness. They exercise their role as critical friend to good effect whilst respecting the professional judgement of the teachers. The governors' clear understanding both of the school's strengths and where it needs to go forward in its development puts their involvement on a very secure footing. They have worked well with the school in addressing the weaknesses noted in the previous inspection and have ensured that the school's energies and resources are appropriately directed towards raising standards of attainment. They have seen that all statutory requirements are met, including those relating to the provision of religious education and a daily act of collective worship for all the pupils.
51. The management and organisation of the provision for pupils with special educational needs are good. The school's policy and practice fully meet the Code of Practice. The co-ordination and administration of procedures are good. All individual education plans are fully up-to-date. Provision for the needs of these pupils is well served by the designation of an experienced governor with responsibility for the oversight of this area. The governors fulfil all their responsibilities related to pupils with special educational needs, including those concerned with reporting to parents about how the relevant resources have been deployed. They are provided with clear information on budgeting and planning for these pupils' needs.
52. Well-conceived new appointments have led to significant improvements in the quality of teaching since the last inspection. Allied to improvements in teaching have been improvements in the quality of pupils' learning and in the standards of attainment. There has been some careful monitoring of teaching and the provision of appropriate support for teachers who experience difficulties in adjusting to recent changes in the way the primary school curriculum is taught. The programme of appraisal is working well in improving the teachers' performance. In some cases, however, the monitoring of teaching is not sufficiently precise to take teachers further forward in their skills. The newly-qualified teacher receives a very good level of support. Learning support assistants are a real strength; they plan and work effectively with the class teacher in managing the provision for pupils who need special help.
53. The teachers work well as a team. This is revealed in the clarity of planning. Plans are shot through with a sense of common purpose. The headteacher's clarity of vision and the enthusiasm of all staff assure continued critical development and improvement on all fronts. The critical analysis of needs within different subjects provides a very secure base from which to map out future developments. Appropriate, challenging, but feasible targets are set and met. After the last inspection, the school and the governors set their sights on confronting radically the weaknesses identified in the report on the inspection. Very significant strides have been made in addressing the issues raised.
54. There has been much detailed and effective planning related to the development of literacy and numeracy; this has borne fruit, particularly in the quality of writing across the school and in the confident use of number, for example, in science. A strength of the governors' involvement has been the extent to which they have kept themselves informed about current developments in these areas. Regular training has laid the foundation of very effective monitoring by the governors of developments in literacy and numeracy.
55. The school's finances are managed very effectively through the high level of expertise of

the administrative staff. Financial planning is very tightly linked to the school's development plan. The governors, in collaboration with the headteacher, are very effective in ensuring that expenditure is directed towards agreed priorities. This is particularly evident in the school's planning and budgeting for the new building programme. All additional funding received by the school is very clearly directed towards the appropriate purposes. There are very clear plans in place for the management of funds available for the development of information and communications technology.

56. The school's generally good level of resources is well managed. Accommodation is good. There are some very attractive flowerbeds and pleasing landscaping. The accommodation is well managed. Classrooms are mostly of a good size. The school is very well maintained. Good use is made of wall space to celebrate the pupils' work through some attractive displays.
57. Information and communications technology is used well to support the management and administration of the school. The computerised system in use gives easy access to clear and accessible statements of accounts. The most recent auditor's report found the systems used by the school to be good, apart from a few minor procedural items which have been effectively addressed. The use made of information and communications technology in lessons is limited by the low level of resources in this area. All subjects provide some opportunities for the use and application of information and communications technology. Teachers are awaiting the installation of some recently purchased more up-to-date machines.
58. Funding for books has been rightly directed towards the development of the school's initiatives in raising standards of literacy and numeracy. There is a good match of the teachers' qualifications and experience to the needs of the curriculum. This shows itself in the quality of teaching. Learning support assistants demonstrate a high level of skill in the exercise of their distinctive responsibilities. There is a good level of appropriate expertise to identify and support pupils with special educational needs, including the few who have English as an additional language.
59. The school applies best value principles rigorously. It compares its costs to that of similar schools in order to ensure efficiency. The cost of educating each pupil is around average for a school of its kind. The local area is very well used to enrich the curriculum. The school works hard to seek out the views of parents.
60. The school has built significantly on the standards of management noted in the report on the previous inspection. There is now even greater emphasis on monitoring and evaluating the progress made towards planned developments and on ensuring that teachers are well supported in their work through effective and sensitive monitoring. The school development plan is now more clearly focused on feasible and well-defined objectives.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to take the school forward in its development, the governors and staff should:

1. Raise standards in information communications technology by:
ensuring that all teachers provide more opportunities for pupils to work on computers.
(See paragraphs 127,128,132)
2. Improve the quality of group work, particularly in English and mathematics by:
ensuring that teachers learn to balance intervention with independence in the way they provide feedback to pupils in groups. (See paragraphs 15, 87, 95)
3. Improve the quality of teaching where weaknesses have been identified by:
identifying and sharing good practice in teaching across the school;
setting targets for teachers' improvement;
sensitively monitoring progress towards these targets;
providing the appropriate level of support and training.
(See paragraphs 15, 109, 116, 142)

The governors and staff may wish to take the following action to address some other area for improvement:

Further raise standards of attainment:

- In English by:
ensuring that the pupils are directed towards reading books that are sufficiently challenging but match their level of skill;
providing pupils with more structured opportunities to develop their own ideas;
(See paragraphs 1-4, 78, 86)
- In mathematics by: making better use of group work to practice mental and written work;
(See paragraphs 1-4, 89,94,95)
- In science by: providing more opportunities to share ideas and communicate them using scientific language, drawings, charts and tables (See paragraphs 1-4, 100-103)
- Ensure that tasks and resources are always matched to individual pupils, particularly where literacy skills are being developed in lessons other than English.
(See paragraph 85)
- Provide pupils more freedom in English to develop their ideas or to share them with each other or with the teacher.
(See paragraph 86)
- Ensure that all teachers apply the behaviour policy consistently
(See paragraphs 38, 104)
- Cater for the full range of attainment in history.
(See paragraph 126)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

62

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

32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	35	40	5	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	60	243
Number of full-time pupils eligible for free school meals		40

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	21	110

English as an additional language

	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.2
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 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	47	36	83

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	31	35
	Girls	30	30	29
	Total	63	61	64
Percentage of pupils at NC level 2 or above	School	76 (61)	73 (64)	77 (61)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	37	33
	Girls	31	28	27
	Total	62	65	60
Percentage of pupils at NC level 2 or above	School	75 (72)	78 (75)	72 (73)
	National	82 (81)	86 (86)	87 (85)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	164
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	21.1
Average class size	27.0

Education support staff: YR – Y2

Total number of education support staff	11
Total aggregate hours worked per week	210

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	62.5

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	631096
Total expenditure	624276
Expenditure per pupil	2295
Balance brought forward from previous year	9833
Balance carried forward to next year	16653

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

243

Number of questionnaires returned

65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	34	3	2	2
My child is making good progress in school.	48	48	0	0	2
Behaviour in the school is good.	32	54	6	0	5
My child gets the right amount of work to do at home.	34	42	9	0	9
The teaching is good.	49	45	2	0	2
I am kept well informed about how my child is getting on.	26	55	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	58	38	2	0	0
The school expects my child to work hard and achieve his or her best.	48	42	2	0	6
The school works closely with parents.	29	57	8	2	3
The school is well led and managed.	46	42	3	0	8
The school is helping my child become mature and responsible.	42	51	2	0	3
The school provides an interesting range of activities outside lessons.	15	26	18	6	22

Other issues raised by parents

A significant minority of parents is concerned about the lack of out-of-school activities. Others are unhappy about the management of home/school reading.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. The Foundation Stage provides the children in the early years with a secure framework for their future learning. The importance of play as a tool for learning is emphasised throughout, reflecting the new curricular guidance for the teaching of children from three to five years of age. At the time of this inspection there were two nursery classes and three reception classes. In the nursery, two classes, each of thirty children, attend either a morning or an afternoon session every day. The children in the nursery are encouraged to enjoy learning because teachers facilitate the taking of risks within a secure environment, thus building confidence and self-esteem. Through the wide range of experiences offered, children learn to play together constructively. They understand that it is important to take turns and to share play materials. They learn to count and begin to recognise the significance of numbers. They develop language skills as they speak to each other and to adults. Children begin to find out about the wider world and to understand the people in it. Children become aware of their own bodies and how they develop through the physical activities offered in the nursery and in the safe play area outside.
62. By the time they enter the reception classes children have a positive attitude towards school and they are eager to learn. Younger children attend reception classes in the mornings only until the term before their fifth birthday when they stay at school for the whole day. At the time of the inspection there were 77 children spread over the three reception classes. 24 children stay at school all day and five children only had reached their fifth birthday.
63. The curriculum in the reception year is planned effectively to cover the six areas of learning for children who are under five. As many children entering the reception year have been assessed as attaining standards below those expected nationally for children of their age, much ground has to be covered in the reception year for these children to catch up. Not all will be successful in achieving the early learning goals expected nationally. However, on the evidence seen, it is reasonable to suggest that all children will progress well in relation to their prior attainment. Learning support assistants make a major contribution to the learning of all groups of children. They work in close co-operation with class teachers sharing a commitment for improving the standards achieved by all children.

Personal, Social and Emotional Development

64. Teaching in this area is very good. The nursery staff provide and manage a rich environment to support children's independent learning through a range of child-initiated activities. Most important is the raised profile of play as an essential element in children's learning. For example, young children who have been in school for only two weeks enter the nursery, find their name label, select their chosen activity from the pictures on the planning board, stick their label under the picture and settle to the activity of their choice. The sensitive non-intervention policy of the staff is a very skilful teaching strategy encouraging children to develop initiative through exploring materials and experimenting with different ways of using objects. As an example, for two boys, the car they were sitting in became a boat, measuring tapes on a reel became lines thrown with care and precision to land an imaginary fish. Children developed their speaking and listening skills as they discussed their 'catch'. Children are given time to

experiment, to try out their own ideas and to learn through their experiences. For example, two girls playing a computer game could not move the picture so that the teddy got his hand on a toffee. The girls pressed several keys unsuccessfully and then after a whispered suggestion pressed the advance arrow. The children were discovering for themselves how to use the computer programs. They reinforced their learning by returning to the advance arrow and teddy got his toffee again and again. The teacher's restraint in not intervening allows the children to learn independently through finding out what to do and how to do it.

65. In the reception classes, teachers develop children's social awareness by interweaving a sense of caring for the environment and the community to which they belong. The children respond well to shared responsibilities such as tidying away the toys, jigsaws, paints and play dough. A very good example was observed in an afternoon assembly for the older reception children. The teacher read the story of 'The Mango Tree' to the children. She had made some large cut-out shapes of the parts of the tree. There were the roots, the trunk, the branches, the leaves and the fruit. She also had a fruit that was unknown to the children, a real mango. The children listened attentively to the story. They took an active part by speaking the thoughts of the parts of the tree as they quarrelled with each other about which of them was most important. The children were silent and thoughtful as the teacher explained that all the parts of the tree depend on each other but especially on the roots which lie hidden underground. This skilful teaching blends children's growing knowledge and understanding of the world with an awareness of the need to support each other through trusting relationships. A strength of the teaching in the reception classes is that children are encouraged to think and talk about what they have learned. They reflect on the deeper meaning that lies hidden like the roots of the mango tree. These are the first stepping stones to understanding.

Communication, Language and Literacy

66. Teaching in the nursery is very good. Informal testing through home visits indicates that children's readiness for learning varies considerably, reflecting their pre-school experiences. Basic skills are being introduced through an integrated programme of play activities. A rich source for language development is provided through songs, nursery rhymes and action games. Children talk about their activities, sometimes in details because they are excited by the experiences provided to use play dough, wax crayons, paint or building bricks. For example three children playing 'house' talked their way through preparing a meal of hamburger and chips. Children handle books carefully, although it was observed that the book corner is the least used area in the nursery class. Children understand that print carries meaning and words tell the story as well as pictures.
67. The literacy skills of children in the reception classes are below the national expectation for their age. This reflects the low standards recorded by children on entry to school. However, because of the good teaching all children are progressing well according to their prior attainment. In reception, speaking and listening skills are developed during circle time as children share their news and listen to what others have to say, waiting for their turn to speak. Children are beginning to understand that to communicate they should listen carefully, follow instructions and repeat messages correctly. Children's confidence in speaking is developed through repeating key phrases in stories, nursery rhymes and action songs. Children share big books and re-tell the story from the pictures, predicting the outcome that they expect, for example, discussing how the story of 'The Lost Teddy' will end. Children describe their activities explaining what they are doing and why. For example three children made a Lego model of a truck explaining that "it has twenty wheels and wings. It can go on the road and in the sky!" Children

hold their pencils correctly and most write their names. An analysis of the work of nine pupils over previous terms shows that higher-attaining pupils are developing joined writing, using letters of an even size. Children link sounds with writing. They begin to retell stories in writing. Average-attaining pupils make good progress and tackle a similar range of work. Lower-attaining pupils are well supported in their work and make good progress in relation to their prior levels of attainment. The arrangement by which children are withdrawn from lessons for short periods of intensive teaching works well. Children who need special help are identified through assessments conducted at the start of reception. A good range of books is available in the book corner in each of the three reception classes. Children are encouraged to develop a love of reading for pleasure as well as for information. Little use is made of computers for these purposes. Groups of children read with the inspector from 'Mr Green Peas'. Good speaking skills developed as the children turned the pages explaining what was happening in the pictures. The children communicated their ideas about the characters in the story and the events portrayed. The 'scary' parts were shared with a frisson of excitement when a green scaly tail appeared from under the tablecloth!

Mathematical Development

68. The children's attainment reflects the low standards recorded on their entry to the school. Teaching in this area is good and this supports the mathematical development of all groups of children. Teachers offer a range of carefully planned activities which offer opportunities for developing number skills and understanding simple computations. Children in the nursery are taught what numbers mean and how to use numbers to make simple calculations. For example one child was using the cutters and play dough to make as many different shapes as he could. He counted carefully to nine and said "I want one more to make ten altogether". In the reception classes children count up to ten, sequencing numbers before and after a given number. They join in counting games and number rhymes to develop awareness of addition and subtraction. For example, when examining 'Five currant buns in the baker's shop', older children used the currant buns for a simple card game, rolling a dice to find how many empty currants could be covered with pennies. This activity teaches children to recognise number relationships and mathematical language. Higher-attaining pupils used two dice and two boards; this challenged them to extend their addition skills to combining two groups of objects. The development of mathematical skills is an integral part of the afternoon activities. Older children recognise the simple relationships between numbers and how to use this knowledge to complete a game/task successfully. Lower-attaining pupils thread reels on a string to form a sequence or pattern, then count and record the number of reels. Simple shapes such as square, triangle and circle are identified. Children write numbers from one to nine, register time at o'clock and draw diagrams to record the language for equations, for example, next to, beside, between, above.

Knowledge and Understanding of the World

69. Teaching in this area is good overall. In the nursery it is very good because children are given greater choice to explore a range of activities making discoveries through first-hand experiences. Children are encouraged to use their initiative and curiosity to build their knowledge of ways of life in our world, for example, children playing in the kitchen area prepare food, 'cook' it on the stove and present it on a plate with a knife and fork. Children know that they need to wear a helmet if they ride a two-wheeled bike. Teachers deal sensitively with children with special educational needs particularly those with problems in communicating. Children explore the materials provided, finding out for themselves different ways of using the resources. Children develop a better knowledge and understanding of the world because they are given sufficient time to think, try out and experiment. Activities in this area are integrated well with direct teaching for developing literacy. For example, the nursery children responded well as the teacher read the story of 'Baby Goz' because they had been led into reflection on being lonely or lost like the little gosling. They joined in making the sounds of all the animals that Baby Goz meets as they reflected on his adventure into the wide world.
70. In the reception classes, teachers provide a firm foundation for children's exploration of the world about them and the people in it. Children enjoy a variety of experiences that form a basis for later work in science, geography and technology. Children build their confidence through meeting the challenge of finding out what to do to make things work and how to use materials successfully to achieve a positive outcome. Children decide whether to work with others or individually. One boy sustained interest while working through a painting program on the computer. However, several children pressed the keys for a few moments and then lost interest. Older children study living organisms. For example children enjoy cutting up a mango discovering the very large stone/core containing the seeds and so understanding the life cycle of this plant. Classroom displays of autumn leaves and fruits, wall diagrams and pictures encourage children's interest in the developing world.

Physical Development

71. Teaching in this area is satisfactory overall. There is good provision in the nursery for a range of opportunities for learning through outdoor play. Children in reception enjoy riding wheeled toys around the playground circuit, which is being developed as a 'mock' road layout. They are improving their co-ordination and control in using these big toys. However, there are few opportunities for using larger equipment that offers physical challenges. Consequently, few opportunities arise for developing the vocabulary of movement when using large outdoor equipment. There are no covered 'wet weather' play areas outdoors for either the nursery or reception classes. When the timetable permits, the hall offers limited possibilities as an area where children from the nursery or reception classes can use equipment or apparatus. However, the hall is also used as a dining room so in the periods before, during and after lunch it offers little scope for 'wet weather' play.

72. Children develop good social skills as they move quietly from their classroom to the hall showing awareness of and consideration for others. They learn to control their movement and to improve their co-ordination through a series of nursery rhymes and singing games. For example, 'The Farmer's in the Dell' provides good opportunities for role play, which are explored enthusiastically. Children begin to develop spatial awareness, recognising their own personal space and respecting the space of others. Children are introduced to appropriate language through exercises involving stretching/growing, feeling light/feeling heavy, becoming bigger then smaller. Children become aware of differences in movement as they imagine putting their feet into big pots of paint to make patterns on the floor changing from big yellow splodges to tiny green spots, then huge red smears. Children learn to control their movement in a large space by running, changing direction, stopping, starting, striding, marching, creeping. They develop the vocabulary of movement. For example, children enjoy playing the 'Grand Old Duke of York' synchronising up/down movements with speaking the words. In the children's favourite number game 'Five Currant Buns', number practice is welded into physical activity in a skilful integration of the areas of learning. Children develop personal and social skills as they practise putting on their own socks and shoes correctly. Several children have difficulty because they put their toes in the heel of the sock. Overcoming this problem with the minimum of help improves children's co-ordination and control.

Creative development

73. Teaching in this area is good. In the nursery it is often very good because the learning opportunities offered encourage children to extend their understanding across all six areas of the early years curriculum. In both the nursery and the reception classes children are provided with experiences that form a secure foundation for their future development, particularly in art, music and role-play. Teachers provide activities that give children scope to respond imaginatively, to try out ideas and sustain their efforts to achieve an end product. The inspection took place very early in the school year before many of the children had settled into a pattern of learning. However, teacher expectations are high, which encourages the children to take part enthusiastically in the activities offered. Although some children are shy and less confident than others, the considerate help given by the learning support assistants ensures that all children are included in the daily routines. A strength of the teaching is the sensitivity of all staff in allowing children to choose their activities, explore the materials and develop at their own pace. Children are offered a rich diet of experiences planned to arouse their curiosity and excite their interest. A range of role play activities is available as well as creative work using malleable materials. For example, children make shapes from play dough, cut coloured paper in strips and use adhesive to fix this to a base devising their own patterns. They use paints and paper imaginatively to make pictures. Children are encouraged to use initiative, making connections between ideas to find solutions. Children understand that it is all right to fail because this is another way of finding out what works and what does not work. Children are allowed time to explore their own ideas, to discard and start again experimenting in many different ways. Each child's work is valued. Children understand that making an effort is worthwhile and share pride in their achievements. For example, one boy in the nursery explained his paper cut out is "a flat ball because it is round". He added that he had painted it in four colours to make a pattern commenting proudly "I didn't splodge it altogether, did I?" Less successful work is also celebrated because of the effort made. The teacher gives a hint of how the model can be improved next time. This supportive teaching builds children's esteem and wins their respect for the efforts of others. These are more stepping stones towards a secure foundation for learning.

ENGLISH

74. Attainment in English at age seven, compared to schools nationally, is below average; in relation to similar schools it is average. The inspection findings confirm the standards found in national tests. In those tests, standards in English overall at age seven in 1999 were well below those expected nationally, but in 2000 they show an improvement.
75. In 1999 the attainment of pupils aged seven in reading was below national expectations. Results of the 2000 tests indicate a considerable improvement. The proportion of pupils reaching the higher levels in 1999 was close to the national average. In writing, an average proportion of pupils reached these levels, whilst the proportion of pupils reaching the expected levels was well below average. In 2000 the results in writing show improvement. In both reading and writing in 1999 standards were well below those found in similar schools.
76. The standards observed in pupils' writing in Year 2 are at least at the level of most of their peers nationally. The most recent test results show that pupils exceed the standards predicted from the tests on entry to the school by 13 per cent in reading, which shows they are making good progress. Standards in lessons and in pupils' work are in line with those found in schools with a similar intake of pupils. In the period 1996 to 1999 the performance of boys and girls was well below the national average. However, the trend is upwards, as can be seen in the 2000 results and there has been a clear improvement in the number of pupils reaching the expected levels. Standards of attainment have steadily improved on those noted in the last inspection.
77. While being taught how to read and write with confidence, pupils are also encouraged to be creative and imaginative and to write in different ways for different audiences. Writing using joined letters has been introduced early in Year 1; this has improved the quality of written work. The literacy strategy has been effectively introduced. There are good systems for monitoring what is taught and for assessing pupils' attainment and progress. There has been a good level of improvement in all aspects of work in English since the last inspection
78. Attainment in listening is satisfactory overall, but the majority of pupils show some weakness in speaking skills. Pupils enter the school with poorly developed speaking and listening skills. In the reception classes, pupils are provided with a secure basis for work in the National Curriculum. In all year groups speaking and listening skills are developed effectively through discussion activities. Most pupils speak confidently to adults and in assemblies because they are given a good range of opportunities to do so. However, many pupils have a very limited vocabulary. Older pupils generate ideas in brain-storming sessions. For example, pupils in Year 2 consider together the main facts about vegetables when putting together a glossary. The highest-attaining pupils clearly explain about setting and characters and talk about their favourite fairy stories. One lower-attaining pupil talked in detail about the story of Noah, although another was unable to recognise animals such as foxes and badgers in a reading book. All pupils listen to and follow instructions well, but many have great difficulty in distinguishing between letter sounds. Pupils are given many opportunities to be involved in activities that involve speaking and listening. All classes, including Year 2, have role play areas such as cafes and health centres and, in consequence, pupils are making good progress. The use of time to develop language in Year 1 is helping pupils to learn to listen carefully to individual sounds. This supports their reading, writing and spelling.

79. During the inspection, standards in reading in Year 2 were found to be below the national standard for the majority of pupils, although there are some able readers in both year groups in year 2. Although most pupils enjoy books and take pleasure in reading, pupils in Year 2 have not had the full benefit of recent changes in literacy work in reception. Most pupils use a variety of strategies to support their reading including the use of phonics and picture clues. The pupils are introduced to a good variety of books, fiction and non-fiction in the literacy hour. Books for guided reading in class are well chosen and pupils are very well supported by experienced learning support staff. This helps all pupils progress well. Pupils are encouraged to take home a variety of books to share with their parents. However, they do not always choose books that are appropriate to their ability level and this is not carefully monitored. The school aims to ensure that pupils make progress because they read to adults frequently in school but a valuable opportunity to involve parents fully in this is not being used. Although some pupils belong to public libraries, their research and library skills are not being fully developed because, at present, they have only limited opportunities to develop independent research skills through the use of the school library or computers. Some pupils have very good reading standards and are encouraged to make extra progress because of the activities provided in lessons and the range of books available in class libraries; these are very pleasant and welcoming and stocked with a good range of books. Pupils with below average attainment or special needs make good progress because of the high quality of support staff available and because of the well-organised special educational needs support system.
80. Standards in writing are satisfactory overall because pupils produce creative and imaginative work and complete specific practical written tasks in most subjects. Written work is usually well presented, with most pupils using joined writing well; this is introduced early in their school career and practised frequently. The majority, including those with special educational needs, write sentences and sequence simple stories by the end of year 2 because pupils have frequent opportunities to write and because these skills are well taught. In literacy lessons, there is a good link between the reading activity and the writing task. For example, in Year 1, pupils produce captions and labels after reading information books. Older pupils write well for different purposes and for different readers, including letters and lists of instructions. There is evidence in the classroom displays and from discussions with children that pupils are encouraged to concentrate on grammar, spelling and punctuation. For example, average-attaining pupils in Year 2 explain the use of the speech marks and exclamation marks. However, there are still many errors in basic punctuation, especially in the use of capital letters. The range of written work is good with a good balance between practical tasks and creative work. At the end of Year 1 pupils produced particularly useful written character sketches of themselves to help their new teachers in getting to know them. Word processing is used to help pupils improve and extend their written work, although insufficient use of this was observed during the inspection.
81. Standards of literacy across the curriculum have been steadily improving. When children arrive in school their language skills are well below average, but they make good progress in both the nursery and reception classes. Standards in literacy across the curriculum are satisfactory in year 2. Speaking and listening skills are well below average on entry to the school. In reception and in Years 1 and 2, pupils begin to talk and express their ideas in small and larger groups. As they acquire more confidence, pupils contribute well in class assembly. Some older pupils are very confident participants in the whole school assemblies. All pupils listen and respond to stories and instructions well, although not all pupils are competent in expressing their ideas clearly and fluently.

82. Very young pupils use books and talk about the pictures in them. Some are already reading confidently by the end of Year 1. In year 2, pupils make good progress in reading and are confident in using non-fiction books as well as stories. They make satisfactory progress in consolidating their skills and knowledge by reading activities in all subjects. Their development is fostered by focused reading sessions and guided reading in the literacy hour and in separate spelling and reading sessions. Although standards in reading are below average for the majority of pupils there are some really able readers in both year groups.
83. Standards of writing across the curriculum are satisfactory. Skills in handwriting are now at least satisfactory for the majority of pupils in year 2 because teachers have focused on the development of skills. Most pupils understand the use of basic punctuation; the higher-attaining pupils explain why speech marks and question marks are used. Pupils value books and respond well to the creative and practical aspects of writing in all subjects. Most pupils enjoy their work in English and talk with enthusiasm about the books that they have read. They write in a variety of ways depending on the subject they are writing about and the intended audience. The majority of pupils express themselves clearly. Pupils present their work well for their ages. Though pupils use computers when appropriate, there is insufficient opportunity for them to do so to extend their literacy skills.
84. The quality of work observed during the inspection shows that the literacy hour has made a considerable impact in raising standards of attainment in all aspects of English.
85. Learning is well monitored by teachers. Assessment is used in planning work for groups at different levels of attainment. There is a good match between the teaching strategies in use and the needs of the pupils; this helps them to progress well. Pupils with special educational needs are given support that enables them to make real progress. This attention to meeting the needs of individual pupils is usually effective. In some classes there is not enough focus on matching task and resources to individual pupils, particularly where literacy skills are being developed in lessons other than English.
86. In most classes pupils enjoy their work in English and behave well. However, in some classes, pupils are not allowed sufficient freedom to develop their ideas or to share them with each other or with the teacher. In most classes pupils approach tasks in English with confidence and enthusiasm. However, where they are over-directed they do not take such pleasure in their work and their progress slows down. The majority of younger pupils appreciate the work that goes into writing and producing books because teachers focus on this during the literacy hour.
87. The quality of teaching is good. Pupils learn the basic skills effectively because teachers have a good understanding of all aspects of the teaching of the English and because they make lessons enjoyable. The teaching of writing is particularly good and the approach to planning for the literacy hour is very effective. In some lessons, however, pupils only make satisfactory progress. This is because of weakness in planning, resulting, for example, in pupils being introduced to too many new ideas and activities with insufficient time to practise them. In a lesson for Year 1 pupils, for instance, slowing down of progress was the result of poor choice of resources, including a book that was too demanding for pupils so early in Year 1. In the most successful lessons pupils make good or very good progress because of the quality of questioning and the effective use made of simple resources such as fruit and vegetables as stimuli for discussion and writing. Most teachers have high expectations

of the work of their pupils and provide tasks that challenge and interest them. However, they do not always use group work well as an opportunity to work with individual pupils.

88. The high quality of support staff and effective planning of the literacy programme have both made a major contribution to the raising of standards. English is effectively managed. Rigour in monitoring and planning by the year teams has contributed to the improvement in test results and to the effective teaching and learning observed during the inspection.

MATHEMATICS

89. The results from the 1999 national tests in mathematics show that, compared with schools nationally, seven-year-olds reached standards that are well below the national average. Attainment in the 2000 tests points to a considerable improvement. In 1999, the proportion of pupils gaining the higher Level 3 was close to the national average. These results overall are at the same level as those gained by pupils from similar backgrounds. Test results have been steadily improving since 1998.
90. During the inspection, the vast majority of Year 2 pupils were working below the expected level for their age, with about one in five pupils achieving higher levels. These pupils are set to continue the improvement in standards in the tests. There is a wide range of attainment within the current Year 2 group but standards, overall, are just below average. These findings represent a significant improvement on those reported in the previous inspection. As the school is true to its aim to provide equality of access for all pupils to the full range of what is provided, pupils with special educational needs are well supported and make good progress, as do the few pupils for whom English is an additional language. Boys and girls reach comparable standards. The school also ensures that every step possible is taken to include fully in lessons the few pupils who have significant behaviour problems.
91. From well below average attainment on joining the school, pupils develop a sound knowledge and understanding of mathematical vocabulary by the age of seven. Teachers encourage pupils to use mathematical terms. This enables them to respond confidently to questions and to talk about their method of working out problems. Most of the Year 2 pupils count and order numbers to one hundred and understand the place value of each digit. Regular practice of mental mathematics is beginning to enable pupils to develop different strategies for solving problems mentally, for example, when identifying missing numbers from a line of consecutive numbers to 100. The attention given by teachers to counting on in sets of five, two and three helps pupils to become increasingly confident in understanding and recalling multiplication facts. Pupils are encouraged to apply their number skills in different contexts when working in other subjects, for instance, Year 2 pupils, in design and technology, mark and measure material for making glove puppets. They develop an understanding of the relevance of data-handling by recording the different eye colours represented in the class on a block graph. Pupils use both non-standard and standard units of metric measure in the context of length. They develop a good knowledge of the vocabulary related to time. Pupils develop a good understanding of shape and space and name common two and three-dimensional shapes. This is reinforced by the fact that their groups are given the names of different mathematical shapes.
92. The numeracy strategy has been introduced to good effect and is beginning to have a positive impact on standards of attainment. Secure foundations for numeracy are laid in the reception classes. Pupils make good progress towards the challenging targets the school has set. As these targets are based on the attainment of pupils as carefully

measured by the baseline assessments carried out at the start of the reception year, teachers have a good grasp of pupils' levels of attainment. As a result, they set realistic but challenging targets for improvement and carefully track progress towards them. Number skills are used well in design and technology in measuring and cutting materials for glove puppets. In science, too, the pupils use their knowledge of number in describing what they observe. Pupils record data when, for example, they calculate the proportion of their peers with different eye colours.

93. Pupils enjoy mathematics and behave very well in lessons. They work very effectively together in groups, supporting one another with their work. They are eager to respond to quick-fire questions when practising mental mathematics. They rise to the challenges set and set themselves further challenges by often moving on to tackle more demanding problems. Most pupils are very attentive in lessons, showing good attention spans. However, many struggle against the high levels of fatigue and sleepiness that arise in the afternoon lessons.
94. The quality of teaching is good overall and occasionally very good. This represents an improvement since the last inspection when teaching was deemed to be satisfactory overall. Weaknesses in planning identified in the previous inspection have been overcome; planning is now a strength. Teachers' expectations of pupils' work and behaviour are high and this has a positive impact on pupils' progress. Pupils respond positively to mathematics. They enjoy the lessons. The majority works hard and this contributes to the quality of their learning, which is good overall and sometimes very good. Teachers make good use of praise to reward success, effort and attentiveness. This helps to build pupils' confidence and encourages them to rise to the challenges presented. Teachers have a good knowledge of mathematics and of how to teach it. They have quickly adapted their teaching to the model of the national numeracy strategy. Teachers expect pupils to concentrate in lessons; however, they have to work hard to achieve the full attention of pupils as many of the lessons take place just after lunch when the pupils are drowsy and find it difficult to keep focused on their work.
95. Though teachers are generally good at providing pupils with helpful feedback through marking and individual attention in lessons, best use is not always made of group work to attend to individuals. There is a tendency to assume that pupils are not experiencing any difficulties when working in groups; there are insufficient checks on the groups and on individuals within groups, with the consequence that progress is occasionally slowed down when pupils set themselves a modest pace in their work.

96. Lessons have a clear focus and teachers communicate clearly to pupils what they expect them to know by the end of the lesson. The pupils' understanding of the purpose of the work they are doing supports significant progress in their work. There is a wide spread of attainment within classes. Teachers carefully plan activities to meet the needs of the different groups and work is set at an appropriately challenging level to extend the learning of all pupils. The very good work of the learning support assistants plays a significant part in extending the knowledge, skill and confidence of pupils who experience difficulties. The qualities of the best teaching were revealed, for instance, in a Year 2 lesson where the pupils explored the concepts of more or less. A key strength of this lesson was the opportunity offered to pupils to say how they reached their answer to problems. The work was progressively challenging; the key concepts were constantly reinforced. The pupils responded with real enthusiasm and showed a rapidly increasing grasp of the relationship between different numbers and persisted in tackling demanding problems. In satisfactory lessons, though the whole-class teaching at the start of the lesson works effectively, teachers are less effective in managing groups and ensuring that pupils sustain a good rate of work.
97. Teachers use an effective range of methods and resources to develop pupils' understanding. Good use of questions helps to clarify pupils' understanding of concepts and methods of working. There is strong emphasis on understanding and using mathematical vocabulary, which supports the development of pupils' literacy skills and helps them to interpret mathematics problems more accurately. Teachers give clear explanations and demonstrations of new concepts and methods. Good monitoring of pupils' work enables teachers to intervene and give appropriate support or to provide additional tasks which further extend pupils' learning.
98. Day-to-day assessment of pupils is good, where teachers use the information to plan future work for individual pupils. Teachers use the last part of the lesson well to consolidate pupils' knowledge and skills. Their management of pupils is good; there is a strong emphasis on providing positive feedback and encouragement to all. This reduces pupils' anxiety about making mistakes particularly in their oral work.
99. The leadership and management of the subject are good and characterised by a clear sense of purpose and direction. The national numeracy strategy has been effectively managed through the provision of in-service training, good teamwork and the high quality of planning by the staff.

SCIENCE

100. Standards attained in science are below national expectations by the time pupils reach the age of seven. Pupils make satisfactory progress throughout the school as a result of the good teaching they receive. Pupils with special educational needs make good progress in relation to their prior levels of attainment. The 1999 teachers' assessment results reveal that the percentage of pupils reaching the expected Level 2 or above was well below the national average and the percentage reaching the higher levels was below average. Pupils' attainment in science at the age of 7 is below that of pupils in similar schools. The results for 2000 show good improvement over the previous year.
101. There has been significant improvement since the last inspection. Greater emphasis is now being placed on investigative science and the skills of enquiry are being developed. The subject is no longer organised under the umbrella of topics and this ensures the tracking of the development of the subject through the school. A helpful scheme of work is now in place and this makes a valuable contribution to planning.

102. Younger pupils are beginning to use scientific vocabulary with increasing confidence and understanding, and make good progress in their investigative skills. They investigate the properties of a range of materials and understand why some materials are useful for specific purposes. They list things made from different materials and make a display of materials that are shiny. They use the sense of touch to predict items in the feel bag, the sense of smell to predict what is contained in sealed jars, use their sense of taste to predict the flavours of a variety of crisps and in each case they check their prediction against reality. They investigate the effect of gradient on the speed of a model car when they study push and pull forces and the effect of different locations on the rate of melting of ice cubes and draw conclusions about the difference in temperature in the areas chosen. Higher-attaining pupils know that plants require different conditions for best growth. They study life processes and understand some of the factors that contribute to healthy living. They know the requirements for growth as well as the need for a balanced diet. They also understand the function of different types of food. Year 2 pupils understand the need to change eating habits.
103. By the time pupils leave school at the age of seven they know that there are different sources of light and power and understand how an electrical circuit is achieved. They are familiar with each area of the National Curriculum in science and are ready for the next stage of learning. However, there is little evidence of data collection or finding additional information from texts. Use of tables for recording observations and independent work is limited, as is evidence of expression of individual ideas for investigations.
104. The quality of teaching and learning is good. No unsatisfactory teaching was seen. In the best teaching, teachers have a good understanding of the science curriculum. They place a strong emphasis on experimental and investigative science. This increases pupils' interest in science and gives them an insight into some of the applications of science to real problems. Teachers' planning and the analysis of pupils' work show that work is related to the prior attainment of pupils, with the consequence that pupils at all levels of attainment achieve to the full extent of their prior skills and knowledge. Judgements about the suitability of tasks are based on accurate assessments of pupils' competence. In the lessons observed the objectives were discussed with the pupils so that they knew what they were supposed to learn. Resources are well prepared and generally appropriate for the lessons. Questions are used well to make the pupils think for themselves and to apply previous learning. As a result, pupils show interest in lessons and make an effort to complete their work within the time limits set. These qualities marked a lesson in Year 2 when the pupils were seeking to identify foods necessary for healthy living. The teacher built on the pupils' previous knowledge and intensified their curiosity through probing questions. This led the pupils to a good level of understanding to bring to their tasks. They made good progress in their understanding of key principles. Behaviour is generally good in lessons and pupils work together well and listen to the views of others. They take turns and handle resources confidently. In a few lessons, however, progress is occasionally hindered by challenging behaviour, arising mainly when management strategies are not rigorously applied.
105. The subject is well managed. A helpful scheme of work has been adapted to suit the needs of the school. Teachers' planning and pupils' work, especially in experimental and investigative science, are monitored carefully. Resources are adequate and fully support the teaching and learning of science throughout the school. The summer term open evening for parents to experience the activities which pupils undertake during lessons, contributes to pupils' interest in the subject.

ART

106. The quality of work observed in classrooms and displayed around the school shows a satisfactory level of attainment in many aspects of art including collage, drawing, painting, printing and the use of colour. The standard of three-dimensional work in making imaginary creatures as part of work in English in Year 2 is particularly good. It also shows that art makes a valuable contribution to progress in literacy as pupils also wrote about their creations. The improvement in the subject since the last inspection is good, in that a wider range of resources have been introduced, there is more focus on artists and their work and information communication technology is effectively used to develop skills and an understanding of design.
107. Younger pupils produce interesting displays of vivid alphabet animals and illustrations of characters from fairy stories. Their trolls are very green and rather fierce and Red Riding Hood is very colourful. Others have produced portraits and work in the style of Mondrian. Older pupils develop sound techniques in painting, drawing and pastel in observational work, for example, in pictures of spring flowers. They know about primary colours and how to mix paints. All pupils, including those with special educational needs, make good progress in the acquisition of skills in practical tasks and in their awareness of the work of famous artists. This is clearly a result of good teaching.
108. Creative work is closely related to other subjects, for example, during the inspection pupils were developing drawing skills that would enable them to make observational drawings in history. The nursery and reception classes provide an enjoyable and exciting introduction to work in art and this good start in the subject is reflected in the willingness of pupils to attempt quite challenging activities in art as they progress through the school. For example, pupils in Year 1 were observed using fruit shapes, including half of a pomegranate, as print blocks to make repeating patterns. Again, the links with other subjects were strong as they were reading and writing about fruit in English. One pupil had described the seeds of the pomegranate as being like little teeth and now the effect could be seen in the print. Pupils make good progress due to this kind of rich experience which links words, ideas and practical activities.
109. Teaching is good overall, with a small measure of unsatisfactory teaching. Work seen and lessons observed during the inspection show that most teachers have a good knowledge and understanding of the subject and are skilled at extending pupils' skills. In Year 2, pupils use sketchbooks well; this prepares them for work in the next key stage. In the most effective lesson observed, pupils are encouraged to really focus on the effect of lines and to discover how simple lines can be used to make a pattern. This they achieve through observation, discussion and experimenting. In a less successful lesson, although there was a focus on the teaching of skills in drawing, there was too great an emphasis on copying. As a consequence, pupils were reluctant to experiment for themselves and made little progress.

110. There is some effective use of computers. The curriculum in art is rich and varied. Art makes a good contribution to the spiritual, social and cultural development of pupils. The management of the subject is good. The co-ordinator works closely with other members of staff.

DESIGN AND TECHNOLOGY

111. Judgements are based on three lessons seen in Year 2, discussions with the pupils and with their teachers.
112. On the evidence available, attainment is satisfactory overall. Pupils are working at the level appropriate for their age group. In Year 2, about one-fifth of the pupils achieve standards above those expected nationally. These judgements accord with what was noted in the report on the previous inspection.
113. Pupils enjoy their lessons and are proud of their achievements. Some of their work is celebrated by good displays. Most pupils prefer to take home the articles they have made so that these can be shared with their family and friends.
114. An analysis of pupils' previous work shows that pupils share their ideas, developing their plans through freehand drawings. They construct their models or artefacts and try these out to see if they work successfully. For example a pupil in Year 2 drew four diagrams for a winding mechanism selecting the design she felt would work best for the construction toy she planned to make. She selected simple materials using a shoebox, cotton reel, bottle tops, pipe cleaners and scraps of wool to construct an amusing toy called 'Incey Wincey Spider'. Her design fitted the specifications she had been given to build a winding toy based on a nursery rhyme. She incorporated a simple handle mechanism to raise the spider to the top of the box.
115. Children in reception make paper sculpture, exploring their ideas by using a range of materials. They develop their creative skills by using scissors to cut strips of paper, sticking these together to make a pattern and fixing the result to a cardboard base.
116. In the three lessons observed in Year 2, the overall quality of teaching was satisfactory with one unsatisfactory lesson. In the satisfactory lessons the pupils all worked at similar tasks making designs for glove puppets. There were limited opportunities for pupils to develop their own designs. In each class the teacher showed the pupils the technique to be used by drawing around her own hand to make the template. Where teaching is unsatisfactory, lessons are over-directed by the teacher, the pupils just carry out instructions and do not make significant progress in the development of their skills.
117. The subject is satisfactorily led by an experienced co-ordinator. The good quality of the teachers' planning ensures that all pupils, including those with special educational needs have equal opportunities to succeed in the skills of designing and making a variety of products.

GEOGRAPHY

118. The standard of attainment in geography by the time pupils reach the age of seven is in line with expectations. Pupils begin to understand the differences between localities by following the route of Barnaby Bear in his travels to contrasting localities. Children understand the importance of knowing their home addresses. They know the county in which they live and that they live in England, which is part of the United Kingdom. Children in the reception classes take pride in sending postcards from their holiday destinations back to school. They appreciate the physical aspects of landscape when looking at The Needles on the Isle of Wight, chalk landscapes in Cheddar gorge and wetland topography on The Broads of Norfolk. They discuss transport and recreational facilities and link their work to literacy by keeping a diary when on holiday.
119. By the time pupils leave school they have gained experience in using maps to locate places in different parts of the world. They draw a map of their own locality showing the main roads, the river Wey flowing under the road, a bridge over the river and locate, in their correct relative position, the main landmarks in the area. In this way they learn basic mapping skills including the need for symbols and a key. They list the countries of the United Kingdom and show their relative positions on their map. They use globes, atlases and maps of different scales to locate places visited on holiday. Work displayed shows photographs and postcards of important destinations. In their study of a contrasting locality, Year 2 pupils draw maps of Struay, learn about the physical environment and examine human activities on the island. They describe geographical features associated with village life, including types of farming activities. They share the firsthand knowledge of pupils who have experienced travel to different parts of the world and extend their knowledge and understanding of how climatic and other factors affect people's lives. Appreciation of the environment is enhanced by field work exercises when Year 1 pupils examine shopping facilities in Bordon and Year 2 pupils visit Alton focussing on the market place and the railway station. By the end of the key stage they show confidence in locating places on the globe and on the world map and recognise the continents and oceans.
120. There have been significant improvements since the last inspection. There is now a scheme of work, monitoring of the subject takes place, resources have been increased and teaching has improved.
121. The teaching of geography is satisfactory overall. No unsatisfactory teaching was seen. Where teaching is good the subject knowledge of the teachers enables pupils to ask searching questions and receive clear explanations. Pupils increase their map-work skills as a result of the emphasis placed on the use of maps by the teachers. Analysis of pupils' work indicates that pupils make steady progress in their learning. They show increasing sophistication in map reading and interpretation as a result of their lessons on their route to and from school. Teachers' interest in maps encourages pupils to acquire new knowledge of places by using atlases and globes to locate areas studied.
122. The subject is managed effectively, with a clear vision for its development.

HISTORY

123. Few lessons were observed during the inspection but the analysis of work suggests that pupils acquire a sound knowledge of all aspects of the history that they have studied. There has been significant improvement since the last inspection in that pupils are now taught through specific history themes such as the Victorians, rather than studying history as part of more broadly-based topics. There is a new focus on sources

of evidence about the past and on local history including a study of change over time in the market town of Alton. This has extended pupils' understanding of historical enquiry.

124. Pupils are eager learners; the majority makes good progress. Their written work shows that they are developing a secure foundation of knowledge, in Year 1, about aspects of life in the past. This is extended, in Year 2, to an understanding of how historians find out about events in the past. For example, pupils are taught that some information about history can be found in written records, such as the school's logbooks. They also learn that people in their community have valuable knowledge about life and events in the past. To pursue this source of information the pupils prepare a questionnaire for their parents to complete concerning their own experience of school. They are encouraged to bring in early photos of themselves, toys or baby clothes and thus learn that they themselves are a part of history. As a result of this direct approach they all acquire a good understanding of change over time even if the lower-attaining pupils find it difficult to express their findings in writing. Younger pupils are encouraged to acquire the basic skills of the historian, including the sequencing of stories and events. By Year 2, they compare aspects of life today with life in the past and understand the terms past, present and future. Individual pupils are able to write about events such as the Fire of London and the higher-attaining pupils have some idea why it happened; pupils of lower attainment draw pictures to show the effect of the flames. Pupils, in their study of the lives of key figures such as Mary Seacole who worked with Florence Nightingale in the Crimea, further extend their knowledge of the past.
125. Creative artwork related to work in history is often good. Written work is usually well presented because pupils have very positive attitudes and want to do well. They are encouraged to talk, read and write about the past and therefore the subject makes a good contribution to the development of their literacy skills. Pupils made particularly good progress when given the opportunity to find about change over time through their own research, for example, in questioning their parents about the past. They also have the opportunity to take part in a roleplay about a Victorian school, which helps them to understand that life for children was very different then. However, in the two lessons observed pupils made only satisfactory progress because they were passively listening rather than actively involved for most of the lesson. Pupils were all using the same resources irrespective of levels of attainment. Pupils with special educational needs make good progress because of the level of support they receive and because they enjoy their work in the subject.
126. The teaching observed was satisfactory, teachers know their subject well and the range of skills covered is comprehensive. Pupils are given interesting tasks and planning is effective, although there is insufficient focus on providing different tasks and resources to suit the range of attainment within the class. The management of the subject is satisfactory. Teachers work well together as a team in planning the history curriculum.

INFORMATION TECHNOLOGY

127. Standards of attainment in information technology are below national expectations by the time pupils leave school at the age of seven. There are insufficient opportunities for pupils to work with computers.
128. Improvements have been made since the last inspection by providing more computers, enabling the setting up of four up-to-date computers for group teaching in the Year 2 area. During the week of the inspection another three computers were delivered for use in the Year 1 block. These are making a considerable contribution to the school's resources. The school has now begun to plan more systematically for the development

of information technology across the school. Although standards are improving, pupils still have limited opportunities to use computers to support and enhance their learning in other subjects and this adversely affects their attainment and progress.

129. The youngest pupils are familiar with the function of the keyboard; they use the cursor, letter keys, and the mouse for selecting an icon and for moving items around the screen. In reception, children create pictures on the screen when doing self-portraits. They select colours and learn how to insert within the pattern made. In Year 1, pupils use Colour Magic to create a range of patterns and use the appropriate icon for filling in colour. They change the width of their drawing line, the colour selected and print their completed work. They evaluate their own work and that of others and make alterations to improve the finished product. Good use is made of programmes for teaching mathematics, English and art in reception so that the children are introduced to the value of information and communications technology at an early stage. By the end of Year 2, pupils use Colour Magic to select and use simple marking tools, to draw more complex designs, use different colours and to colour spaces within the frame. However, few pupils are aware of the use of computers to draw graphs. They have very limited understanding about aspects of control technology and generally do not use the computer to store or present data. Overall, by the end of the key stage the majority of pupils possess limited computing skills. The range of understanding, skills and the level of confidence that the majority of pupils have are lower than expected for their age. There is little evidence from the analysis of pupils' work of the use of information technology across the curriculum.
130. The quality of teaching of information technology is satisfactory. Teachers work as well as possible with a very limited range of resources. There are too few opportunities to develop a range of knowledge and skills and to build upon the skills they bring from home. As a consequence, learning is slowed down. Although there are topics listed on medium-term plans and there is planning of opportunities when information technology can be used to support other subjects, not all teachers are confident in teaching the subject, but steps are in hand to improve their level of competence. When pupils work on computers, they show interest and application. They work well in pairs learning to co-operate and help each other to use the computer. This contributes well to their attainment. During a group session in Year 2, for instance, they listened patiently and answered questions sensibly. Some pupils are articulate and confident in explaining their work. They behave well when unsupervised and handle equipment with care. Pupils with special educational needs are fully involved. All enjoy using the computer. Higher attaining pupils work to the full extent of their skills.
131. Pupils' progress over time is unsatisfactory: it is limited by the lack of appropriate resources for teaching. Even the teachers' best efforts do not overcome the difficulty of teaching a group of 26 pupils using one computer. Younger pupils make some progress in the use of keyboard, mouse and in the use of the correct technological language to describe the processes that they use for word processing.

132. The subject is satisfactorily led and managed. Assessment is used well in all year groups to record pupils' progress. The quality of training for staff has been good; this has raised their level of confidence in teaching the subject. There is a limited range of software to support other areas of the curriculum. Lack of sufficient resources has a negative impact on standards but the school is taking steps to address this issue.

MUSIC

133. Standards of attainment in music are satisfactory overall. By the age of seven pupils attain standards in line with national expectations. All pupils progress at a satisfactory rate of learning through the year groups. By Year 2, pupils use a selection of instruments such as claves, chime bars, cymbals, tambours and tambourines. They recreate sounds imaginatively showing awareness of pulse, tempo and rhythm. For example, in Year 2 pupils explore sounds to suggest an autumn scene with leaves falling, conkers dropping, breezes rustling and heavy rain drumming down. Pupils understand musical terms and recognise that symbols denote sounds. For example, a Year 2 class devised their own system of symbols to indicate the wind, thunder and lightening, rain falling lightly, then heavily. One child said the leaves 'wobble' on the trees, the teacher suggested that this can be recreated in music by very light vibrations of sound. Pupils respond well to their lessons composing musical patterns and timing these rhythmically to produce a variety of musical effects. Pupils understand the need to listen carefully, to identify the appropriate time to use their instruments to contribute to the whole class composition. Pupils learn to listen and recall sounds that combine several musical elements. They learn that instruments can be used in many different ways.
134. Teaching is satisfactory overall with some very good teaching. There are no specialist music teachers in the school. All children are taught by their non-specialist class teachers. For example, in a Year 2 class very skilful teaching encourages pupils to explore changes in pitch and tempo so that pupils understand the dynamics of musical composition. Skilful questioning excites pupils to discuss the feelings that the music arouses in them. Pupils respond by a spirited performance of their 'autumn storm'. They are sensitive of the need to build to a climax of sounds followed by perfect stillness for a silent conclusion. Pupils behave well and responsibly because they are committed to a successful musical achievement for the whole class.
135. In Year 1, some opportunities to extend pupils' understanding of musical form through listening to music are missed. Detailed planning of lessons in co-operation with the subject co-ordinator ensures that pupils develop skills in performing and appraising music. Classes were observed making music to re-tell the story of 'The Three Singing Pigs'. A published music scheme is used to provide a good framework for pupils' understanding of how to blend the instruments to suggest the changing moods as the story progresses. For example, pupils enthusiastically made the sounds of building with their instruments, but saved their big emotional response for the wolf 'huffing and puffing' to blow the house down.
136. A strength of the music making is the whole school singing session. Shared teaching secures the involvement of all pupils. Pupils enjoy singing as a round, blending their voices and sustaining their parts to the end. This was demonstrated effectively with the singing of 'Sing, sing together – Merrily, merrily sing'. This lively performance is a celebration of the joy all pupils share in their music making.

137. Since the last inspection, the class teaching by a music specialist from Hampshire County has been discontinued because this became too expensive. Her work accounted for the good levels of attainment noted at the previous inspection. The present co-ordinator is a part-time teacher who manages the subject satisfactorily.

PHYSICAL EDUCATION

138. By the age of seven, the pupils have experienced a good range of activities, including gymnastics, athletics, swimming and dance. They reach standards of attainment that are average for their ages. Pupils respond imaginatively to various challenges offered in dance and gymnastics. All pupils move fluently and accurately to music, taking great delight in what they achieve. They practise, improve and refine their efforts. They plan and perform sequences in dance and gymnastics, sometimes to a good standard. In the evaluation of their work they use much of the appropriate language to identify and describe features of their performances. They sustain energetic activity over a good period of time and demonstrate some knowledge of what happens to their bodies during exercise. They prepare for and recover from vigorous activity through engagement in appropriate warm-up and cool-down exercises. They understand and apply the principles of safety to their work, particularly when moving across large apparatus and when setting it up for lessons.
139. The older pupils reach good standards across the range of activities offered. In gymnastics, they link and repeat their balances and actions smoothly and imaginatively both on the floor and on large apparatus. In games, nearly all pupils practise good basic techniques, such as moving their bodies to the ball and using their eyes carefully when aiming or receiving. The very young children skip and run competently. The higher-attaining pupils show good extension of legs and arms in their gymnastic patterns.
140. Attitudes to learning are good. Pupils show enjoyment and enthusiasm for physical education. Behaviour in lessons is always good. Pupils work quietly, concentrating on their tasks; they know the importance of keeping active as they practise and refine their work. Pupils demonstrate very good attitudes and self-control for their ages, particularly in gymnastic lessons. In all lessons they show respect for each other's space when moving around and they participate safely in all activities. They follow the rules sensibly in simple competitive games. They are eager to talk about their work, to evaluate the quality of what they are achieving and to refine and improve their sequences and skills. In a few lessons, however, there are insufficient opportunities provided for pupils to talk about their work.
141. The quality of teaching is mostly good, with a few very good lessons and a small pocket of unsatisfactory teaching. Teachers have a good knowledge of what they teach; this shows itself in the quality of planning and in their skill in providing sequences of activities that are progressively challenging. Pupils' response is enthusiastic, as was clearly evident in the teaching of gymnastics in all years when the pupils were encouraged to practise and refine their patterns of movement by focusing on particular aspects of their work. The teachers encourage pupils to extend their skills on challenging apparatus, when many reveal an imaginative grasp of how to sequence movements. Lessons are planned carefully with a good structure that allows for warming up and a calm activity to recover at the end of the lesson. In all lessons teachers have high expectations of pupils' attainment, revealed in the attention to the level of challenge in the sequence of activities. Good use is made of demonstrations to improve performance. The management of behaviour is very good. Assessment is used satisfactorily to determine pupils' skill levels; teachers provide mostly clear feedback to individual pupils on their performances.

142. A strength of the best teaching is the consistent emphasis on engaging pupils in the evaluation of their performances, inviting them to identify one good feature of their work and suggesting one way they could improve it. As a consequence, pupils' confidence in talking about their work develops well. This was a marked feature of some work in Year 1. From early in Year 1 pupils handle apparatus safely. They show an increasing capacity for following instructions carefully and quickly improve the quality of the shapes they create. Pupils with special educational needs and those who attain at high levels make good progress. Unsatisfactory teaching arises where the pupils are just instructed to carry out a series of exercises at the same pace with little intervention to develop the skill of individuals. This slows down progress and leads to little improvement in levels of skill or understanding.
143. Physical education is well led. The co-ordinator provides good support to other teachers and offers a clear sense of direction for the subject.

RELIGIOUS EDUCATION

144. The standards achieved in religious education by the time pupils leave school at the age of seven are in line with the expectations of the Hampshire Local Agreed Syllabus. By the age of seven, pupils understand the significance of celebrations and examine the different ways in which people celebrate special occasions such as Harvest festival. They understand the celebration of Christmas as the birthday of Christ. In their study of other faiths, they celebrate Diwali and recognise its importance to people of the Hindu faith. They understand the importance of the teachings of Christ to Christians and know some of the central gospel stories. Pupils learn about the feelings of Mary at Easter time when they learn about the story of the crucifixion. They recognise good relationships such as caring for young persons and animals, having friends and neighbours, and sharing with others. They discuss sequences of events as part of the wonders of nature. They study aspects of the Hindu faith through the stories of Rama, Sita and Ravanna in the Hindu religion and note similarities between that religion and Christianity. They understand the significance of light in religious teachings and know the main aspects of the life of Christ: birth, baptism, teaching, healing, death and resurrection. The attainment and progress of pupils with special educational needs are satisfactory because of the good support given, especially in literacy.
145. The satisfactory standards noted at the previous inspection have been maintained. Additional artefacts have been acquired to enhance the teaching of the subject.
146. During the inspection three lessons were seen in religious education, all in Year 1.
147. The quality of teaching ranged from good to satisfactory. No unsatisfactory teaching was seen. Where teaching is good, teachers' knowledge of the subject and their management of lessons are good. Pupils respond with good behaviour and hard work. The enthusiasm of the teacher is transmitted to the pupils who ask searching questions and think deeply about ideas that arise. High expectations for behaviour result in the pupils concentrating throughout the lesson. The good pace of lessons holds the pupils' interest. Where lessons are less than good, not all pupils are well managed and this slows the rate of progress in learning.
148. The subject is satisfactorily managed. The curriculum is enhanced by the informative visits made to places of religious significance such as the visit to the Hindu Temple planned for next term, the local Ecumenical church, and by the number of visitors to the school, including the local vicar; all these make a valuable contribution to the pupils' learning.

