

INSPECTION REPORT

NEWTOWN SOBERTON INFANT SCHOOL

Newtown, Fareham

LEA area: Hampshire

Unique reference number: 115931

Headteacher: Ms Olive Sumner

Reporting inspector: Mr P Mathias
21945

Date of inspection: 27 - 29 January 2003

Inspection number: 247600

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Church Road Newtown Fareham Hampshire
Postcode:	PO17 6LJ
Telephone number:	01329 833161
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Evelyn Ludbrook
Date of previous inspection:	19 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	Mr P Mathias	Registered inspector	English Science Geography History Physical education Religious education Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9614	Mrs C Webb	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
21148	Mrs H Moorhead	Team inspector	Special educational needs Foundation Stage Mathematics Information and communication technology Art Design and technology Music	How good are the curriculum and other opportunities offered to pupils? How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newtown Soberton is a rural school. With 62 pupils on roll, it is much smaller than most primary schools. It caters for boys and girls between the ages of four and seven. The youngest children attend the reception class from September on a full-time basis in the year in which they will be five, if their birthdays fall before Christmas. Those whose birthdays occur in the spring term attend on a full-time basis from November. Eleven children who will be five in the summer term attend full-time in January. Currently there are 21 full-time children in the reception class. Four pupils joined the school and one pupil left it at other than the usual times. Children's attainment on entry to the reception class is broadly average. At the beginning of Year 1 all are ready to begin the National Curriculum.

There are 15 pupils who are considered to have some degree of special educational need. Of these, four receive help from outside agencies for a range of difficulties. About four per cent of pupils are considered eligible for free school meals, which is below the average for most schools. Pupils come from homes where there is a spread of social and economic advantage and disadvantage. No pupils have English as an additional language.

HOW GOOD THE SCHOOL IS

Newtown Soberton is a good school which has some significant strengths. Standards achieved in the 2002 national assessments for seven year olds were very high in reading, writing and mathematics. In reading and mathematics, standards in these assessments were in the top five per cent for schools across the country and schools which are broadly similar. Standards in all other subjects, except physical education, are above average.

The quality of teaching is good. The school takes great care to assess pupils' personal and academic progress carefully. The headteacher and governors work closely and effectively together. The headteacher works very hard to ensure that standards are high and that the school is well run. The school is well staffed and resources are good. Exceptions to this are the space for reception children to use large wheeled toys and large play equipment freely outside, and the space available in the hall for gymnastics, dance and indoor games. The school gives good value for money.

What the school does well

- Standards in all subject except physical education are above average by the age of seven and pupils make good progress.
- The quality of teaching is good.
- The provision for and teaching of mathematics, communication, language and literacy in the reception class is good.
- The provision of music is now a strength of the school.
- There are very strong and effective links with parents and the local community.
- The provision for moral, social and cultural development is very good. Spiritual development is good.
- The leadership of the headteacher gives a clear sense of direction and purpose. The headteacher leads the staff very well. Governors understand the school's strengths and weaknesses very well and carefully judge the impact of their spending decisions on the quality of education provided.

What could be improved

- Standards in physical education are lower than they could be because there is insufficient space in the hall for pupils to work effectively in gymnastics, dance and indoor games, and the area set aside for children under six to use wheeled toys and large apparatus outside to promote their physical development is too small. *
- Children under six do not always start to work at a level which is appropriate for them and move systematically forward to the Early Learning Goals.*

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

*The school has already identified these areas for improvement in its school development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its last inspection. It is well placed to improve further. When the school was last inspected in January 1998 the standards achieved by pupils required some improvement, as did the quality of education and the management and efficiency of the school. The school's climate for learning was good. Since then the school has made very good progress in addressing the key issues for improvement indicated in the previous report. Standards are generally higher than they were. Standards in investigative skills are now above average. Now the quality of teaching is good and represents a strength of the school.

Since 1999 the trend of improvement in the national assessments for seven year olds is above the national trend, showing substantial improvement in writing and a good rate of improvement in mathematics.

STANDARDS

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

Performance in:	compared with				
	all schools				similar schools
	1999	2000	2001	2002	2002
English	A	A	A*	A*	A*
Mathematics	A	A	B	A	A
Science	A	A	A	A*	A*

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

This shows that standards in the tests in the last three years have been consistently high. A large proportion of pupils reached the higher level (Level 3) than in most schools. Children enter the reception class with a full range of abilities. Overall, they have expected levels of basic skills. At seven years of age, pupils' standards are above average in English, mathematics and science. Currently, in all other subjects of the National Curriculum standards are above expectations, except in physical education, where they are in line with expectations. Standards in religious education are above those set out in the locally agreed syllabus. Standards in numeracy and literacy show the same pattern as in English and mathematics. The school is exceeding the targets it is setting for itself.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils work well together in small groups and enjoy their lessons.
Behaviour, in and out of classrooms	Good. Pupils behave well and are anxious to please their teachers.
Personal development and relationships	Very good. Pupils are confident and outgoing. They are friendly and courteous.
Attendance	Very good. Procedures are very thorough and well supported by parents.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Satisfactory	Good

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

In the relatively small number of lessons seen, the quality of teaching is good. In all lessons seen it is always at least satisfactory or better. In a small number of lessons it is very good. In about three quarters of lessons seen in Year 1 and Year 2 the teaching is good and occasionally very good. In the school as a whole in about seven out of ten lessons the teaching is good or better.

The quality of teaching in English is good and teachers have a thorough understanding of the literacy strategy. The teaching of mathematics is good and all teachers plan carefully to meet the objectives of the National Literacy and Numeracy Strategies. The teaching and the support of children with special educational needs are good and this enables them to make very good progress in their lessons. They play a full part in the life of the school. Appropriate arrangements are available to support any pupils with English as an additional language who may join the school.

In the best lessons, teachers plan carefully so that the lessons have a strong sense of purpose and begin at a brisk pace. The teachers have good subject knowledge, enthusiasm and expertise. They hold pupils' attention well through the lively way the topic is introduced and explained. The work is carefully matched to the different abilities in the classes, and all pupils are fully involved in it. The teachers praise their pupils warmly when they succeed, and as a result pupils work hard and willingly, knowing that their efforts are valued.

Where teaching is satisfactory but has some weaknesses, the work is not matched carefully enough to the different abilities and starting points of pupils. In some circumstances the close support and help the children receive from the adults in the room do not help them to develop their own independence and imagination. Sometimes, because the accommodation is cramped the teacher is unable to develop the lessons so that all pupils are able to build on what they know and can do, and so reach higher standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school plans successfully to ensure that the curriculum is wide and interesting and meets statutory requirements. The curriculum is very carefully organised.
Provision for pupils with special educational needs	Very good. Work is carefully matched to individual pupils' needs. These pupils receive very good individual support. Procedures are well set out and followed.
Provision for pupils with English as an additional language	No pupils have English as an additional language. Suitable arrangements are available if required.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	This is a strength of the school. Provision for moral, social and cultural development is very good. Provision for spiritual development is good. There is a good range of out-of-school activities, including sports, music, and information and communication technology.
How well the school cares for its pupils	Very good. Procedures for monitoring and supporting pupils' academic progress and personal development are very good. Child protection is very thorough. Procedures for monitoring attendance are very good.
How well does the school work in partnership with parents?	Very good. Parents have very positive views of the school and support it very well. This has a positive impact on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a very well-informed and active lead for the school. There is a strong and determined approach to providing a high-quality education for all pupils. Co-ordinators work successfully together to provide a positive lead for the planning and teaching of their subjects.
How well the governors fulfil their responsibilities	Good. The governing body fulfils its statutory duties well. It has a clear picture of the strengths and areas of development in the school and is actively involved in supporting its progress.
The school's evaluation of its performance	The headteacher effectively evaluates the information the school collects from its own and national sources to look at the performance of individual pupils. The school is considering the use of electronic means to carry out this process more quickly and efficiently. Co-ordinators have appropriate opportunities to look at the quality of teaching and learning in their subjects.

The strategic use of resources	Good. There are thorough procedures to link the school's financial planning to its educational needs. The school improvement plan is thorough and a useful working tool. The governing body tries to ensure that its spending decisions are thoroughly based on the principles of best value. The school uses grants and other additional funds well. However, there is insufficient space in the hall and in the outdoor play areas for children in the Foundation Stage. Overall, the school is an attractive environment which, despite some limitations on space, provides a stimulating setting for pupils and staff.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good. • I have confidence in approaching the school. • The school expects their children to work hard. 	<ul style="list-style-type: none"> • No parent expressed any significantly negative view.

Parents' views as expressed in their responses to the parental questionnaire sent out before the inspection were all very positive.

The inspection team agrees with parents who have these positive views of the school and the good quality of education it provides.

A meeting was held between the registered inspector and parents. Fifteen parents were present. They were very pleased with the current quality of education the school provides. They believed that the school was very successful at the time of the last inspection and had maintained its high standards.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Generally children enter the school with average standards. Standards overall by the age of seven are above those expected. An exception is in physical education, where standards are at the levels expected. During the inspection there was no significant variation between the performance of boys and girls. In the groups of pupils who took the national assessments at the age of seven between 2001 and 2002 boys did better than girls in writing and reading and less well in mathematics.
2. In the Year 2 national assessments for seven year olds in 2002, results were very high (in the top five per cent) in reading and mathematics. In writing, results were well above average. It is the same picture when results are compared with those in schools considered to be broadly similar. Since 1998 there has been a substantial improvement in writing and a good rate of improvement in mathematics. Overall, the school has improved faster than most other schools. A particular strength in the most recent national assessments is the high proportion of pupils who reached the higher level (Level 3).
3. Children enter the reception class with levels of basic skills typical for their age. In English at the end of Year 2, standards in speaking and listening are well above average. In reading and writing, standards are above average. Pupils are very attentive and listen very carefully. They maintain concentration well over long periods when they listen to their teachers. Many pupils enjoy using language expressively when talking; for example, in finding alliterations. Pupils have a good feel for language, starting longer stories expressively. They have a clear idea of how to plan and write stories in logical sequences of events. They have a good grasp of simple punctuation and grammar. They know the difference between direct and indirect speech. They know how to pronounce unfamiliar words accurately, they read expressively and with enthusiasm, and many are familiar with well known stories.
4. In mathematics by the age of seven, many pupils achieve above average standards. In Year 1, pupils know addition and subtraction facts to at least ten and many can confidently solve number problems mentally and have a well developed understanding of what 'more' and 'less' mean. They know about money, counting pence forwards and backwards in tens mentally, and explain by using a 100 grid how they arrive at an answer. They know how to use non-standard units of measure and the names of common shapes.
5. By the end of Year 2, standards in science are above average. Pupils have a good understanding of how to begin an experiment, and have well developed skills in conducting investigations and devising hypotheses to test. They know the names of the main parts of the body and their functions, are able to classify objects according to different physical characteristics and are beginning to understand how simple forces operate.
6. Standards in all other subjects of the National Curriculum are above those expected, except in physical education, where standards in gymnastics, dance and indoor games are adversely affected by a lack of space. Overall standards in physical education are at expected levels. Standards in religious education are above those set out in the locally agreed syllabus.

7. Since the time of the last inspection standards have risen in all subjects except physical education. In art and music very good progress has been made in raising standards further. These improvements are closely linked to the determined lead given by the headteacher, and the teachers' hard work and commitment to make agreed policies and practices effective.

Pupils' attitudes, values and personal development

8. Pupils show positive attitudes and values. This is the same picture as at the time of the last inspection. The positive ethos is implicit in the welcoming and supportive atmosphere evident at the start of and throughout the school day. Children and pupils are keen to get to school and almost all are waiting with their parents for the doors to open in the morning. Their attendance is very good and well above the national average. The very rare latecomers report to the office before joining their class. Registration provides a calm and purposeful start to the day for all.
9. Behaviour is good in lessons, around the building and outside in the playground. Children and pupils know how they should behave and respond well to their teachers' high expectations. They wear their badges with pride and are eager to collect as many as possible. A certain look, or their name said in a particular tone, signifying an adult's disappointment, is usually sufficient to stop any inappropriate behaviour because all children and pupils wish to please rather than to upset staff. Other sanctions are rarely necessary and there have been no exclusions in recent years.
10. Pupils are enthusiastic about and interested in learning. They enjoy working together and like to help each other. All are particularly careful to include in their activities, both in class and outside in the playground, those who are less strong or who have other problems. They like to share their own and others' achievements with the headteacher and in assemblies, and are very proud when 'their' leaf is attached to the caring tree. Lunch is a very sociable occasion and contributes to pupils' excellent social development.
11. Outside, playtime is a happy time. During the inspection children were jumping up and down with excitement as they watched the leaves swirling in ever-diminishing circles. Some minor incidents inevitably occur in the playground, but these are quickly noticed and efficiently dealt with by vigilant supervisors. Children and pupils are very concerned if one of their number is hurt. Relationships between pupils and adults are very good.
12. Pupils' personal development is very good. They are pleased to be chosen as class helpers and carry out such tasks as returning the registers to the office very carefully. The youngest children are very proud when they manage to dress themselves in their outdoor clothes unaided. Pupils learn about those less fortunate than themselves and what they might do to help. Assembly themes are well planned to make them think about their own friends; for example, as they ponder on Jesus and his friends. During personal, social and health lessons they discuss problems they may have at school. The visits they make and visitors to the school promote understanding and tolerance. Pupils are alerted to difficulties they may face outside their school environment through talks given by representatives from the police, fire, road safety and medical services. They are well prepared and look forward with confidence to the next stage in their education.

HOW WELL ARE PUPILS TAUGHT?

13. In the relatively small number of lessons seen the quality of teaching is good and is better than at the time of the last inspection. It is a strength of the school. Across the school, teaching is never less than satisfactory. In nearly seven out of ten lessons the teaching is good and occasionally very good. In one in three lessons it is satisfactory. The good teaching is found in all classes and is a particular strength in Year 1 and Year 2. Teaching in the Foundation Stage is satisfactory and is now well focused on planning a curriculum which meets the requirements for children under six.
14. The teaching of literacy is good and lessons are planned well to meet the structure of the Literacy Hour. Teachers have a good understanding of how to teach reading effectively and improve pupils' writing. The National Numeracy Strategy is firmly in place.
15. Across the school, where teaching is good and occasionally very good, teachers plan carefully so that when they begin their lessons there is a clear sense of purpose. They know what they intend to teach in the time available and ensure that the lessons move on at a brisk pace. Teachers show good subject knowledge, expertise and enthusiasm so that, for example, a music lesson comes to life because the teacher's own skills and energy are transmitted very successfully to the pupils, who find the lesson fun and work very hard for long periods. In the best lessons work is carefully matched to the different abilities of pupils, and all, including those with special educational needs, are warmly encouraged and involved in the lessons. Pupils know that their individual efforts are recognised and strive hard to please their teachers. Support assistants and other helpers are used effectively and work closely with teachers to provide well focused assistance for individual pupils.
16. Where teaching is satisfactory but has some weaknesses, the work, while appropriate for some pupils, is not carefully matched to the needs of all pupils, some of whom are at different starting points. In some lessons, because the adults in the room are eager to help and direct pupils, insufficient opportunities are provided for these pupils to think things out for themselves and to practise how to be more independent. Sometimes, because the accommodation for physical education is inadequate, teachers have to settle for second best because they do not have sufficient space to challenge pupils to perform more-demanding activities and to raise standards further. Pupils with special educational needs are taught well. Teachers know their pupils very well and are familiar with their individual educational plans. These pupils make very good progress and play a full part in the life of the school.
17. Across the school the quality of marking is often good. In the best examples pupils' efforts are warmly recognised and constructive suggestions are made to encourage them to recognise what they need to do to improve.
18. Teachers regularly set homework which is always related to the work pupils are undertaking in their lessons. Teachers work hard and effectively to develop successfully a strong sense of partnership with parents in the setting and completion of homework.

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

19. The curriculum meets the statutory requirements of the National Curriculum in all subjects. It is broad, balanced and relevant, and has a positive impact on pupils' learning across a range of subjects. The school makes effective use of nationally-recommended guidelines to support its planning. The formal allocation of time for the curriculum is in line with the national recommendations.
20. The curriculum for the children in the Foundation Stage is satisfactory, although insufficient attention is given to using the Early Learning Goals as a basis for planning the children's activities. As a result, some activities do not match the children's different levels of need or provide suitable opportunities for teaching and learning both indoors and outdoors. Good emphasis is placed upon the teaching of the basic skills of literacy and numeracy. Strategies for the teaching of literacy and numeracy are good and are reflected in the consistently high standards of attainment in these subjects.
21. At the time of the previous inspection there were some key issues relating to the curriculum. These indicated the need for pupils to have more opportunities to use the knowledge and skills they had gained in English, mathematics and science to undertake investigations and to further develop the creative and imaginative aspects of the curriculum. The school has responded well by providing the pupils with a variety of challenges and investigations which help them to apply skills they have learned in other subjects. For example, pupils apply their knowledge of measurement when using tape measures in science investigations to check the distance toy cars move. Improvements have also taken place to raise the profile of music, and art and design. Pupils now have regular opportunities to sing and play instruments with control and expression; they maintain a steady beat and alter the tempo as required. Looking carefully and handling artefacts and natural objects, and visits in the local environment, inspire pupils to make detailed observations in pencil or watercolour. The scheme for religious education is in accordance with the locally agreed syllabus for Hampshire. The school also studies the belief systems of Hinduism. The use of information and communication technology to support learning across the range of subjects is well developed. The use of laptops is helping to raise standards as well as addressing the need to replace older computers. The use of homework to support the curriculum is consistently applied throughout the school and the homework policy is well supported by parents. This contributes considerably to the standards pupils achieve.
22. The school's provision for extra-curricular activities is very good, with at least five clubs taking place after school. Clubs are popular and very well supported. Pupils gain obvious enjoyment from taking part in these activities with friends, and these opportunities enrich their learning significantly, for example in physical education.
23. The school makes good provision for the development of pupils' personal, social and health education through the daily life and routines of the school as well as in lessons devoted to talking about these topics. The ethos of the school encourages pupils to care for each other and to learn to work co-operatively, and all are encouraged to develop a sense of self-esteem.
24. Provision for pupils with special educational needs is very good. This is an improvement since the previous inspection, which judged provision to be good. The improvement is due to a much more focused deployment of support assistants based

on their professional skills. Support staff work very well with class teachers to provide very good support for these pupils. The well established system of support includes assistants working alongside pupils in class lessons or withdrawing them to a quieter area of the school where they can be taught using very specific work programmes, such as sound and picture relationships, or supported with physiotherapy exercises. The targets in the pupils' individual education plans are realistic, measurable and regularly reviewed. Good procedures are in place for pupils with Statements of Special Educational Need. Both the special educational needs co-ordinator and governor work very closely to ensure that suitable support is provided and as a result the assessment of pupils' learning is very well co-ordinated.

25. The aims of the school show a commitment to equality of opportunity for all pupils. Good attention is given to the needs of pupils with special educational needs. The provision for equality of access and opportunity is good and is promoted in the school vision and aims. Pupils of all abilities are able to make a good contribution to most lessons as they are supported and helped by teachers and support assistants. The inclusion within the school of children with significant physical difficulties gives all pupils insight into other people's difficulties.
26. The school has very close links with the Early Birds pre-school group, which shares the same site. All staff liaise frequently and this ensures a smooth and happy transfer into the reception class when children reach school age.
27. Pupils' spiritual, moral, social and cultural development is embedded within the whole curriculum. Overall, the provision is now very good and an improvement since the last inspection. Assemblies give pause for thought and reflection, resulting in a genuine reverence as, eyes closed and hands together, all say, "Amen" after the prayer. Pupils focus on the lighted candle to help their concentration and were delighted by the 'thinking' shell produced by the headteacher as she asked them to think about the rough exterior and smooth interior and what these might mean. Their spiritual development is good.
28. Children and pupils enjoy listening to music from other cultures, learning about their art and about the different religions and ways of life others follow. Pupils talk about the African display in the entrance hall and try to imagine what life must be like in an African village. They are fascinated by traditional stories. Their multicultural knowledge is enhanced during assemblies as all are asked to listen to the music from another country playing as they enter and leave the hall. During the inspection this was 'Danny Boy', an Irish air, and the week before African music was enjoyed and dances tried. The school celebrates pupils' ethnic and religious diversity sensitively. The provision for pupils' cultural development, enriched by the many visits they make, for example, to local theatres, and talks from visiting speakers, is very good.
29. Provision is very good for pupils' moral development and excellent for their social development. Negotiated rules are known and followed by all. Discussion sessions are used well to resolve minor difficulties and to encourage all to think about issues in school and beyond. A police officer talks to classes about 'Getting It Right'. The school is an inclusive, orderly community and a natural sense of justice quickly develops. The family atmosphere ensures the excellent social skills, including care for those younger or less fortunate, evident throughout this small, united and happy school community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. Pupils' health, safety and welfare are high priorities for the school, as they were at the time of the last inspection. Risk assessments are carried out annually, and staff trained in first aid are on site at all times. Security is under regular review.
31. The school has good procedures and guidelines for child protection, of which all staff are aware. The designated teacher updates her training regularly and shares this in the staff room. Pastoral care is one of many strengths, and in this small community staff know pupils very well and are sensitive to their particular circumstances. The school was advised of a small number of health and safety matters noted during the inspection. The school has very effective systems to record and monitor attendance. Parents conscientiously inform the school of reasons for absence, and the administration officer very rarely has to telephone to find out why a child is away from school.
32. All staff follow very good procedures for behaviour management, and use praise and award badges very effectively to promote good behaviour as well as to celebrate other achievements. Going to the headteacher's office to show their good work is one of the pupils' great pleasures. Sanctions other than disappointment or disapproval are very rarely needed.
33. The procedures for promoting and monitoring pupils' personal development are very good. Expectations are high and records are regularly updated alongside those for assessment. The personal, social and health lessons are carefully planned to encourage all to take responsibility. Annual reports include a section on pupils' personal development.
34. This is a very caring school where all staff know their pupils very well and are fully aware of the needs of individuals who require specific support. This ensures that the provision for pupils with special educational needs is very good. Detailed information is kept on pupils' individual personal development as they move through the school. Staff discuss pupils' particular requirements with a sensitive awareness of individual needs. Various regular routine duties are undertaken by pupils in each class. All pupils with special educational needs have full access to the school's activities. Their contributions are valued and their achievements recognised. This is particularly true for those who have Statements of Special Educational Need. Pupils' needs are quickly identified when they enter school and arrangements are made for the regular review of their progress. Effective use is made of agencies outside the school to provide help and support for individual pupils and their specific needs.
35. The procedures for assessing pupils' attainment and progress are very good overall. This is an improvement since the previous inspection, as the successful models of good assessment and record keeping in English and mathematics are now used in other subjects. The school now has assessment record sheets for each subject. This is providing a good basis for recording and assessment opportunities. Pupils' attainment on entry is assessed carefully and the results are used throughout the school to monitor pupils' progress and inform the planning of the curriculum and teaching. In the reception class, however, the outcomes of these assessments are not linked sufficiently well to the Early Learning Goals to provide a consistently well matched curriculum.
36. Procedures for monitoring and supporting pupils' academic development are good overall. Literacy and numeracy targets form part of the assessment process for

individuals and within groups. Group targets are displayed and referred to in lessons. The school is using data to analyse national, local and school results in English, mathematics and science, and to look at differences between the rates of progress of boys and girls. The school has identified the need to update assessment practices through the greater use of electronic data handling to record and track pupils' progress in learning speedily and efficiently.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. There is a very positive relationship and very strong links with parents which forms a strength of the school. Parents support its aims and ambitions for their children and appreciate the ethos underpinning the school's family atmosphere. They are loud in their support for this popular village school, and demonstrate this through their very good attendance at curriculum meetings and during conferencing week. Almost all have signed the home-school contracts, and those who can, enjoy helping in classes and with visits. Others organise the exchange of mathematics games on Wednesday mornings and all try to attend the class assemblies. Parents help their children with homework, and their use of the reading records results in good communication between home and teacher. Christmas productions are held in the church because the school hall is too small to accommodate all who crowd in to celebrate what their children can do.
38. Popular and successful fun and fund-raising events, run by the very enthusiastic Friends of Newtown Soberton (FONS), include the recent Christmas ball shared with the pre-school which raised well over £800 to swell school funds and was much enjoyed by all who attended. The Friends distribute their own newsletter to publicise events and to give news of the school and of Early Birds' activities.
39. The school provides good-quality information for parents in the prospectus and governors' annual report, and through regular letters. Parents like their children's annual reports, which contain the targets already discussed. They value the opportunities they have to speak to the headteacher and other staff whenever they have any concerns. Parents of children who have special educational or other needs are involved in their individual education plans and invited to the reviews, which almost all attend. The friendly administration officer is always ready to give assistance with form-filling should parents need it, as well as to any parents who speak English as an additional language if they require help in understanding letters or other documentation sent home. As a result of the very good partnership established, parents' strong commitment to their children's education and their support for and involvement in school life, children's personal development and their academic achievements are enriched.
40. Staff are always looking for ways to improve the close links already existing with the pre-school on site, from which most children transfer. As a member of 'Omega', the local rural schools association and the Swanmore pyramid of schools, the school uses the services offered and joint training available very effectively. Good links with the local junior school, through well planned academic liaison and the exchange of information and visits, ensure that all enjoy a smooth transfer when the time arrives. The school welcomes ex-pupils and others who chose to do their work experience at Newtown Soberton.
41. The local church is used both as a place of worship and a resource. A local Methodist minister occasionally takes assemblies. Children perform country dances at the church fete, and exhibit their wares at the local annual summer horticultural

show. A prominent member of the local history society has talked to them about the history of their locality. Residents and local community groups are invited to their own special performance of the Christmas production, and many support the fund-raising events organised by the Friends Association.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The quality of leadership by the headteacher is very good and has had a significant impact on raising the standards of teaching and learning across the school. Governors are well informed and play a full part in the life of the school. Since the time of the last inspection governors have established an effective and well organised committee structure. The school has made very good progress since the time of the last inspection in addressing the shortcomings indicated in the last inspection report. Pupils now have above-average investigative skills and generally standards have improved in most but not all subjects. An exception to this pattern of improvement is in physical education, where limited accommodation adversely affects the standards pupils are able to achieve in some aspects of this subject. Teaching is now better than it was. It is now a strength of the school, where it was perceived to have some weaknesses previously. Up-to-date arrangements for appraising the performance of teachers are now in place.
43. The headteacher and co-ordinators have had appropriate opportunities to visit classes to look at the quality of teaching and learning and to work alongside other teachers to judge the success of initiatives they are pursuing. The headteacher's rigorous and constructive approach to formally reviewing teaching and fostering good practice across the school has played a significant part in promoting high standards and a positive, hardworking attitude from all teachers. While the headteacher evaluates pupils' performance very carefully, the school does not use electronic systems to do this speedily and efficiently. This is recognised as a target in the school's improvement plan.
44. The headteacher works closely with the chair of governors. They jointly provide an experienced and pragmatic lead for the school. The governing body is well informed about the life of the school and takes an active interest. For example, governors visit classes to look at the progress being made in English and other subjects. There is a strong sense of mutual respect among teachers and governors, fostering well developed, positive and purposeful relationships. Governors are appropriately involved in identifying the priorities for the school improvement plan, which is well constructed and appropriately focused on the long-term needs of the school. The school is well placed to improve further and is on course to meet the targets it is setting for itself.
45. The school is very well managed. Day-to-day administration is effective and financial management is efficient. Funds set aside for special educational needs are very well used and the school tries to ensure that the necessary documentation on pupils is sufficiently detailed and kept up-to-date. Governors have a good understanding of the importance of finding best value for money in its purchases. They review regularly the impact of their spending decisions on the standards pupils attain and the quality of education which the school provides. Surplus funds are carefully ear marked, for example, to maintain and improve the buildings.
46. Generally the school is well resourced. Teaching materials are well stored and are easily accessible to teachers and pupils. The school is a bright and stimulating environment for pupils. Colourful displays of pupils' work indicate clearly the value

teachers attach to their pupils' efforts. However, the school hall is too small for pupils to be taught gymnastics, dance and indoor games effectively. While the apparatus in the hall is of good quality and quantity, there is not enough space for larger numbers of pupils to use it safely and for teachers to raise standards further.

47. Children enter the school with average levels of basic skills. Overall, they make good progress and generally achieve well. Taking into account the overall good quality of teaching, the positive way the school is led and managed, the progress pupils make and the standards they achieve, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. The governing body, headteacher and senior staff should:-
- (1) Review and increase the space set aside for children under five to use in their physical development and for pupils in Year 1 and Year 2 to use in their indoor physical education. (Paragraphs 16, 42, 46, 58, 103, 104) *
 - (2) Improve the provision for children in the Foundation Stage by:
 - i planning the curriculum for children under five so that each child begins each area of learning at a stage which matches their individual levels of development;
 - ii ensure that these children move systematically along the small steps to learning towards the Early Learning Goals for children of this age. (Paragraphs 20, 35, 52)

** The school has identified these issues as priorities in its School Improvement Plan.*

Minor key issue

- (1) Put in place an electronic means of analysing and reviewing pupils' progress efficiently in relation to the targets set for them at the age of seven (which the school has identified as a priority and is beginning to address). (Paragraphs 36, 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	14	8	0	0	0
Percentage	0	8	58	33	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	62
Number of full-time pupils known to be eligible for free school meals	n/a	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y2
Number of pupils with Statements of Special Educational Need	n/a	3
Number of pupils on the school's special educational needs register	n/a	15

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.7

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	7	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	7	7	7
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	95 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	7	7	7
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	95 (100)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	57	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	4
Number of pupils per qualified teacher	15.5:1
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	117

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0.3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-02
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	£
Total income	208,937
Total expenditure	208,871
Expenditure per pupil	3,730
Balance brought forward from previous year	56
Balance carried forward to next year	29,396

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	62
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	18	0	0	0
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	54	43	4	0	0
The teaching is good.	86	14	0	0	0
I am kept well informed about how my child is getting on.	50	46	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	93	7	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	75	25	0	0	0
The school is well led and managed.	82	18	0	0	0
The school is helping my child become mature and responsible.	71	25	0	0	0
The school provides an interesting range of activities outside lessons.	75	25	0	0	0

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

49. Children enter the reception class at the beginning of the year in which they will be five. Children who are already five or will be five during the autumn term attend full-time. Children who become five in the spring term attend for the morning session for the first half term and those who become five in the summer term attend for the morning session for the whole of the autumn term. There are meetings and visits for children and their parents before the children start school, which provide good opportunities for them to familiarise themselves with school routines. Most of the children come to school having attended the local 'Early Birds' pre-school group on the school site, with whom there are good links.
50. The overall quality of teaching for children in the reception class is satisfactory. Support for children with special educational needs is very good. Teaching assistants make a sound professional contribution to children's learning and development. Teamwork is good, although the teaching assistants do not yet fully contribute to the planning for the areas of experience. The initial assessments undertaken shortly after the children start school indicate that their attainment is broadly in line with that expected for this age when they enter school. By the end of the reception year the majority of children will have reached the Early Learning Goals in all areas, with a few children exceeding the national expectations for their age in communication, language, literacy and mathematical development. Children make satisfactory progress and broaden and consolidate their knowledge in all areas of learning, although standards achieved and progress made in personal and social development are not as good in some respects as at the time of the previous inspection. There is, however, an improvement in creative development since the previous inspection, when it was just below expectations.
51. High standards of care are provided for the children. All adults know the children very well, notice when they are unhappy or unwell, and take care to ensure their safety at all times. Children with special educational needs are very well supported and make very good progress. Assessment of children's personal and educational development is well documented and supported through frequent observations. Marking of work clearly details what individual children can do and what they need to do next. Children are given a variety of choice within activities, ensuring suitable experience across all the areas of learning. However, on occasions these activities are over-directed by the adults. Parents clearly feel welcome in school and comfortable in approaching staff. Resources are satisfactory.
52. Although the Foundation Stage is managed satisfactorily, with strengths in teamwork with the pre-school and within the reception class, the organisation of the Foundation Stage curriculum does not consistently provide a close match to all children's individual needs in line with the nationally recommended guidelines. Insufficient use is made of the school's outdoor facilities to support the physical development of children in the Foundation Stage.
53. There has been good improvement in the overall provision since the last inspection.

Personal, social and emotional development

54. Children make sound progress in their personal and social development because the caring and supportive environment and satisfactory teaching help young children to settle quickly and feel part of the school. They adapt to school routines well and, by the end of the reception year, most show confidence and relate well to adults and each other. Most children are responsive, interested in what they are doing, and concentrate and persevere in their learning activities. Children share thoughts and feelings with growing confidence. They attend acts of collective worship with the rest of the school, and this helps them to become members of the school. They also develop social skills with older friends and siblings at playtimes and lunchtimes. A range of social experiences is provided, such as role play in the 'Post Office', sharing news and taking turns in speaking and listening. The way in which the curriculum is currently organised provides limited time and opportunities for children to focus on activities and experiences to develop their own interests, independence and enthusiasm for learning or to extend their thinking skills. Most children will reach the Early Learning Goals.

Communication, language and literacy

55. Children's progress in language development is good due to the good provision and good teaching. There are a variety of well-planned activities which, combined with the teacher's enthusiasm for language, provide opportunities to develop speaking and listening skills, individually and in groups. Some children are confident in discussions and when sharing ideas and experiences. They learn new vocabulary quickly and their speech is usually fluent and expressive. Good-quality books are available to share with adults. Children handle books with respect. A few children confidently read simple texts, using pictures, memory and knowledge of sounds to help them work out the meaning. Others recognise their names, a few familiar words and some letter sounds. Children enjoy hearing stories and listen well for a reasonable time. They join in with the teacher when reading from a 'Big Book' and some are aware of rhyme and repeating words and phrases. When writing, some children are able independently to form letters correctly and use their knowledge of letter sounds to write words and short simple sentences, while others attempt to hear the sound of letters and recognise some words from a key word list. A few children can read back their writing attempts to an adult. In the 'Post Office' role-play area children make their own attempts at writing letters, postcards and completing a variety of forms. Overall, adult support is effective in developing pupils' understanding and use of language and literacy skills, although this support can, at times, be too directive, which has an adverse effect on pupils' imagination and independence. Most children make good progress overall and will achieve the Early Learning Goals, while some will exceed them in this area of experience.

Mathematical development

56. Most children enter school with average mathematical skills and experience. The good experiences offered to them and the good teaching help children to make good progress. Children sing number songs that involve counting forwards and backwards. Most children count confidently to ten and many can match the number to each object counted; for example, when they roll a dice and match the number to the correct number of cubes. The majority can start at a given number and count on to ten. Some children are able to hold a number in their head and count on from this. For example, when they put animals inside the barn and in the field they remember how many were in the barn and count on to the number in the field. The children are

beginning to identify patterns and compare, sort, count and order objects according to size. They build towers of plastic bricks, understand when one more brick is added to a tower and can identify the tallest tower of nine bricks, which is one more than the tower with eight bricks. Children recognise and name primary colours. They can name two-dimensional shapes and use them to create a picture of a rocket. Children work in groups with interest and enthusiasm. On occasions the adult support which enables children to focus on the activity and consolidate the mathematical vocabulary being used provides too much direction. The majority of children will achieve the Early Learning Goals, while the higher achieving children will exceed them in this area of experience.

Knowledge and understanding of the world

57. Achievement in this area is satisfactory, as is teaching. Children are given a variety of activities to try out, use and explore. However, these activities are directed too much by the adults. As a result there are few opportunities for children to experiment further without an adult or for them to discuss together and build upon the ideas and suggestions of others, which restricts the development of their knowledge and understanding of the world. Through listening to stories and when making a class collection of old and new teddies they become aware of past and present. They learn to investigate materials, using their sense of taste and smell. They find out the effect of heat and cold on their skin. They use a variety of toys to understand what can be pushed or pulled. They discover that the effect of pushing air inside a balloon causes it to stretch and change. Children blow through straws first to move a ball on the surface of the water and then to make bubbles to print from. After hearing the story 'Rosie's Walk' and making the pond, windmill, etcetera. in the story, children re-enact it, listening carefully as the teacher emphasises the directional language. They use the computer to create pictures of themselves and, with help, program the roamer to find different letters which they then build into words. The children draw a design for a cart that will carry their teddy, bricks, etcetera. With adult support they put wooden axles through a box and attach cotton reel or card wheels, and then fix string so that they can pull the cart along. The inclusion of children with significant physical difficulties gives them insight into other people's difficulties. Children learn that some families celebrate different festivals, such as Eid, and they have the opportunity to make and taste sweets enjoyed by Muslim children for this festival. By the end of the reception year, most children are on course to reach the Early Learning Goals in this area.

Physical development

58. Children make satisfactory progress in this area, due to satisfactory teaching and opportunities. They show confidence in their ability to take care of themselves when dressing and washing their hands. Most children handle pencils, crayons, paintbrushes, scissors and glue safely and with control. They use play-doh to make shapes and join together pieces of puzzles. Children follow the teacher's actions as they re-enact the familiar story of 'Rosie's Walk'. They can walk along a wooden bench, although some children lack confidence and need adult support to do this successfully. Children were observed co-operating with each other to build a house with plastic bricks and taking turns to collect bricks and take them to the site of the house. In the outdoor area they use wheeled toys with care, control and confidence, showing an awareness of space and the needs of others. The majority of children are likely to reach these Early Learning Goals, although the size of the outdoor area and the variety and organisation of resources limit what can be achieved in their physical development.

Creative development

59. Children's achievement in creative development is satisfactory. Teaching is satisfactory, with a range of materials and activities for children to draw, paint and model. The children use socks to create puppets for their pet shop, attaching features from a variety of fabrics. Creative play is developed in the role-play area and by the artefacts, clothes and 'small world play' to enhance children's imagination. Children enjoy and join in rhymes and singing. They listen carefully to music and to the sound of different instruments, and begin to appreciate when the music is fast or slow. They experiment in using different parts of their body to create a pattern of sound which they then take turns to copy from each other. Some children are familiar with the names of a variety of percussion instruments and can use them to sustain a steady beat. Most children will reach these learning goals. The organisation of the curriculum, although providing children with a range of choices, affords them few opportunities or sufficient time to develop their own ideas, confidence, independence and curiosity, which also limits their ability to make better and more-informed future choices.

ENGLISH

60. Standards in English are above average at the end of Year 2. This is an improvement since the time of the last inspection. Pupils' results in the national assessments in English at the age of seven in 2002 were very high in reading and well above average in writing. When these results are compared to those in schools considered broadly similar they are very high in reading and well above average in writing. A very high proportion of pupils reach the higher level (Level 3) in reading and an above average proportion reached this level in writing.
61. Since the time of the last inspection the National Literacy Strategy has continued to be successfully implemented and the information from the national assessments and other assessments has been carefully analysed to identify strengths and areas of development. These procedures, allied to a rigorous first-hand evaluation of teaching, have helped standards to rise further.
62. Standards in speaking and listening are well above average. Pupils are very attentive and listen very carefully. They maintain concentration well over long periods when they listen to their teachers and each other. When given an opportunity to speak, they do so confidently and have a good vocabulary, responding well to the careful way teachers plan to develop these skills; for example, when discussing their favourite 'wild things'. Many pupils enjoy using language expressively when talking; for example, they find the alliteration in 'bl' sounds fun when reading together 'Goldilocks and the Three Bears'.
63. Standards in reading are above average. By the age of seven many pupils benefit from the strong home-school reading links and the well-organised help given by assistants and some parents who come to school to help. Across the school the skills of reading are well taught so that nearly all pupils have a very clear understanding of the sounds letters make. They know how to use this knowledge to pronounce unfamiliar words accurately. Pupils generally read with expression and enthusiasm. By the age of seven, many are familiar with well-known children's stories and are beginning to have favourite authors. They know how to find out information from books and how to use the school reference library. A positive force in this is the way in which a number of parents help regularly as reading partners and support individual pupils to improve further their skills and understanding.

64. Standards in writing are above average and the school plans successfully to provide pupils with good opportunities to write for a range of purposes. Pupils from an early age have a good feel for language, starting longer stories expressively. They have a clear idea of how to plan and write a story in a logical sequence of events. By Year 2, pupils are able to use simple punctuation and grammar accurately. They are able to distinguish between direct and indirect speech. They are able to retell well-known stories in their own words; for example, in the 'Three Little Pigs' they use expressive adjectives and adverbs to add colour to their own writing. By the end of Year 2 many pupils are able to write in a neat, joined hand and take care to present their work well.
65. The quality of teaching is good and is well planned to meet the needs of the Literacy Hour. In the best lessons, teachers carefully plan to meet the needs of all the different abilities in their classes. Pupils build systematically on what they know and can do. Teachers show secure subject knowledge, for example, in teaching how to read, and their enthusiasm for their subject is infectious. Time is used effectively and the brisk pace of learning ensures that all pupils are appropriately challenged and work hard. Teachers praise warmly and mark pupils' work very thoroughly. They often make helpful suggestions about how work could be improved. Success is recognised and rewarded. The home-school reading link is a regular feature of pupils' homework, and parents are encouraged to feel that they too have an important role to play in developing their children's skills in reading.
66. The co-ordinator provides a very good lead and is enthusiastic; for example, in ensuring that pupils have good opportunities to learn how to write for different purposes and different audiences. There have been very effective procedures to look carefully at how pupils achieve and to identify areas of strengths and relative weaknesses. The co-ordinator works well with other teachers and the governor with responsibility for literacy to ensure that this strategy is taught well. Resources are good and very well organised.

MATHEMATICS

67. At the last inspection, standards of attainment in mathematics were found to be average. Since the last inspection there has been a marked improvement, with standards in mathematics consistently rising. They are now above average.
68. Pupils' attainment in mathematics on entry to school is average and they make satisfactory progress through reception and good progress by the end of Year 2. Pupils with special educational needs are very well supported and make very good progress.
69. The implementation of the numeracy strategy has been effectively implemented. The teaching observed was never less than good, which is an improvement since the last inspection. In these good lessons, pupils are beginning to visualise numbers and coins. Teachers provide a variety of opportunities for numeracy skills to be used and consolidated usefully in other areas of the curriculum. For example, in design and technology the pupils communicate information in block graphs about favourite fruits, and toppings when making pizzas; in art and design, pupils use their knowledge of patterns when exploring fabrics and use their counting and measuring skills when weaving and sewing a Binca bookmark.
70. In Year 1, pupils know addition and subtraction facts to at least ten and many can confidently solve number problems mentally and have a well-developed

understanding of what 'more' and 'less' mean. Using a hundred-square grid and dominos, pupils show an understanding of 'odd' and 'even', and recognise, describe and extend number patterns. In Year 2, pupils make good progress in number work, consolidating their understanding of numbers to 100. When learning about money they count forwards and backwards in 10p's mentally and then explain, using a hundred-square grid, how they arrived at their answer. They use their knowledge of subtraction to solve a variety of problems; for example, subtracting 10p from the number on a card, subtracting a number on a dice from the number on a card, and subtracting ten, 20 and 30 from numbers between 101-200. Pupils know the names for common shapes and many can describe their properties, including the number of their sides, corners, edges and faces. Most pupils can use non-standard units of measurement and weight. Many have a sound understanding of place value and can order numbers with two digits. Some pupils can confidently add one number to a two-digit number and round numbers to the nearest ten. Most pupils are able to explain their operations with confidence.

71. The quality of teaching in Years 1 and 2 makes a positive impact on pupils' learning. Teachers have a secure knowledge and understanding of the subject. The learning objectives of the lesson are clearly identified and shared with pupils. Each group also has its own targets displayed on the table to remind the pupils what has to be achieved over the term. The structure of lessons provides pupils with challenge and encourages them to work at pace. Pupils are motivated by questioning which challenges their thinking and reinforces understanding, and this very effectively contributes to their learning. Teachers' high expectations and well-matched work enable pupils to make good progress. Time and resources are well used. The majority of pupils sustain their concentration throughout the lesson, work very well in groups, and demonstrate a good capacity to work independently. Occasionally, when pupils are unable to see the hundred square clearly, or when the written problems appear complex to them, they find it difficult to maintain concentration and become restless, with the result that insufficient work is completed during the lesson. When teachers mark pupils' work, explanations of what the activity is and what help pupils have received are usually given. It is not always made clear in the marking, through meaningful comments, how pupils should move on to the next stage of learning. Good use is made of teaching assistants, who work with small groups of pupils to support and reinforce the objectives of the lesson. The class teachers give them good guidance. Pupils receive homework tasks to be carried out at home that support work they do in school.
72. The subject co-ordinator provides good leadership through her monitoring of teaching and planning. Staff have received individual observations and guidance on the numeracy session and this has led to the development of a more consistent approach and the consolidation of good practice. Good resources support the mathematics curriculum. A very effective mathematics library is organised by a group of parents, and pupils are able to borrow games to take home on a weekly basis. Some parents also help to organise mathematics resources. Thorough procedures for recording and assessing pupils' progress are fully in place, as is the analysis of national tests to inform planning to meet the needs of the pupils. Group and individual targets are based upon such analysis, as are wider targets such as the school's decision to focus upon a range of target setting to sustain high standards, and to develop learning strategies which extend achievement.

SCIENCE

73. Standards in science are above average at the age of seven. This is an improvement on the standards found at the time of the last inspection, when they were average. By the end of Year 2, pupils have a good understanding of, "How I have changed since I was a baby"; they are beginning to understand how simply forces operate. They know that some materials have reversible changes and some changes are irreversible. They have a good understanding how to group objects according to their properties. They know the names of the main parts of the human body and their functions. They are aware of 'healthy living' and how to make an electric circuit work. They are able to respond sensibly to questions which ask them to find solutions and they know how to make simple predictions and hypotheses. They are able to conduct simple experiments and to measure their results, recording them accurately. They are beginning to observe and record simple patterns and to explain scientifically what they observed.
74. The quality of teaching is good, lessons are well planned and the teachers make sure that pupils know what is expected of them in the time available. Pupils are encouraged successfully to consider what will make a test 'fair' and to be aware of 'constants' and 'variables'. As a result, they begin their investigations purposefully and predict likely outcomes confidently and accurately. Pupils' interests and enthusiasm are maintained very effectively by the encouragement and interest shown to each pupil as they work. As a result, all pupils, including those with special educational needs, are absorbed in their lessons and try hard.
75. The subject is well led so that teachers have a clear idea of what they should expect from their pupils. Plans and schemes of work are detailed and help teachers to introduce topics systematically and to build successfully on what pupils already know and can do. Resources are of a good quality and quantity, and are readily available. They are well used.

ART AND DESIGN

76. Only one lesson in art and design was seen during the inspection as the subject is taught in alternate half terms. However, from a scrutiny of pupils' previous work and teachers' plans and by talking to teachers and pupils it is clear that standards are now above the expected levels for children aged seven. This is a considerable improvement since the previous inspection.
77. In Year 1, pupils use a variety of media well, experiment with oil and water mix, and wax resist, and create shades and tones of one colour. They look in mirrors to observe themselves closely and draw self-portraits, using pencils for line tone and shading. Pupils in Year 2 use careful observations to make pencil sketches of leaves, mushrooms, primulas, apple blossom, trees and tree bark from a variety of angles. They use water colours to paint different trees and make paper collages of pansies. They work in pairs to design and create a clay relief panel to represent the school. Pupils effectively made a jungle collage using different types of paper and creating three-dimensional felt puppets. They have experienced a range of printing techniques; for example, making repeating patterns, using the edge of card strips, using rolling marbles, and making prints from wood, brick and flint. Information and communication technology is used well to enable pupils to represent, through lines and filled spaces, the work of Jackson Pollack and Mondrian.
78. Pupils concentrate very well when making careful sketches of patterns and decorations inside the local church. They are sensitive to the atmosphere within a church and behave respectfully when touching different wood, stone and metal.

Pupils begin to appreciate the visual and tactile qualities of what they are trying to draw. They make a number of detailed sketches of small sections from different parts of the church. Back in the classroom they discuss the church mosaic and symbols that are associated with churches before selecting a symbol to use as the centre-piece for the design for their paper mosaic. They use some of the sketches they have made to complete the design.

79. The quality of teaching is good. In the best lessons the good questioning focuses upon aspects of materials to help the pupils recall regular and irregular patterns. The teacher makes good links with the previous church visit and the patterns observed there. When inside the church, pupils are directed to look at textures and reminded to use view-finders to pinpoint a section for their sketch. Vocabulary is constantly reinforced as pupils are encouraged in their sketching choice; for example, to 'look for contrasting textures'.
80. There is good leadership and management of art and design. National guidelines are now used as the framework to organise and plan this subject. Good resources are now more effectively used to support the progressive development of skills. Assessment and recording are very well used to monitor pupils' progress. An annual 'Arts Week' is organised which enables pupils to use a variety of media over a concentrated period of time. 'Aboriginal Dreamtime' provided experiences of a different culture. Good progress overall has been made in art and design since the last inspection.

DESIGN AND TECHNOLOGY

81. Design and technology is taught in alternate half terms and consequently only one lesson was observed during the inspection. Judgements are based on a scrutiny of previous work, displays and talking with teachers and pupils. From this evidence, the school has improved the standards in design and technology, which are now good, from those seen during the last inspection. Pupils make good progress overall.
82. Pupils in Year 1 look carefully at a range of bags as a basis for their design for a pencil case. They make a shoe-box room, and create a moving picture with levers and sliders. They design puppets for 'Red Riding Hood', 'Three Billy Goats Gruff', 'Goldilocks' and 'The Three Pigs', identifying features needed and labelling materials to be used. In Year 2, pupils use winding mechanisms to make a swing when designing a dream playground. They design and make a suitable frame in which to place a picture they have drawn. When making pizza, pupils consider the different food groups it can be made from. They reflect upon what they have made and learn to evaluate the success of their design by discussing what improvement would result if they made it differently.
83. Pupils are very eager and enthusiastic to create a design and to achieve the end product. They are confident in using a range of tools and materials. They work collaboratively in groups and agree the puppets needed and who shall design which ones. Sometimes they have to create a further puppet so that they will have one each, which means they have to discuss what will be different about this character's design.
84. In the small number of lessons seen, teaching is now good, encouraging pupils through the introduction of a variety of ideas of the need for a purpose for a design. For example, when discussing puppet making, the need for a place for the action to take place led to the decision to make a puppet theatre in the future, as well as

determining the size puppets would need to be and how they would be operated. Good questioning develops thinking about the quality and care of a design and the identification of the materials necessary to produce a good product.

85. The leadership and management of the subject are good. Since the last inspection, planning has been effectively re-organised in line with national guidelines. Resources are good and well used. Assessment and recording are used well to monitor pupil progress. For one week each spring term the whole school focuses on one area of design and technology. There is a family challenge connected to the theme, and parents are invited into school one afternoon to work alongside the pupils. This event is usually very well supported, raising the profile of design and technology and what it involves, but it also enhances pupils' learning in the subject.

GEOGRAPHY

86. During the inspection very few lessons were seen. However, from a scrutiny of pupils' previous work and by talking to pupils and teachers it is clear that standards in geography are above those expected. This is an improvement since the time of the last inspection.
87. Pupils in Year 1 and Year 2 are able to identify and illustrate the main features of their local community and compare them with places nearby and further afield. They know why people enjoy going to the seaside and how that area contrasts with their own. They know that the climate in Canada, ("where beavers live") is very cold in the winter and that the climate in India changes considerably from the cool northern to the hot southern areas. They are able to make simple recordings of their own weather. Pupils in Year 2 are beginning to understand the importance of renewable resources and how the way of life in a southern India village differs from life in their own area. They are able to recognise different crops that are grown in southern India and appreciate that some crops, such as rice, grow better in some areas of the world than others. They know that the onset of the monsoon is crucial to crops growing well in India.
88. The co-ordinator provides a good lead for other teachers and has assembled a very good range of resources and reference material to support them and to raise standards further. There is an appropriate scheme of work based on national guidance.

HISTORY

89. Very few lessons were seen during the inspection in history. However, from a scrutiny of pupils' work and teachers' planning and by talking to teachers and pupils, it is clear that standards in history are above those expected nationally at the age of seven. This is an improvement since the time of the last inspection, when standards were in line with those in most schools.
90. Pupils in Year 1 are able to compare household appliances used today with those of the past. They are able to put a story into a sequence and are beginning to develop a secure sense of the passage of time. They are able to recall the chain of events which culminated in the sinking of the Titanic. Older pupils in Year 2 know the important facts about the lives of some famous people of the past; for example, they know how Florence Nightingale helped the wounded in the Crimean War and how Mary Anning became a well-known fossil hunter. They know the sequence of events

which occurs during the 'Gunpowder Plot', and that life was different in many ways when "Granny was a girl".

91. The co-ordinator is enthusiastic and knowledgeable and has carefully organised resources so that they are readily available to teachers in the order in which they will be needed. The co-ordinator has successfully ensured that the subject is systematically taught and is fully represented in the overall curriculum of the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

92. By the end of Year 2, pupils' attainment in information and communication technology is good. This is an improvement since the previous inspection.
93. The achievement and progress made by pupils are due to the quality of teaching and the provision of activities and experiences which develop a range of skills and enhance confidence and independence. Some of the school computers are outdated and replacements have been organised by the school. The recent purchase of laptops has already helped to raise standards.
94. In Year 1, pupils are aware of a number of appliances at home and at school that need to be switched on and they investigate the many uses these devices have. They learn to use keys to punctuate their writing, putting full stops and capital letters in the correct place, and to make bar graphs of their favourite fruit. Pupils use squared paper mazes and choose the correct direction for the mouse to follow to reach a piece of cheese. They reinforce their directional skills when using the computer to ensure that a ship gets out to sea and back again into a port. By Year 2, pupils are able to enter and retrieve information, word process and edit their own writing, make lists and create graphs of favourite pizza toppings, copy text and pictures from the Internet and paste them into text, and use suitable search techniques to find required information. They enter instructions to make the screen turtle move through a maze, and program the roamer to move through a sequence of directions. In art and design lessons they use a range of tools to create lines and fill in spaces in the style of the particular artists they are learning about.
95. Pupils are very motivated to use computers and programmable toys, and work well individually, in pairs and in small groups, helping each other. They discuss together the necessary directions and instructions, and take turns in applying them. They begin to appreciate how important it is for instructions to be accurate and are particularly enthusiastic when their programmed instructions are carried out correctly. A number of pupils enthusiastically participate in the after-school computer club, where they have the opportunity to reinforce skills learned, and to explore and experiment by themselves, seeking support from adults as needed. This opportunity enriches their overall enjoyment and learning within the subject.
96. Teaching is good. Teachers have good subject knowledge and this enables them to confidently share their expertise with the pupils. In the best lessons, good questioning guides and challenges pupils' learning and ensures that the high expectations teachers have of pupils' achievements are met.
97. The co-ordinator provides good leadership and management of the subject. Although some computers are in need of updating, the subject is well supported by the resources which it has and the very effective way they are organised and used. Recording and assessment of pupils' progress are fully in place, as are pupil targets. Skills learned are applied very well in other subjects and these curriculum links

ensure the good development of information and communication technology. Good progress in this subject has been made since the previous inspection.

MUSIC

98. Standards in music are well above national expectations and progress is very good. The school has made a considerable improvement since the last inspection.
99. Pupils in Year 1 can decide which speed is correct and they are able to follow different rhythms and tempo accurately. They know the names of a variety of percussion instruments and can maintain a steady beat, showing a good sense of timing. In Year 2, pupils sing songs using different speeds. Working in pairs, they practise tempo, using different parts of their body to make quick and slow movements which they take it in turns to copy. Pupils listen carefully to music and move around the hall with control in time to the beat, noting when it changes and moving appropriately. They know the names of a range of wood and metal percussion instruments and can play them in time to the changing tempo of the music. They sing a number of songs tunefully and with enthusiasm.
100. Pupils concentrate very well and respond appropriately throughout lessons. They show obvious enjoyment and enthusiasm, and participate fully during lessons, particularly when singing. Pupils work very well together as whole classes, in groups and in pairs as they learn to control sounds and create patterns when singing and using instruments.
101. Teaching is very good and is much better now than at the time of the last inspection. It ensures that pupils have many and varied opportunities to make music together. Enthusiastic teaching and very high expectations through challenging activities ensure that pupils develop very good listening skills and knowledge of instruments and musical terms. Lessons are always full of fun and this encourages very good participation and learning. All pupils are fully included in all aspects of lessons and those with special educational needs are very well supported and make very good progress.
102. Leadership and management of the subject are good. A visiting specialist teacher undertakes the majority of music teaching within the school. There are good resources which are very well used. Each term a specific aspect of music is focused upon. Assessment is fully in place to monitor pupils' progress. Music from different countries and cultures is played, especially in collective worship. Instrumental tuition is available for recorder and keyboard.

PHYSICAL EDUCATION

103. Standards in physical education are in line with those expected nationally at the age of seven. This is the same picture as at the time of the last inspection. Pupils in Year 1 and Year 2 are able to develop a simple sequence of movements, balancing and changing shape confidently. They have a good understanding of the meaning of technical terms such as 'level' and 'finishing' positions. They work together very sensibly and are conscious of the importance of moving safely in a confined space. They know how to 'warm up' and 'cool down' before and after exercise and are aware of the effect of exercise on their bodies. They are beginning to evaluate sensibly their own performance and that of others. However, because the hall is very small they are unable to extend their movements to show more-advanced co-ordination and control. In some circumstances pupils do not make the progress of which they are capable because they spend too long observing others rather than performing, because there is not enough space for everyone in the hall. Many make good

- progress in their swimming lessons and are well on the way to exceed the expectation of swimming 25 metres.
104. The quality of teaching is satisfactory. In the best lessons the teachers explain carefully at the start of the lessons what is expected of pupils during the times they are in the hall. "There's a lot to think about", they say, and as a result pupils work hard and carefully as individuals and in small groups, following the teachers' instructions sensibly. The teacher has a good understanding of the subject so that technical terms such as 'levels of movement' are explained well to pupils. The teacher ensures that pupils with special educational needs are very well supported and are encouraged to play a full part in their lessons. Where the teaching has some weaknesses, the teacher does not build systematically on what pupils already know and can do because there is insufficient space to encourage them to make more-complex movements. Pupils are not able to use the apparatus imaginatively or to improve their strength, control and co-ordination.
105. The co-ordinator has worked hard to make the best of the limited internal space for physical education. Small games resources and equipment are of a good quality and quantity, and readily available. The hall has a new floor which is well suited to the needs of this subject. However, the area in the hall is too small to lay out and use the large equipment and fixed apparatus safely for more than a small group of pupils. This has an adverse impact on the standards which the good planning and organisation of this subject should produce. The curriculum is enriched by a weekly after-school 'sports club', which is well and enthusiastically supported by pupils.

RELIGIOUS EDUCATION

106. Very few lessons were seen in religious education during the inspection. However, from a scrutiny of pupils' work and of teachers' planning, as well as through talking to teachers and pupils, it is clear that standards in religious education are above those identified in the locally agreed syllabus. This is an improvement since the time of the last inspection. The close links with the nearby church ensure that a Christian ethos pervades the school and pupils benefit from regular visits to the local church.
107. Pupils in Year 1 and Year 2 have a good understanding of the main traditions of Christianity and an appropriate understanding of the richness and diversity of other religions. For example, they know that Hindus have many gods, who have particular functions and power. They know that Hindus hold special festivals at different times of the year; for example, Diwali, and Holi.
108. They know that different pupils have special places. Some of these, such as churches, are used for worship. They know that the font, pulpit and altar in the church are important parts of it. They know the main sequence of events in the Christian year and are able to recall and discuss some of the stories Jesus told; for example, that of 'The Good Samaritan'. They are able to identify how and why the Samaritan was kind to the traveller who 'fell amongst thieves'.
109. The co-ordinator has worked hard and effectively to organise the strengths, resources and artefacts to support teaching and learning. This is an improvement since the time of the last inspection. There are detailed plans so that teachers have clear guidance on how, what and when to teach, which are well used.