

INSPECTION REPORT

NORTH WALTHAM PRIMARY SCHOOL

North Waltham, Basingstoke

LEA area: Hampshire

Unique reference number: 115932

Headteacher: Mrs Vivienne Wheeler

Reporting inspector: Mr Michael Raven
3961

Dates of inspection: 21 – 23rd October 2002

Inspection number: 247601

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 and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	North Waltham Basingstoke Hampshire
Postcode:	RG25 2BL
Telephone number:	01256 397344
Fax number:	01256 397344
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sue Coombes
Date of previous inspection:	2 nd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3961	M Raven	Registered inspector	Mathematics Physical education Foundation Stage of Learning Educational Inclusion English as an additional language	Characteristics of the school The school's results and pupils' achievement How well are pupils taught? How well is the school led and managed?
8937	R Elam	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
8845	C Messom	Team inspector	English Art and design History Music	How good are curricular and other opportunities?
22931	K Cannon	Team inspector	Science Information and communication technology Design and technology Geography Religious education Special educational needs	

The inspection contractor was:

PkR Educational Consultants Ltd
6 Sherman Road
Bromley
Kent
BR1 3JH

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

North Waltham Primary School caters for boys and girls aged from four to 11. There are 141 pupils on roll, 12 of whom attend the Reception class in the mornings only. Almost all pupils are of white British background and there are very few who come from minority ethnic groups. Very few pupils are learning English as an additional language and none is a beginner. A smaller than average proportion of pupils has special educational needs and few pupils have statements of special educational need. Pupils' special needs cover a range of learning and behavioural difficulties. Most of the children attend a playgroup or nursery before they start school and their skills on entry are better than those usually found at this age. They come to school ready to learn, with good levels of personal and social development and with good language and communication skills.

HOW GOOD THE SCHOOL IS

This is a good school. Standards in English, mathematics and science are well above average and better than those found in most similar schools. The teaching is good overall, and very good in Reception. The school is well led and managed and it offers good value for money. It has achieved the Investors In People Award since the last inspection.

What the school does well

- Standards in English, mathematics and science are well above average.
- The children get off to a very good start in the Reception class.
- The school takes very good care to meet the needs of all its pupils, including those with special educational needs and the most able.
- It offers its pupils a very rich curriculum.
- It promotes very good relationships between pupils and with staff and encourages a very enthusiastic approach to learning.
- There are very good systems for checking on how well pupils are getting on.

What could be improved

- The assessment of health and safety risks, which has not been carried out in accordance with statutory regulations.
- Pupils' attention and listening skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998. It has made good progress since then. Standards in English, mathematics and science have risen and they have also improved in information and communication technology (ICT) and geography. All the key issues for improvement identified by the last inspection have been successfully addressed.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	B	B	A	A	well above average A above average B average C below average D well below average E
Mathematics	C	A	A	A	
Science	C	B	A	B	

The inspection confirms the picture given by the most recent national tests and assessments in English, mathematics and science. Standards are well above average in Year 6, and throughout the school. In Year 2, recent test results show that standards in reading, writing and mathematics are well above the national average. In reading and mathematics, standards are among the highest in the country. Standards in all three subjects are also high compared with those achieved in other schools working in similar areas. The school's trend of improvement in standards has kept pace with the nationally improving trend over the past five years. Appropriately high targets for achievement in this year's national tests were set, and these were all met. Standards are also higher than average in ICT, design and technology and history. In the other subjects, standards are similar to those usually found nationally, although no overall judgement can be made about standards in music or physical education. Almost all the children in Reception are well on course to exceed expectations for their age, including their personal and social development and language and literacy skills, by the end of their Reception year. In response to the good teaching they receive and the very rich curriculum offered, pupils achieve well throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and they take part in lessons and other activities with great enthusiasm.
Behaviour, in and out of classrooms	Satisfactory overall, but pupils do not pay attention and listen as well as they might.
Personal development and relationships	Good. Pupils get on very well together and with staff.
Attendance	Very good. It is well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

The teaching of the basic skills of reading, writing and the use of numbers is very good. This means that pupils learn well and achieve high standards in reading, writing and mathematics. Teachers keep a very close eye on how well pupils are getting on. They use the information they gather to modify their teaching and to see that the learning needs of all pupils are well met, including those who find learning more difficult and the most able. In Years 1 – 6 pupils are not always managed as well as they might be. As a consequence, they do not all pay attention and listen well enough in whole-class teaching sessions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum meets all statutory requirements and is very well enriched, for example through an unusually wide range of extra-curricular activities. Very good links are made between different subjects, especially literacy and ICT.
Provision for pupils with special educational needs	Very good. The school takes great care to ensure that they take a full part in lessons and in activities outside lessons. The needs of the most able are met very successfully, promoting good achievement.
Provision for pupils with English as an additional language	Good. Those few pupils who are learning English as an additional language are enabled to join in with everything on offer and make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils to develop their awareness and understanding of non-European cultures has improved since the last inspection and it is now satisfactory. Spiritual, social and moral development are promoted well.
How well the school cares for its pupils	Satisfactory overall. While there are good procedures for child protection and pupils' welfare, the school has not carried out an assessment of health and safety risk as required by the legislation.

The school works well in partnership with parents, keeping them well informed, particularly about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher adopts an appropriately consultative approach to leading the school. She has a clear sense of educational direction, which she shares with her staff. The school strategic plan reflects a very keen understanding of the main priorities for school improvement and development. The role of other staff with management responsibilities is sound overall. There are some real strengths in subject co-ordination, for example in English, but the roles of some recently appointed subject managers are in need of further development.

How well the governors fulfil their responsibilities	Good overall. Governors keep in close touch with the school and are well informed. They understand their responsibilities very clearly and take them seriously. However, the failure of the governing body to ensure that a health and safety risk assessment is carried out is an important weakness.
Aspect	Comment
The school's evaluation of its performance	Good. There are very good systems for tracking pupils' attainment and progress from one year to the next and care is taken to compare test and assessment results with those of other schools, including similar schools. There is a sound system for checking on the quality of teaching.
The strategic use of resources	Good. The school's budget is planned carefully to support the priorities for improvement identified in the strategic plan.

There is an appropriate number of qualified teachers and good numbers of trained support staff to meet the needs of the pupils and teach the full National Curriculum. The school offers good quality, attractive accommodation. Resources for learning are good overall. The school takes good care to secure good value for money in obtaining goods and services and appropriate steps are taken to check on the effectiveness of spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teachers have high expectations of their children. • The teaching is good. • Their children make good progress at school. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The school's working partnership with parents. • Children's behaviour.

The inspection team endorses parents' positive views, although it is true that teachers' expectations of pupils' attention and listening could be higher. Only a small proportion of parents feel that some things could be improved. The inspection team finds that the range of activities outside lessons is unusually wide. The school's partnership with parents is a strong one.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The high standards found in English, mathematics and science in Years 2 and 6 and throughout the school, and also in information and communication technology (ICT), history and design and technology, result from three main factors. Firstly, most children start school at an advantage. They come mainly from supportive, educated homes and they have all benefited from some form of pre-school education, attending the local playgroup or a privately owned nursery. This means that they start school with skills which are better than those usually seen at the age of four, most significantly in personal, social and emotional development and communication, language and literacy. Secondly, the good teaching which pupils receive makes an important contribution to the achievement of high standards. The particularly strong teaching in the Reception class means that the children get off to a flying start. Here, there is a commendable and successful emphasis on promoting positive attitudes to school and learning, and developing an enthusiastic, receptive approach. Because they are so well taught, the children in Reception are very well placed to achieve skills which are well above average by the end of their first year in school. This is true of all the areas of learning. Most importantly, their personal and social skills and their reading, writing and understanding of numbers are likely to be very well developed by the time they move up to Year 1.
2. The third main factor in promoting high standards is the rich and varied range of learning opportunities which the school offers its pupils. This helps to make learning stimulating and meaningful, and promotes positive, enthusiastic attitudes to school. The school's close attention to making links between different subjects is very helpful to pupils' learning. It is of particular significance in the promotion of high standards in ICT. Pupils have many good opportunities to apply their ICT skills as they learn in a wide range of other subjects. These include applications in art and design, design and technology, mathematics and English lessons.
3. The school's ability to cater for the needs of all its pupils is also important. The provision for the most able and for those who find learning more difficult is carefully managed. Their particular learning needs are identified and good steps are taken to see that they all make good progress in their learning, whatever their ability, so that they achieve their best. The achievements of the most able are reflected in the very high proportions of both seven and 11-year-olds who reach the higher levels of the National Curriculum in annual tests and assessments in English, mathematics and science. Group work in lessons is carefully matched to pupils' needs. Good quality support is provided, both in class lessons and through brief sessions of withdrawal from classes for small group or individual work. For example, those who find learning more difficult in a Year 6 mathematics lesson were set appropriately modified practical work as they investigated a money problem. They were well supported by a learning support assistant who explained things clearly and patiently and encouraged them to think things out for themselves. In the same lesson, a small group of the most able were very happy to be withdrawn for a short 'Brain Teaser' session with the school's specialist manager for able pupils.

4. The reading skills of pupils in Year 2 far outstrip those usually seen at this age. Pupils read widely, with great enthusiasm and enjoyment, emphasising important words and phrases. Most make good use of non-fiction books to find things out and their good knowledge of the alphabet helps them to find what they are looking for. They can put what they have read into their own words when retelling a story or recalling information. In Year 6, reading skills are also very good. Most pupils are experienced, confident readers. They use reading both for pleasure and to help them learn in other subjects, making good use of the well-stocked school library and often the public library. They also use the Internet appropriately to find information.
5. Pupils in Year 2 have very good writing skills, better than most pupils of this age. They use speech marks and correctly punctuate a piece of writing from which full stops, commas and so on have been left out. Their handwriting is joined up and neat. They write for a variety of different purposes; for example, they write stories which include dialogue, jokes and letters. In Year 6, most pupils' handwriting is very regular and neat. Even the least able write at a level expected at this age, and many exceed this level. Their writing is very wide-ranging and covers a wide variety of different purposes and styles. They write biographical and autobiographical accounts, for example producing a biography of well-known people, such as Alan Shearer. They write in a journalistic style, for instance as they report an accident, and reproduce the diary of a character they have read about. They make good use of punctuation, using such sophisticated devices as the colon, semicolon, dashes and brackets.
6. In mathematics, pupils in Year 2 know and understand more than most pupils of this age. For example, they identify and mark in lines of symmetry on two-dimensional shapes such as a circle, a triangle and a rectangle, in a way that is more often seen by the end of Year 4. In Year 6, pupils use brackets in their calculations and multiply decimals. They use both calculator and mental methods accurately to convert fractions to decimals, and compare their results. Pupils measure and draw angles to the nearest degree.
7. The achievement of pupils with special educational needs is good. By the end of Years 2 and 6, those identified as having additional learning needs achieve at or near the nationally expected levels for their age.

Pupils' attitudes, values and personal development

8. As at the time of the previous inspection, pupils' attitudes, personal development and relationships with each other and adults are good. However, their behaviour is now satisfactory overall, rather than good. Parents state that their children enjoy school. Attendance is very good.
9. Overall the pupils' attitudes towards learning are good. This includes those of pupils with special educational needs. They have the confidence to try to work out answers in front of their classmates, as was seen during mental mathematics lessons. They are enthusiastic; for example, pupils in Years 3 and 4 showed that they wanted to learn during a science lesson, recognising that air has weight. In many lessons, pupils settle quickly to group work and maintain their interest, even when not being directly supported by adults in the classroom. Nevertheless, in some lessons pupils lose interest and do not pay full attention to the teacher.

10. Pupils' social development is good and contributes to the quality of work in lessons. Pupils get on very well with each other when playing games at break and lunch times. When singing rhymes and songs, pupils in the Reception class relate well to each other and to adults. They know the classroom rules, sit quietly and have regard for the other children around them. They also show they have respect for the guidance of adults, knowing to say "please" and "thank you", and to tidy away after snack time with the minimum of help. During a Year 1/2 science lesson on designing electrical circuits, the high level of challenge set by the teacher motivated all pupils to work together well in groups.
11. The pupils' personal development is good. They have a good understanding of the feelings and points of view of others. This was demonstrated, for example, in a Year 5/6 literacy lesson. Pupils reflected thoughtfully on the disadvantages suffered by some children in South America and in Victorian times, as they discussed the poems of Benjamin Zephaniah. The older pupils show maturity and act very responsibly when undertaking tasks at lunchtime without being directly supervised. Pupils are starting to use their initiative and, for example, move around the classroom sensibly to find materials they may need. They are able to obtain information from books in the library and from CD-ROMs. Nevertheless, in some of the lessons seen, such as religious education in Years 2, 3 and 4, the pupils were spoken to by the teacher for extended periods, rather than being encouraged to find out the information for themselves.
12. Overall, the pupils' behaviour is satisfactory in the classroom, at play and lunchtimes, showing appropriate moral development. They are open, well mannered, polite to adults, courteous and welcoming to visitors. They generally move around the school in an orderly way, even when not supervised. They show respect for property, for example taking care when using equipment, though none made any attempt to pick up coats that had fallen off the hangers in the corridors. Most pupils behave well but in several of the lessons seen progress was limited by inappropriate behaviour. For example, in a Year 1/2 mathematics lesson, some pupils called out and would fidget or chat to each other when the teacher was talking. In one or two lessons, the inappropriate talking of the pupils resulted in a high level of noise which affected the teaching in an adjoining classroom. There was one, fixed-term, exclusion in the last school year, involving a pupil who had special behavioural needs.
13. As at the time of the previous inspection, attendance is very good. Over the past year it was nearly 97 per cent and makes a significant contribution to the standards achieved by the pupils. The few absences are usually due to parents taking their children on holiday in term-time. Pupils are keen to come to school and punctuality is not a problem.

HOW WELL ARE PUPILS TAUGHT?

14. Taking the school as a whole, about seven in ten lessons seen during the inspection were good or better. This is similar to the proportion of good or better teaching usually found nationally when primary schools are inspected. The proportion of very good or excellent teaching – around one-third – is greater than average. The proportion of unsatisfactory teaching is also a little higher than that usually found nationally, although it only represents two lessons. The overall good teaching means that pupils make good progress in their learning, and achieve well. It has meant that standards have continued to rise since the last inspection at a rate similar to the nationally improving trend.

15. Whereas there was a range of satisfactory, good and very good teaching in Years 1 to 6, in the Reception class all the teaching seen was at least good and most was very good. In Reception and in the Years 3 and 4 class, there were examples of excellent teaching.
16. The teaching in Reception has a number of important strengths. Teachers and support staff have a good working knowledge and understanding of the curriculum for children of this age. This helps them to plan carefully and to provide a wide range of appropriate learning activities. These stimulate the children's interest and enthusiasm, so that they try hard and do their best, achieving well in all the areas of learning. The good quality adult support available helps this to work well. In a very good lesson seen during the inspection, the children were very involved and were working very happily at all the activities on offer. These included cutting up fruit to make a Caribbean fruit salad, in connection with the whole-school Caribbean topic, role-play in the 'doctor's surgery' and looking at story books. Each of these activities was very well supported by an adult. Learning support staff, a student and a volunteer helper all made an important contribution to the children's learning, which was overseen by the teacher who had carefully planned the activities. The very good relationships established by the adults set a good tone, so that the children felt safe, secure, able to relax and concentrate on their learning. Teachers make clear their expectations that the children will listen carefully and pay attention. The children respond very positively and show very good awareness for their age of the need to wait their turn before speaking and to listen to the teacher, other adults and one another.
17. The quality of teachers' assessments of what the children know, understand and can do is exemplary in Reception. In addition to a very careful and accurate check on the children's skills in all the areas of learning when they first start school, teachers and other adults carry out a series of detailed observations of individual children as they work, noting down strengths and weaknesses in their learning. They make very good use of this information to help them to plan their teaching, seeing that it responds to the children's needs. In the rest of the school, teachers keep a very careful watch on how pupils are progressing from lesson to lesson and modify their teaching as necessary to meet pupils' learning needs.
18. In Years 1 to 6 there are also some significant strengths, but there are also weaknesses. A history lesson on Boudicca in the Years 3 and 4 class was outstanding, promoting excellent learning and very good attitudes. The teacher made clear her very high expectations of behaviour, application and achievement and the pupils responded accordingly. She demonstrated an excellent knowledge and understanding of the subject and a clear understanding of the requirements of the National Curriculum. This enabled her to make the lesson extremely academically challenging and inspiring for the pupils. Her lively and authoritative delivery kept them on the edge of their seats with excitement about using clues from written sources to find out about Boudicca. The excellent use of open-ended questions encouraged the pupils to think at a high level for themselves.
19. A very good English lesson in Years 5 and 6 promoted very good learning and high achievement. The teacher's very good subject knowledge enabled her to draw skilful comparisons between the work of the two poets being studied – Longfellow and Zephaniah – in a way that captured the pupils' interest and promoted enthusiasm and a positive attitude to poetry. The lesson also made a strong contribution to pupils' cultural development as they learned something about the poet Benjamin Zephaniah, for example that he is a Jamaican Rastafarian living in this country. The imaginative use of role-play was very effective in bringing alive the poem being studied. Pupils co-

operated very well together as they worked out the questions they were going to ask another pupil who was to take the part of a character in the poem.

20. In the two unsatisfactory lessons, one in Years 2 and 3 and the other in Years 3 and 4, there were weaknesses in lesson content. In a religious education lesson in Years 3 and 4, pupils were given some incorrect information about the beliefs of Hindus and Muslims. In the other unsatisfactory lesson, the work that pupils were given was inappropriate and did not contribute to their learning.
21. There is an important weakness in teachers' expectations of pupils' listening and attention skills. This is most often seen in the Years 1 and 2 class, but it also occurs in the Years 2 and 3 class and, to a lesser extent, in Years 3, 4, 5 and 6. The school has rightly identified the need to raise teachers' expectations of pupils' courtesy and turn-taking in listening to others, but the battle has not yet been won. It is not, however, a problem in Reception, where the children attend and listen very well. Too often, there is an undercurrent of chatter and fidgeting as the teacher addresses the whole class. This means that pupils do not learn as much as they could and it affects those who are trying to listen just as much as those who are not. When teachers shout loudly over the pupils' noise, this does not solve the problem, but only makes the pupils noisier. There was clear evidence during the inspection that improvements in attention and listening can be brought about quite quickly when teachers spell out and insist on what they expect.
22. The children in Reception get a very good grounding in the basic skills of reading, writing and the use of numbers. This is built on very successfully in Years 1 to 6, and results in the high standards observed. Teachers make very effective use of national guidance on the promotion of literacy and numeracy. They take pains to see that the learning needs of all pupils are met, so that they all make good progress, whatever their starting point. Good quality support is given to those who have special educational needs. The most able are appropriately challenged and a good programme of extension work helps them to make the most of their abilities.
23. The quality of specialist teaching for pupils who have special educational needs is very good. Teachers and learning support staff have a good understanding of pupils' needs. They use individual education plans well to identify pupils' needs and to plan appropriate work. In extra literacy sessions, for example, weak spelling skills are improved through effective games, culminating in the pupils using the new words in short sentences, which reinforces their use of accurate grammar and punctuation. The pupils respond with positive enthusiasm to the teachers' realistic challenge and expectations of good behaviour, and this is reflected in their good progress over time. Some pupils use appropriate ICT programs to help them to develop their presentation skills.
24. The school provides very well for pupils who learn faster. Some good use is made of small group teaching. For example, the 'brain teaser' sessions in Years 5 and 6 are very popular and effectively promote pupils' thinking skills. In class lessons the needs of the most able are effectively met through planned extension work, which enables these pupils to go beyond the rest of the class in their learning. For example, in design and technology, higher-achieving pupils sketch several ideas on the topic, writing detailed plans and considering a range of materials. They test and evaluate their finished work, comparing results, such as when floating boats made from paper, plastic or cardboard, and they carefully record their findings. The school also provides some appropriate activities outside lessons which encourage pupils to develop talents, such as the playing of musical instruments and learning a modern foreign language.

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

25. The curriculum provided is very rich and varied and is both wide-ranging and of good quality. National Curriculum requirements are fully met in all subjects and the nationally recommended curriculum for the children in the Reception class is fully implemented. The provision of religious education is in accordance with the locally agreed syllabus.
26. The curriculum contributes well to the development of pupils' academic, personal, social and emotional development. The curriculum prepares pupils well for the next stage of their education.
27. The issues highlighted at the last inspection have all been addressed. Appropriate time is allocated to all subjects, and all subjects have policy statements and schemes of work based appropriately on national guidance. However, the monitoring of planning, teaching and learning in some subjects needs further attention by subject managers to ensure that the full range of the subject is covered in all classes across all year groups.
28. Careful consideration has been given to designing a curriculum that is stimulating, interesting and relevant to pupils. It fully reflects the community from which they come as well as giving them many insights into the wider world in which they live in, both past and present.
29. The school offers an interesting and exciting range of good quality learning opportunities linked through common themes. The work is well planned and builds on pupils' previous knowledge and experiences, successfully leading them on to the next level of their learning. There is systematic teaching of key skills in subjects such as art and design and design and technology.
30. There is very appropriate emphasis on the teaching of English, and the school has been careful to adapt the National Literacy Strategy to meet the specific needs of all pupils, including those with special educational needs and the most able. The National Numeracy Strategy has been very well implemented. It is firmly in place and has raised standards.
31. Personal, social and health education has recently been introduced. Drugs education is appropriately tackled informally and sex education is suitably covered in science and personal, social and health education lessons.
32. All pupils, including those who have special educational needs, are helped to play a very full part in all that the school has to offer, both in lessons and beyond. Their needs are identified early. Lessons are carefully planned to match work to their capabilities. Individual education plans are appropriate, relevant and well used by class and specialist teachers and learning support assistants, who all work well together to see that pupils' learning needs are met. North Waltham is a school in which all pupils and staff are valued and given every opportunity to thrive and grow successfully.
33. The curriculum is enhanced by a number of visits to places of interest that are closely linked to pupils' studies, and by a wide range of visitors to the school. Visitors have included African dancers, artists and authors, and a group of firefighters, complete with their fire engine. Pupils have visited a nearby museum, Winchester Cathedral and the Houses of Parliament.

34. The school provides an excellent range of out-of-school activities. These include netball, football and hockey. There are also clubs for drama, French, art and gardening and pupils have the opportunity to join the choir and orchestra. This is a larger range than that found in most schools of this size.
35. The school has well-established links with the local community, including the local Anglican Church, Wessex Archaeological Society, Naomi House Hospice and the Treloar Trust. There are good links with the pre-school playgroup and the local secondary school.
36. The provision for pupils' spiritual development is good. Pupils are given appropriate opportunities in lessons to reflect on the beauty of literature, art, nature and music and to develop insights into values and a range of religious beliefs. They learn to appreciate the wonder of human senses and bodies and to appreciate and respect each other and to live harmoniously together. The uniqueness of individuals is stressed. Pupils are also given good opportunities for spiritual development in acts of collective worship, some of which take place in the church.
37. Pupils' moral development is well promoted. The recognition of the difference between right and wrong underpins the school's teaching on behaviour and features in many aspects of its work, especially in lessons in personal, social and health education. Opportunities are regularly provided to promote moral values, such as caring and respect for others, courtesy and fairness. For example, a number of charity collections have been held in the school, including selling harvest produce to provide money for Zambian farmers and Christmas treats for the village Over Sixties Club.
38. Pupils learn to take responsibility for their own actions and to think before they act. They learn how to say sorry and make restitution, and how to befriend those who are feeling lonely in the playground. Lessons are regularly given about famous people who have shown virtue such as Mary Seacole and Florence Nightingale.
39. The procedures for promoting pupils' social development are good. There are many opportunities provided for pupils to take responsibility, to show initiative and develop an understanding of living in a community. For example, some pupils look after playground equipment, registers and class books. Pupils are encouraged to help each other and to be friendly and kind. They have discussed and formulated rules for each class that are in accordance with the school ethos and these are effective in promoting a happy community. Pupils are encouraged to support a range of charities, and some have taken the initiative and organised little sales themselves.
40. Pupils are involved in whole-school decisions and the elected School Council takes an active role in this. For example, they have suggested ways in which the playground could be improved. They organised a 'Brits' day, when pupils came to school wearing red, white and blue, to raise money for giant chess pieces for the playground. Pupils are developing a strong sense of justice and learning to care in their community.
41. The promotion of pupils' cultural development is sound overall. The promotion of their appreciation of their own cultural heritage and traditions is good. Lessons in art and design, music and history, for example, make a valuable contribution. Activities outside lessons, such as the art club, choir and orchestra, also contribute well to pupils' appreciation of their own culture. The provision for pupils to understand cultures other than their own is now sound. It has improved since the last inspection. The school has made strenuous efforts to introduce pupils to aspects of other cultures and has invited

Asian, African and Caribbean dancers and musicians to visit the school. There is scope for further improvement in this area, however, as these cultures are still perceived by many pupils as being far away and not a part of multicultural British society. This aspect is also not yet fully embedded in the whole curriculum of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. As at the time of the last inspection, staff have a good understanding of their pupils. They show appropriate concern for pupils' welfare. Parents are pleased with the level of personal support for their children, seeing the school as a caring community where staff are approachable if there are any problems. The procedures for monitoring pupils' academic performance and personal development and for providing educational and personal support and guidance are very good.
43. Overall, the school has satisfactory procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated officer for child protection and he correctly follows local procedures. Staff have received guidance on how to deal with any child protection concerns that may arise, and know who to report to in the school if necessary. There are good systems to ensure that pupils do not have access to any unsuitable material on the Internet when using ICT. The provision for first aid is good, with two members of staff having full training and others having emergency training. Records are kept of any treatment given and parents are kept appropriately informed. The governors are actively involved in touring the school to identify any potential hazards. Outside contractors are used to regularly check the fire extinguishers, electrical items and physical education equipment. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology. However, the school has not carried out a recent whole-school health and safety risk assessment, as is required by health and safety regulations.
44. The procedures for monitoring and supporting pupils' personal development are very good. These rely mainly on the teachers' good knowledge and understanding of individual pupils. The annual reports to parents in the spring term and subsequent update in the summer provide good evidence that teachers know their pupils well. They comment helpfully on pupils' personal qualities, such as their willingness to co-operate with others and try hard at their work. Pupils' personal development is enhanced by the various jobs they undertake around the school. All the pupils in the top class act as monitors, especially at lunchtime. For example, they staff the reception desk, answer the telephone and help to serve the younger pupils their lunch. The school encourages pupils to recognise the value of good work with the house points and the celebratory assemblies. Circle time gives pupils some good opportunities to talk about things that are important to them, and about their feelings. It helps pupils to learn to listen to others and to be tolerant of other points of view. Their awareness of the needs of others in society is developed with a variety of charitable collections. The School Council provides good opportunities for pupils to work with others of different ages and to start to understand how society is formally organised.
45. The procedures for promoting discipline and good behaviour are sound overall. Procedures for preventing any unpleasant behaviour, such as bullying or racism, are good. As explained to parents in the prospectus, the school's emphasis is to develop self-discipline by using a balance of rewards, such as house points and privileges, and sanctions, such as missing morning break. The procedures include asking the pupils to develop their own class rules at the start of the school year and, for those pupils who

show any sustained difficulty with behaviour, the use of appropriate behaviour plans with targets and rewards. However, the lessons seen during the inspection showed that the staff were not consistent in their approach. Whilst some teachers ensured that the pupils remained interested and attentive for the whole of the lesson, others were not always able to prevent a number of pupils in their class from fidgeting, calling out and chatting to each other while the teacher was talking. Though any bullying or name-calling is rare, the school takes appropriate action if any occurs.

46. The procedures for monitoring and promoting attendance are good and make an appropriate contribution to the attainment and progress of all pupils. The very good relationships between the pupils and the staff mean that the pupils enjoy being at school. The support provided by parents results in the great majority ensuring that their children arrive on time and providing explanations if their children are absent. The administrative staff know the pupils well and whether any unusual absences need to be followed up. The school reminds parents in the newsletter and the prospectus to avoid holidays in term-time, but that does not prevent a significant proportion of the absences being for that reason.
47. The school's procedures for checking on and tracking pupils' attainment and the progress they make are very good. This is a significant improvement since the last inspection. Teachers and support staff keep efficient, up-to-date records of pupils' academic and behavioural achievements. The information gathered is used well to plan work which meets the needs of all pupils, including the most able and those who find learning more difficult for a variety of reasons. For example, where a pupil's achievement is causing concern, he/she is observed during lessons, and notes are taken to provide evidence of the concern and to identify what action should be taken. Individual education plans are prepared to guide the work with pupils who have special educational needs, and targets are set for all pupils to achieve in English and mathematics, based on a careful assessment of pupils' attainment, progress and learning needs. Careful assessment ensures that targets set are both challenging and realistic.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are pleased with all that the school does. The inspection team supports all of their positive comments. Parents say that the school is well led and the teaching is good. Their children like coming to school and make good progress. The school expects them to work hard and helps them to become mature and responsible. They consider that their children receive the right amount of homework. The school works closely with parents and they feel comfortable approaching the school with any questions. They are kept well informed about how their children are getting on. These reactions are similar to the comments made at the time of the previous inspection. Some parents are concerned about the range of activities outside lessons, but the inspection team considers that the provision of clubs and activities at lunchtimes and at other times is good, and better than that found at most schools of this size. A few parents feel the school does not work closely with them, though the inspectors conclude that the school provides good opportunities for parents to meet teachers and that the school encourages parents to become involved. A small minority is also dissatisfied with the level of behaviour in the school. The inspection team concluded that behaviour overall is satisfactory, though some pupils are inattentive and fidgety.
49. The school has established good links with the parents and these contacts are effective. The headteacher sends newsletters home regularly, outlining the various

activities that the pupils are involved in, as well as providing general administrative information. Every term class teachers send details of what they will be teaching their pupils. Other letters refer to more specific matters. Every morning and afternoon provides a very good opportunity for parents to see the teachers. The inspectors saw several informal conversations taking place and it is apparent that parents feel welcome to come into the school. Almost all parents come to the formal meetings with teachers in the autumn term. In the summer term the open day is open to all the family. The annual report on progress is sent home in the spring term, followed up in the summer term with a briefer report concentrating on the main subjects. The main report provides a good summary for all subjects, together with targets to help the pupils to improve in English and mathematics. Nevertheless, for many subjects it provides no indication of how well the pupil is doing in comparison with national expectations. The parents of pupils who have special educational needs are appropriately involved in the setting and review of their children's individual education plans.

50. Parents' involvement with the school makes a good contribution to its work and to the attainment of the pupils. Pupils are happy in school and work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and education process. Subject co-ordinators helpfully hold workshops on their subject, explaining to parents how they can help at home. The friends' association is very supportive, arranging both fund-raising and social events, including some for the benefit of the pupils. Some ten or 12 parents come to help in the classroom regularly and many more are willing to help on trips out.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the school are good. The headteacher has adopted an appropriate consultative approach to leadership. She works closely with the deputy headteacher. With the strong support of the administrative officer, she manages the school well, so that it runs smoothly and efficiently. Very good use is made of ICT in the administration of the school.
52. The school's very good strategic plan for development and improvement reflects the clear understanding of the main priorities for the school which the headteacher shares with senior staff and the governing body. It sets out very clearly an appropriate number of carefully identified key issues for improvement. A key issue of the inspection, concerning teachers' expectations of pupils' listening and attention skills, is appropriately identified in the strategic plan.
53. The role of subject managers is satisfactory overall. There are some significant strengths, for example in the energetic management of English and the expertise which the ICT manager brings to her role. The provision for pupils who have special educational needs and for the most able is well managed by experienced and committed member of staff. There are also some weaknesses to do with the fact that some subject managers are very new to their role. This is the case, for example, in mathematics, but the subject manager has embarked on an appropriate course of training and she has a thoughtful approach to developing her role.
54. The governing body fulfils its responsibilities well on the whole, although they are failing in their duty to make a regular assessment of any health and safety risks. Governors are well informed about the school and its work. They take great care to keep up to date on educational matters and governance, and they have undertaken an exceptional

amount of relevant and helpful training. They fulfil well their role in deciding with the headteacher and staff the aims and policies of the school, and how the standards of education can be improved. They play an appropriate part in helping to draw up the strategic plan and deciding how to spend the school's budget to support school development and improvement priorities.

55. The headteacher carries out a sound programme for checking on the quality of teaching and gives teachers appropriate feedback on their performance and what needs improvement. The weakness in pupils' listening skills has been identified through this process. Together with senior staff and the governing body, she keeps a close eye on pupils' performance, especially in national tests and assessments in English, mathematics and science. Appropriate steps are taken to compare how pupils are performing with the national picture and compared with pupils attending similar schools.
56. Care is taken to secure good value for money in obtaining goods and services, for example by seeking external advice on the range of learning resources which are available. Appropriate steps are also being taken to evaluate the cost-effectiveness of spending decisions, such as the recent spending on resources for mathematics. Specific funds, such as those allocated to support the learning of pupils with special educational needs, are well used for their intended purposes.
57. There is a sufficient number of suitably qualified and experienced teachers and support staff to meet the demands of the curriculum. All staff have appropriate job descriptions and a sound system for the performance management of teachers is in place. Staff are deployed appropriately and the match of staff to subject management roles makes good use of their experience and expertise. The school has a sufficient number of learning support staff, who are well trained and experienced. The special needs co-ordinator and learning support assistants provide good support for those pupils with special educational needs. In her role as co-ordinator for able pupils, the special needs co-ordinator also manages good support for these pupils. A number of staff have had very helpful training in aspects of special educational needs, such as autism, dyslexia and dyspraxia. Staff more recently appointed have received appropriate support, with good induction arrangements. Staff training and professional development are appropriately linked to school development priorities, but also take account of the individuals' needs.
58. The accommodation is of good quality and it enhances teaching and learning. The classrooms are of a sufficient size and the staff work hard to make them attractive, with good displays of pupils' work. Various other rooms and areas such as the library are well used for teaching pupils in small groups and also for cookery, storage and providing facilities for staff. The playgrounds have a variety of games painted on the surface and are well used during play and lunchtimes. Children in the Reception classes have good easy access to a safe outside play area. Pupils and staff make efficient and effective use of the facilities available and there is good support from the premises staff in providing an attractive and well-maintained environment. Nevertheless, the partitioning between classrooms does not always prevent noise travelling from one room to the next and limiting the learning of pupils.
59. Access to the building for adults or children with physical disabilities is unsatisfactory. Wheelchair access is very limited. There are no disabled toilet facilities. However, the school development plan includes appropriate plans to improve the accessibility of the building, for example through the widening of doors. Plans for a proposed new building extension appropriately include disabled toilets.

60. Overall, the provision of learning resources is good and has improved since the last inspection. Resources for English and ICT are very good and for science, music and religious education they are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body, headteacher and staff should now:

- (1) Ensure that regular health and safety risk assessments are carried out.
(Paragraphs 43, 54).
- (2) Improve pupils' listening and attention skills through ensuring that all teachers make clear their expectations that pupils will pay attention and listen courteously to adults and one another.
(Paragraphs 21, 45, 71, 75, 85, 91, 118).

The school has already identified in its strategic plan the need to improve pupils' listening and attention skills.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	8	6	2	0	0
Percentage	8	28	32	24	8	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	135
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	12	12	12
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	12	12	12
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	4	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	100 (79)	100 (86)	100 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	13	13
Percentage of pupils at NC level 4 or above	School	100 (79)	100 (86)	100 (79)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. The numbers of boys and girls at NC level 4 have been omitted, as small numbers of pupils took the tests and assessments in 2002.

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	138	0	0
White – Irish	0	0	0
White – any other White background	2	1	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	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	0	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 – Y6

Total number of qualified teachers (FTE)	6.4
Number of pupils per qualified teacher	22.1
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	104

Financial information

Financial year	2001/2002
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	£
Total income	320, 042
Total expenditure	323, 648
Expenditure per pupil	2, 295
Balance brought forward from previous year	22, 949
Balance carried forward to next year	19, 343

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	141
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	23	5	0	0
My child is making good progress in school.	44	52	3	0	0
Behaviour in the school is good.	41	48	11	0	0
My child gets the right amount of work to do at home.	32	60	6	0	2
The teaching is good.	53	44	2	0	2
I am kept well informed about how my child is getting on.	40	52	5	2	2
I would feel comfortable about approaching the school with questions or a problem.	60	31	6	3	0
The school expects my child to work hard and achieve his or her best.	56	44	0	0	0
The school works closely with parents.	44	44	10	2	2
The school is well led and managed.	58	34	3	3	2
The school is helping my child become mature and responsible.	53	40	6	0	0
The school provides an interesting range of activities outside lessons.	55	32	11	2	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

61. The school has done well to maintain the high standards of provision for the children in the Reception class since the last inspection. The children are well on course to exceed expected levels of skills in all the areas of learning by the end of their Reception year, and many will far outstrip expectations for their age, most notably in personal development and language skills. The quality of teaching has improved, so that it is now very good. In response to the very good teaching which they receive and the rich and varied range of learning experiences on offer, the children achieve well and make very good progress. This is equally true of boys and girls, those who find learning more difficult and those with particular abilities and talents.
62. The children start school at the age of four with generally good social and personal skills. They have all experienced some form of pre-school education and they come from educated, supportive homes. They have language skills which are better than those usually seen at this age, being familiar with books and used to lots of discussion. Their mathematical, physical and creative skills are similarly well developed. They have a good knowledge and understanding of the world around them.

Personal, social and emotional development

63. The children are very confident. Most greet their teachers, other adults who work with them and visitors enthusiastically and soon engage them in conversation about their work. For example, a small group of children volunteered to an inspector that they had played their number game before, with the teacher, but they were very pleased now to be able to play it by themselves. The children play and work well together and have well-developed skills in sharing and taking turns. This was seen, for example, as a group of children shared with a member of staff in cutting up and preparing fruit to make a Caribbean fruit salad. The adults who work with them set a very good example, making clear their expectations of courtesy, successfully encouraging the children to pay attention and listen when an adult or another child is speaking. They provide a very good role model of respect and good manners. Their quiet, calm and relaxed demeanor has a very positive effect on the children, establishing a positive, purposeful working atmosphere in which all can concentrate and get on with their work. There are some good opportunities for the children to take personal responsibility, for example as they clear up at the end of the session. They get themselves ready for snack time, lunch or home time, taking themselves independently to the toilet, washing their own hands and collecting their lunch boxes. They are encouraged to get themselves changed for physical activity sessions and to dress themselves afterwards. They mostly untie and take off their own craft aprons. Good behaviour and effort are successfully encouraged through the use of 'smiley face' awards and the children try hard to complete their cards so that they can get a special award from the headteacher.

Communication, language and literacy

64. The children have very well-developed speaking skills. By the time of the inspection, most had already acquired the sort of skills expected of them by the end of their Reception year. They use talk effectively to gain attention and initiate exchanges. They negotiate well with one another, taking turns and planning what they are going to do next. They talk confidently to adults and explain what they are doing. The children use

talk to turn what they are doing into an imaginary situation, and skillfully use language to clarify their roles. For example, one child (playing in the sand) said, "I'll pile it up, you smooth it down. I'm using the trowel to smooth it down." The teacher skillfully intervenes to extend their language, encouraging them to talk about what they are doing and ask and answer questions. There is some very helpful adult involvement in the children's role-play, which helps to develop their language skills. This was seen, for example, as a student took the part of the patient in the 'doctor's surgery'.

65. The children enjoy looking at books and listening to stories and have many good opportunities to do so. A volunteer helper comes in regularly to share books with the children and she keeps helpful records for the teacher of the children's experience of different books. They all have a good understanding of books and how they 'work', for example that we read from the top of the page to the bottom and from the front of the book to the back, in English. They know that print carries meaning and that words and letters have sounds. They are learning the alphabet and the sounds that letters make and how these combine into words. The children are encouraged to think of themselves as writers as well as readers. They are offered many stimulating writing opportunities. They trace and write their own names, many with good pencil control. They write shopping lists in connection with their work on food and their favourite meal. They write 'medical reports' in the 'doctor's surgery', lists of things they want to take on holiday to the Caribbean and postcards to relatives of Barnaby Bear.

Mathematical development

66. The work on mathematical development is carefully planned to fit in with the other work the children are doing, so that it is lively and meaningful for them. A familiar counting game was adapted so that it became, "One papaya, two papaya..." in connection with the work on the Caribbean. The children were encouraged to listen carefully to the objects in a tin before taking them out to count them, and this linked well with their work on the senses. Work is carefully matched to the children's learning needs, based on the teacher's very good assessment of what they know, understand and can do. So, for example, whilst most of the older children counted confidently to ten, a few counted only to five. Good use is made of a wide range of appropriate and enjoyable activities to encourage the children to practice and apply their number skills. For example, they count the number of items they are packing into a suitcase for a 'visit' to the Caribbean. ICT is used well to support the children's learning, for example as they take turns to identify a given number from one to ten on the screen, and match it with the appropriate number of objects. Several of the children, having counted out a number of items, can say how many they would have if they counted out one more. This is an advanced level of mathematical development for children of this age.

Knowledge and understanding of the world

67. The children are provided with many good opportunities to learn more about the world around them. As part of the topic on 'Ourselves' they learn about the parts of their bodies and how they change and grow over time. They enjoy singing about parts of the body and doing the appropriate actions, for example touching various different body parts as they play, 'Simon says...' They learn about time and are able to differentiate simply between past and present, for example as they examine photographs of themselves and their friends at different ages. The children know that there are things that they can do now which they could not do as a baby, for example move about independently. They visit the church for the Harvest Festival service and learn about autumn. They collect, sort and display a variety of seeds and learn how plants change as they grow. They make bread and learn how flour is connected with growing things

and seeds. The children develop good computer control skills, for example as they use the mouse skillfully to manipulate images on the screen and 'dress Teddy' for his holiday in the Caribbean.

Physical development

68. The children are provided with a suitable range of activities which help to promote their small and large muscle control and co-ordination. These include the use of wheeled toys outdoors, construction apparatus, cutting and sticking, dance, and games such as throwing and catching a ball. They can control their bodies skillfully, for example as they sing, 'Here we go Looby Loo', moving in time with the music, putting first one body part and then another into the ring. They show good awareness of space, using it well as they move and taking care not to bump into anyone else. They know that they must wipe their feet before coming back into the classroom from outside and they all manage this skillfully, with good control. As they cut up and mix fruit for the fruit salad, they handle domestic tools competently and carefully spoon fruit from one container into a smaller one to take home, without dropping any or making a mess. The children enjoy cutting and joining different materials, for example as they make string people. There is a good, safe outdoor area for play and appropriate regular use is made of low-level climbing and sliding apparatus in the school hall.

Creative development

69. The children have a wide range of good opportunities for creative development. These are well planned to link closely with the topics being followed. They include hand-printing, painting 'ourselves', making collage from seeds they have collected and drawing tropical fruits. The children enjoy singing rhymes and songs such as, 'Here we go round the coconut tree'. They sing enthusiastically and join in all the actions. They repeat the song back to the teacher as she sings, "Good morning" to each one in turn. Some are able to sing in the correct pitch, whilst others sing all on one note. They can all reproduce the rhythm pattern of the song they sing and are beginning to build up a good repertoire of familiar songs. They sing simple songs from memory and can recognise repeated sound patterns. They enjoy playing the percussion instruments and can play repeated rhythms of up to seven beats.

ENGLISH

70. Standards in national tests for pupils in Year 6 in 2002 were well above the national average and also well above those achieved in similar schools. A higher proportion of pupils exceeded expectations for their age than is found nationally and in similar schools. In reading tests pupils in Year 2 achieved some of the highest standards in the country and did much better than pupils in similar schools. In writing, their results were well above the national average and above those achieved in similar schools. Again, a higher proportion than is found nationally exceeded expectations. Results in national tests at the end of Year 2 and Year 6 have shown an improving trend since the last inspection, with the most significant improvement being in writing.
71. Evidence gathered during the inspection confirms these test results. It shows that standards in all aspects of English are well above average in Years 2 and 6, and throughout the school. Pupils achieve well, making good progress in response to the good teaching they receive and the rich variety of learning experiences offered. Speaking skills are very well developed and most pupils contribute confidently in groups and class lessons, during assemblies and when with their peers. They generally

answer in sentences and give reasons for their responses readily. Throughout the school, however, there is a tendency for pupils' talk to become a distraction during lessons. Discussion is rightly encouraged in most lessons and is often beneficial to learning. However, a small number of pupils in most classes contrive to hold conversations that have nothing to do with the task in hand. Too often they draw others into these diversions and away from what they should be doing. Some carry this to the extent of talking while their teacher is talking.

72. Standards of reading in Years 1 and 2 are very high. There are very few pupils who cannot gain meaning from print readily. Most pupils enjoy reading, even those who are less fluent and expressive. They read with enjoyment, emphasising important words or phrases. Some are expressive in characterising voices and recounting action. Most are adept at using information books and put their good knowledge of the alphabet to effective use. They can put what they have read into their own words, whether retelling a story or recalling information. Most pupils in Years 3 to 6 can read satisfactorily and an above average proportion read well when compared with most pupils of this age. Younger pupils appropriately use books from reading schemes that develop skills and vocabulary progressively. As they progress they become 'free readers' and are given access to a range of 'real books' in school. Pupils enthusiastically borrow books on a regular basis from the school library to take home. As they learn to read, pupils use a range of appropriate techniques to help them to work out words they do not recognise. For example, they use their knowledge of the sounds that letters make to help them to tackle unfamiliar words. The most accomplished readers read a range of texts with fluency and confidence, making good use of some advanced skills to find what they are looking for. Pupils have good skills in accessing and using information via the Internet and have good planned opportunities to do so. However, the skills of accessing and using information in a library are less well developed, except amongst the oldest, most able pupils.
73. Pupils' enjoyment of writing is clear from the start. In Year 1, many pupils already have good handwriting. This early start has not always been the case and there has been a noticeable improvement in handwriting throughout the school over the last two years. Strategies such as using the joined-up script and introducing awards for good and improving handwriting are having a really positive effect on pupils' handwriting, which, along with presentation of work, is generally very good. Many pupils in Years 1 and 2 are beginning to write fluently on their own and most understand the need to organise their thoughts into sentences. Punctuation is used well. The most able use speech, exclamation and question marks appropriately to punctuate their writing. They experience and can recreate a good range of styles for different purposes and audiences. They also learn useful features of word processing using the computers. Pupils in Years 2 and 3 make good use of computers to reorganise and redraft text. They write well when inspired by stories in other lessons, such as the Knights of the Round Table in history. Pupils readily understand such terms as 'passive' language and 'connectives' when the teacher is making suggestions to improve their writing, and are able to plan and organise writing in a range of styles such as explanations, newspaper reports, biographies and diaries. Pupils in Year 5 compile banks of words and phrases to create atmosphere and build suspense when setting a story. Their writing is of high quality, using a good range of atmospheric words to set the scene; for example, one pupil wrote, 'The gardens were leafy, with fountains that had been drained of water decades before' and, 'The chandelier was smeared in dust, rust and obvious mould in places'. Most pupils use powerful adjectives readily to create a feeling of mystery or fear in their writing. In Year 6, pupils who have read 'Hiawatha's Childhood' by Longfellow write expressive and creative poems, which use features of the style of the poet, and indicate that they have reflected well on the meaning of the

poem. The analysis of pupils' work shows that a wide range of styles and audiences have been used and understood by pupils. Older pupils show that attention is paid to encouraging their use of creative language, the quality of presentation, the structure and features of different forms of writing, and the extension and development of some pieces of writing.

74. The teaching is good. The National Literacy Strategy has been appropriately adapted to suit the pupils and is well implemented, effectively raising standards. Work is well planned by teachers and is suitably matched to the learning needs of those who have special educational needs and the most able. In the best lessons, teachers make clear from the outset what pupils are to do and what it is intended that they will learn. This helps pupils to understand their own learning and what is expected of them. Teachers keep a careful eye out to check that pupils are making appropriate progress. The final, or 'plenary', part of the lesson is used effectively to assess how pupils have got on, and to sum up what has been learned. Planning is satisfactory. It includes appropriate details of how teachers are intending to move all pupils' learning on from what they have already attained. Homework is set regularly, and is often linked to work that has been done in class.
75. There are some ways in which teaching could be improved. For instance, in some lessons small groups of pupils who are expected to work independently are not well enough controlled, so that they do not concentrate well. Their chatter and inattention adversely affect not only their own learning, but also that of their classmates. Some marking is too brief and does not offer pupils enough advice on what they need to do to improve. So, for example, comments such as, 'brilliant' or, 'excellent' are made. The school recognises in its strategic plan the need to improve the marking of pupils' work.
76. Learning support staff know particular pupils well, especially those having special educational needs, and they are effective in helping these pupils to make good progress.
77. The subject is very well managed. The subject manager has excellent knowledge of the National Literacy Strategy and she gives her colleagues helpful advice on planning their lessons and raising standards. Whole-school timetabling has created blocks of time for the literacy strategy and this time is well used. Both reading and writing are given appropriate allocations of time, either during the literacy hour or at another time. The school is beginning to identify consistently when literacy can be learned and used in other subjects, and the use of ICT to support the teaching and learning of literacy is very good.

MATHEMATICS

78. Standards are well above average in Year 2, in Year 6, and throughout the school. This inspection judgement is confirmed by the most recent national test and assessment results. All pupils reached at least the levels expected for their age, and very high proportions reached higher levels. In Year 2, standards were among the highest in the country. Pupils achieve well in all aspects of mathematics – the use of numbers, shape, space and measures, and data handling. This is in response to the good quality teaching they receive and the good learning opportunities, particularly those which involve using and applying mathematics to real-life situations and problems. The inspection finds no great differences between the standards achieved by boys and girls. Those who have special educational needs do very well to achieve the expected

levels for their age. Those few who are learning English as an additional language achieve well and reach at least expected standards.

79. Pupils in Year 2 have good mental arithmetic skills, better than most pupils of this age. They can swiftly and accurately add numbers such as $6+7+4$ in their head, using a number of different appropriate mental strategies, which they can clearly explain. They can add sums of money greater than 50p and know the correct notation, not only for pence, but also for pounds and pence. They understand the use of the decimal point in writing pounds and pence and know that we do not use the pence sign when writing mixed sums.
80. In Year 6, pupils understand place value in very big numbers. They order decimal numbers to two decimal places. They multiply and divide accurately by 10, 100 and 1000. They have some good opportunities to apply their mathematical skills to real-life problems, for example as they investigate the number of chocolate chips in eight chocolate cakes. Pupils divide three digit numbers by two digit numbers. They divide decimal numbers. They solve simple problems involving ratio and proportion. Most of this work is advanced for pupils of this age, and meets national expectations for pupils two or three years older.
81. Pupils do so well because they start well and because they are taught well. They come to school at the age of four with plenty of good quality pre-school experiences which ensure that their mathematical development is already advanced for their age. The generally good teaching they receive throughout the school builds on this firm foundation, promoting good learning. The teaching seen in the Years 2 and 3 class, in Years 3 and 4 and in Years 5 and 6 was all good. That seen in the Years 1 and 2 class was satisfactory.
82. A strong feature of the teaching is a lively and enthusiastic approach, seen for example in Years 3 and 4, as pupils learned to classify shapes. The teacher's enjoyment of the subject and good subject knowledge transmitted itself strongly to the pupils, who were very keen to show how much they already knew, offer their answers and get on with the group work set. The teacher's positive approach encouraged good attitudes on the part of pupils, so that they worked hard and greatly enjoyed their learning. Group work was carefully planned, so that all pupils of different abilities were set work which matched their learning needs and enabled them to achieve well.
83. Pupils in Years 2 and 3 were also very enthusiastic and knowledgeable as they added sets of numbers to 20 in their head. They responded well to the lively teaching, which moved along at a good, stimulating pace, keeping the pupils interested. They also settled enthusiastically to well-planned group work.
84. A good lesson in Years 5 and 6 worked well, again because it was well planned to meet the needs of all the pupils. Those who find learning more difficult were given good quality support by a learning support assistant, and a more practical approach, using apparatus, helped them to learn and understand. The teacher took particularly good care to check on pupils' understanding, going to each group in turn, making sure that they were making progress. When she identified problems, she appropriately stopped the lesson to explain things again, making sure that pupils were clear. This helped to give the pupils confidence and keep them working hard, making good progress.
85. In most of the lessons seen, pupils did not listen and pay attention as well as they might during whole-class teaching sessions. This was a particular problem in the Years 1 and 2 class, with lots of chatter and fidgeting as the teacher addressed the class, and

far too much noise, so that the teacher had to shout several times for attention. It is not necessary for teachers to accept this unsatisfactory state of affairs. Where teachers insist on good, courteous listening and attention, pupils respond appropriately. This is seen, for example, in the Reception class, even though the children have only been in school for a few weeks, and pupils also listened and paid attention well in the lesson seen in the Years 5 and 6 class.

86. Sound use is made of ICT to support pupils' learning, for example as part of their work on data collection and analysis, and work on shape and symmetry in Year 2. Some good opportunities exist for pupils to use their mathematical skills as they learn in other subjects. For example, pupils in Years 1 and 2 prepare graphs in connection with their study of rainforest animals in science.
87. The management of mathematics is satisfactory. Although the subject manager is very new to the role, she has already started on an appropriate course of training. She has appropriate plans to check on the quality of teaching and to see that the teaching of mathematics promotes pupils' confidence and enjoyment in using their mathematical skills.

SCIENCE

88. Standards are very high and well above the national average. In the most recent national assessments pupils in Year 2 all reached at least the expected level and two thirds exceeded it. In tests at the end of Year 6, half the pupils exceeded the expected level and none fell below it. Pupils also do better than those at similar schools. Standards are higher than they were at the time of the last inspection. Work on scientific investigation, in particular, has improved a lot since then.
89. In all years the pupils make very good gains in their scientific knowledge. In Year 2 they have an understanding of forces through testing various toys to see which has the best movement, comparing pedal power with pulling or pushing power. They discover how the human ear works, linking this to how sound travels by conducting tests with string telephones. They develop their written skills by predicting and recording their experiments. While the least able appropriately record their work by drawing, writing simple sentences or inserting missing words into a prompt sheet, higher-achieving pupils begin to use a good level of scientific vocabulary, writing good comparative reports.
90. By 11, pupils are confident and competent in making predictions and evaluating their own results. They have a clear understanding of what constitutes a 'fair test'. The most able extend this by making further predictions on what might happen if something was changed, for example by adding motor power to simple toys or increasing the voltage. They use computers well to simulate the workings of a crane. For example, they write simple programs to operate their previously constructed crane, modifying these and carefully recording their results. They recognise how science links to other subjects, such as history, when they look at ancient Greek chemistry or scientific discoveries of the past. Pupils of all ability levels make very good progress in science.
91. The quality of teaching is very good, with learning support assistants providing effective support where necessary. Teaching has improved since the last inspection. Lessons are well planned and prepared so that no time is wasted. Expectations are clearly outlined and there is a good level of appropriate challenge, which caters very well for a wide range of abilities. For example, in one lesson on electronics, lower-achieving pupils worked with a basic circuit. Their more-able peers added a switch to their work,

whilst higher-achieving pupils experimented by adding a switch and extra bulbs, to make a more complicated circuit. Thus all pupils were totally included in the lesson, with each catered for according to their particular needs. In the best lessons, the teachers' imaginative and fun approach motivates the pupils with a genuine desire to learn. However, noise levels are sometimes too high, and some teachers make too little effort to control this.

92. Science strongly supports pupils' personal, social and spiritual development by providing opportunities for them to reflect on their own and others' work. They show positive interest and enthusiasm for their work, and they express genuine delight and amazement, such as when the bulbs lights up as they complete their circuit.
93. In all lessons, there is good attention to developing the pupils' basic literacy and numeracy skills, for example, through counting and measuring or learning the correct scientific language and writing accounts of their investigations. Speaking and listening skills are well promoted in challenging question and answer sessions, to which most pupils respond with good concentration. Teachers keep efficient records of the progress that pupils make and the standards they achieve. At the end of most lessons, teachers take an appropriate amount of time to discuss with pupils and sum up what has been learned, checking for understanding. Homework is well used to build on existing knowledge or prepare for work in lessons.
94. Teachers make good use of ICT to promote pupils' learning, for example in the presentation of pupils' work, the preparation of tables of results in tests and organising and analysing data which they have collected.
95. The management of science is good. It has improved since the last inspection. Planning and documentation are well organised and planned improvements are appropriately linked to the school improvement plan. Schemes of work follow the National Curriculum guidelines and are clear and unambiguous, which is helpful for non-specialist staff. Procedures for checking on pupils' attainment and progress have improved significantly since the last inspection. The information gathered is well used to help teachers to plan their future work so that it meets all the pupils' learning needs. For example, when assessment revealed that pupils did less well in investigative science, the curriculum was modified to address the issue, which is now resolved. The subject manager checks lesson planning and regularly samples pupils' work, helpfully grading it against the attainment levels of the National Curriculum.

ART AND DESIGN

96. Only one lesson of art and design was observed during the inspection, so judgements are based on talking with pupils, examining their work, including that on display, photographic evidence, discussions with teachers and looking at their plans.
97. This evidence shows that standards are average in Year 2, in Year 6, and throughout the school. By the time pupils leave the school at 11, they have experienced a broad range of work in art and design, including two and three-dimensional work, and have used a good range of appropriate media, including poster paints, water colours, pastels, coloured pencils and crayons, a range of drawing pencils, collage, tie-dyeing, print making, ceramics and sculpture.
98. Pupils are given opportunities to study the work of famous artists, to examine their techniques and to respond to their ideas in their own artwork. For example, pupils in Years 1 and 2 have completed attractive designs in the style of Miro.

99. The subject is well integrated into other aspects of the curriculum. This results in the pupils developing their art skills well, particularly drawing, and lends an added dimension to the other subjects. For example, in science, pupils make detailed drawings of plants and animals, and in history they illustrate Britain in Victorian times, and make models of castles using card, found materials, papier maché and paint. In ICT they produce a wide range of graphics and computer art. In religious education pupils illustrate their harvest poems.
100. Art and design work is well displayed in classrooms and around the school. There is attention to detail and the care taken shows how much pupils' work is valued and appreciated.
101. The curriculum for art and design is wide and varied. It is enhanced by a wide range of opportunities to extend and enrich the pupils' art and design experiences. These include working with a local artist, visits to art exhibitions and an after-school art club run by the headteacher, who also manages the subject capably.

DESIGN AND TECHNOLOGY

102. It was not possible to observe any design and technology lessons during this inspection. Therefore, judgements on standards are based on an analysis of pupils' work over time, photographic evidence and the teachers' records. This information indicates that standards are above average in Years 2 and 6, and throughout the school, as was the case at the time of the last inspection.
103. In Year 2 pupils make sketches, for example of playground equipment, which they then create in cardboard. Pupils in Years 2 and 3 use computers to create recipe cards for food technology. They make biscuits in a range of shapes and create simple fruit cocktails. They extend their skills in food technology by designing and making food wrappers and labels, which helps to promote their literacy and ICT desktop publishing skills. In textile work pupils in Years 1 and 2 design and make simple bags. In Years 2 and 3 they have designed and made purses.
104. Pupils aged between eight and 11 develop their design skills appropriately, producing well-annotated drawings of, for example, lighthouses, Roman villas and puppets. There are some good links between designing and making, for example as pupils make clothes for the puppets which they have designed. Pupils' work is well linked to other subjects, such as history and science. For example, in Years 1 and 2 they make simple toys which they later use in push/pull experiments in science. Higher-achieving pupils add batteries and motors to their designs. They use the Internet well to find out about different types of bridges, and consequently there is some very good independent preparation work for designing a suspension bridge.
105. No overall judgement can be made on the quality of teaching. However, it is evident that teachers keep very good records. There is a good system of work-sampling to match pupils' achievements against national standards. In all years, pupils are encouraged to evaluate their own work, and they do this well, according to their ability and age. Teachers and learning support assistants helpfully note how much aid was needed by individual pupils in completing a piece of work.
106. The subject manager is a very recent appointment, and has inherited a well-organised subject. Subject documentation is up to date, with literacy, numeracy and ICT well represented in planning, which is regularly checked by the subject manager.

GEOGRAPHY

107. Standards are average in Year 2, in Year 6, and throughout the school. Since only one geography lesson was seen, this judgement is based on a range of evidence which includes the analysis of pupils' work and discussions with them about it.
108. In Years 1 and 2 pupils learn about the climate and weather. They identify garments required for different climates, and begin to write simple sentences about the weather. They examine the needs of plants and creatures, which links to their mini-beast studies in science. Pupils have an understanding of basic mapping skills. They use a computer robot to program compass point directions. Their current study of the Caribbean includes the life and customs of the people, which supports their cultural development.
109. By 11, pupils have extended this knowledge by looking at worldwide climatic regions and how food crops are grown and harvested, linking this to studies of a Zambian village. There are good links to other subjects, such as history, when they look at the development of transport and road systems, and their numeracy skills are well promoted through the calculation of distances between towns. They begin to recognise aspects of the wider world, such as rivers and mountain ranges, which they mark in on a blank world map.
110. Although no overall judgement can be made on the quality of teaching, it is clear that the subject is appropriately planned to promote pupils' learning and that their progress is carefully checked and recorded. Teachers make very good use of ICT, including the Internet, to promote pupils' learning. Subject management is efficient and good records are kept.

HISTORY

111. Standards in history are above average in Year 2, in Year 6, and throughout the school.
112. In Years 1 and 2, pupils examine the present day and recent past by studying old and present day toys. They visit the Milestones Museum in Basingstoke and examine exhibits, working out the differences between modern and old toys. They also study schools 'then and now', using their own school as a starting point. They work out what sources will help people to find out about their school, such as letters, photographs and a website. They visit a Victorian schoolroom, put on pinafores, waistcoats and collars, and enjoy role-play with a Victorian schoolmistress, writing on slates and with ink pens in copybooks. They enjoy looking at the lift-up desks and the cane. Pupils in Years 2 and 3 research the features of castles and learn about the great hall, food, drinks, clothes and knights and weapons.
113. In Years 3 and 4, pupils study life in Tudor times, and compare and contrast the lives of poor and rich people, writing Tudor menus and drawing Tudor clothes and houses. They are interested in Tudor punishments and write graphic accounts of how people were burned, tortured, branded and executed and about the ducking stool, which was used to punish nagging women or those found guilty of witchcraft.
114. Pupils describe the Victory in Europe celebrations, writing about the street parties, dancing and food. They draw a detailed time-line to illustrate the main events of the Second World War, and describe what happened at Dunkirk and during the bombing of Britain. They write imaginative accounts of life as an evacuee, describing the things

they would have to take with them and what the journey would be like to their temporary home. They reflect sensitively on these issues and what they must have meant for the people at the time. In Years 5 and 6 pupils study the Victorian period and are particularly interested in the lives of the children who had to work in the cotton mills and coal mines. They express pleasure that Lord Shaftesbury improved conditions for children.

115. Teaching in history is good overall. Teachers challenge pupils to reflect and consider the information that they discover about the past, and to compare it with what they know about the present day. They succeed in encouraging a love of history in the pupils, who are lively and enthusiastic and keen to find out more. Pupils are encouraged to reflect upon the lives and actions of historical figures such as Boudicca in Years 3 and 4, and they contribute their own thoughtful suggestions about the reasons for the differences in information between two accounts of her life. Pupils confidently download information from the Internet to support their studies. Historical objects, such as old toys, are well used to stimulate the pupils' ideas and imagination and to encourage them to reflect on the recent past.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Standards in Year 2, Year 6 and throughout the school are above average. They have improved since the last inspection. In all years, pupils are competent and confident users of computers. They make very good progress, particularly in using computer technology to enhance their learning in other subjects. For example, five and six year-olds use a computer-controlled robot to direct it along compass points in geography. They use drawing programs which links to pattern work and shape in mathematics and art and design. Their reading and spelling skills are promoted well through the use of word processing and desktop publishing programs. They create simple databases and produce graphs and tables, making good use of some of the skills which they learn in mathematics lessons.
117. By the age of 11, pupils work independently to search the Internet for ideas on a range of topics. They use e-mail confidently and produce leaflets and advertisements for use by the school, which adds a relevance to their work and enhances their self-esteem. They extend their knowledge by creating databases and presenting their own stories and poetry in attractively presented poster styles. Higher-achieving children investigate the benefits of spreadsheets. They use modelling techniques and data-logging in science. Pupils of all ages use the library's computerised system confidently for checking out and returning their library books.
118. The quality of the teaching seen during the inspection was satisfactory. All staff have received appropriate training in teaching ICT. Lessons are well planned, with appropriate work at a number of different levels to meet all pupils' learning needs. However, in some lessons teachers fail to regulate the noise as pupils work and this causes distraction and the loss of concentration. In other subjects, teachers use ICT well to reinforce and extend pupils' learning and to help meet their individual learning needs. For example, skills in English and good presentation are well promoted through original writing and design work, much of which is handwritten by pupils as homework before being transferred to the computer. Teachers keep very good records of pupils' progress and they use these well to help them to plan future lessons.
119. The ratio of computers to pupils is one to seven, which is well above average. There are good secure systems to ensure that pupils do not have access to unsuitable material on the Internet. Staff ensure that an adult is always present when the pupils wish to access the Internet or send and receive e-mails.

120. The subject manager has good subject knowledge and expertise and manages the subject well. Good records are kept and the school strategic plan has identified appropriate plans for subject development.

MUSIC

121. No class music lessons were taught during the inspection, except one in the Reception class. It is not therefore possible to make a judgement on the teaching of music or the standards achieved. A satisfactory scheme of work was seen, which gives appropriate attention to the planned development of key skills in singing and playing, composing and listening and appraising. The singing in assemblies demonstrated a good grasp of pitch and rhythm, and knowledge of a range of songs. Pupils listened well to the music that was played as they went in and out.
122. Pupils spoke enthusiastically about their class music lessons, showing obvious enjoyment, and could describe opportunities for singing a range of songs including Caribbean calypsos and church music. Pupils described opportunities for composing, using a range of tuned and untuned percussion, and could give details of music from a range of composers which they have listened to and appraised. They could not give any details of songs or music from other cultures, apart from the Caribbean calypsos which they sang in assembly.
123. A number of pupils learn a wide range of musical instruments in school, including recorder, woodwind, strings and keyboard. There are opportunities for playing in the school orchestra, which consists of 15 pupils, and for taking part in the 18-strong choir. Both of these are organised skillfully and energetically on a voluntary basis.
124. The teaching of peripatetic teachers of music is very good and greatly enhances the musical provision in the school. The pupils work hard and are very keen to perfect their instrumental technique and extend their musical knowledge. They are making good progress.
125. Pupils' experience is well enhanced by visiting musicians, such as a Caribbean steel pan player, and pupils attend 'Anvil', a local concert venue, and the Royal Festival Hall in London for the families' concert. Pupils have taken part in concerts for parents and friends, the Basingstoke Music Festival and have performed in concerts with their local secondary school. The orchestra has played for Easter and harvest services in the village church, and at various local charity fund-raising events. Music is making an effective contribution to the life of the school.
126. The headteacher manages the subject well and teaches lessons in the lower school herself. She has arranged for a well-qualified music teacher from the Hampshire Schools' Music Service to take music in the other classes once a week.

PHYSICAL EDUCATION

127. It was possible to see only one lesson. This was a games lesson in the Year 3/4 class. Although the teaching in this lesson was satisfactory, and standards were average, it is not possible to make an overall judgement either about standards, or about the quality of teaching.
128. It is clear from teachers' planning and from discussions with staff that the full curriculum is planned for, in accordance with the National Curriculum, and that the

older pupils have experience of outdoor and adventurous activities and learn to swim. Most are able to swim the expected 25 metres by the end of Year 6. The provision for competitive sport is good, and the girls' football team and the tennis players have done well in local tournaments.

129. The subject benefits from good management by an experienced, specialist teacher. She has provided good guidance for teachers on planning their lessons and arranged helpful training on teaching gymnastics and dance. She has also identified a realistic number of appropriate priorities for improvement, including resources for the younger pupils.

RELIGIOUS EDUCATION

130. Standards are average in Years 2, 6, and throughout the school and meet the expectations of the locally Agreed Syllabus. Pupils have a good knowledge and understanding of Christianity and a satisfactory rudimentary knowledge of other world faiths.
131. By the age of seven, pupils are aware of major religious festivals such as Passover, Christmas and Easter, and have an understanding of the importance of ritual foods such as the herbs and spices of Judaism or the significance of eggs in the Christian Easter. They have a good understanding of belonging to a religious family, linking this to Christianity, for example through role-play of the baptismal ceremony.
132. By Year 6, pupils' knowledge has matured as they examine the Old and New Testaments of the Bible. For example, there is some well-illustrated evidence in their work which indicates their inner reflection on God's test of Abraham's faith. They compose simple prayers for their own harvest festival and for the people of Zambia, that they too may have a successful harvest. In Years 3 and 4 higher-achieving pupils write good narrative accounts on being a pilgrim in Winchester, which links well to local religious cultures in history and geography.
133. The quality of teaching and learning are satisfactory overall. During the inspection, two unsatisfactory lessons were observed. In one lesson this was because the teacher's subject knowledge was insecure and in another lesson, the practical exercise bore no relevance to the lesson context and, therefore, there was no reinforcement of the initial learning. However, a very good lesson was seen in Years 1 and 2. This was very well planned. Pupils were carefully briefed before taking part in a very effective 'baptism' in the local church, led by one of the priests. By the end of the session, the pupils had a clear understanding of the significance of baptism and the role of Godparents. Pupils' learning is enhanced by assemblies and a daily act of collective worship, which also contribute soundly to their spiritual, moral, social and cultural development. Literacy skills are well promoted through good opportunities for reading and writing as they learn about religion.
134. Subject management is satisfactory. To develop the subject further and raise standards, the school needs to ensure that the work done on faiths other than Christianity goes beyond the most basic level. By the end of Year 6, pupils should have a good understanding of the significance and meaning of some other major belief systems, such as Hinduism and Islam.