

INSPECTION REPORT

ELVETHAM HEATH PRIMARY SCHOOL

Fleet, Hampshire

LEA area: Hampshire

Unique reference number: 132801

Headteacher: Mrs J Leigh

Reporting inspector: Mr T Neat
2007

Dates of inspection: 3rd - 6th March 2003

Inspection number: 249006

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and infant

School category: Community

Age range of pupils: 4 -11 years

Gender of pupils: Mixed

School address: Turners Way
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Appropriate authority: The governing body

Name of chair of governors: The Reverend D Price

Date of previous inspection: The school has not been inspected before

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20007	Mr T Neat	Registered inspector	English Design and technology Information and communication technology Physical education Educational inclusion Special educational needs	How high are standards? How well are pupils taught?
10965	Mrs P Edwards	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
16831	Mrs M Ewart	Team inspector	Mathematics Art and design Geography History	How well is the school led and managed? How good are the curricular and other opportunities offered to pupils?
26519	Mrs M Hatfield	Team inspector	Science Music Religious education The Foundation Stage	

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REPORT CONTENTS

	PAGE
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Elvetham Heath Primary School is a new school. It opened in September 2001 to serve a new housing development on the northern edge of Fleet. At the time of the inspection the permanent school buildings were under construction. The school is due to move into them in September 2003. Elvetham Heath is currently smaller than most primary schools, having 133 pupils on roll, but pupils are joining the school rapidly as phases of the housing development are completed. Currently, there are only 61 boys compared with the 72 girls on roll. Currently, pupils in Years 5 and 6 are taught together as one class. All other pupils are in single age group classes.

Pupils are drawn almost exclusively from the new housing development, which comprises housing association and privately-owned properties. At the time of the inspection, the children joining the school had broadly average abilities. The percentage identified as having special educational needs [25.4] is above average. These needs include behavioural and emotional problems and moderate, profound and multiple learning difficulties. The proportion having Statements of Special Educational Needs is also above the national average. The percentage of pupils known to be eligible for free school meals is well below average. A significant minority of pupils speak English as an additional language. The main home languages of these pupils are Afrikaans and Danish.

HOW GOOD THE SCHOOL IS

The excellent leadership and management of the headteacher result in pupils settling in quickly and making good progress. Although it is difficult to recruit teachers in the area, she has built a strong staff team whose good teaching is contributing directly to the good standards that pupils achieve. All members of staff work hard to ensure that the school meets everyone's social and academic needs and that all pupils are achieving as well as possible. The school provides good value for money and is well placed to improve its cost effectiveness when it moves to the new building and greater pupil numbers reduce unit costs.

What the school does well

- Standards in English, mathematics, science and art and design are above the expected levels.
- The leadership and management of the headteacher are excellent, giving rise to a very strong, shared commitment to succeed.
- Teaching and learning are good.
- Pupils' personal development is very good because the school is very effective at helping them to become mature and responsible young people.
- A rich and creative range of learning experiences is provided.
- The school quickly establishes a very effective partnership with parents.

What could be improved

- Standards in information and communications technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not been inspected before.

STANDARDS

The small numbers taking the national attainment tests were low. This makes the analysis of the results statistically unreliable. In order to ensure that individual pupils cannot be identified, the data about their performance in the test have been omitted.

Inspection evidence shows that pupils achieve well. This is due to the excellent leadership and management of the headteacher and the good quality of teaching and learning. The children in the reception class are on course to exceed the goals set for this age group in all areas of their learning. They achieve very well in the key area of personal, social and emotional development. Overall, standards in the infant and junior parts of the school are good in English, mathematics and science, and in art and design. The standards of pupils aged seven are good in music. Not enough evidence was available to judge the attainment at seven in physical education or at 11 in music. Pupils attain standards in line with those set out in the locally agreed syllabus for religious education at seven and 11 years of age. Seven and 11-year-olds do not reach expected standards in information and communication technology [ICT] because there are not yet enough computers. A fully-equipped computer room will be part of the permanent school building currently under construction. The standards of seven and 11-year-olds are in line with the expected level in design and technology, geography and history. Pupils aged 11 attain expected standards in physical education. Those with special educational needs and those who speak English as an additional language make good progress.

The school has set challenging targets for achievement in this year's national tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Throughout the school, pupils are very keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils are very courteous and treat each other and the adults who work with them very politely.
Personal development and relationships	Very good. Pupils willingly take responsibility
Attendance	Very good. Attendance rates are well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 good quality of teaching and learning found in every class contributes directly to pupils' achievements. No unsatisfactory teaching was seen during the inspection.

Very good teaching of children's personal, social and emotional development was seen in the reception class, resulting in very good progress in this area of learning. English and

mathematics are taught well, as are the skills of literacy and numeracy. This equips pupils well to learn in other subjects. Throughout the school, teachers' very good planning ensures that all pupils, including those with special educational needs and those learning English as an additional language, have equal opportunities to succeed. The high demands placed on pupils help greatly in raising standards. Teachers manage their classes skillfully, making new pupils feel welcome and valued. The firm and fair discipline produces very good levels of concentration.

Although most members of staff have been together for less than four terms, good teamwork has already developed. The very good deployment and briefing of teaching assistants significantly improves the quality of teaching and learning. The assistants work very effectively. Their support for pupils with special educational needs and those for whom English is an additional language contributes greatly to the progress they make.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A rich range of creative learning experiences enhances learning very well throughout the school. A strong feature. The provision of activities outside lessons is very good.
Provision for pupils with special educational needs	Very good. The tasks given to pupils are matched well to their needs. The high proportion of teaching assistants' time that is devoted to supporting these pupils helps them to make good progress.
Provision for pupils with English as an additional language	Good. The detailed knowledge that teachers and their assistants have of individuals, and the good quality, close support that they offer, result in these pupils making good progress. Occasionally opportunities are missed to involve individuals in discussions.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. Spiritual, moral and social development are fostered very well. The provision for cultural development is good, but not enough opportunities are planned for pupils to learn about the main British minority ethnic cultures.
How well the school cares for its pupils	Very good. The school creates a very caring environment in which pupils feel valued and secure. Very good procedures for assessing pupils' attainment enhance the progress they make. Better use could be made of individual assessments of attainment in English and mathematics to set group targets.

The importance the school attaches to building effective relationships with parents and the success it already enjoys, reflect the excellent leadership of the headteacher. The very good quality of the partnership the school has created in a short time contributes very strongly to the speed with which pupils settle in and start to make progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The excellent direction and organisation of the headteacher has resulted in the school getting off to a very good start. She is ably assisted by the deputy headteacher.
How well the governors fulfil their responsibilities	Good. Although many governors are new to the job, the governing body contributes well to the development of the school. They have a good understanding of the emerging strengths and areas for improvement.
The school's evaluation of its performance	Good. The school has been quick to put effective arrangements in place to check how well pupils learn.
The strategic use of resources	Very good. The school uses the resources at its disposal very effectively. The principles of best value are applied well.

The school is staffed well. The provision of teaching assistants is good and many are well qualified. The accommodation is adequate overall, as are resources. The space available in the temporary accommodation is relatively small. This restricts the number of computers that can be placed in classrooms. As a result, there are not enough for all pupils to practise their skills sufficiently often. This prevents them from reaching the expected levels in ICT.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Expectations are high. • Leadership and management are good. • They feel comfortable about approaching the school with questions or suggestions. • The school helps pupils to become mature and responsible. • Teaching and learning are good. • Pupils behave very well. 	<ul style="list-style-type: none"> • A few feel they are not well informed. • A few think that the extra-curricular opportunities for younger pupils are too few.

Inspection evidence reflects the very good opinions the vast majority of parents hold of the school. The inspection team judges that the information provided for parents is very good. It also supports the school's decision to give older pupils priority in using the limited opportunities for extra-curricular activities in the temporary building.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. A small number of pupils took the national tests in 2002 and therefore comparisons with pupils nationally and in those in similar schools are statistically unreliable.
2. Inspection evidence shows that the attainment of children who entered the reception class at the beginning of this academic year was in line with the levels usually found. Inspectors judge that pupils make good progress in each of the classes, in relation to their attainment when they joined the school, due largely to the good quality of teaching and learning. Pupils settle in quickly and achieve well. A significant factor in the good progress that pupils make is the speed with which their attainment is assessed when they arrive. This allows the school to make sure that pupils are set appropriately challenging tasks as soon as possible. The very effective personal support given to help pupils adjust to a new school and a new community contributes strongly to the progress they make.
3. Higher attaining pupils make good progress. Pupils with special educational needs make good progress in relation to the targets set in their individual education plans. Pupils for whom English is an additional language also make good progress due to well-focused support in lessons. The high proportion of teaching assistants' time that is devoted to helping those with special educational needs and those for whom English is an additional language is also an important factor. There are no significant differences in the standards achieved by boys and girls.
4. Most children achieve well in the reception class and, by the time they start Year 1, are on course to exceed expectations in communication, language and literacy and mathematical development, knowledge and understanding of the world, physical and creative development. The very good provision and good teaching help the children to make good gains in learning. In the key area of personal, social and emotional development children achieve very well as a result of very good teaching.
5. Inspection evidence supports the results of the school's own testing of pupils. It shows that the school adds value well to pupils' attainment on entry in the important areas of reading and mathematics. At both seven and 11 pupils attain above the level expected in all aspects of English and mathematics. Literacy skills are developed well throughout the school. A particular strength in English is the adventurous use of vocabulary and the use of imagery in stories. Although the standards in punctuation are at least satisfactory, older pupils do not use commas well. Numeracy skills develop well as pupils pass through the school. Pupils make good use their skills and understanding to work in other subjects. In some classes the pupils do not set their work out clearly enough to show how they have worked out the answer. This detracts from their learning.
6. In science, pupils aged seven and 11 attain good standards. The teachers' very effective planning contributes to the progress that pupils make. The recent focus on enquiry skills has been successful in raising standards.
7. Both seven and 11-year-olds attain standards that are above the level expected in art and design, thanks to the good range of media they work in, and the wide range of techniques they learn. The standards of pupils aged seven are good in music. They show a clear understanding of simple notation and the time elements of music.

There was not enough evidence to judge the attainment at seven in physical education or at 11 in music. Seven and 11-year-olds attain expected standards in design and technology, geography and history. Pupils aged 11 attain expected standards in physical education. Pupils attain standards in line with those set out in the locally agreed syllabus for religious education at seven and 11 years of age. Neither seven nor 11-year-olds reach expected standards in ICT due to the relatively small number of computers.

8. The school has set challenging targets for achievement in this year's national tests for seven and 11-year-olds.

Pupils' attitudes, values and personal development

9. Throughout the school most pupils, including those with special educational needs and those for whom English is an additional language, have very good attitudes to their learning. Most enjoy coming to school. One pupil assured the inspector that the school was "the best school in the universe". Pupils are very interested in their work, they respond very well to their teachers and always try to do their best. These very good attitudes to learning were demonstrated well in a reception class lesson where the children were writing menus for 'The Hungry Caterpillar'. They were fully engaged with the activity, working well together in pairs, enthusiastically sharing their ideas with one another and eagerly awaiting their turn to read their menus aloud to the class.
10. The behaviour of most of the pupils in lessons and around the school is very good. Pupils are very courteous and treat one another, all staff, parents and visitors very politely. They accept and abide by a clear moral code and show care for one another, their belongings and school property. No incidents of bullying were observed during the inspection and pupils know whom to approach if any incidents of bullying occur.
11. Relationships between all members of the school community are very good. Most pupils talk and play pleasantly together and respond very well to teachers and lunchtime staff. Those from different ethnic backgrounds are fully accepted by their peers and included in all activities. Pupils willingly accept responsibilities and enjoy helping with the routines of class and school, such as delivering registers, helping with lunchtime games, and serving on the school council. The council meets twice each half term and has recently discussed and introduced a new system for allocating lunchtime games equipment. This way of giving pupils responsibility for looking after the things they play with is proving popular with all pupils. Pupils are provided with many opportunities to make choices in lessons and use their initiative and take responsibility for their own learning when completing homework tasks.
12. Last year's attendance rate of 97% was very high in comparison with other schools. Although, as the number of pupils has increased the percentage of overall attendance has dropped slightly, it remains well above the national average. Most pupils arrive for school punctually allowing sessions to start on time and continue without interruption.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The good quality of teaching and learning contributes strongly to the progress that pupils make. The good teaching is consistent throughout the school. Eighty four per cent of lessons are good or better and 22 per cent are very good or better. One lesson of the highest quality was observed. Despite the difficulties of recruiting

teachers in this area, the headteacher has quickly built a strong team whose teaching is of good quality.

14. The very effective arrangements for briefing teaching assistants help them to make a very good contribution to the progress pupils make. This is particularly true for pupils with special educational needs and those for whom English is an additional language.
15. The quality of teaching in the reception class is good, with some very good teaching observed. As a consequence, children make good progress, including those with special educational needs and those who speak English as an additional language. Very good teaching was seen in the key areas of learning of mathematical development and personal, social and emotional development. The staff manage children very effectively so that they try hard and achieve well. The very good support provided by the well-qualified teaching assistants and the very positive relationships have a significant effect on the quality of learning. A particular strength of the teaching is the provision to enable children to develop responsibility and independence.
16. Lessons of English and mathematics are of good quality. As a result, pupils acquire the skills of literacy and numeracy well. This enables them to learn effectively in other subjects. Teaching is good in science, art and design, geography, ICT and physical education. Although the school makes proper provision to teach other subjects, not enough lessons were observed to make valid judgements about the quality of teaching and learning.
17. A key feature of the teaching in all classes is the high expectations that teachers have of pupils. This is evident in the language that teachers use and the demands they place on pupils. In an English lesson for Year 2 the question, "What adverb shall we use?" and the numerous prompts aimed at getting pupils to think for themselves typify this. Pupils in Years 5 and 6 have to work hard too. A pupil had suggested an opening sentence for a paragraph. "That's not exciting enough," was the teacher's response. The pupil thought hard and came up with a better proposal. The response of most pupils to the challenges the teaching presents them with is to try their best and work at a good pace.
18. Very good quality planning of lessons improves the progress that pupils make. The teachers apply their detailed knowledge of pupils' learning to choosing tasks that are matched well to the needs of different groups and individuals. This ensures that everyone has the opportunity to succeed. All pupils, including those with special educational needs and those for whom English is an additional language, benefit from this. The teaching of these groups of pupils is good overall, but both teachers and their assistants occasionally miss opportunities to bring pupils for whom English is an additional language into discussions.
19. The teachers manage their classes very skillfully. They have become adept at making new pupils feel welcome and valued. They work hard to get to know individuals at both a personal and academic level. In this way, they minimize the impact of moving to a new school in a new community on pupils' progress. Discipline is firm and fair. Any conduct that falls short of the high standards set by the staff is dealt with immediately. The teacher explains carefully what it is that the pupil should do to solve the problem. Consequently behaviour in lessons is very good. This in turn allows all to concentrate very closely on the task in hand.

20. The provision of homework tasks is good. Teachers make good use of the computers available to them to improve pupils' learning.

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

21. The provision of learning opportunities is very good and a strength of the school. All statutory requirements are met, including those for teaching religious education.
22. The curriculum for children in the reception class is very good. It provides a wealth of stimulating and structured opportunities in all the areas of learning. It is broad, balanced, covers all the recommended areas of learning, and links smoothly with the National Curriculum. The inclusion of all children is addressed well. The curriculum is adapted very well to meet the needs of all, including those with special educational needs and those who speak English as an additional language. It successfully promotes learning through purposeful play and first-hand experiences. The learning opportunities provide a very well-planned balance of activities that promote independence very effectively.
23. Both literacy and numeracy have well-written schemes reflecting the national guidance for developing pupils' skills. These skills are developed well through work in other subjects. For example, historical texts are used in teaching English and writing poetry is practised in religious education. The mathematical skills of measurement and graphing results are applied to geographical field studies. Teachers use computers as much as possible, for example, giving pairs of pupils turns to research the climates of other countries.
24. A further strength of the curriculum is the emphasis given to first-hand and practical experience. Pupils not only read Shakespeare, they also design and make costumes to perform extracts from 'A Midsummer Night's Dream'. They find out about the experiences of Second World War evacuees by listening to a visitor's reminiscences of her own evacuation. The youngest pupils take a class teddy bear on holiday so they can talk about his adventures when they return. This well-planned and lively curriculum motivates pupils to learn because they can see the relevance of what they are taught. It also provides many opportunities for creativity so that pupils enjoy their lessons.
25. The curriculum promotes social inclusion well. The provision for pupils with special educational needs is very good. The planning allows teachers to match tasks to the various levels of attainment in classes and ensures that all pupils have access to the whole curriculum. The school complies with the Code of Practice for pupils with special educational needs and individual education plans identify appropriate targets. The provision for pupils for whom English is an additional language is good, due to the detailed knowledge that teachers and their assistants have of each child and the individual support that is offered in lessons.
26. Provision within the curriculum for personal, social, health and citizenship education (PSHCE) is satisfactory. The school uses the local police liaison officer to provide each class with lessons in personal safety, including drugs education for older pupils. Governors have approved a sex education and relationships policy. A PSHCE subject manager has recently been appointed and a programme of work is being written, based on the local education authority scheme. Citizenship is taught practically, through the medium of a school council, each class having time to discuss issues to take to the council.

27. A very good range of activities is provided for pupils outside school hours. This includes street dance, choir, tag rugby, netball and science. All teachers and some teaching assistants are involved in these activities. Several parents felt that not enough activities are provided for infant pupils. While this is true, the limited space afforded by the temporary buildings means that the priority the school has given to older pupils is appropriate.
28. Both the local community and the school are new and as they grow, the school is trying to ensure that they grow together. Pupils take walks to see the developments and study the layout of roads and the features of house designs. They have visited Elvetham Heath Nature Reserve to do science investigations. A good link has been made with the neighbouring supermarket, including visits by pupils as part of their geography studies. The supermarket has been involved in other school activities, for instance, contributing to a harvest breakfast. Beyond the immediate locality, the school fosters links with groups in Fleet, for example, the local history society and the art group, which has displayed some of the pupils' work.
29. The school is developing good relations with playgroups and local secondary schools. Secondary school pupils have visited to perform African drumming and pupils from Elvetham Heath have visited the secondary school to listen to an Indonesian orchestra.
30. Overall, the provision for spiritual, moral, social and cultural development is very good. The school's aims and a strong positive, supportive ethos of high expectations are reflected in all aspects of its life. Parents are happy with the values and attitudes promoted. The staff value pupils' contributions very well. For example, in a Year 2 drama lesson, the teacher showed great respect for pupils' ideas. This builds their self-esteem. Studying Judaism and Sikhism in religious education helps pupils to understand and respect others' beliefs. Very good opportunities are given for pupils to appreciate the wonders of nature. For example, when learning about 'mini-beasts', reception children expressed great delight in using the 'tunnel' provided as a 'caterpillar's cocoon' to crawl through and emerge as 'butterflies' complete with 'wings'. 'Circle times'¹ and assemblies provide very good opportunities for reflection. A book of prayers composed by pupils is an excellent illustration of a deep understanding of the needs of others in school, their families and the wider world.
31. Very good provision is made for moral development. Many activities and stories teach reception children to respect others and to know the difference between right and wrong. The reward systems help staff to maintain a very positive approach to managing behaviour. As a result, pupils understand clearly the difference between right and wrong. Pupils' involvement in creating rules and the celebration of good work and efforts in weekly 'celebration' assemblies also contribute strongly to moral development. Most parents are happy with the school's management and standards of behaviour.
32. The school provides very well for pupils' social development. Children in the reception class are taught to take turns and to share equipment. Adults are very good role models. They foster respect and self-esteem, contributing strongly to the development of pupils' very good attitudes and relationships. Community awareness and citizenship are developed very positively through involvement in charity fund raising, the strong links with the church, the police and the good provision for

¹ Circle time sessions provide opportunities for pupils to share feelings, opinions and beliefs with their teacher and their peers.

personal, social and health education. The very good extra-curricular provision, along with opportunities to take part in school productions, events such as a 'Readathon' and out of school visits enhance pupils' social skills very well. Very good strategies to develop responsibility include opportunities for involvement in the class and school councils, as librarians, older pupils reading to younger classes during wet lunchtimes and helping them at the lunch table. Very good opportunities are provided for pupils to develop independence and collaboration when working in groups, for example, in science.

33. The provision for cultural development is good, overall. Pupils' appreciation of their own culture develops very effectively through assemblies and the curriculum, in literature, history, geography, religious education, drama, music and art and design. It is enriched by visiting musicians, theatre workshops and visits, for example, to the National Gallery. Events such as Christmas and class performances and a wide range of extra-curricular activities also contribute.
34. Multicultural education includes well-planned opportunities in subjects such as geography and art. Reception children become aware of other cultures through stories, such as 'The Mango Tree' and playing with dolls from other countries. The involvement of Year 6 pupils in a project 'All the fun of the fair' gives them an appropriate insight into the lives of travellers. However, more should be done to help pupils to appreciate and understand the main ethnic minority cultures in Britain today. The school has already identified this as an area for development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school provides a very caring environment where pupils are valued as individuals. All the staff know the pupils very well and parents are very satisfied that their children are well cared for and very well supported. There are weekly opportunities for parents to share in pupils' personal and academic achievements and successes. This gives pupils pride and encourages them to continue to do their best.
36. Any issues arising related to bullying and racism are monitored carefully by staff. Parents agree the staff deal swiftly and very effectively with any reported incidents. The school has very good procedures in place for monitoring attendance.
37. Procedures for child protection comply with those of the area child protection committee and all staff are fully aware of these procedures. There are good links with outside agencies including the police and education psychologist which help to provide support for pupils' learning.
38. The school has a comprehensive health and safety policy and the appropriate checks on equipment have been carried out. The arrangements for first aid, including the recording of accidents and informing parents, are good. The governing body carries out regular safety checks.
39. Staff know the reception children very well and recognise and respond very effectively to their needs. Baseline assessments, undertaken when children start school are used very well to plan suitable programmes of work. Assessment and recording procedures are very good, and are used effectively to enable staff to gain a clear picture of what pupils know, understand and can do in order to plan the next steps in learning, and to track their progress.
40. Older pupils enter school from a wide variety of schools with differing record keeping systems. The school has made it a high priority to assess all pupils on entry using a

common set of standardised assessments. These allow teachers to group pupils and to teach them at the right level. Further assessments are used to track progress and give a very good picture that the headteacher uses in consultation with teachers to ensure that pupils achieve well.

41. Pupils' work in English and mathematics is assessed at the end of the summer term and the results are used to set targets for improvement. These targets are updated each term as further assessments are made. The school also sets targets for groups of pupils related to National Curriculum levels. These systems are not integrated and are therefore neither as efficient nor as effective as they could be. One result is that the targets set for individual pupils do not correspond closely enough to those set for groups in lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The partnership between the parents and the school is a strength and makes a very good contribution to its life and work and to pupils' learning. For many newcomers, the school is the focal point of their community involvement. The school has recognised this and the headteacher puts much effort into welcoming pupils and working with their families to ensure that they settle as quickly as possible into their new school.
43. The information provided in newsletters and other communications with parents is very good and most are very happy with the information they receive from the school. The school welcome pack contains all the necessary information usually found in a prospectus. The prospectus for the new school is at present in outline form and will be available early in the forthcoming academic year. The pupils' annual progress reports are very good. They provide useful information on work covered, levels attained and progress achieved. Reference is also made to areas for development. There are useful parent-teacher consultation meetings and parents are welcome to talk to teachers at any reasonable time. Parents are provided with information on the curriculum to be studied each term.
44. Parents indicate that they value the 'open door' policy and feel able to approach the school with any worries or concerns. They are very pleased with the school's homework policy and good use is made of the home-school reading record. A significant number of parents help in classrooms and on school trips. A 'skills register' of parents willing to help with particular activities is kept by the school. This assistance is much appreciated by the staff. Parents have been consulted by questionnaire regarding their perception of the school's strengths and areas they would like to see developed. The school provides a workshop for parents of new reception class children which enables them to support better their children's learning at home. The Friends Association is very supportive of the school and active in organising fund-raising and social events such as a bazaar and summer barbecue. These events are helping to ensure the school develops strong links within the community it seeks to serve.
45. Admission arrangements to the reception class are very effective. Pre-school meetings are organised for new parents and staff make useful home visits. Children attend for short visits before starting school, which ensures that they settle into the reception class quickly. A very detailed 'children's booklet' and 'reception year support pack' provide very good information for parents and carers. Members of staff encourage parents to be closely involved as partners in the education of their children and relationships between staff and parents in the reception class are

excellent. A number of very well-briefed parents are committed to supporting the reception classes as parent helpers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The excellent leadership and management of the headteacher are reflected in the positive welcoming atmosphere of the school. She has a clear vision for the school that is driving its development. This vision of the realisation of everyone's full potential is stated and enlarged in a set of aims that permeates the work of the school and is already evident in the high expectations that staff have of pupils. She is ably supported by the deputy headteacher. Staff, governors and parents testify to the strong leadership of the headteacher. The very good relationships between pupils and with staff show the care that has been taken to make every newcomer feel valued and to integrate them into the life of the school.
47. The strategic plan, developed by the headteacher with the approval of the governors, is of very good quality. It sets out a logical path with realistic timescales to the creation of the new school. Good progress is being made towards achieving the objectives of the plan, including ensuring high quality teaching and learning, providing a broad, creative curriculum, developing pupils' self-esteem and independence, and creating good community links. Together with the development of assessment, reporting systems and management structures, these form the framework for subject development.
48. The subject managers are working hard and well. They have quickly completed the demanding task of writing good quality guidelines to help teachers with their planning. The decision to delay increasing the role of the subject manager to include checking the quality of teaching and learning is appropriate, since some have only been in school for seven weeks. The induction of new teachers is carried out quickly and efficiently.
49. Governors have a good understanding of the development process. They have already carried out an analysis of the strengths and weaknesses of the school. They have also set up good systems for gaining information about how well it is developing, including making regular visits. Governors have a clear understanding of their role in monitoring and evaluating the school's performance.
50. The school has set challenging targets for pupils to reach in the national tests, given that new pupils arrive every week, and the school cannot predict with accuracy what individual pupil outcomes may be. However, the systems the school has put in place to assess pupils on entry and to settle them quickly into school with due attention to their needs, are very good. The headteacher also follows up the progress of every child through focussed discussions with teachers. Taken together, these constitute very good strategies for meeting the targets set.
51. The commitment of staff and governors to succeed is very strong indeed. This, together with the excellent leadership of the headteacher, the focus on attaining high standards and the very good quality of the strategic plan, indicates that there is a high potential for the school to continue to improve.
52. The school uses the resources at its disposal very well. The very efficient procedures for recording and monitoring expenditure help to ensure that educational priorities are pursued very effectively. Money provided for specific purposes is spent very well, for example, in meeting the needs of pupils with special educational needs.

The governing body is appropriately involved in drawing up the budget and monitoring spending. The principles of best value are applied well, especially in consulting parents. Given the difficulties posed by the temporary accommodation, computers are used well, for example, by teachers' in planning.

53. The school is staffed well. There are a good number of teaching assistants and many are well qualified. The accommodation is adequate overall, as are resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to continue to build on the excellent start made in establishing the school, the headteacher, staff and governors should now:

- raise standards in ICT by implementing at the earliest opportunity the planned development of the computer facilities in the new building*. [See paragraphs 7, 116 and 121]

In drawing up its action plan the governing body should include:-

- the review of curriculum planning to increase the opportunities for pupils to learn about the main British ethnic minority cultures*, and [See paragraphs 34, 101 and 138]
- improving the contribution that target setting makes to standards in English and mathematics by reviewing how effectively information from assessments of pupils' progress is used to decide group targets. [See paragraphs 41, 72 and 83]

* The school has plans to address these issues.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	30	8	0	0	0
Percentage	2	22	60	16	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	133
Number of full-time pupils known to be eligible for free school meals	N/a	2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	N/a	35

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	74
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	2.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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) and Key Stage 2 (Year 6)

The number of pupils taking the tests is small. In order to ensure that individual pupils cannot be identified, the data about the school's performance in the national tests have been omitted.

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	109	0	0
White – Irish	0	0	0
White – any other White background	16	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	1	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	1	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	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)	8
Number of pupils per qualified teacher	16.6
Average class size	22.1

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	126

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	161,248
Total expenditure	164,571
Expenditure per pupil	2,789
Balance brought forward from previous year	n/a
Balance carried forward to next year	n/a

RESULTS OF THE SURVEY OF PARENTS AND CARERS

Questionnaire return rate

Number of questionnaires sent out	133
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	3	0	0
My child is making good progress in school.	67	32	1	0	0
Behaviour in the school is good.	74	24	1	0	1
My child gets the right amount of work to do at home.	45	49	4	0	1
The teaching is good.	85	13	0	0	1
I am kept well informed about how my child is getting on.	55	38	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	25	1	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	64	33	4	0	0
The school is well led and managed.	89	11	0	0	0
The school is helping my child become mature and responsible.	82	17	0	0	1
The school provides an interesting range of activities outside lessons.	63	26	8	1	1

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

55. Provision for children in the reception class is very good. Children make a very good start to their education. The quality of teaching is at least good, with some very good teaching seen. As a result, children achieve well.
56. Thirty children attend school on a full-time basis in the reception class. All have experienced some form of pre-school education. Attainment on entry is broadly average. All staff work very well together as a team, very effectively supporting the children.
57. By the time they leave the reception class, most children achieve well and are on course to exceed the goals set for this age group, particularly in communication, language and literacy and mathematical development. This is the case also in the areas of knowledge and understanding of the world, physical and creative development. This is due to the very good provision and overall good teaching. In the key area of personal, social and emotional development children achieve very well.

Personal, social and emotional development

58. Teaching is very good and children achieve very well. Most children are likely to attain well above the learning goals in this area by the end of the reception year. Staff are very good role models and very good relationships are evident between children and staff, fostering mutual respect. Adults value the children who are constantly encouraged to feel confident about what they can achieve. The teacher plans carefully, ensuring a very good range of activities and experiences that stimulate children's interest and encourage very good attitudes to learning. The children respond very positively to the well-established daily routines, which give them confidence and a sense of security. They behave very well and become aware of the difference between right and wrong through sharing appropriate stories with the adults and the consistent use of techniques to manage behaviour. The children enjoy school and play and work together well. For example, they share materials fairly, when making models of 'mini-beasts and learn to take turns when speaking in group situations. Adults encourage children's personal development and independence very well, by ensuring resources and apparatus are easily accessible to them. The teacher has devised a particularly effective strategy to help children to organise some activities themselves. Staff encourage children to take responsibility, for example, by being register monitors and by clearing away equipment. This increases their sense of achievement.

Communication, language and literacy

59. Teaching is consistently good. Most children achieve well and are on course to exceed the learning goals by the end of the reception year in this area. Children with special educational needs and those who speak English as an additional language, are very well supported by all staff who know them very well and respond very positively to their needs. The teacher plans very effective opportunities for children to develop their speaking and listening skills. In one good example, children were encouraged to listen carefully and carry out instructions, when choosing their own 'menus' for a caterpillar. They discussed these with growing skill. Staff naturally use

good spoken language so that support for language development permeates the life and work of the reception class. Children gain confidence in speaking to adults and in small and large groups, through very good adult support.

60. Children enjoy stories and listen to them with increasing attention and recall. The teacher plans the use of elements of the National Literacy Strategy very effectively. Teaching of the basic skills is clear and accurate. The teacher's skilful questioning raises children's awareness of story structure and sequences of events. Most followed the text as they shared the book, 'The Hungry Caterpillar'. They 'read' aloud with the teacher and knew that print carries meaning and recognised familiar words. Children handle books carefully, join in the repeated refrain and soon pick up the main points of the story. The well-structured approach to teaching early reading skills enables children very effectively to recognise letters of the alphabet and their initial sounds. Many link sounds with letters, naming and sounding out words with increasing skill. More able children read simple texts with developing ability.
61. Staff plan effective opportunities for children to 'make marks' and 'write', raising children's awareness of writing for different purposes through the effective use of, for example, shopping lists and menus. The teacher shows writing effectively on the large board and children practise forming letters in the air to help them remember the correct shape. Many use pencils to form letters correctly and practise writing their names. A number of more able children write news and stories independently, using their knowledge of sounds with growing skill.

Mathematical development

62. The teaching is good, with some that is very good. Children achieve well, and most are set to exceed the early learning goals by the end of the reception class. Children are interested in numbers, developing confidence to count, order and match, through the good provision and use of purposeful, practical number games and activities. Staff expectations of children are high and they plan activities that are suitably challenging, enabling good progress to be made. Teaching of the basic skills is clear and accurate. Elements of the National Numeracy Strategy are very effectively used, with a good balance of teacher-directed and self-chosen mathematical activities and games. For example, playing number 'bingo', helps children to recognise and match numbers one to ten and understand 'more' and 'less than'. More able children relate this to addition and subtraction. Most recognise the numerals one to ten and many well beyond this. They sort 'mini-beasts' into sets of 'fliers, walkers and swimmers' and some identify those that can both fly and walk, creating a simple Venn diagram. Through the exciting use of a 'feelie' bag, children are enthused and keen to play a 'Guess my shape' game and some identify hexagons and pentagons. Children enjoy creating simple tessellating patterns, with support. They use mirrors to identify symmetrical shapes and the line of symmetry, and by using structured apparatus and sand trays, develop good understanding of shape, space and measures.

Knowledge and understanding of the world

63. Most children achieve well in this area of learning, reflecting the good quality of teaching. Staff build carefully on what children already know and can do, enabling them to make good progress. The teacher effectively plans activities to encourage the children to learn about the world in which they live. Staff foster children's curiosity and interest through the good use of a range of interesting resources. For example, the children expressed excitement and wonder on seeing painted lady caterpillars move in a jar. One child exclaimed, 'They must be alive', stimulating discussion and very good efforts to find out more about the life of the caterpillar.

They make simple models of shoes, basing their work on the 'The Elves and the Shoemaker' story, developing good cutting, sticking and joining skills. Good use is made of visits and local walks to encourage a sense of place. Learning about old toys helps to develop children's sense of time. Teachers plan effectively for children to use programmable toys and computers to support their learning. Most are quickly developing good ICT skills for their age. With support, they gather information, for instance, about 'shapes' and record their findings in simple block graphs, using the computer with increasing confidence and independence. Cultural awareness is fostered through a range of creative experiences. Children become aware of other cultures through playing with multi-cultural toys, by listening to such stories as 'Grandma's surprise' and by encouraging children who speak English as an additional language to bring in, for example, their Divali cards and talk to the class about their culture.

Physical development

64. Teaching is good. By the end of the reception year, most children achieve well and are likely to exceed the expected outcomes for their age. In the outside play area and in the hall, children are developing a good awareness of space and of others. They move confidently, safely and imaginatively, with increasing co-ordination and control. Teachers encourage the understanding of positional language, for example, 'top', 'under', 'up' and 'down'. The secure outdoor play area provides a very good resource for children to make good progress in the development of their large body skills of running, jumping and balancing. They use a good range of equipment, including wheeled toys, with increasing skill. Good opportunities are provided to promote the development of children's fine physical skills. Staff teach skills such as cutting and handling small tools which help children gain safe control of more precise movements. Some find this difficult, but are supported well by staff. They use 'play-dough' to make letter shapes, with increasing skill. Many change for physical education lessons with growing independence.

Creative development

65. This is another area of learning where the teaching is good and children are set to exceed the goals set, by the end of the reception year. To encourage creative development and independence, staff plan a good balance of activities that adults teach directly, and also activities that children choose themselves. Effective organisation of group work ensures all are included and have equal opportunities to work at all activities. Children explore colour, texture and shape, painting self-portraits, pictures of teddy bears and creating effective collage pictures, with developing skill. With good support they create three-dimensional models of 'mini-beasts', using a variety of paper. They join in singing familiar songs and rhymes with growing confidence. The lively use of the 'Garden Centre' provides very good opportunities for children to develop imaginative role-play. This also encourages the development of speaking and listening skills and promotes children's personal development.

ENGLISH

66. The analysis of the results of the first year of national testing for this new school is of limited value, because the number of pupils taking them was so small and the proportion of pupils aged seven with special educational needs was high. Inspection evidence, gained from lessons, discussions with pupils and scrutiny of their work, shows that pupils aged seven and 11 make good progress in relation to their

attainment on entry and attain above the levels expected for their age group. There are no significant differences in the attainment of boys and girls.

67. Seven and 11-year-olds attain above the levels expected in speaking and listening. At age seven, most pupils speak clearly using a good range of vocabulary and listen carefully. In drama work about 'The Magic Finger' Year 2 pupils adapt their speech to the characters they act. Higher attaining pupils begin to appreciate the need for standard English and use it in formal situations. Eleven-year-olds listen and talk with some assurance. Their ideas, as in an English lesson in which they were discussing paragraphing, are developed clearly as they speak. They listen with very good levels of concentration, but do not question others' opinions enough.
68. Reading standards are above the level expected and pupils achieve well at both seven and 11 years of age. Most seven-year-olds' reading is expressive and conveys the meaning of the text well. They use their knowledge of letter sounds effectively to read words that are new to them, but make too little use of the clues offered by pictures that accompany the text to help in this. Higher attaining pupils can read silently and with good levels of understanding. Some read at a level well above that expected of this age group. Pupils aged seven show a good understanding of how to gain information from books and how to use the library. Higher attaining pupils are familiar with the numbering system used in libraries. At age 11, most pupils read accurately and hold the listener's attention well. They approach new passages confidently, but do not always use the meaning of the text to tackle unfamiliar words. Pupils readily discuss what they read and talk about their preferences, including favourite authors. Most skim texts for meaning and are adept at finding books using a computer and logging them in and out of the library. They also access information from the Internet.
69. Pupils achieve well in developing writing skills. At both seven and 11 years of age, standards are above the expected levels. At seven years of age, pupils set out their thoughts confidently in sentences, making their meaning clear in pieces such as 'The Magic Box.' Their developing use of adjectives adds interest to their stories and poems. Higher attaining pupils write in the past tense effectively when required. Most pupils punctuate their work well, although the use of capital letters for proper nouns such as 'England' is not yet fully established. Their spelling is of a good standard, with most ordinary words of more than one syllable recorded accurately. Handwriting is legibly formed and letters are of consistent shape and size.
70. Eleven-year-olds use adventurous vocabulary. In a story entitled 'The Fake Letter', one pupil's choice of words such as 'schemingly' significantly enhanced her work. Most create images well in their stories. "Tony, gasping for breath, walked away as lonely as a single person at the till of an enormous shop," is an example. Pupils' understanding of grammar supports their writing well. They identify the main clause in sentences and differentiate between active and passive verbs. Pupils' standards in punctuation are at least satisfactory overall. Most are composing complex sentences, but they are held back by their lack of ability to use commas effectively. For example, they are beginning to use speech marks, but do not always insert commas as needed. They use a comma in long sentences when they should be separated into two smaller ones. Most pupils spell well. Their mistakes are largely confined to irregular words such as 'metaphor' and 'received'. Handwriting is fairly fluent, with regularly shaped letters. There is some variation in the care taken by pupils to produce their best handwriting. Most do not yet adapt their script to suit different purposes such as note-taking.

71. The good quality of teaching and learning seen in every class ensures that pupils' literacy skills are developed well. No unsatisfactory teaching was seen and 86 per cent of lessons were good or better. Forty three per cent were very good. The main strengths are:
- [a] high demands are placed on pupils, who respond very well by striving to do their best;
 - [b] very good lesson planning identifies tasks that are matched well to the needs of different groups. This results in pupils showing very good levels of interest and concentration;
 - [c] teachers manage pupils skilfully, so that they work very productively;
 - [d] the pace of lessons is brisk, and teaching assistants are deployed and briefed very well; and
 - [e] marking often makes it clear what pupils need to do to improve. Comments, such as "You were asked to describe your feelings," help in this.
72. Some discussions go on for too long and sometimes not enough attention is paid to how effectively pupils hold their pencils. This reduces the effectiveness with which pupils learn.
73. The strategy for teaching literacy skills is very good. Much thought has been put into adapting the national planning guidance to suit the needs of the pupils. The range and quality of the curriculum that pupils enjoy is very good. A lively, creative approach is adopted. Pupils are provided with an extensive range of purposes for writing. However, the opportunities to write at length are limited. The good provision to develop English skills through work in other subjects has a very positive effect on standards. For example, in religious education, pupils in Years 5 and 6 write about "The Wondrous Light," deepening their spiritual awareness and improving their descriptive skills.
74. The school works hard to include all pupils and give them opportunities to succeed. Pupils with special educational needs have individual action plans that are followed carefully. The support these pupils get is very good, with the teaching assistants, some of whom are well qualified for this work, often working with only one or two individuals. Pupils for whom English is an additional language also get good assistance through the attention paid by teachers and their assistants. As a result, both these groups make good progress in relation to their prior learning. The arrangements for supporting lower attaining pupils who need extra help in reaching the expected standard of work are good. A 'socially speaking' club enhances the speaking and listening skills of less confident pupils.
75. Termly writing targets are set for groups of pupils to achieve in lessons. These have the potential for helping to raise standards, but the results of the assessments being carried out regularly through the year are not always being used effectively in the target-setting process. In Year 4, there is a well-defined link between what pupils need to improve as individuals and the writing targets that are set for groups. However, this is not done consistently throughout the school.
76. The management of English is good. The subject manager has a very clear understanding of her role in raising standards. She has made a good start in providing a very detailed, comprehensive scheme of work. She has also worked alongside teachers in the classroom and checked the effectiveness of planning. Part of the school's strategic planning involves the further development of the subject manager's role to include monitoring.

MATHEMATICS

77. The results of tests for seven and 11-year-olds in 2002 do not give a true picture of standards in the school as there was a small number of pupils in each of those year groups. The standards of work seen in both infant and junior classes during the inspection are good in all aspects of mathematics. Pupils aged seven and 11 are on course to do better than the national averages in the end of year tests. This is a very good picture, given that many pupils have so recently joined the school. There are no significant differences in the performance of boys and girls.
78. The good progress that pupils are making stems from the excellent leadership of the headteacher who ensures a focus on settling new pupils quickly and then tracking their progress carefully. In particular, teachers work hard to ensure that new arrivals are assessed, grouped and given work matched well to their needs so that they catch up with other pupils of similar ability. These pupils make very quick progress. Less able pupils make good progress and are attaining standards that are better than expected as a result of being given challenging work. Pupils with special educational needs and those for whom English is an additional language are achieving well because they have regular support from teaching assistants which allows them to be fully included in lessons.
79. Particular attention is given to developing pupils' understanding of number and number operations. In a Year 2 lesson, pupils improved their quick counting to 100 as the teacher stepped backwards and forwards around an invisible number line and pupils counted up and down. Year 2 pupils know two, five and ten multiplication tables and are learning those for three and four. They know that multiplication and division can be performed by repeated addition and subtraction. By Year 6, pupils work out the prime factors of numbers and mentally calculate multiples of 45. They use written methods to do long multiplication and division and are competent in performing operations with decimals.
80. Year 1, pupils collect information about their favourite foods and draw graphs to show the results. In Year 3, pupils use Venn diagrams to sort quadrilaterals.
81. The scheme of work written by the mathematics subject manager is based on the National Numeracy Strategy framework. It contains very good guidance for teachers to help in weekly planning. Each week a topic is included for using and applying mathematics. This is being used in all classes. In some cases, the presentation of mathematical investigations that pupils have done shows clearly the logical steps that have been taken and the strategies used to reach a solution. Sometimes, however, the steps are not set out carefully and this detracts from learning. A strength of the mathematics curriculum is the application of skills and understanding in other subjects. A very good example of this was the use of measuring and data handling skills in the work Year 4 did during a geography field trip, in which the speed and depth of a stream was measured and graphed. Although there are not enough computers at the moment, there is evidence of pupils using simple computer spreadsheets to record data, make calculations and produce graphs. For example, in Year 5 and 6, pupils stored the times they took to do their tables tests, calculated averages and produced graphs to show progress and best times.
82. Teaching is good in both infant and junior classes. Planning, based on the scheme of work, is good. Teachers explain to pupils what they are going to learn at the beginning of lessons and reinforce this at the end. This helps pupils to focus well on what they are doing and to evaluate how well they have done.

83. Based on their on-going assessment of how well pupils are learning, teachers adjust their teaching from day to day and even within lessons to ensure that pupils have a sound understanding before moving on to the next step. However, the quality of marking is inconsistent. In the best cases, it shows what pupils have learned and what they need to do to improve and it is clear that teachers have worked alongside pupils to bring about improvements. In other cases, comments are unhelpful and inaccurate work is left uncorrected.
84. Teachers give effective practical demonstrations to introduce new ideas. Lessons have a fast pace that challenges pupils' thinking. Both questions and tasks are set at different levels so pupils of different abilities experience success and enjoy their work. Teachers' high expectations are one factor that contributes to the good progress pupils make. Another is the very good use of teaching assistants who are prepared well for their work with groups of pupils.
85. Regular homework is set from Year 2 onwards and this helps to reinforce what pupils have been learning in class.
86. In discussion, Year 6 pupils say that mathematics is a favourite subject. This is also clear in lessons where the pupils show very good motivation and very positive attitudes to learning, encouraged by the success they experience.
87. Targets are set for groups of pupils. The systems in place have the potential to be very good, but are in their infancy and are not being used to their best advantage. For example, the outcomes of assessments being carried out regularly through the year are not always being fed into the target-setting process. This means that there is not always a close enough link between what is identified for pupils to improve as individuals and the targets that are set for their group.
88. As well as writing a very good scheme of work, the mathematics subject leader has made sure that teaching and learning proceed smoothly by matching resources to the scheme. She has good subject knowledge and has given colleagues support in areas of the subject in which they were not fully confident. She acknowledges that she now needs to monitor teaching and provide focussed support to ensure that all teaching is of an equally high standard.

SCIENCE

89. Standards at both seven and 11 are above average. Pupils achieve well. This is because of consistently good teaching and very effective planning for science across the school. The school's identified focus for development has been the key area of scientific enquiry. This is now being taught well in all classes. This direct focus is paying dividends, as pupils' progress in this area, particularly in Years 1 and 2, has improved and is now good.
90. As pupils move through the school, their skills, knowledge and understanding are built on in a thorough and systematic way, reflecting very effectively the detailed and carefully structured planning procedures. Pupils throughout the school achieve well in studying life processes and living things, materials and their properties and physical processes. They are developing good enquiry skills. Pupils with special educational needs and those who speak English as an additional language, achieve well and are very effectively supported by teachers and very well-briefed teaching assistants. Pupils of all abilities are included, and fully involved, in lessons, having equal opportunities and equal access to all activities. Little difference was seen between the attainment of boys and girls.

91. In their work on sound, the teacher challenges the pupils in the current Year 2 well and most understand principles that are normally introduced in the juniors, such as the fact that sounds become fainter due to distance. Through effective practical investigations, pupils' knowledge and understanding of different 'mini-beasts' and their habitats are above average for their age. For example, they identify how some creatures adapt to their environments, with their colours providing good camouflage for protection. They investigate materials and describe various ways of sorting them into groups according to their properties.
92. Talking to pupils in Year 6 and analysing their work reveal that they achieve well in all aspects of science. They understand the need for 'fair tests' well and above average pupils systematically record their observations and measurements, including using line graphs. They repeat measurements to check their findings and draw conclusions. For example, they do this in their work on 'forces', when they investigate factors that affect how fast a spinner falls to the ground. Most know how forces can be measured. Above average pupils recognise the direction in which they act and that opposing forces can balance each other. They know the importance of a healthy lifestyle, diet and exercise. These pupils understand the importance of classifying the great variety of plants and animals and use 'keys' to do this. They make predictions, carry out 'fair' tests to separate simple mixtures, and understand evaporation, condensation and the water cycle well. Above average pupils discuss this confidently, using correct scientific terms, such as, 'filtration', 'irreversible' and 'insoluble'.
93. An analysis of pupils' work shows that they make consistently good progress and achieve well. Across the school, teachers place significant emphasis on scientific enquiry. This is leading to improving enquiry skills in all aspects of science. The pupils enjoy investigative work. This is especially beneficial to pupils with special educational needs and those who speak English as an additional language.
94. The quality of teaching is never less than good, throughout the school, with very good teaching observed in Year 4. A number of strengths account for pupils' good progress. Teachers' planning is structured very well and builds on what pupils already know, understand and can do in a systematic way. Teachers have high expectations of their pupils, set good levels of challenge, enabling them to achieve well. Teachers manage pupils very well, so that they keep on task and pupils behave and try hard to do their best. Relationships are very good, encouraging very good attitudes and concentration.
95. The pace of learning is brisk. The teaching assistants are briefed well regarding lesson aims and methods. They provide very good support. For example, Year 4 pupils with special educational needs received specific support from teaching assistants when studying the human skeleton. By the end of the lesson, these pupils had achieved very well in understanding why a skeleton is needed. Good opportunities for collaborative work contribute very well to pupils' social development. On the rare occasion where teaching is less effective, pace is lost and pupils lose interest.
96. Work is marked regularly and generally this shows pupils how they can improve their work. Standards of presentation are good. Pupils use a range of methods to record and communicate their findings, including written work, simple charts, tables and graphs, effectively using literacy and numeracy skills. The analysis of pupils' work showed little evidence of computers being used to support learning in science.

97. Curriculum breadth and balance are very good. The curriculum is enriched by a well-attended after-school science club and visits, for example, to Elvetham Heath Nature Reserve. The school grounds are used very effectively as a resource for investigative work. Assessment and recording procedures are very effective and the outcomes of assessment are used well to plan what pupils should learn next. Staff know their pupils very well and challenging targets have been set for achievement by 11-year-olds in the national tests.
98. Subject leadership and management are good. The enthusiastic subject manager has very secure subject knowledge and has worked hard to produce a very detailed, comprehensive scheme of work. She monitors and analyses assessments throughout school to identify areas for development. The subject manager has attended much in-service training, including 'Developing Enquiry Skills', and is effective in influencing the teaching and learning in this aspect of science. She supports school staff well and has identified strengths, needs and the future direction of the subject. Although her role in monitoring and evaluating teaching and learning is not yet fully developed, the school has well defined plans to increase this aspect of her work.

ART AND DESIGN

99. Standards are good at both seven and 11 years of age. Pupils have good knowledge about artists and art techniques. They are able to discuss their own work and compare it with that of the artists they are studying. A pupil in Year 4 was able to pick out the figures he liked best from those he had sketched, "Because I did them quickly, like Lowry did." They show a good knowledge of the materials they work with, and can explain how a potter uses a wheel to make a vase. They understand and can talk about colour, line and texture. For example, in Year 3 pupils consider how the textures of a kiwi fruit might be represented with pastels.
100. The use of sketchbooks is developed successfully. Pupils sketch ideas, mainly in pencil, in preparation for later work. In some cases pupils try out techniques, for instance, mixing colours using pastels or seeing the different effects that can be achieved with a range of pencils. In one lesson the teacher showed pupils in Years 5 and 6 two artists' sketchbooks and explained the ways in which they were used. This helped pupils to realize the potential for using their own sketches and notes to generate ideas and ways of working.
101. Pupils use a range of stimuli as starting points for their work. They sketch from life, including landscapes when on field trips. Years 5 and 6 respond to other artists' work, for example, producing water studies having looked at Hockney's pool paintings. They imagine fabulous creatures and make collages from paper they have decorated themselves, read stories and make masks and costumes to wear in drama.
102. A wide range of media and processes is used in art work. Pupils draw, paint, print, weave, model and work with textiles. They also learn to make beautiful books in which to mount their work. A strength of the artwork pupils undertake is the way they develop ideas in stages through to a final piece. In Years 5 and 6, the study of 'Midsummer Night's Dream' led to the production of costumes for the main characters. Pupils sketched their ideas, annotated the sketches, then made collages using natural materials. The finished costumes showed thoughtful choices of colour, fabric and decoration suited to the characters.

103. Teaching is consistently good or better. Pupils make good progress as teachers show them how to handle materials and how to manipulate tools. Skills are taught well. Pupils are given time to experiment and develop their own ideas. In a Year 1 class, pupils were taught about the properties of clay and allowed to experiment with small quantities before the teacher showed them how to turn a ball into a thumb pot. Observation is sharpened through careful questioning and discussion develops in pupils a thoughtful approach to their art. Teachers model the language to use when talking about art so pupils learn how to evaluate their work.
104. Pupils' attitudes and behaviour in art and design lessons are very good and often excellent. Without exception, pupils show high levels of motivation and concentration. They use materials carefully. They treat one another's work with respect and offer helpful comments as they work.
105. The art and design subject manager has written a very well structured scheme of work, linked to each year group's curriculum themes, that gives clear objectives, activities and a range of expected outcomes to guide assessment. Enough time is allocated in each topic to allow pupils to learn and practise skills and develop substantial pieces of work. The scheme covers the National Curriculum programmes of study, including work in a wide range of media, but it is limited in the opportunities it provides for multi-cultural studies. The subject manager is an art specialist and has led training for teachers and teaching assistants. The good standards already being attained, together with the very good leadership of the subject, mean that there is potential for art and design to improve still further.

DESIGN AND TECHNOLOGY

106. Evidence gained from talking to pupils and examining their work indicates that the standards of pupils of seven and 11 years of age are at least in line with those expected for their age groups. Although the school makes proper provision for teaching this subject, no lessons of design and technology were seen.
107. The lorries that seven-year-olds make from cardboard boxes are constructed well. Pupils pay close attention to finishing them carefully with coloured paper and drawing the driver and windows. This care suggests that their teacher has high expectations of what they can do if they try. Pupils draw designs using labelled sketches as a basis for their finished product, but do not say how the different parts will be joined. They begin to evaluate their work in simple ways, for example, by remarking that the pickles they included in a sandwich they designed 'made it nice'. The teacher challenges pupils by asking them to record what they would change.
108. Pupils in Years 5 and 6 produce costumes for characters such as Titania in 'A Midsummer Night's Dream'. They work in groups to achieve this. Many produce very detailed design drawings which show how they will proceed. "Stick on leaves and cover with PVA glue," one said. In making the costumes they take care to match the thread to the colour of the material and to stitch carefully. The work is discussed as they proceed and changes are made if necessary. When the costumes are finished the pupils evaluate them. Discussion with the pupils indicates that they also design and make candle decorations, although these were not available to see.
109. It is not possible to make a judgement of the quality of teaching and learning, since no lessons were seen. The enthusiasm of pupils for design and technology, the effectiveness of teachers' planning and the quality of the limited amount of work seen suggest that teaching is at least satisfactory. Pupils' writing skills are developed

effectively through pupils' recording instructions for making, for example, a succah in Year 2.

110. The subject manager has only been in post for a few weeks, but has made a good start in assessing what needs to be done. She has plans to create procedures for assessing how well pupils learn. The school has already established links with a local supermarket which pupils in Year 1 visit as part of their food technology work. The equipment to allow pupils to use computers in their design and technology activities has been bought, but is not yet in use.

GEOGRAPHY

111. Standards throughout the school meet expectations with some good features. As the school alternates the teaching of history and geography, it was only possible to observe teaching in two classes and it is therefore not possible to make reliable judgements about the quality of teaching. Similarly, no samples of work were seen from Years 5 or 6, so judgements are based on work scrutiny and discussions with pupils in Years 1 to 4.
112. In infant classes pupils learn about the developing locality in which they live. A visit to the local supermarket gave Year 1 pupils insight into local employment. In Year 2, pupils are able to compare what they know of Elvetham Heath with an island location and describe differences in the physical features and ways of life of the people. They begin to use computers to find information about St Lucia and add this to their research using travel brochures and books to compile a list of things they would need to know if going on holiday.
113. In Years 3 and 4 pupils develop their local studies through field trips. They increase their knowledge of other places in the world through research, using sources such as books and television programmes. In Year 3, pupils having completed a study of a foreign holiday location, use their knowledge to compare the effects of climate on the clothing people wear. In Year 4, through a field trip river study, pupils build a secure understanding of physical processes and develop good geographical enquiry skills. They are able to collect evidence about river depth and speed using their mathematical skills and record their findings as sketch maps and graphs and by using computers.
114. A good scheme of work has recently been introduced. A strength of this is the development of geographical skills of enquiry and the use of first-hand sources. Resources are adequate to meet the needs of the scheme, lacking only local maps and aerial views, which have not yet been published. The school is compensating for this by compiling a photographic dossier of the development of Elvetham Heath as a valuable resource for geographical study. As the scheme is so new, no monitoring of its impact has been undertaken.
115. The knowledgeable subject manager has only been in post for seven weeks, but has a clear understanding of how she will raise standards. She has already made an audit of the current provision, and has started to produce planning to suit the needs of Elvetham's pupils, based on the national planning guidelines. The subject manager is aware of the need to put into place effective arrangements for assessing pupils' attainment and progress.

HISTORY

116. At both seven and 11 years of age, standards are at least satisfactory. As the school alternates the teaching of history and geography, it was only possible to observe teaching in two classes and it is therefore not possible to make reliable judgements about the quality of teaching and learning.
117. In Year 1, pupils begin to understand the past by recalling special events from their own lives, which they put in time order. In Year 2, pupils show an increasing sense of chronology as they decide which era fire engines belong to, as they study the Great Fire of London. They understand what different stories say about the Fire and, as their knowledge grows, they begin to evaluate the truth of statements.
118. In Year 4, pupils study the Ancient Greeks. They use appropriate sources, including computers, to research information about Greek gods and to compare the ways of life in different city states. They present their findings in good quality writing, cartoons and art work. Pupils in Years 5 and 6 learn about the main events and characteristics of two different periods of British history, showing good factual knowledge of both. They compare life in those periods with the present day using both secondary and first-hand sources. They compare and evaluate the reliability of different sources that they have used, such as original documents and artefacts, books and the Internet. Having had an animated presentation from a visitor about life as an evacuee in the Second World War, pupils considered that this evidence was the most reliable because the person had lived through the events.
119. Very good use is made in the history scheme of 'active learning'. The subject manager ensures that good quality resources, such as loans of artefacts from local museums and presentations from visiting experts, enrich lessons. History is also brought alive through the good use of drama and work in the local area. For example, the whole school recently carried out a historical survey of Fleet. The programme of work has only just been agreed and the subject manager has not yet carried out any monitoring of its implementation.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. The school is waiting to move into its permanent building, which was being constructed at the time of the inspection. The temporary accommodation limits what teachers and pupils can achieve. The number of machines is small because the school does not have space for more at the moment. Consequently, the ratio of pupils to each computer [14:1] is unsatisfactory. As a result, pupils aged seven and 11 do not reach the standards expected for their age. Discussion with the pupils shows that because their access to the computers is restricted, not all have sufficient experience of the parts of the programme that have been taught.
121. Overall, teachers use work in different subjects appropriately to promote ICT skills. Pupils aged seven show a good degree of mouse control in using art software to produce Seurat style paintings. Literacy and keyboard skills are honed when they create letters pretending they are restaurant managers responding to a complaint. Mathematics, history and ICT come together when bar charts showing the most popular names of 1891 are produced. Pupils in Year 4 use branching databases to identify musical instruments and types of rock. Eleven-year-olds also benefit from the rich mix of experiences too. They carry out Internet research about the Blitz and download and print text about the mathematician Pascal.

122. In those aspects of the programme of study of which they have had appropriate experience, pupils aged seven and 11 attain satisfactory standards. Pupils in a lesson for Year 2 learned how to draw, select colours, spray and fill. Their mouse control skills were satisfactory. In a lesson for Year 4, pupils found out how to open a data file and enter questions in preparation for creating a database. Most pupils in Year 6 recalled that formulas in spreadsheets, "Calculate things for us."
123. Three lessons of ICT were observed. The quality of teaching and learning is good overall, and never less than satisfactory. In a lesson for Year 4, the very good touch typing skills of the teacher provided a very effective model for pupils. In all the lessons observed the brisk pace generated by the teacher sustained good levels of concentration. The good questioning of pupils and the teachers' clear explanations, arising from their good knowledge of the subject, result in pupils working quickly. Sometimes, the teacher's planning does not show how the needs of higher attaining pupils will be met. This reduces the gains that these pupils make.
124. The subject manager leads the subject well. Her work to help teachers plan effectively and develop the use of computers in other subjects is helping to raise standards. All the teachers and their assistants have successfully undertaken appropriate training. The manager also runs workshops to improve teachers' facility in using different forms of software. This provision has resulted in all members of staff feeling confident and enthusiastic about ICT. This promotes the very positive attitudes pupils have towards working on computers.
125. Plans for the establishment and equipping of a computer room in the new building and the provision of interactive whiteboards in every classroom are well advanced.

MUSIC

126. During the inspection it was possible to observe only one junior music lesson, because of timetable arrangements. Evidence was also gathered from singing in assemblies, singing practice sessions, discussions with teachers and pupils and teachers' planning documents. This is insufficient to make secure judgements about the overall quality of teaching, learning and standards for pupils aged 11.
127. Seven-year-old pupils attain standards in music that are above those expected and they enjoy music-making activities. Pupils, including those with special educational needs and those who speak English as an additional language, achieve well as a consequence of good teaching. The quality of singing for 11-year-olds is similar to that expected for their age. In assembly, pupils listen very attentively to the music playing and respond well to the calm, spiritual and positive atmosphere.
128. By the age of seven, infant pupils have a good repertoire of rhymes and songs. They sing from memory, songs such as "I'd like to teach the world to sing", with enthusiasm and enjoyment. The quality of teaching and learning for infants is good, overall, with very good teaching seen in Year 2. By the end of Year 2, pupils achieve well and attain standards above those expected for their age, as a consequence of good teaching. Teachers' high expectations and secure subject knowledge enable pupils to develop a good understanding of simple notation and of tempo and duration. Most understand the difference between 'beat' and 'rhythm' well, through well-organised practical activities which ensure all pupils are included at suitable levels. They recognise and explore how to combine rhythm and beat effectively, using a tambour and compose simple rhythmical patterns to accompany the beat. Many explain their activities and how they can improve their work, using correct terms such as 'rhythm', 'beat' and 'pattern'. They do this with confidence, as a result of teachers' clear

exposition and demonstration. Teachers' planning throughout school is detailed and very effective.

129. In assemblies, junior pupils' singing is tuneful and expressive, with sound phrasing and pitch control. They enjoy singing such hymns as 'Wake up each day', with clear diction and appropriate understanding of the elements. In the Year 4 lesson observed, the quality of teaching and learning was very good. As a result, pupils attained standards that were above those expected for their age. The teacher's very good pace and use of resources, enabled pupils to make very good progress in discussing and interpreting simple notation in a graphic score. Most began to maintain their own part, understanding how the different parts fit together.
130. The breadth and balance of the curriculum are good. Very helpful guidance helps staff in planning lessons. A good number of pupils learn to play the violin, piano, keyboard and woodwind instruments, taught by visiting specialist teachers. This helps to raise overall standards. Extra-curricular activities, such as school productions and visits from musicians and bands, further enhance provision. Learning about Indian, African and Chinese music contributes effectively to pupils' multi-cultural understanding. All pupils are included in all activities and have equal opportunity and access to the curriculum.
131. Subject leadership and management are good. The subject manager is a music specialist with very good subject expertise and has worked hard to produce a detailed, comprehensive scheme of work. She has worked with county music staff on choral development. She supports school staff effectively in teaching and has identified strengths, needs and the future direction of the subject. Although her role in monitoring and evaluating teaching and learning is not yet fully developed, the school has well defined plans to increase this aspect of her work. Resources are good, with a wide variety of instruments, including a range of multi-cultural instruments.

PHYSICAL EDUCATION

132. Lessons in games, gymnastics and circuit training were observed. Since only one lesson was seen in the infant part of the school, no judgement is made of the quality of teaching and learning or standards. In those aspects of the subject seen, pupils aged 11 attain standards that are in line with those expected for their age.
133. In the lesson observed in Year 1, the very good use made by the teacher of the 'Lazy Ozzie' story ensured that pupils became very involved in the lesson from the outset. Good skills of managing and controlling the class created a suitably positive atmosphere and well-chosen demonstrations by pupils helped to improve the quality of their performances. These factors resulted in pupils copying their partner's actions and pathways, and varying the height at which they 'flew' as owls. Most attained satisfactory standards in linking their movements and reproducing those of others with control and co-ordination.
134. The quality of teaching in the junior part of the school is good. Warm-ups are conducted well. They result in pupils understanding the need to prepare the body for exercise, and the importance of stretching. Clear instructions and good attention to safety matters ensured that pupils worked with good levels of control. This was particularly effective in a gymnastics lesson for Years 5 and 6, when pupils bent their knees to protect their backs while lifting benches. In a games lesson for Year 4, the effective explanations enabled pupils to reach satisfactory standards and show appropriate tactical understanding when attacking and defending in small side rugby

activities. Effective questioning in a gymnastics lesson for Years 5 and 6 helped pupils to recall and apply important elements of performance such as speed and height. Most attain satisfactory standards, showing fluency in combining rolls and balances. However, pupils do not pay enough attention to how well they start and finish their sequences of movement. Occasionally, the way in which pupils are arranged for demonstrations does not enable all to see easily or pace is lost when pupils change from one activity to another. These factors reduce the gains that pupils make.

135. The temporary accommodation restricts what pupils can do. The lack of a field and the small size of the temporary hall make the teaching of gymnastics, dance and some aspects of games difficult. In some lessons, the lack of space in the hall causes pupils to adopt circular pathways, rather than explore other more interesting alternatives. The teacher's failure to pick this up detracts from the progress that pupils make.
136. The good work of the subject manager in encouraging a creative approach to gymnastics, including the use of pictures and sounds to stimulate movement ideas has positive effect on standards. Her decision to allocate substantial periods of time to dance allows teachers and pupils to develop work more effectively and has the potential to improve achievement. The good provision made to include everyone, through giving pupils who are ill written tasks relating to the lessons and keeping stocks of appropriate clothing for those without their own, also impacts well on the progress that pupils make. Opportunities have been missed to increase pupils' awareness and appreciation of the main ethnic minority cultures in British society by including more dances from these heritages in the programme of work.

RELIGIOUS EDUCATION

137. It was not possible to observe any religious education lessons in Years 3 to 6 during the inspection because of timetable arrangements. Judgements are based on discussions with pupils and staff, and a scrutiny of pupils' work and teachers' planning. No judgement can be made on the overall quality of teaching and learning, but teachers' plans show that they provide a broad and balanced religious education curriculum based on secure subject knowledge.
138. Both seven and 11-year-olds reach the expectations of the locally agreed syllabus. Discussions with pupils and the scrutiny of their work show that the achievement of pupils throughout the school, including those with special educational needs and those who speak English as an additional language, is appropriate in relation to the expectations of the locally agreed syllabus.
139. By the end of Year 2, pupils gain sound understanding of Christianity. Year 1 pupils learn the importance of religious practices and celebrations and relate some of these to their own experiences of celebrations, such as Christmas and birthdays. Pupils learn about special times when food is important in celebrations and festivals, for example, Shrove Tuesday and Harvest Festivals. They link this effectively with the story of the miracle that Jesus performed with five loaves and two fishes. Year 2 pupils develop sound knowledge of the life of Jesus, the story of His birth and write about it from "Angels'" point of view. Pupils begin to develop appropriate understanding of aspects and artefacts of Judaism, such as the Torah and the succah. Year 2 pupils know about special books and buildings and that the Bible and the Church are important to Christianity and the Torah and Synagogue, to Judaism.

140. Skills, knowledge and understanding are appropriately consolidated and extended as pupils move through the school. By the time they leave the school, junior pupils know that Christianity is the main religion in Britain. They develop satisfactory understanding of the life of Jesus, and the events leading up to Easter. Above average pupils understand the significance of the Easter story to Christianity. Pupils learn that there are different versions of the Nativity in the Bible and compare what is said in the Gospels. They are familiar with key figures of the Old Testament, for example, Moses and Noah. Pupils study Judaism and the Sikh faith. They understand that other people's beliefs are important to them. This enhances their spiritual and cultural development. Teachers make effective links with literacy, reading stories, showing pictures and encouraging pupils to write independently, and in composing some high quality poems and prayers.
141. Teaching in the infant classes is good and in the lessons seen pupils achieved well. Teachers' class management is very good and as a result pupils behave very well, listen attentively and make very good efforts. Effective use of pictures of Jewish religious artefacts and a copy of the 'Torah' maintained pupils' interest well in a lesson for Year 2. Pupils were fascinated to discover that the book was read from right to left. Very good relationships result in good attitudes. All pupils are included in activities and have equal opportunity and access to the curriculum.
142. Leadership and management of the subject are good. The subject manager has very secure subject knowledge and has worked hard to develop a detailed and comprehensive scheme of work, ensuring that planning corresponds to the locally agreed syllabus. This supports staff very effectively in their planning of work. She has checked coverage of the curriculum, sampled pupils' work and monitored the assessment of pupils. Parents are supportive and lend appropriate artefacts to help the teaching, for example, of Judaism. The local vicar regularly visits to talk to pupils and to take assemblies. However, opportunities to promote multi-cultural development and links with other religions are missed, through the lack of visits and visitors involving other faiths.