

INSPECTION REPORT

WICKHAM CE PRIMARY SCHOOL

Wickham, Fareham

LEA area: Hampshire

Unique reference number: 116325

Headteacher: Carol Burton

Reporting inspector: Brian Espiner
30600

Date of inspection: 16 – 19 September 2002

Inspection number: 250205

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Buddens Road Wickham Fareham Hants
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S M Roger-Jones
Date of previous inspection:	9 – 12 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
30600	Brian Espiner	Registered inspector	Science Art Design and technology Information and communication technology	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1165	Peter Dannheisser	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
24758	Deborah Townsend	Team inspector	English Music Foundation Stage	
3942	Keith Sanderson	Team inspector	Mathematics Geography History Physical education Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wickham Primary is a happy community in a village with a beautiful square that hides a certain amount of rural deprivation. There are 179 pupils on roll, almost all of whom are white, with only a few European pupils having English as an additional language. Three pupils are from travelling families. Pupil mobility is higher than average, and this has a detrimental effect on standards. Over a third of pupils have special educational needs, an above average proportion. Two pupils have Statements of Special Educational Need, an about average proportion. Attainment on entry is below average. With current residential building development around a recently closed-down local hospital, the school is expanding, and new classrooms are to be built in 2003 to accommodate increased numbers.

HOW GOOD THE SCHOOL IS

This is an effective school. Standards are improving in line with national trends, although there are concerns about standards in writing and mathematics. Teaching is satisfactory, and often good. Leadership and management are very good. Classes vary in size, but are small on average, and the cost per pupil is high. Despite this, the school provides satisfactory value for money.

What the school does well

- The headteacher leads and manages the school very well. She is supported by a highly competent senior management team, and by a very caring and competent governing body. The school improvement plan is very good.
- The governing body is very effective in fulfilling its responsibilities. Governors have an excellent understanding of the strengths of the school and what it needs to do to improve. They keep a tight rein on finance, and are highly competent in this.
- Staffing matches the demands of the curriculum very well. Learning support assistants play a major part in the smooth running of the school and in pupils' education.
- There is very good provision for pupils' personal development. Pupils welcome responsibility, and older pupils care very well for younger ones.
- The generally good quality and range of learning opportunities are enhanced by the very good provision of relevant and stimulating extra-curricular activities.
- The very good provision for pupils with special educational needs (SEN) ensures that they make very good progress.
- Attendance is well above the national average. Pupils arrive happy and on time.
- Amongst staff, governors and parents, there is a genuine shared commitment to improve, and a very good capacity to succeed.
- The school's aims and values are reflected very well in its work.

What could be improved

- At the end of Year 2, and at the end of Year 6, standards are below average in writing, spelling and mathematics.
- Throughout the school, teachers do not always expect enough of more-able pupils. Not all lessons are planned effectively to challenge them sufficiently. Assessment is not always used effectively to ensure that their needs are met. Consequently, a significant minority of more-able pupils do not make sufficient progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There were six key issues for improvement at the time of the last inspection, in June 1997. The major areas needing improvement were unsatisfactory progress at the Foundation Stage, assessment procedures across the whole school, and the provision for, and the teaching of, information and communication technology (ICT). Two of these problems, along with those in the other three areas, have been tackled well, and the key issue about the introduction of assessment systems has been tackled satisfactorily. Since the last inspection, standards have improved in line with national trends. Teaching has improved, as have leadership, management, and the provision for pupils' personal development. Overall, improvement since the last inspection has been good.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	C	A	A	well above average A above average B average C below average D well below average E
mathematics	E	D	E	E	
Science	D	D	C	C	

The results in 2002 were lower than those of 2001 in English, mathematics and science, although there are no national statistics yet available for comparison. This was largely due to high numbers of pupils with SEN and an above average pupil mobility. Too few pupils are reaching the higher Level 5 of the National Curriculum in writing, mathematics and science, and standards are generally below expectations in writing, spelling and mathematics. Over time, standards are rising in line with national trends. Standards are generally in line with expectations in other subjects, although not enough music was seen to make a judgement, and standards are above expectations in geography. The school has targets, agreed with the local education authority (LEA), for the proportion of Year 6 students reaching the expected level in English and mathematics. These are challenging and should be reached this year. At the end of Year 2, too few pupils are reaching the higher Level 3 in writing, mathematics and science. In 2001, Year 2 standards were well below average in reading, and in the bottom five per cent of schools in writing and mathematics. These were unusually low scores for the school, reflecting large numbers of pupils with SEN. However, standards are still below expectations in writing, spelling, and mathematics in Year 2. Children make good progress at the Foundation Stage, with many reaching the Early Learning Goals. In general, pupils make satisfactory progress through the rest of the school. Pupils with SEN make very good progress, with many coming off the register before they leave school. Standards in the basic skills of literacy are satisfactory, but, in numeracy, pupils' speed of recall of number facts, including multiplication tables, is unsatisfactory, and this adversely affects their progress in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are good. Children enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is good. Pupils are polite and treat each other with respect and care. There are no exclusions.
Personal development and relationships	Relationships are good between staff and pupils and amongst pupils themselves.
Attendance	Attendance is well above average and punctuality is very good.

TEACHING AND LEARNING

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

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

The teaching of English is satisfactory overall, as is the teaching of the basic skills of literacy. In numeracy, teachers do not place enough emphasis on pupils' speedy and accurate recall of basic number facts, although the teaching and learning of mathematics in general are satisfactory. All other subjects are taught satisfactorily. Particular strength of teaching throughout the school are the management of pupils and the use of support staff. Teachers tell pupils what they are going to learn at the beginning of lessons, so everybody knows what they are trying to do. Teachers are not always planning well enough to meet the needs of all the more-able pupils, nor expecting enough of them. Consequently, these pupils do not always make enough progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, although there is not enough emphasis on composition in music, or in learning and recalling basic number facts. Extra-curricular provision is very good, and supports and extends the good quality and range of learning opportunities. Statutory requirements are met.
Provision for pupils with special educational needs	This is very good. Special educational needs is managed well by the dedicated and experienced co-ordinator (the SENCO). Very good use is made of support staff in helping pupils with SEN to learn effectively.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	This is very good, particularly for social and moral development. Provision for spiritual development is good, as it is for cultural development, although pupils need to learn more about our multicultural society.
How well the school cares for its pupils	The school cares a great deal about the welfare of the pupils, and much of the provision is very good. Although procedures for assessment are good, it is not always used well enough as a basis for challenging the more able.

The school works well in partnership with parents. Links are effective, and parents contribute well to their children’s learning. Information for parents is good, and their involvement has a good impact on the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed very well by the headteacher and the very competent senior management team. The school improvement plan is very good.
How well the governors fulfil their responsibilities	This is very good. The committed and hard-working governors have an excellent understanding of the school and work within robust systems.
The school’s evaluation of its performance	This is good. Results are analysed, teachers’ plans are monitored and lessons are observed on a regular basis. Inspection findings and recommendations reflect the school’s identified concerns.
The strategic use of resources	Financial planning supports educational priorities very well. The principles of best value – challenge, comparison, competition and consultation – are very well used. All large items of expenditure are put out to tender.

Staffing matches the demands of the curriculum very well. Accommodation is good, although the library is underused. Resources are satisfactory.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard and do their best. • The teaching is good. • Parents are kept well informed about how children are getting on. • The school is helping children become mature and responsible. • Parents feel comfortable about approaching the school with questions or a problem. • The school is well led and managed. • Children like school. • Children get the right amount of work to do at home. • Children make good progress in school. • The school works closely with parents. 	<ul style="list-style-type: none"> • There is nothing that a substantial proportion of parents would like to see improved.

The inspection team is happy to agree, largely, with parents’ positive views. Teaching is often good, although, overall, it is satisfactory. Pupils’ progress is variable, and is good, overall, at the Foundation Stage, and satisfactory, overall, in the other two stages. More-able pupils do not generally make as good progress as less-able pupils. All the points in the left-

hand column had over 85 per cent agreement on the parents' questionnaire. A very small number of parents expressed concerns about behaviour. No evidence was found to support these concerns. Some parents, those with children new to the school, were unable to answer the question on activities outside lessons. In fact, provision here is very good. Parents' comments at the meeting and in letters to the team were overwhelmingly positive.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the reception class, children are attaining standards which vary from well below that which is typical nationally for children of this age, to a very small proportion being above average. So attainment on entry is generally below average, with a substantial minority well below average. Children make good progress, although when they leave the Foundation Stage to enter Key Stage 1, standards are still below average in English, mathematics, and knowledge and understanding of the world. Pupils make satisfactory progress at Key Stages 1 and 2. They leave the school with average attainment in English and science, and below average attainment in mathematics. Standards in the other subjects are generally in line with national expectations, and above expectations in geography, so pupils' progress is satisfactory overall. However, this overall judgement does not apply to pupils of different ability. Pupils with SEN make very good progress, but some more-able pupils do not make as much progress as they should, and consequently do not attain highly enough.
2. In the 2001 national tests for Year 6 pupils, standards were well above the national average in English, average in science, and well below average in mathematics. The results were the same as those in similar schools. In the mathematics test, the proportion reaching the expected Level 4 of the National Curriculum was below average. The proportion reaching the higher Level 5 was well below average in mathematics and science. From this it can be concluded that the more able in these two subjects were not achieving as highly as they should.
3. From one year to the next, results change because of differing numbers of pupils with SEN and different amounts of pupil mobility in particular years. In 2002, Year 6 contained a high proportion of pupils who were new to the school and had special needs. Consequently, the proportion not achieving Level 4 was high in all subjects. Even in reading, where the school has been very successful for several years, over a quarter of pupils did not reach the expected level. The proportion reaching Level 5 (nearly 40 per cent) was high in reading, but not high enough in writing, mathematics and science. Because this inspection took place in the second week of the autumn term, there was little work completed by the present Year 6. An analysis of records and the work they did in Year 5, as well as what they were doing during the inspection, shows that standards in reading are once again above expectations. Standards are in line with expectations in science, and below expectations in mathematics and writing (including spelling). Some more-able pupils are still not achieving highly enough in writing, mathematics and science.
4. In the 2001 national tests and tasks for Year 2 pupils, standards were well below the national average in reading and mathematics, and very low in writing. Too few pupils reached the higher Level 3, with no pupil reaching this level in writing. Results were slightly better in reading and mathematics in 2002. The proportion reaching the expected Level 2 in mathematics was in line with the average for 2001 (the average is not yet available for 2002), but the relatively low numbers reaching Level 3 brought down overall results. No pupil reached Level 3 in writing, and standards in writing were poor. In the present Year 2, standards are below expectations in writing, spelling and mathematics. Again, there is a high proportion of pupils with SEN.

5. Standards in English in the present Year 6 are in line with expectations overall, being above the national expectation in reading and below expectations in writing, including spelling. Speaking and listening are similarly in line, with speaking generally better than listening lower down the school, although by Year 6 listening skills are satisfactory and sometimes good. Pupils understand how to use the library and how it is organised, but the school is aware that it is underused. In the present Year 2, standards in reading and speaking are in line with expectations. This shows good progress from entry to the school. Standards in listening and writing are below expectations, as they are on entry. Standards in the basic skills of literacy are satisfactory.
6. In mathematics, not enough emphasis is placed on quick recall of number facts and multiplication tables, or on strategies to make mental mathematics easier. Consequently, pupils do not have a comprehensive arsenal of different facts and methods in mental mathematics to help their written work. Standards in the basic skills of numeracy are unsatisfactory, and this is adversely affecting standards in mathematics in general. Teachers do not expect enough, particularly of pupils with high mathematical ability, and do not use their knowledge of what these pupils know, understand and can do to challenge them sufficiently. The result of all this is that overall standards are below average throughout the school, and more-able pupils are not achieving highly enough.
7. There are no national tests in science for Year 2 pupils. Teachers assess standards to be in line with expectations. Not enough evidence was available for a judgement to be made on overall standards. Year 2 pupils have a reasonable knowledge and understanding of what makes a simple electrical circuit, and can distinguish between living and non-living things. They are beginning to understand about fair testing. Their recording is hampered by poor writing and spelling skills. Standards in Year 6 in 2002 were well below expectations, but this year they are in line. Standards are generally good in the very important area of scientific enquiry, although pupils are rarely required to select their own equipment or design their own experiments.
8. At the time of the last inspection, standards in ICT were below expectations, and not all of the National Curriculum was being taught. The school has worked hard to raise standards, and has succeeded. In the last year in particular the school has made good progress here. Standards throughout the school are now in line with expectations in all areas, and above expectations in the lower junior classes. Pupils are using ICT as it should be used, as an important resource in learning other subjects. They are confident in finding information by using the internet or CD-ROMS, when producing charts to illustrate their work, and in recording work by word processing, using a digital camera, and combining pictures and text. Year 6 pupils use e-mail to contact their counterparts in the twin-town school in Normandy before visiting it. Also at the time of the last inspection, standards in art were below expectations at Key Stage 2. They are now in line with expectations, with some good work being produced in clay, textiles and paint. There is also some good drawing, particularly in Years 4 and 6. When in Year 5, the present Year 6 produced some very good Tudor portraits using a variety of materials, including glass 'jewels', fake fur and cotton wool, as well as ink and paint. Religious education is also used well as a starting point for art.
9. Standards in other subjects are generally in line with national expectations, although not enough music was seen to be able to make a judgement, and standards in Year 6 geography are above expectations. In design and technology (DT), standards are often above expectations throughout the school. There is a tradition of giving due

emphasis to the subject, not only in the skills of making things with fitness for purpose continually in mind, but also in the importance of planning, testing, reviewing and improving the design. In geography and history, very good use is made of visits and the local environment to stimulate and interest pupils. The residential visits to Swanage and Normandy are particularly effective in improving pupils' knowledge and understanding of these subjects. In geography, pupils use these visits to explore beaches and coastlines, and the Dorset chalk ridge. In history, pupils use the visit to Normandy to explore primary resources connected with D-Day, and the visit to Swanage to explore Corfe Castle. In physical education (PE), it was possible to see lessons only in gymnastics and games, where attainment is in line with expectations. School records show that all pupils leave school able to swim 25 metres unaided, and many can swim much further, and with a variety of strokes, so standards here are above expectations.

10. The school has targets, agreed with the LEA, for the proportion of Year 6 pupils reaching the nationally expected Level 4 of the National Curriculum in English and mathematics. These targets are always challenging, but in 2001 and 2002 were not reached, largely because of the large number of pupils with SEN joining these classes after the targets had been set. The targets for 2003 are again challenging, but should be reached if the present Year 6 retains its current pupil profile.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school are as good as they were during the previous inspection. Enthusiasm for school is apparent in high levels of attendance and in the interest pupils show in lessons and activities.
12. Children in the reception class and Year 1 enjoy coming to school. They have good relationships with their teachers and other adults. As a result they are happy, confident and ready to learn. They behave well.
13. In Years 2 to 6, when learning objectives are clear and teachers' expectations are high, pupils are willing to take part and work hard. The behaviour of some pupils can slip when there is a lack of material in the lesson specifically designed to keep them challenged and tested. There can be some fidgeting, tapping and distracted activity. Generally, however, the behaviour in class and around the school is good. Occasionally the buzz of enthusiastic learners make it even better. An example was a Year 6 drama lesson with pupils working on the opening scene of Macbeth.
14. Pupils just starting Year 1 were able to listen carefully to their teacher in a physical education lesson and take great care when moving around the hall. They watched others quietly and tried hard to do what was asked of them. However, in about half the classes seen there were some pupils who were not focused on the task. In these lessons the overall attitudes were satisfactory, but in most other lessons the attitudes were good.
15. Behaviour in the two playgrounds is very good. Pupils are well supervised and there are plenty of games and activities to keep everyone happily occupied. There is a weekly reward for the best-behaved class during lunch and this has helped make lunchtime a pleasant and friendly experience.
16. Very good support for pupils with SEN ensures that they have very positive attitudes to learning. They respond well to the extra help given by teachers, classroom assistants and support staff. As a result, they play a full part in lessons and are just

as keen as other pupils to get on and do well. Class teachers are careful to include all these pupils fully through their use of questions. The few pupils with English as a second language are supported well by staff and their friends and they take a full part in the school's activities.

17. The school's programme for promoting pupils' personal development is very good and is one of the reasons why attitudes and behaviour are good. Another reason why pupils respond well is their close involvement in the construction of codes and rules of behaviour. They understand the rules, are frequently reminded of them, and are rewarded publicly when they are 'caught' doing something good. The school encourages pupils to be considerate and respectful of others. There were no exclusions during the last school year.
18. Pupils' personal development is very good. From the time they start, pupils are encouraged to be independent and take responsibility for themselves, others and their school. This builds as they move through the school, and when pupils reach Year 6 they are proud to take on a range of duties, such as being house captain or looking after the school library. Relationships between staff and pupils are good and, together with the partnership between home and school, they form the basis of pupils' positive attitudes to learning. Relationships between pupils are generally positive in lessons. They work together amicably and share equipment sensibly. Pupils are aware of the effect of their actions upon others and are confident to discuss their feelings about a variety of issues. This was evident when pupils in Year 6 all took part in a class council, listening with respect to each other and their teacher and confidently putting forward their ideas. The pupils care about each other, and their actions display moral and spiritual dimensions. This is a result of the way in which assemblies and the personal education they receive emphasise each person's responsibility for each other. Older pupils clearly enjoy reading to the younger ones and looking after them in the playground – and they understand the importance of their actions.
19. Levels of attendance are very good and have risen to well above the national average since the time of the previous inspection report. The figure for unauthorised absences is below national levels. Pupils are punctual and arrive at school happy and looking forward to the day.

HOW WELL ARE PUPILS TAUGHT?

20. Teaching and learning are good at the Foundation Stage, and satisfactory and often good in the rest of the school. Over 97 per cent of observed lessons were satisfactory or better. Of the 39 lessons where a judgement could be made on teaching and learning, only one lesson (three per cent) was unsatisfactory. Sixteen lessons (41 per cent) were satisfactory, 20 (51 per cent) were good, one (three per cent) was very good, and one (three per cent) was excellent. This compares very favourably with the judgement in the last inspection, where 84 per cent of lessons were satisfactory or better, and no lesson was excellent. So, since the last inspection the quality of teaching and learning has improved.
21. During the inspection, the observed teaching and learning of English were good. However, taking account of pupils' attainment and progress, the teaching and learning of English over time are no better than satisfactory. In geography, where only two lessons were observed, teaching and learning were judged to be good over time for similar reasons. In DT, where only one lesson was seen, and ICT, where no dedicated lessons were observed, it can be concluded from standards reached and

teachers' planning and records that teaching and learning are at least satisfactory, and often good. There was not enough evidence in music to make a judgement. In the other subjects, teaching and learning are satisfactory at both key stages. In mathematics, this overall judgement is not universal across all areas. In particular, teachers do not place enough emphasis on mental mathematics, particularly effective strategies to make the subject easier and an insistence on pupils' learning and remembering multiplication facts from an early age. In science at Key Stage 1, teachers do not challenge pupils to record enough, or insist that such recording be accurate; for example, in the correct spelling and use of scientific terms.

22. The quality of teaching is good at the Foundation Stage, and children learn appropriately. Teachers and support staff use good questioning skills that are carefully matched to children's abilities and levels of understanding. Lessons are well planned to enable staff to promote good individual and group interaction. The learning support assistant makes a very positive contribution to children's progress. Committed and supportive teamwork is a very prominent and effective feature of the school's Foundation Stage provision.
23. There are three areas of teaching and learning that are generally good or very good throughout the school. Pupils with SEN make good progress in the Foundation Stage, and very good progress in the other key stages. They are supported very well in lessons by class teachers and learning support assistants. Their needs are taken into consideration in lesson planning. Support staff often make detailed notes of their progress during lessons, and discuss this with teachers afterwards, ensuring that everybody is ready for the next lesson in that subject. This very good use of support staff contributes well to pupils' learning.
24. Pupils know exactly what they have to do in every lesson. Learning objectives are displayed prominently at the start of lessons. These are shared with the class and revisited from time to time, when necessary, to remind pupils of what they are learning. Consequently, the focus of the lesson is always clear to everybody. At the end of the lesson, teachers usually go back to the objectives to check what has been learnt.
25. The management of pupils is very good at the Foundation Stage, and good overall. Teachers and support staff are firm and fair. Clear boundaries are drawn between what is acceptable behaviour and what is not. Pupils understand this and respond accordingly. This is the main reason for pupils' good behaviour in lessons, and it produces the quiet working atmosphere necessary for learning.
26. Two areas of teaching are unsatisfactory. The first is that teachers do not always expect enough of more-able pupils, or provide them with enough attention from adults. The second is that teachers do not always plan effectively for the needs of these pupils, building on their knowledge of what they know, understand and can do. The two problems are connected, and are illustrated well by the terms used in lesson-planning documents. The teachers are hard-working, competent, dedicated and caring, and a great deal of talent was evident during the inspection. All teachers are planning for three different ability ranges in English and mathematics, as suggested by the National Literacy and Numeracy Strategies. Teachers generally attempt to carry this approach into most other subjects, as they are all committed to doing the best for their pupils. However, their plans are restricted by the philosophy inherent in the planning structure. They plan for 'support', 'core' and 'extension' groups. Because of this, support, in the form of support staff or teacher attention, is almost always given to less-able pupils. Lessons are aimed at the 'core', who also get some

support. The 'extension' groups are usually expected to complete all the work given to the 'core' before moving on to the extension work. Sometimes they do not get as far as starting this extension work, even though they are not challenged by the 'core' work itself, and should not have been required to spend so much time on it. Moreover, because they are the 'extension' group, they get little adult support, and often end up teaching themselves. The school lesson-planning framework directs teachers into not giving enough consideration to planning for individual needs. The unsatisfactory lesson, in mathematics at Key Stage 2, was a direct result of this school-wide planning problem, and in no way reflected the teacher's abilities – in all other lessons seen with this teacher, real talent was evident, and the lessons were good.

27. The use of homework is satisfactory. Pupils are encouraged to read from starting school, and the amount of homework increases as they move through the school. The marking of homework and classwork is variable. Some teachers use marking well to give short-term targets and make suggestions for improvement. However, this is not always the case, and sometimes marking is just a tick and an encouraging comment. Pupils are not always required to correct mistakes, so their errors and misunderstandings sometimes continue.
28. There was one very good lesson at Key Stage 1 and one excellent lesson at Key Stage 2, both in English. Between them these lessons exemplify the good points in teaching and learning found throughout the school. In the very good lesson, on stories and sentences, time was used very well and pace kept up throughout. The learning support assistant was used very well in a genuine partnership with the teacher. Questioning was very good, encouraging pupils to give extended answers rather than just an expected word or phrase. There was real differentiation in what was expected of different groups. The excellent lesson was in drama and concerned the first scene from "Macbeth", challenging and exciting for junior pupils. Resource use – masks, brooms, wigs, hats, capes – was stimulating and very motivating, and pupils responded with great enthusiasm, echoing that of the teacher. They threw themselves wholeheartedly into writing and performing their own scripts. The teacher used her humour, personality and voice to very good effect. Pupils agreed that they needed more expression, and worked very hard to produce it. They were encouraged to be 'directors' and offer advice to each other. The result of all this was a lesson where all pupils thoroughly enjoyed what they were doing, so they worked very hard, and learning was excellent.

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

29. When the school was last inspected the curriculum was deemed to be broad and balanced but with weaknesses in the provision for ICT and art, and for the early years. Statutory requirements for ICT were not being met, and termly planning was insufficiently detailed in specifying what aspects of the National Curriculum Programmes of Study were to be covered and what knowledge and skills were to be taught.
30. Good progress has been made in tackling these shortcomings and the school now provides a broad and balanced curriculum that meets statutory requirements in all subjects. The headteacher has led the school well in reforming the planning of the curriculum. The teaching of literacy and numeracy follows the national strategies, and long-term plans for other subjects follow national guidance. Pupils with SEN are

provided with the same curriculum as other pupils, but it is matched to their levels of attainment. This provision is very good. However, provision of appropriate activities for more-able pupils is not as well developed. The school has plans to overcome this.

31. The school complies fully with the SEN Code of Practice. Individual education plans (IEPs) are written by the SENCO in conjunction with the class teacher and the teaching assistants. These are good plans with appropriate “small step” achievable targets. Progress towards targets is reviewed regularly. The knowledge that teachers have of individual needs, and its use in framing targets, has a positive impact on attainment and progress. The school has invested in a good number of teaching assistants who are very well briefed and deployed. This, along with strong backing from the headteacher, means that appropriate provision is very good. The school works hard to ensure that pupils with SEN take part in all activities.
32. There is good provision for pupils’ personal, social and health education (PSHE). The school has written policies for sex education and drugs education. Sex education is taught through the science curriculum and is firmly linked to the notion of families and relationships. The local community police officer works with each year group on drugs education issues and provides ‘drugs workshops’ for parents. Other aspects of the PSHE programme are developed through ‘circle time’, where pupils sit in a circle and discuss things important to them with their friends and teacher. This encourages pupils to value the ideas of others and improves their confidence in discussing feelings and ideas in a secure environment. Each class has a class council that provides a useful forum for discussion and the sharing of ideas. Good relationships exist through school, both amongst pupils and adults, and between pupils themselves, and staff provide good role models. All staff provide clear examples for pupils to observe and follow.
33. There is very good provision for out-of-school activities. The school offers a ‘Time Out’ club with activities before and after school, and a good range of extra-curricular activities including drama, recorders, country dancing, French, choir and several sports clubs. Visits to places of interest are arranged on a regular basis and add much to the quality of learning opportunities offered. They include local visits to the church and the village, and further afield to Southsea Castle, Portsmouth Cathedral and the War Rooms at HMS Dryad. Visitors to the school include Indian dancers, members of the Bournemouth Symphony Orchestra, the Rainbow Theatre Company and a ‘Viking warrior’, who share their expertise and enthusiasm with pupils. Two residential visits, one to France to experience a different culture, and one to an Outdoor Pursuits centre at Swanage, are arranged each year for older pupils.
34. There is very good overall provision for pupils’ personal development, including their spiritual, moral, social and cultural development. Provision for pupils’ moral and social development is particularly strong and an important factor in the school’s successful management of challenging behaviour from one or two pupils, and in its deserved status as an ‘inclusive’ school.
35. Spiritual development is good. There are well-structured acts of worship and time is made for pupils to reflect quietly. Through assemblies and circle time pupils develop a greater understanding of spirituality, and such lessons as science, art and music are used to help them appreciate that people, nature and the arts can provide ‘special experiences’. Acts of worship are enhanced by appropriate music, and the lighting of a candle gives a focus for reflection and prayer.

36. Provision for moral development is very good. The school code and class codes show very clearly how pupils are expected to behave. This is evident in the daily life of the school. Staff are very good role models and positive relationships are very evident. The positive behaviour policy focuses on rewarding pupils for good behaviour. 'Golden Time' at the end of Friday afternoon focuses 15 minutes for four short activities, from which pupils choose one. All pupils begin the week with 'Golden Time' intact. They can lose some or all according to behaviour. The caring ethos of the school promotes a strong sense of right and wrong.
37. Provision for social development is very good. Adults show considerable respect for pupils and provide good role models in demonstrating polite, friendly social behaviour. Pupils are encouraged to work together co-operatively, as in the class council meetings. Older pupils learn about living and working in a community through residential visits, and by taking responsibility for lunchtime play equipment and younger pupils. Pupils look after pensioners who visit school each fortnight for lunch. Overall, pupils are given a lot of responsibility for the way they use the school and this gives them a good sense of ownership, so they want to look after it.
38. Provision for cultural development is good. There are visits to a range of theatres and cultural sites in the locality, and visitors come into school to perform drama and practise art and dance; for example, when Indian dancers run workshops with the children during their topic on India. Pupils have valuable opportunities to explore, experience and be creative; for example, in the English National Ballet workshops. However, the multicultural element of pupils' experience is fairly limited. The school is aware of the need to extend this provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The quality of care and support pupils receive in school was good during the previous inspection. No issues were identified at that time, but since then the staff have continued to improve and enhance the support for, and welfare of, pupils, the standard of which is now very good.
40. Health and safety procedures include risk assessments regularly undertaken by staff and governors, such as checks before all journeys out of school. Professional checks of fire prevention, physical education and electrical equipment are undertaken annually. Some minor outstanding health and safety matters have been discussed with the staff.
41. There are well-established procedures that form the basis of setting priorities for the repairs and maintenance of the school building and grounds. Good procedures for child protection are now in place and the high level of understanding and experience of the member of staff with designated responsibility for this area of the school's work ensures their effectiveness. There is also now a clear anti-bullying policy and pupils agree that any problems of this sort are rapidly and effectively dealt with by staff. Staff are trained in first aid and take appropriate care of pupils who need it. The school has not developed a policy for pupils who are not living with their families but, at present, no pupils are in this position.
42. The school monitors and promotes attendance very well. The office staff contact the family on the morning of any pupil's unexplained absence, when possible. All pupils and families are reminded of the importance of good attendance and rewarded for

success. Registers conform to requirements, and they are marked quickly and promptly at the start of each session.

43. Good behaviour is promoted through the ethos of the school and the very good programme for promoting pupils' personal development. Teachers throughout the school have a positive approach, and set good examples to pupils through their own behaviour and relationships. Their standards are clear and consistent, so that pupils know what to expect. All classes have personal and social education lessons which often take the form of 'circle time' in which all the pupils have an opportunity to share their thoughts and feelings in a safe, confidential and positive atmosphere.
44. Rewards and sanctions are fair, and pupils understand the systems. Teachers monitor and assess pupils' personal development and work closely with parents at the first sign that pupils need special support. This works well. Staff know when pupils are unwell or upset and pupils know who to go to if they need help or advice.
45. The school has received a healthy school award and their participation in the scheme has a high profile. The school's continuing commitment was validated in the summer of 2002. The validation report praised the purposeful atmosphere and the voice given to pupils and this was endorsed by this inspection. Pupils are involved in school and class councils and have a wide range of responsibilities. In particular the Lunchtime Leaders successfully work in many areas of the school, supporting younger pupils and at the same time giving older pupils a sense of participation and self-esteem. Admirably, these pupils run lunchtime clubs such as drama, dance and games, and use a sharing assembly once a month to show the clubs' achievements. Pupils are consulted on the development of the grounds and feel a valued and respected part of the school community.
46. Pupils with special problems are very well supported in the classroom and around the school. One such pupil was having a bad day, and the learning support assistant thought nothing of spending her brief lunch break keeping an eye on him as he played with other pupils. Good relationships ensure that he and other pupils with difficulty have the confidence to know that they will be helped through any difficult patches.
47. The school has good procedures in place for assessing pupils' attainment and progress. This is an improvement since the last inspection. Many new assessment procedures have been introduced, and all pupils take part in statutory and non-statutory tests and tasks. The school analyses national and school assessments. However, where data has been analysed it is not always used effectively to shape teaching and learning, particularly for the more able.
48. Very good procedures are in place to respond to the needs of pupils with SEN. The school's baseline assessment procedures enable it to be alerted early to potential problems. Individual education plans are used well. These are good plans with appropriate 'small step' achievable targets. Progress towards targets is reviewed regularly. The knowledge that teachers have of individual needs, and its use in framing targets, has a positive impact on attainment and progress. The most recent audit shows that eight pupils have progressed sufficiently well to move down a stage on the register, or come off it completely.
49. The procedures for monitoring and supporting pupils' academic progress within the school are satisfactory. However, the use of assessment is underdeveloped. Teachers need to plan lessons based firmly on what pupils know, understand and can do, and set more-challenging targets for more-able pupils. There are no formal

procedures for assessing gifted and talented pupils, and the more able do not always receive learning opportunities that are sufficiently well matched to their needs.

50. The recently implemented policy to agree targets with junior pupils and to involve them in evaluating the quality of their own work is a helpful strategy, although it is still too early to judge the full impact on standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The partnership with parents is good. As at the time of the previous inspection, parents have very positive views of the school and feel that it does a good job for their children. Most believe that their children are happy in school and that they are expected to work hard. This time, 31 parents responded to the pre-inspection questionnaire. Only four of them said that they tended to disagree that their children liked the school. These pupils may have been having entry problems at the start of the term. Certainly, when asked, the pupils say that they enjoy the school, are untroubled by any bad behaviour in others, and like and trust their teachers and the learning assistants.
52. Inspection findings support the positive views held by parents. Three parents expressed concern about the extra-curricular activities available, but inspection findings are that there is a very good number of after-school and lunchtime clubs and that these are popular with pupils. In addition, the school provides space for the very popular 'Time-Out' club, which provides professional care and planned activities before and after the school day. These include homework support for pupils if they wish.
53. Parents are given plenty of high-quality information about the school. Governors ensure that the prospectus is of very high quality and provides plenty of useful information regarding school routines. Teachers provide parents with information about the topics their children will be covering during the term, and, together with the homework set, this provides a clear starting point for parents who want to help their children at home. For example, children's reading diaries are a good means of communication between parents and teachers. The school has used surveys of parents to find out their opinions. As a result it has tried to provide parents with more curriculum and homework information. Parents say that they feel that the staff are always accessible and that they go out of their way to support their children.
54. Reports to parents on their children's progress give parents almost too much information about what their children have been learning. However, reports are sometimes not very clear about the standards that pupils have reached compared with national expectations.
55. Parents' contribution to the work of the school and to their children's education is good. Some parents help out in classrooms, or around the school; for example, in the grounds. They are well briefed by teachers and as a result make a significant contribution to learning. Their children invite them to the school to talk to the class about their work or interests, and they come to class assemblies and special curriculum weeks.
56. The school and parents work well together through the friends association to raise additional funds and to help create a caring community atmosphere in which pupils are effectively taught to value learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher leads and manages the school very well, and has the full support of staff and governors, who are all committed to effective teamwork and success. This ensures that there is very clear educational direction, and that the aims and values of the school are reflected very well in its work. The senior management team is

composed of the headteacher, the deputy headteacher and the infant and junior co-ordinators. These latter three very experienced and competent members of staff also co-ordinate the core subjects, so the senior management team share all the main responsibilities in the school. They check teachers' plans and pupils' work regularly and, along with the co-ordinator for ICT and Hampshire Inspection and Advisory Support Services, observe lessons and report back to teachers on their strengths and where they need to improve. Other co-ordinators also observe lessons in monitoring the provision of their subjects, although this is not timetabled on a regular basis. In general the delegation to, and contribution of, staff with management responsibilities are very good.

58. At the time of the last inspection, the headteacher had been in post for less than a year. The school was given six key issues for improvement, and the senior management team set about this improvement with a purpose. At the Foundation Stage, teaching and learning were unsatisfactory, and the curriculum for under-fives was not being covered effectively. The school worked with the LEA to solve the problem, and now the provision for early years is good. The National Curriculum was not all being taught in ICT, and now it is all covered and standards are in line with national expectations. Assessment was not consistent across the school. It is now, although it is still not being always used to plan for the more able, so improvement here has been only satisfactory. Termly planning was not detailed enough, lessons were not being observed regularly and consistently, and there was a need for systems to check cost-effectiveness. All these issues have been tackled well. Also, since the last inspection, the school has introduced the National Literacy and Numeracy Strategies successfully, and responded well to the government initiatives on performance management and educational inclusion.
59. The school improvement plan is comprehensive and very good. It is planned over four years and updated from year to year. The school's good, well-established performance management strategy is tied firmly to it. Staff are appraised annually, and their continuing professional development is based on needs identified in appraisal, including knowledge gained from the monitoring of teaching. Professional development is dependent on the needs of the school, as expressed in the school improvement plan, and on the perceived individual needs of members of staff. The action taken to meet the targets expressed in the school improvement plan is good, as seen in the improvement since the last inspection.
60. Teachers and support staff match the demands of the curriculum very well. The school has a policy of keeping down the pupil:adult ratio. Learning support assistants are used very well in a genuine partnership with teaching staff. New teachers and support staff are inducted very well. All new staff have a mentor. In the case of support staff this is usually the class teacher or the SENCO. New teachers are mentored by a senior member of staff in their age phase. Newly qualified teachers use the Hampshire LEA induction scheme. The school successfully provides places for initial teacher training students from King Alfred's University College, Winchester.
61. The headteacher and governing body have set out an appropriate policy for SEN. There is an appointed link governor who reports to the full governing body at every meeting. SEN has a high priority. The SEN governor, through regular visits to school and contact with the headteacher and SENCO, is well placed to judge the quality of the provision made and so help the governing body ascertain the effectiveness of its SEN policy. The SENCO is very experienced and knowledgeable. Her input, and the good provision of appropriate support staff, has a positive impact on the progress that

- SEN pupils make. The use of support staff, and of the external agencies such as the psychological service and speech therapy, is managed very effectively.
62. The governing body fulfils its responsibilities very well. Governors are astute, enthusiastic, dedicated and hard-working, and are very well aware of what their role entails. They have an excellent knowledge and understanding of the school's strengths and what it needs to do to improve, largely because they are very well informed by the senior management team, with whom they work very closely. In a meeting with the inspection team, governors showed their enormous care for the school and the pupils, and their commitment to providing the best possible experience for them. In this way they play a full, and very important, part in shaping the direction of the school. Governors use the good training offered by the LEA widely and to good effect.
63. Financial planning and control have improved since the last inspection and are very good. The governors' finance committee is knowledgeable and prudent. Governors examine and discuss budget proposals before approving and setting the final budget. They work very well with the headteacher to make regular checks on spending. At the same time, the headteacher and school administrative officer exercise good control of the budget within the limits agreed by governors. Through the conscientious work of the school's administrative assistant, financial administration is efficient and unobtrusive. Administrative systems are computerised and there is a good knowledge and understanding of these systems. All the points raised for improvement at the last audit, which were only very minor, were acted upon immediately. Governors ensure that all additional funding is used for its intended purpose, and that several quotations are considered for any sizable contract. They adhere very well to the principles of best value. The school has wisely kept back a reasonable fund to cushion any variation in income due to the unpredictability of the number of pupils enrolling.
64. The school's accommodation is good for the effective teaching of the curriculum. There is no current computer suite, but the school uses existing spaces well and a large building scheme is planned to develop three more classrooms and a new computer suite. There is a good medical room, a large hall, and a training swimming pool that has seen better days but is still a boon to the school, which is a considerable distance from the nearest public pool. As a result, the facilities for physical education are good. The grounds are large and well kept, and they include a very large wooded area that is used for teaching purposes. Resources for learning are at least satisfactory for all areas of the curriculum, and good for the teaching of mathematics and for physical education. The library is good, but underused.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. There is only one major issue for improvement, already identified by the school. The school needs to improve standards, particularly in writing, spelling and mathematics, by:
- Expecting higher standards of work, particularly from more-able pupils.
 - Planning effectively for groups of pupils and individuals, taking full account of what they know, understand and can do.
 - In mathematics, placing more emphasis on instant recall of number facts and on strategies to make mental mathematics easier.

(Paragraphs 1, 2, 3, 4, 26, 49, 82, 91, 93, 94)

Other things the school should consider

- Ensure consistency in marking pupils' work. Where relevant, marking should include suggestions for improvement. (Paragraphs 27, 86)
- Insist that pupils correct their mistakes in written work, particularly in mathematics and spelling. (Paragraph 27)
- Make better use of the library. (Paragraphs 64, 81)
- Ensure that lessons in all subjects are timetabled over a given, repeating period, to coincide with the time given to the co-ordinators of those subjects to observe the lessons. (Paragraph 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	80

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	1	20	16	1	0	0
Percentage	3	3	51	41	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	0	179
Number of full-time pupils known to be eligible for free school meals	0	25

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Need	0	3
Number of pupils on the school's special educational needs register	0	63

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	11	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	11
	Girls	7	5	9
	Total	15	14	20
Percentage of pupils at NC level 2 or above	School	63 (90)	58 (93)	83 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	13	13
	Girls	9	9	10
	Total	18	22	23
Percentage of pupils at NC level 2 or above	School	75 (86)	92 (93)	96 (86)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	13	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	10	13
	Girls	12	7	12
	Total	24	17	25
Percentage of pupils at NC level 4 or above	School	92 (71)	65 (68)	96 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	11	7	12
	Total	22	18	24
Percentage of pupils at NC level 4 or above	School	85 (75)	69 (81)	92 (86)
	National	72 (70)	74 (72)	82 (79)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	157	0	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	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)	8.4
Number of pupils per qualified teacher	21.3
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	131

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	462,205
Total expenditure	450,483
Expenditure per pupil	2,730
Balance brought forward from previous year	24,210
Balance carried forward to next year	35,932

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

175

Number of questionnaires returned

31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	42	13	0	0
My child is making good progress in school.	34	56	5	5	0
Behaviour in the school is good.	26	58	13	0	3
My child gets the right amount of work to do at home.	39	48	10	3	0
The teaching is good.	55	39	3	0	3
I am kept well informed about how my child is getting on.	39	55	3	3	0
I would feel comfortable about approaching the school with questions or a problem.	68	23	6	3	0
The school expects my child to work hard and achieve his or her best.	52	45	3	0	0
The school works closely with parents.	26	61	13	0	0
The school is well led and managed.	39	52	10	0	0
The school is helping my child become mature and responsible.	61	32	6	0	0
The school provides an interesting range of activities outside lessons.	39	39	10	0	13

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

66. The curriculum planned for children in the reception class is good. The school does not have a nursery.
67. At the time of the inspection there were 27 part-time children in the reception class. They attended school for the morning sessions. Children are admitted to the reception class in September each year. The school has a well-structured induction programme for them. Good written information, together with opportunities for children to visit school in order to sample daily routines, including those at dinnertime, ensure that they are well prepared for learning. Information is collected from parents and by observation so that teachers and support staff are building up a picture of what the children know, understand and can do when they start compulsory schooling.
68. The quality of teaching is good. Both teachers and support staff use good questioning skills that are carefully matched to children's abilities and levels of understanding. Lessons are well planned and enable staff to give a high level of individual and group interaction. The learning support assistant makes a very positive contribution to the progress the children make. Committed and supportive teamwork is a strong feature of the school's Foundation Stage provision.
69. Wherever possible teachers follow children's personal interests and enable them to make mature choices about the activities they wish to join in during the very well organised free-choice sessions. Overall, the range of planned activities is good and all children have interesting opportunities to engage in tasks that help them acquire appropriate skills in all areas of learning. There is a good balance of directed and free-choice activities.
70. The children respond with enthusiasm to the activities presented to them. They behave well and work together co-operatively; this has a positive effect on their learning. Staff give clear explanations and instructions. This enables the children to understand what they are to do and consequently they are confident in trying new activities.
71. The accommodation for the Foundation Stage and the range of resources contribute to the good quality of learning and the good progress made. The attractive displays contribute well to the learning environment. The children's development is supported by assessment that is used to plan the next stage of learning.
72. The Foundation Stage is well led and managed. The co-ordinator has worked hard to plan a lively and engaging curriculum for the reception class, well linked to the requirements for the age group. The quality of provision has improved considerably since the last inspection.

Personal, social and emotional development

73. The school successfully places considerable importance on developing children's social skills and attitudes to learning. All staff work closely together to create a calm and secure working environment for all reception children. There are good links with

parents to introduce children to the reception class. The children soon feel safe and secure in their learning environment and learn the teachers' structured routines quickly. The well-understood organisation and patterns of the day enable them to react confidently and sensibly. The planned 'circle time', during which children have opportunities to listen to others and make their own personal contributions, is having a beneficial effect on their social development. For example, children listened attentively to each other as they took turns to talk about the sharing of their toys with friends. The majority of children were able to talk about sharing, speaking in single words or sentences. One child commented, *'I really like sharing my fire engine with (name) - he's my friend'*. Staff provide good individual support for the small number of children who find it difficult to listen and talk in large groups. The well-understood organisation and patterns of the morning enable children to react confidently and sensibly. Many children, but not all, reach the Early Learning Goals in this area of the Foundation Stage curriculum.

Communication, language and literacy

74. Children enter school with varied but generally low standards in speaking and listening skills. They make good progress because staff provide many opportunities for them to listen and talk together. Children listen attentively to stories (for example, 'We're going on a Bear Hunt'), and join in with the reading where appropriate. They demonstrate an enjoyment in books and can choose books independently. Children turn pages correctly and understand the association between pictures and the story. More-able children can read familiar words and use pictures to help understand the text. All children are encouraged to describe pictures in stories, for example, when reading 'Goldilocks and the Three Bears'. Independent structured play also supports children's speaking and listening skills. The children were highly motivated when making pancakes using salt dough. One child commented, *'I'm making a gigantic pancake. It's something that's flat, you cook it and eat it'*. Many children do not reach the Early Learning Goals in this area.

Mathematical development

75. When children enter the reception class, attainment in mathematics for many is below that which is considered typical for children of a similar age, with a very small number of children whose attainment on entry is higher than expected. They make good progress, but most do not reach the Early Learning Goals for mathematics by the time they enter Key Stage 1. Children use number jigsaws to recognise patterns and shapes. Many count in sequence to ten, others to 20, whilst the most able can count up to 40. The staff take every opportunity to extend number work in daily activities. Children are enthusiastic about the subject. Number rhymes and songs are used well to encourage them to count. The adults' good questioning skills support children's learning. For example, when asked 'Why do we count?' one child replied, *'If you don't you won't know how many'*. Assessment of children's mathematical skills is used to guide planning.

Knowledge and understanding of the world

76. A good range of activities is planned. Children make good progress, but many do not reach the expected level in this area of learning by the time they move into Year 1. Children have opportunities to make models using a good range of construction materials. They enjoy using the computer and listening to talking stories. One child when talking about shops commented about a supermarket – *'It's where you want to*

buy food and have to pay'. This learning is further reinforced by the planned use of role-play activities, such as in the home area.

Physical development

77. The school has identified the need to improve the children's outside area and there are plans for this. The present area is small but adequate. During the inspection, a group of children were using the outside area and making different-shaped sand-castles out of wet sand, while another group were washing, drying and dressing dolls. Inside, others were making a house out of 'Duplo' and putting together large construction materials to make a boat. All these activities were helping children's physical development well. They generally reach the expected standard in this area of learning by the time they leave reception.

Creative development

78. During the inspection, children created different shapes using salt dough. They were encouraged to describe the texture, stating, for example, that it was *'gooey'* or *'sticky'*. During home liaison visits, children have opportunities to paint. Some painted pictures of themselves and their family, and the paintings were displayed in their classroom. There are many opportunities for children to sing in the reception class, and they do so confidently and with enthusiasm. During the inspection, the children sang the song *'Here we go round the mulberry bush'* demonstrating a good knowledge of words and melody. Many reach the Early Learning Goals for creative development.

ENGLISH

79. By the ages of seven and 11, standards in speaking are in line with those expected nationally. However, pupils' listening skills are generally below those expected in Year 2. Most pupils are confident speakers, who respond enthusiastically to questioning in the introductory parts of the literacy hours. However, standards in listening are not as good lower down the school, and improve as they move through Key Stage 2. In some classes, a minority do not sustain their attention when introductions are prolonged. In a Year 6 drama lesson the pupils had very good opportunities for the development of speaking and listening skills through a critical analysis of script writing and pupil performances of the witches' scene in *'Macbeth'*. The teacher's perceptive questioning challenged the pupils. They enjoyed the discussions and shared ideas well. The pupils were inspired by the lesson content and worked with considerable effort.
80. Attainment in reading is in line with that typically found for pupils who are seven years old. More-able pupils read a variety of texts both accurately and with fluency. They read independently, silently, clearly, fluently and with appropriate expression. These pupils understand the main points and can retell and predict events in the story using their own words, and are able to talk about the characters and the plot. They read fiction and non-fiction books and can express preferences. Lower-attaining readers recognised familiar words and are able to use a range of reading strategies; for example, they use knowledge of initial letter sounds and pictures to understand the story. They can identify their favourite and the most interesting aspects of their books. Pupils read from commercial reading schemes and other materials. Their reading books are suitably matched to their level of ability. Pupils enjoy reading and make good progress.

81. By the age of 11, pupils have attained standards in reading that are above those expected. More-able pupils give very good summaries of the story so far, with very good expression, offering opinions about books and authors. Lower-attaining pupils read with some expression and use phonic cues to aid word recognition. They are able to self-monitor and make corrections to their reading. They can make predictions of events in the story and show understanding of the words 'index', 'author', 'publisher' and 'illustrator'. Pupils use illustrations to recall events in the story. Overall, they are confident and enthusiastic when discussing reading. Most pupils understand how to use a library and how it is organised. However, there is insufficient use made of the school library by teachers and pupils.
82. Attainment in writing and spelling is below average at the ages of seven and 11. Pupils start school with low levels of attainment and, overall, make satisfactory progress in developing their writing skills. More-able pupils in Year 1 are able to write sentences using capital letters and full stops. Most pupils are able to write using appropriate spacing between words. In Year 1, there is a marked emphasis on the development of phonic skills. Pupils learn the particular sounds and use them well in reading. In a Year 2 lesson, the teacher and pupils shared the reading of a good-quality book. The book was used as a model for the pupils' writing and as a stimulus for their own sentence work. In this lesson, the more-able pupils wrote in short sentences. They were able to write using sentence connectives; for example, '*Afterwards they played ball. As soon as the tide went out they went home*'. Lower-attaining pupils were able to write in short sentences, showing awareness of capital letters and full stops. The presentation of pupils' work is satisfactory.
83. More-able pupils in Year 6 show an understanding of punctuation and are able to use it correctly. They have a good sense of paragraphing, write more-complex sentences and use a range of conjunctions in their writing. Pupils make good use of exclamation marks, speech marks and paragraphs in simple and complex sentences. In the best examples, handwriting is fluent, joined and legible. It is planned for pupils in Year 6 to use a wide range of writing styles; for example, writing reports, traditional tales, persuasive writing, poetry, letters and factual writing. In a Year 3 class, pupils were learning about synonyms. The text used was a good stimulus to further develop for the pupils' vocabulary and writing skills. In a Year 4 lesson, pupils were learning about story structures. They listened to the story of the '*The Mousehole Cat*'. More-able pupils summarised sections of the story. For example, one pupil wrote, '*The great storm cat is stirring and howling. It makes giant waves. It's got huge sharp claws*'.
84. Overall, the quality of teaching observed in English lessons was good. In total, eight English lessons were observed. One lesson was excellent, one was very good, five were good and one satisfactory. Where teaching is good or better, teachers have good subject knowledge on which they base effective lessons delivered at a brisk pace. Taking account of standards, teaching and learning over time are satisfactory.
85. Pupils who have been identified as having SEN make good progress. The learning support assistants are fully aware of the pupils' needs and give very good support. The work is well matched to the pupils' ability. Those pupils with SEN identified in IEPs are well supported. Teachers and support assistants make good use of assessment to support these pupils' progress.
86. The marking of pupils' books is satisfactory overall. There is, however, inconsistency of practice. Where marking is of better quality, the teacher makes very supportive, evaluative comments. Some marking, however, consists mainly of ticks and brief

comments, with no pointers for improvement to help pupils understand how to make progress.

87. The National Literacy Strategy for developing pupils' skills in reading and writing has been established within the school. The strategy has improved teachers' subject knowledge and teaching skills. The focus on teaching basic skills and the emphasis on guided reading and shared texts are contributing effectively to the pupils' development in reading.
88. Resources for English are satisfactory. The school has a number of good-quality 'Big Books'. The school library has a good selection of fiction and non-fiction books, and the school benefits from the new computerised catalogued library system. Pupils make satisfactory use of ICT in the English curriculum.
89. The subject is well managed and the co-ordinator understands the need to raise attainment in writing and spelling. Guidance and support have been provided for the teaching staff. The co-ordinator monitors teaching and the National Literacy Strategy. There are effective procedures for assessing pupils' work. The co-ordinator understands the need to raise attainment in writing and spelling. These findings reflect an improvement since the last inspection.

MATHEMATICS

90. Since the previous inspection, results at Key Stage 1 show considerable fluctuation. At Key Stage 2 the trend over time is broadly in line with national figures. However, when examining end of key stage results it should be borne in mind that the numbers in each year group are small and cohort differences mean that there can be apparently wide variations from year to year. Also, there have been considerable changes in staff, and the percentage of pupils with SEN is high and showing a slight increase. There has been no obvious difference between the performance of boys and girls. Inspection evidence now indicates that, whilst standards are still below expectations, they are nearer to where they should be. The school is working hard to effect improvements. The National Numeracy Strategy has been soundly introduced and established. Initiatives such as 'Maths Week', 'Parents' Workshops' and 'Maths Club' are helping to raise the profile of mathematics, and conversations with staff and pupils reveal an enthusiasm for the subject.
91. Planning, a key issue at the previous inspection, shows some improvement. Using the numeracy strategy outlines, there is more detailed identification of what is to be taught. Teachers clearly show the objectives for each lesson and share these with pupils. Planning of work for pupils with SEN is good and detailed, and very good teamwork between teachers and classroom assistants ensures very good provision for these pupils, who make very good progress. However, teachers do not consistently provide such good opportunities for more-able pupils. There is inconsistency in planning appropriate activities for these pupils. A scrutiny of lesson plans and of past work in books shows that, too often, teachers provide 'extension' activities which turn out to be 'more of the same' rather than different tasks designed to challenge.
92. Pupils enter Key Stage 1 with standards that are below expectations and many do not have a secure understanding of the number system. Pupils make sound and, in some cases, good progress in Years 1 and 2 and by the end of the key stage standards are closer to what they should be. Almost all pupils can add up to 20 and

are using tens and units. They are beginning to develop an understanding of number sequences, but some do not readily recognise odd and even numbers. They add low-value coins with varying accuracy. Many pupils recognise and name common two and three-dimensional shapes but are less secure in categorising them by attribute.

93. At Key Stage 2, pupils develop their understanding of the number system and many can use their knowledge of place value to carry out calculation. However, not enough pupils have a quick recall of number and multiplication facts; for example, the Key Stage 2 pupil using his fingers to work out his two times table. This lack of fluency slows learning. Pupils improve their knowledge and understanding of shape and measure, and there is evidence of their being encouraged to use different methods to solve everyday mathematical problems. Pupils develop a sound understanding of shape and measures. They are introduced to many shapes having such characteristics as 'flat sides', 'curved sides', 'edges' and 'vertices', and can say what a right angle is. Pupils demonstrate a varied range of methods of gathering and presenting data such as tally charts, frequency tables, conversion graphs, pie charts and line graphs. Older pupils are introduced to the concepts of 'mean', 'mode' and 'median'. However, there is less evidence of pupils being encouraged to interpret the data and draw conclusions.
94. The quality of teaching and learning is good at Key Stage 1 and satisfactory overall at Key Stage 2. Pupils at Key Stage 1 respond well to enthusiastic teaching, and the lessons seen were characterised by good use of time and resources and well planned and managed teamwork with the learning support assistants. This extra adult support helps those with SEN, and others less confident and independent, to take a good part in lessons. A lesson with Year 2 pupils demonstrated a pattern that was seen more than once. The teacher clearly shared the learning objectives with the pupils and these objectives were used during the concluding part of the lesson to assess and demonstrate learning. Relationships were good, and this enabled the teacher to manage pupils in a pleasant and purposeful learning environment. Because of the awareness and patience of the support assistant, less-able pupils achieved well. More-able pupils were given a task using the computer. This they enjoyed, but quickly completed, and they could have achieved more. Teaching at Key Stage 2 is satisfactory overall, with much hard work, and sound subject knowledge is evident. However, assessment is not used sufficiently to plan tasks that match the learning needs of different groups of pupils, particularly the more able. On occasions the teachers were over-long in their explanations, the pace of the lesson slowed down and consequently learning was restricted.
95. Teachers have worked hard to implement the National Numeracy Strategy and they follow the recommended guidance. However, sometimes introductory mental sessions lack rigour and do not involve all pupils or make enough demands on them. Also, the school has not yet had the confidence to 'customise' the strategy so that it especially meets the needs of Wickham pupils.
96. The co-ordinator is experienced and hard-working and provides good support for colleagues. She has initiated a range of training opportunities for staff and there is a greater emphasis on practical work and less reliance on worksheets in the planned curriculum. Resources have been improved and the profile of the subject is being lifted through initiatives such as curriculum input for parents and more planned opportunities for homework, as well as 'Maths Week' and 'Maths Club'. Evident enthusiasm for mathematics showed by adults and pupils indicates that these initiatives are beginning to have a positive effect.

SCIENCE

97. After being in line with the national average in 2001, Year 6 standards in science went down dramatically in 2002, but have risen again to be in line with expectations now in all areas. Year 6 pupils said that they found the subject difficult, although they enjoy experimenting and like the emphasis the school puts on scientific enquiry. They also reported that they had little opportunity to choose their own equipment or design their own experiments. An analysis of work shows that, by the end of Year 6, most pupils have started to understand changes in energy form, can use a Newtonmeter, and understand that forces are needed to speed up, slow down, or change direction or shape. They can draw electrical circuit diagrams with the correct use of symbols. They know why the length of the day changes with the seasons, what happens in an eclipse and how a sundial works. They have started to use tree diagrams as a way to sort and classify living things. They can separate mixtures, for example, by solution and filtration. More-able pupils are beginning to understand photosynthesis in their study of plant parts and life cycles.
98. No judgement was made on the overall standards of Year 2. It was not possible to observe a Year 2 lesson, and Year 2 pupils had little to say about science other than that they had grown runner beans in Year 1 and understood simple electrical circuits. In an analysis of work, it was difficult to determine levels because of poor writing, which certainly has a detrimental effect on recording, and probably on understanding and remembering scientific facts. Teacher assessment showed that standards were below expectations in 2002, but that they are in line with expectations now.
99. No judgement was made on teaching and learning at Key Stage 1. Of the five lessons seen that were long enough for a judgement to be made, three were good and one was satisfactory. Progress over time indicates that teaching and learning are satisfactory at Key Stage 2. Teachers' knowledge and understanding of the subject are satisfactory and often good. Some teachers do not place enough emphasis on scientific terminology, with few lists of relevant words and phrases on classroom walls, so support for literacy is only satisfactory. Similarly, not enough use is made of numeracy and ICT, beyond the use of bar charts, which are quite common in scientific work throughout the school. Teachers make a point of displaying the learning objectives of each lesson and sharing these with pupils, so everybody knows what they have to do. Class management is good, and pupils' work rate is satisfactory.
100. Much of the work given to pupils is identical, with adult support given to the less able, and more depth expected of the more able. Sometimes, but not always, more-able pupils are expected to do extension work or individual investigation if they are particularly interested in something; for example, seals. However, teachers do not plan systematically to extend more-able pupils as a matter of course by giving them different, more-challenging work. Consequently, the school regularly gets a lower proportion than it should of pupils reaching the higher levels of the National Curriculum.
101. Subject management is good. The co-ordinator has identified the need to challenge the more able better. She understands the importance of scientific enquiry, and the school places a good emphasis on it. Assessment is satisfactory, and takes place at the end of each module of the syllabus, which covers the National Curriculum well. However, this assessment is not used well enough to plan work specifically for more-able pupils. Accommodation and resources are satisfactory. The residential trip to Swanage supports learning well, in a mini-beast search and beach study.

ART AND DESIGN

102. At the time of the last inspection, standards in art were in line with national expectations in Year 2 and below expectations in Year 6. Standards now are generally in line with expectations throughout the school. Only one art lesson was observed, at Key Stage 2. Judgements are based on an analysis of work and teachers' plans, and discussion with pupils and staff.
103. A lot of artwork in the school is centred on illustration in other subjects such as history and religious education as well as creative writing. In Year 1, there is a charming display of pencil and crayon animals from book reviews. In Year 3, pupils collectively illustrate a large time-line of history since 1930. By the time pupils have reached Year 6, these illustrations have become very sophisticated in the consideration of a Corfe Castle by-pass, with three-dimensional models using paper, card, tissue paper, straws, paint and coloured moss. Other subjects are also used as a stimulant for other areas of art. Last year, pupils in Year 5 produced some very good Tudor portraits using a variety of materials. Year 6 pupils painted imaginatively on the subject of 'Good and Evil' from music played in a religious education lesson.
104. The school is fortunate in having its own kiln. Consequently, pupils work in clay, with Year 2 pupils producing competent slab pots when looking at functional and purely decorative ceramics. Year 4 pupils produce some good Greek-style pottery. Other media are not neglected. Weaving patterns are considered in Year 1 and pupils produce some very attractive work. Year 4 pupils experiment with tie-dyeing, and Year 5 pupils with papier mâché. Printing starts simply at Key Stage 1 and becomes progressively more challenging at Key Stage 2.
105. There is some good observational drawing, especially of torches and lamps in Year 4. However, sketchbooks have not generally been used well in the past for increasing drawing skills. Realising this, the school has introduced a new, high-quality, hard-bound sketchbook that each pupil will take through the school and eventually keep. This replaced the old, thin sketchbook which was used more as a general rough-book than to teach drawing. It is already having a positive effect on the care pupils take and the pride they have in their work.
106. Because only one lesson was seen, it was not possible to make a judgement on teaching and learning from observation alone. However, from the standard of work, it can be concluded that teaching and learning are at least satisfactory and often good. The observed lesson, on experimentation with papier mâché at Key Stage 2, was good, although boys and girls tended to work separately, with only two boys choosing to work with a group of girls. In general, pupils enjoy the subject very much and are justifiably proud of their displayed work.
107. Art is led well. The co-ordinator, an art specialist, is very knowledgeable and enthusiastic, and has had responsibility for the subject only since January 2002. In order to aid assessment she has started a portfolio of levelled work, beginning with a teddy bear drawn by every pupil in the school – a good, decisive start. The emphasis on large-scale co-operative work has been increased. The co-ordinator is planning to use the work of famous artists much more, recognising that this has not been done well hitherto. At the time of the inspection, evidence of the use of famous artists was confined to only one work – Van Gogh's 'Sunflowers' in reception. The subject lends itself to cultural development, and more emphasis on the work of famous artists will enhance this. Information and communication technology is used well, both in

drawing and painting programs such as 'Dazzle', and through using the Internet to access information; for example, on Egyptian art in Year 5. Accommodation and resources are satisfactory, and good for work in clay.

DESIGN AND TECHNOLOGY

108. Standards in DT are in line with national expectations throughout the school, and often higher. The school has recognised that the subject is an important part of the curriculum since it was made a key issue for improvement in the first (pilot) inspection in 1994, and this importance is firmly embedded in the culture of the school. Good emphasis is placed on the design process, with planning, refining the plan, deciding what tools will be needed, making, judging fitness for purpose, reviewing how successful the process has been, and suggesting improvements. This plan-do-review cycle starts in Year 1, using pictures when pupils cannot write well enough, and they are very familiar with it by the time they enter Key Stage 2. All pupils, including those with SEN, make at least satisfactory progress.
109. The importance that the school places on DT is reflected by several displays around the school. Year 2 have a good display of puppets, showing different ways of joining fabrics, paper templates and the final puppets with running stitch, staples and glue. The design process is illustrated – Did the product match the design? How could it be made better? The very good Year 4 display on money containers again shows the design process, in numbered stages, with lists of resources, evaluations and paper templates. By now, pupils are using back-stitch and blanket-stitch, showing a clear progression of skills. By Year 6, pupils are competent at making slippers with composite soles.
110. Year 6 pupils talked enthusiastically about the subject, having enjoyed food technology as well as making models. They particularly liked experimenting with cams using cardboard and wood. The subject is well linked to others, taking inspiration from history projects; for example, when pupils make Roman wheeled vehicles. They use the knowledge and understanding of electrical circuits gained in science when designing and making torches. The measurement part of mathematics is used and reinforced continually throughout the school.
111. Only one, satisfactory, lesson was seen during the inspection, so no judgement can be made on observation alone. However, from standards achieved it can be concluded that teaching and learning over time are at least satisfactory and often good. Teachers have a good knowledge and understanding of the subject, not only of the importance of the design process, but also of learning the skills of cutting, shaping and joining.
112. The subject is managed well, and this helps to raise standards. The co-ordinator is enthusiastic and hard-working. She oversees and checks planning and pupils' work. However, she has not monitored teaching and learning, as this has never been timetabled. The school uses the nationally recommended scheme of work together with a commercially produced scheme, and assessment is satisfactory, being based on clear learning objectives. Accommodation and resources are satisfactory, with a good food technology area.

GEOGRAPHY

113. Only one lesson was seen in each key stage. From these, and on the evidence from a scrutiny of past work, planning documents and conversations with staff and pupils, standards are judged to be in line with national expectations for pupils aged seven and above expectations for 11 year olds. This is a similar position to that at the time of the previous inspection.
114. By the age of seven, pupils have a sound knowledge of local places. This is due to effective teaching that emphasises the use of the school grounds and the locality. In the observed lesson, at Key Stage 1, teaching and learning were good as teacher and pupils showed obvious enthusiasm for the story of Katie Morag on her fictional island home of Struay. Effective consolidation of map work and the use of 'bird's-eye views', linked to expressive reading of the text, reinforced for pupils some features of an island and some of the differences between life there and on the mainland. By the end, pupils were showing that they understood why certain types of transport were suited to the needs of island dwellers.
115. By the age of 11, pupils have further developed their knowledge and understanding of local places. They go 'round and about in Wickham'. Pupils use a variety of maps and survey sheets to gather information on both human and physical features. Good use of ICT helps them present their findings in a variety of graphs and charts, and they begin to see how and why changes happen. By the end of Year 6, pupils can identify the natural and physical features of the landscape, and features created by humans. They learn about rivers and the water cycle, and how over time the landscape changes. When exploring local environmental issues, pupils develop a good understanding of what it means to be a good citizen in their own community. Residential visits to Swanage in Dorset and to Northern France provide vivid first-hand experiences. Pupils use their skills to undertake a beach study and a seashore search. They work as a team to find answers to the 'Chalk Ridge Challenge', using grid references and triangulation points. Geography merges with history when pupils visit the beach at Arromanches, Pegasus Bridge and the Café Gondree as part of the visit to study life in France. Links with other curriculum areas are promoted well, especially in history, English, art and ICT. Although too few lessons were seen to make overall judgements on teaching, by the end of Year 6, pupils' attainments and learning are above what would be expected. Year 6 pupils talk with enthusiasm about topics they have studied, and some can relate their knowledge to wider geographical patterns and can give reasons for these.
116. The co-ordinator provides good leadership for the subject. The curriculum has been revised and pupils experience progression in acquiring knowledge and skills as they move through the school, especially at Key Stage 2. The range and quality of resources are improving, and visits and field trips are used very well to support pupils' learning.

HISTORY

117. Standards are in line with national expectations at the end of both key stages. This is similar to the position at the time of the previous inspection. The requirements of the National Curriculum are met. Planning has recently been revised and national guidelines are now being used.
118. At Key Stage 1, younger pupils develop a simple understanding of chronology and of how things change over time. Good links are made with pupils' own experiences as they consider 'My family tree' or 'My special toy'. Older pupils in the key stage study

historical events such as the Fire of London, and they consider the lives of famous people such as Florence Nightingale. When studying the life of Florence Nightingale some Year 2 pupils are able to recount the main events such as childhood, becoming a nurse and going to Scutari. They are able to include good detail. However, for others, writing is constrained by limited literacy skills and this slows learning.

119. Pupils at Key Stage 2 become familiar with a range of primary and secondary source material and use it to support learning. Year 3 pupils looking at 'Britain since the 1930s', become familiar with petrol coupons, ration books, identity cards and gas masks. They use literacy skills to compose a war journal. Year 6 pupils, when researching World War 2, are able to extract information from primary and secondary sources of evidence and can draw conclusions from what they have learned. They interview family members who were alive during World War 2. They visit France, see Pegasus Bridge and talk to family members at the Café Gondree. They explore how airborne troops might have felt coming into Arnhem. Feelings and issues of morality are explored sensitively and effectively through history topics.
120. No lessons were observed at Key Stage 1, but teaching seen at Key Stage 2 was good overall. Teachers try to use a range of strategies and resources to ensure that pupils' interest is stimulated. Pupils are organised effectively to allow them all to make a contribution to a group task. Explanations are clear and pupils understand what they have to do. Teachers maintain a good pace to the lessons and manage pupils well, including one or two with challenging behaviour. As a result of well-organised lessons and the variety of teaching strategies used, pupils enjoy history. They work productively and are keen to use artefacts and other sources of information.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. At the time of the last inspection, the National Curriculum for ICT was not all being taught, and standards were below national expectations. The school has worked hard to increase provision and raise standards, and this has been successful. All parts of the National Curriculum are now taught, and standards are in line with expectations at the end of both key stages. An analysis of work shows that standards last year in lower juniors were often above expectations. Ever more is being expected of pupils as time passes and teachers' knowledge and understanding increase. This is having a slower effect among upper juniors, as they have more to catch up. For example, the present Year 6 pupils have yet to use a scanner or spreadsheets. These topics are planned for later in the year, and there is every reason to believe that standards here will be in line with expectations by the time the pupils move to secondary school.
122. During the inspection, no lessons were seen that were dedicated to ICT. However, ICT was being used widely and well to support other subjects; for example, literacy at Key Stage 1 and art at Key Stage 2. Evidence was also gathered from an analysis of pupils' work and teachers' planning, and discussion with pupils and staff. Year 2 pupils were enthusiastic about using word processing and a new program which illustrates sentences in their reading scheme when certain words are clicked on with the pointer and mouse. "We can do all these cool things", said one, giving as examples composing pictures and adding labels, using a robot to go where it is told, and then moving on to a screen version of this, i.e., programming in simple *Logo*. Year 6 pupils were also enthusiastic during a lunchtime discussion. That afternoon they were going to use a digital camera. They enjoyed using the Internet, starting with *Ask Jeeves* in Year 4. They were confident in using CD-ROMs, remembering using

them often in Years 4 and 5. Everybody was looking forward to e-mailing French pen-friends later in the year, before their visit to their pen-friends' village on the residential trip.

123. Progression in skills, knowledge and understanding is ensured by the very good curriculum map, which has separate sheets for each major part of the ICT National Curriculum and details what each year will do each term. New skills are taught when they are needed to support other subjects. So, for example, word processing starts very simply in the spring term in reception with putting text on screen and printing it. This progresses to using tabs, columns, margins and indent in desktop publishing in Year 6, where pupils use frames and resize blocks of text. CD-ROMS are used from Year 1, and e-mail and the Internet from Year 3. By Year 4, pupils are using digital cameras and combining text and graphics. Spreadsheets are to be introduced to Year 5 from this year (and to Year 6 as well for this year only, as part of their 'catching up' process). The teaching and learning of computer control are made easier by collecting together old computers in a communal area and dedicating them to control, and to monitoring physical events. This is a very good use of resources and a good example of how the school is applying the principles of best value.
124. From the standards of work seen, it can be concluded that teaching and learning are at least satisfactory. Teachers report that their confidence and competence have increased greatly over the past few years, and with it their enthusiasm for using ICT as a tool in other subjects. At the time of the inspection, they were just about to complete the training offered by the New Opportunities Fund.
125. The subject is led and managed very well. The co-ordinator is enthusiastic and knowledgeable, and tireless in his efforts to support other staff. He monitors lessons with help from the LEA, and has developed a simple and effective assessment system that shows the progression of individual pupils. Accommodation and resources are satisfactory, with three computers and a printer in each classroom. A new computer suite is to be constructed in 2003 with the new classrooms.

MUSIC

126. There was insufficient evidence to make a judgement on standards of attainment in music at the age of seven and 11. It was possible to observe only one junior and two infant music lessons. In the lessons observed, pupils at Key Stage 1 were achieving a satisfactory level of attainment and were on target to achieve the standards expected for seven year olds. Junior age pupils in the one lesson observed were achieving standards below those expected nationally.
127. No overall judgement can be made on teaching and learning, as some lessons were not long enough to make a judgement.
128. Overall, the singing in whole-school assemblies is satisfactory. Pupils listen well to the piano introductions of the songs and hymns. Their singing improves considerably when the pitch and words are more suited to the pupils' abilities. This was demonstrated when the pupils sang one of their favourite hymns, 'Shine, Jesus, Shine'.
129. During the inspection, a Year 1 lesson was observed in which pupils sang, in unison, the song 'Take the hat and pass it round' to the tune of 'London Bridge is falling down'. They listened well to the teacher's singing and copied the melody and words

with accuracy. They sang with enthusiasm and confidence. There were good opportunities for pupils to develop social, listening and performing skills. They demonstrated care and respect for the musical instruments when using them to play their chosen sounds. Pupils in Year 2 were learning about pitch using chime bars and voices. A few pupils performed on the chime bars to demonstrate their knowledge of high, middle and low sounds. Others were given the opportunity to compose simple patterns on the three given notes. All pupils listened to and recited the words of the story 'Hey there, big bear, what do you want for breakfast?' using different pitches of their voices for effect.

PHYSICAL EDUCATION

130. It was possible to observe lessons only in gymnastics and games during the inspection. In these aspects standards are in line with expectations.
131. By the age of seven, pupils are able to move sensibly from one activity to another. Many pupils show sound control and some move with confidence. Pupils make generally good use of the hall space, and work with an awareness of others and with due regard for safety. They are developing an awareness of how to build a continuous sequence of movements, and show an expected range of passing skills. They make expected progress in developing their throwing and catching skills, catching at different levels and with one or two able to catch whilst moving.
132. By the age of 11, pupils understand that exercise is essential to health and fitness. Teachers also act as good role models in changing their footwear and clothing. Pupils respond well to this good example, and pupils and adults are appropriately turned out for the activities. In gymnastics a greater variety of movements incorporated into sequences is evidence of sound progress. Pupils are becoming more aware of the need to demonstrate clear starting and finishing positions and some are showing good self-control when moving at different levels and speeds.
133. The school has its own learner swimming pool. During the summer term all pupils through the school enjoy two swimming sessions per week. There is also an after-school swimming club organised by the Time-Out club. Consequently, by the time they leave school, practically all pupils are able to swim 25 metres, with many achieving more; so standards here are above expectations. However, there are no opportunities for pupils to learn personal safety and life-saving skills.
134. The teaching seen was satisfactory. Teachers are well prepared for lessons and place appropriate emphasis on safety. Skills and techniques are taught systematically and pupils are sometimes given opportunities to demonstrate good practice to others. However, opportunities for pupils to comment constructively about what they have seen, to identify both good elements and also what might be improved, are sometimes missed.
135. There is a good range of opportunities for pupils to develop their physical capabilities. Extra-curricular clubs include rugby, netball, football, rounders and swimming, and the school is involved in netball, football, rounders and athletics competitions with other schools. Links are being developed with Hampshire County Cricket Club and the local golf club in order to provide coaching sessions for older pupils. These opportunities enhance not only physical skills and well-being, but also personal and social skills. All of these activities are well supported by parents. Facilities for physical education are good, with a swimming pool, large grassed area, hard play

areas and a good-sized hall. Resources and equipment are plentiful and in good condition.