

INSPECTION REPORT

HILTINGBURY INFANT SCHOOL

Chandler's Ford, Eastleigh

LEA area: Hampshire

Unique reference number: 115980

Headteacher: Mrs J. Vincent

Reporting inspector: Mr C. D. Taylor

23004

Dates of inspection: 9th - 12th June 2003

Inspection number: 251107

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Hiltingbury Road Chandler's Ford Eastleigh Hampshire
Postcode:	SO53 5NP
Telephone number:	023 8026 5414
Fax number:	023 8027 1741
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs P. Musson
Date of previous inspection:	27 th April - 1 st May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23004	C. Taylor	Registered inspector	Areas of learning for children in the Foundation Stage Science Physical education	Information about the school 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?
19335	S. Dixon	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?
27058	K. Cannon	Team inspector	Provision for pupils with special educational needs in the speech and language unit	
13122	S. Matthews	Team inspector	Educational inclusion English Art and design	How good are the curricular and other opportunities offered to pupils?
22685	N. Moss	Team inspector	Geography History Music Religious education	
22157	M. Roussel	Team inspector	Provision for pupils with special educational needs in the main school Mathematics Information and communication technology Design and technology	

The inspection contractor was:

Power House Inspections

Grasshoppers
1 Anglesey Close
Chasetown
Burntwood
Staffordshire
WS7 4XA

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
THE WORK OF THE PINES LANGUAGE UNIT	23
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hiltingbury Infant School is a community school catering for boys and girls aged four to seven years. It houses *The Pines* language unit for 12 infant or junior pupils with special educational needs. The school is similar in size to most primary schools, with 262 full-time pupils. The school is situated in a semi-rural environment at Chandler's Ford, a commuter settlement five miles north of Southampton. The majority of pupils come from privately owned housing in the surrounding area, but a third of pupils live outside the immediate neighbourhood. Numbers have remained fairly steady since 1998. Two per cent of pupils - well below the national average - are known to be eligible for free school meals. Most pupils attended a nursery or pre-school playgroup before joining the school with levels of attainment above average for their age. Fourteen per cent of pupils - below the national average - are on the special educational needs register. Ten pupils, most of whom attend the language unit, currently have statements of special educational needs. Most pupils with special needs have speech and communication difficulties. Five pupils are from ethnic minorities. There are two pupils whose mother tongue is not English, but both speak English fluently.

HOW GOOD THE SCHOOL IS

Hiltingbury Infant School is a very effective school. Standards are well above average in English, mathematics and science. Pupils with special educational needs, including those in the language unit, are well provided for. Teaching and learning are good, with much very good teaching, especially in English, mathematics and science. Pupils' attitudes to learning and their behaviour are very good. As a result, pupils make good progress as they move through the school. The school benefits from very good leadership and a strong commitment by staff and governors to improve the school further. Although expenditure per pupil, as in many schools with a special educational needs unit, is well above the national average, both the main school and the language unit provide very good value for money.

What the school does well

- Very good teaching in the reception classes and good teaching in Years 1 and 2 ensure that standards are well above the national average in English, mathematics and science.
- Pupils' attitudes, behaviour and relationships are very good and their personal development is excellent; attendance is well above the national average.
- The curriculum is very broad and well balanced; pupils with special educational needs are well provided for and the quality of provision in the language unit is very good.
- Provision for pupils' spiritual, moral and cultural development is very good; provision for their social development is outstanding.
- Very good leadership by the headteacher ensures clear educational direction.
- Strong parental and governor involvement has a very positive impact on the work of the school.

What could be improved

- The lack of modern computers in the classrooms prevents teachers from using information and communication technology (ICT) effectively to assist teaching and learning in all subjects.
- Assessments of pupils' standards are not used enough in most subjects other than English, mathematics and science to plan work appropriate to the needs of the highest-attaining pupils.
- There is insufficient monitoring of teaching and pupils' work in most subjects other than English, mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in 1998, the school has made good progress in improving the areas identified in the last inspection report. It has improved teachers' planning by providing more open-ended and challenging investigative work in science. It has made good progress in ensuring that pupils are only withdrawn from lessons when they benefit substantially from individual or small group sessions. It has improved pupils' confidence when speaking to larger audiences by providing more opportunities to practise their speaking skills in class discussion times and school assemblies. It has made good progress in developing a planned programme of monitoring visits by governors. In addition, teaching and learning have improved and standards are higher in English, mathematics and science. Provision for pupils' social development has improved and is now a strength of the school.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A	A	A	C
writing	A*	A	B	C
mathematics	A	A	A	B

Key

well above average A

above average B

average C

below average D

well below average E

Inspection findings show that attainment in the current Year 2 is well above the national average in reading, writing, mathematics and science. This is similar to standards gained in the national tests in reading, mathematics and science in 2002, and an improvement in writing. Standards are above national expectations in all other subjects except in history, physical education and design and technology, where standards are in line with expectations. Standards have improved in English, mathematics and science since the previous inspection as lower-attaining pupils receive good support from classroom assistants while higher-attaining pupils benefit from suitably challenging work. Attainment at the end of the reception year is above national expectations in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. It is well above expectations in creative development and in personal and social development. Pupils with special educational needs, including those in the language unit, make good progress because of the very effective support they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and are well motivated. They are enthusiastic and involved in all school activities.
Behaviour, in and out of classrooms	Very good. Pupils are polite and helpful; they behave very well in class and around school. There were no exclusions during the last year.
Personal development and relationships	Excellent. Relationships between pupils and with members of staff are very good. Pupils respond very well to the many opportunities provided for working independently, use their initiative and take personal responsibility.
Attendance	Attendance is well above the national average. Punctuality is good.

TEACHING AND LEARNING

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

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

Teaching is good, overall, with much very good teaching. It is very good in the reception classes and in English, mathematics and science in Years 1 and 2. It is good, overall, in all other subjects. Insufficient teaching was seen in design and technology to make a judgement. Strengths in teaching include effective teaching of basic skills in literacy and numeracy, teaching methods where work is closely matched to pupils' individual needs, very good classroom management and very good work by support staff. As a result, pupils make good progress during their time at the school. Pupils with special educational needs receive all the help they need. Where teaching, although satisfactory, is occasionally less successful, this is because teachers are not able to use up-to-date computers during lessons to assist teaching and learning, or work in some subjects is not always challenging enough for the highest-attaining pupils. Consequently, some pupils do not make such rapid progress as they might. Homework is used effectively to reinforce pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and well balanced. All the requirements of the National Curriculum are met. Provision for the personal, social and health education of pupils is excellent. The curriculum is enhanced by a good range of visits and visitors, and there is a very good variety of extra-curricular activities for an infant school. The school has very good links with other schools and the local community.
Provision for pupils with special educational needs	Good. Pupils receive plenty of assistance and make good progress towards the targets in their individual education plans. The quality of provision in the language unit is particularly good and pupils are well integrated into mainstream classes for many activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall. Provision for pupils' social development is excellent, including opportunities to serve on the school council and as playground helpers. Provision for pupils' moral development is very good, with clear teaching of right and wrong. Provision for pupils' spiritual and cultural development is also very good, including thought-provoking assemblies, and visits to local museums and art galleries.
How well the school cares for its pupils	Sound, overall. Procedures for the personal support and guidance of pupils and for promoting good behaviour are very effective. There is a comprehensive health and safety policy and procedures for child protection are satisfactory. The school has sensible strategies in place to check how well pupils are doing. Teachers generally use these assessments well in English, mathematics and science to plan work that is appropriate for pupils of different abilities. In most other subjects, however, assessments are not always used sufficiently to set work that is challenging enough for the highest-attaining pupils.
How well the school works in partnership with parents	Very good. The school benefits from a high level of parental involvement and receives valuable support from the Hiltingbury Home School Association.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and ensures that the school is moving forward with clear educational direction. The deputy headteacher and the special educational needs co-ordinator provide good support. The new management structure is a bold initiative with clear strengths, but no-one has taken sufficient responsibility for monitoring standards in most subjects other than English, mathematics and science.
How well the governors fulfil their responsibilities	Good. Governors carry out their duties well, with the exception of a statutory omission in the annual report. They are actively involved in the work of the school and play an effective role in helping to determine the priorities for school improvement.
The school's evaluation of its performance	Satisfactory, overall. The headteacher and governors monitor and evaluate the school's performance well. Teachers have a good grasp of standards in English, mathematics and science, but are uncertain about the strengths and weaknesses across the school in most other subjects.
The strategic use of resources	Satisfactory, overall. The school supports educational priorities very well through good financial planning. Specific grants, including funding for pupils with special educational needs, are used well. The school applies the principles of best value very well by comparing itself with other similar schools, consulting parents, staff and pupils, and ensuring competition through tendering. The accommodation is very good and is well maintained. The school has a good number of teachers and well-qualified classroom assistants. Resources are generally good, but a lack of modern computers in the classrooms limits the effective use of ICT to support teaching and learning during lessons.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • They make good progress in their work. • Behaviour in the school is good. • Children get the right amount of work to do at home. • The teaching is good. • Parents feel comfortable about approaching the school with a problem. • The school expects children to work hard. • The school is well led and managed. • The school helps children become mature and responsible. 	<ul style="list-style-type: none"> • Over half the parents responded to the questionnaire. Nearly a fifth of those who responded felt that the school does not provide an interesting range of activities outside lessons. • One in seven felt they are not kept well informed about how their children are getting on. • An eighth of parents who responded felt that the school does not work closely enough with parents.

The inspection findings support the parents' very positive views. It is the inspectors' judgement that the school works hard to involve parents' in their children's education and, for an infant school, provides a very good range of activities outside lessons. The inspectors agree, however, that parents are not kept as well informed as they could be, as parents do not always receive sufficient information about what their children are learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the school, attainment is above average for their age. All children, including those who have special educational needs, make good progress towards the early learning goals for young children. By the end of the reception year, most children have exceeded the levels expected for their age in communication, language and literacy skills, mathematical understanding, knowledge and understanding of the world, and physical development. Their personal and social skills and their creative development are much better than is expected for their age.

2. By the end of Year 2, inspection findings show that the attainment of pupils is well above average in reading, writing, mathematics and science. Attainment was found to be above the standards expected nationally in all other subjects except in history, physical education and design and technology where it is close to national expectations. This is a good improvement on the previous inspection in English, mathematics and science, and similar to standards reported in all other subjects except in design and technology, where standards were previously above expectations. Overall, standards are slightly better than those in the national tests in 2002 when attainment was well above average in reading and mathematics, and above average in writing. Standards in science are similar to those shown by teachers' assessments in 2002. There are no significant variations in attainment between girls and boys. Pupils with special educational needs make good progress towards the targets in their individual education plans.

3. In English, inspection findings indicate that attainment in the current Year 2 is well above the national average. Pupils' speaking and listening skills are better than those expected for their age and most pupils make good progress in developing confidence when speaking. Teachers have good communication skills and have developed questioning and discussion times well to encourage pupils to speak in whole class situations. This is a good improvement on the previous inspection. In reading, standards are well above average for their age. Most pupils make good progress because they are taught to read a variety of 'real' books effectively and have plenty of opportunities to read at school and at home. Standards in writing are well above average, as pupils are taught how to construct stories and to write for a variety of purposes. Most pupils use appropriate punctuation, and spell simple words correctly. Standards in handwriting are good, and pupils quickly develop fluency in using a neat, joined-up script. Extra assistance provided for pupils with special educational needs, including those in the speech and language unit, helps them to make good progress.

4. In mathematics, inspection findings indicate that attainment in Year 2 is well above the national average. Most pupils perform above national expectations and make good progress, while higher-attaining pupils are given suitably challenging work and do even better. There is a good focus on basic numeracy, counting and mental calculation skills, as well as solving simple problems. In science, inspection findings indicate that attainment by the end of Year 2 is well above national expectations. Pupils have a good understanding of different materials and living things and are given plenty of opportunities to plan and carry out their own investigations. This is a good improvement on the previous inspection. As a result, all pupils, including those with special educational needs, make good progress in science. Pupils' attainment in ICT is above the standard expected nationally at the end of Year 2, and pupils use the mouse and the keyboard with increasing confidence. Standards in religious education are above those expected in the locally agreed syllabus.

5. Suitable targets have been set to raise standards in 2003. In particular, the school has focused successfully on improving pupils' independence, on practical investigations in science and on standards in art and design.

Pupils' attitudes, values and personal development

6. Pupils' attitudes, values and personal development are a strength of the school and contribute greatly to the pleasant and enthusiastic environment in which they learn.

7. Pupils have very good attitudes to their work. They enjoy coming to school and feel that their lessons are interesting and their teachers provide them with help and encouragement in all they do. Pupils throughout the school reflect these views in their high level of enthusiasm for activities and lessons in all subjects. Pupils listen very well to their teachers and to each other and follow instructions quickly and quietly. They work hard and maintain their concentration throughout the day. Teachers use questions skilfully to promote careful thought and to motivate pupils. Pupils like the way teachers answer questions with more information so they can work out the answers for themselves. They have very good independent learning skills and are provided with many opportunities from an early age to take responsibility for their own learning. Pupils collaborate very well in pairs or in small groups. In Year 1, for example, pupils worked very well together to investigate the size of their hands.

8. The behaviour of pupils is very good. This has a beneficial effect on their learning and on the school community as a whole. Pupils consistently behave very well in lessons, in assemblies and at lunchtimes. They display high levels of self-discipline at all times. Pupils consider lunchtimes to be a very happy part of the day and there is no evidence of conflict, unpleasantness or bullying. There have been no exclusions in the past year.

9. The relationships between all members of the school community are very good. Pupils follow the school's *golden rules* very well. They are polite and kind to each other and to all adults. They look after their school and care for each other very well. Pupils demonstrate high levels of concern for other children. Those with special educational needs have good attitudes to their learning, are well behaved and get on well with their peers. Pupils with special needs are treated with respect and understanding and older pupils adopt a mature and caring approach to those younger than themselves. During lessons, the very good relationships amongst pupils and with their teachers have a very positive effect on their learning and on the confidence with which pupils feel able to share their ideas and opinions.

10. Pupil's personal development is excellent. Pupils throughout the school show a sensitivity and maturity that is often well beyond their years. They act responsibly and respond positively to the many opportunities provided to carry out class duties, to serve on the school council or to act as playtime buddies. This gives pupils a real responsibility for the welfare of others and is accepted with commitment and pride. Citizenship is developed very effectively. Pupils respond well to opportunities for considering others in lessons and during class discussion times, and develop a good understanding of other people's values and beliefs.

11. Attendance is well above the national average. Pupils are eager to come to school and usually arrive on time. Parents provide the school with good information when pupils are absent. This is often due to childhood illness. Several families take short holidays during term times and children miss lessons as a result, but this practice is not extensive.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. Teaching is good, overall, with much very good teaching. During the inspection, it was never less than satisfactory and was good or better in four out of five lessons. Teaching was very good or excellent in nearly half of all lessons. This is a good improvement on the previous inspection, when teaching was good or better in about half the lessons, and very good in about one in seven lessons. Where teaching is particularly good, it often involves effective teaching of basic skills in literacy and numeracy, teaching methods that closely match work to pupils' individual needs, very good class management and very good use of support staff. Where teaching, although satisfactory, is occasionally less successful, this is because teachers are not able to use up-to-date computers in the classrooms to assist teaching and learning, or work in some subjects is not always challenging enough for the highest-attaining pupils. Consequently, some pupils do not make such rapid progress as they might.

13. Teaching for children of reception age is very good. The teachers and classroom assistants have a very good understanding of how young children learn, and make learning enjoyable. They have very high expectations for all the children and constantly encourage them to build their confidence. The curriculum is very well planned and lessons have clear learning objectives, leading towards suitable early learning goals for the younger children. The teachers frequently check children's knowledge and understanding, and provide tasks that are well matched to children's individual needs. Teachers have very good relationships with the children and all adults provide very good role models. Classroom assistants give very good support and guidance to children with special educational needs, who make good progress as a result.

14. Teaching is very good in English, mathematics and science in Years 1 and 2. It is good, overall, in all other subjects. Insufficient teaching was seen in design and technology to make a judgement. Very good teaching is the key to improved standards in English, mathematics and science since the previous inspection.

15. Teachers' subject knowledge is good. This ensures that pupils learn sound techniques and acquire accurate information. In a Year 1 art and design lesson, for example, the teacher used her extensive knowledge of Lowry's paintings to encourage pupils to complete their own work in a similar style. The teaching of basic literacy and numeracy skills is very good. Teachers' planning is effective and benefits from following the guidelines in the National Literacy Strategy and the National Numeracy Strategy. In most other subjects, planning follows national guidelines and this helps to ensure that teaching builds on earlier work in a logical order. Where teachers clarify the learning objectives at the start of lessons and review what pupils have learned at the end, this helps pupils to consolidate their learning.

16. Teachers' planning in English, mathematics and science uses the results of assessments to ensure that work for pupils of different abilities closely matches their individual needs. In a mathematics lesson in Year 2, for example, lower-attaining pupils added 1 and 10 to single digit numbers. Average pupils added 10 or 11 to two-digit numbers, while higher-attaining pupils added 11 and 101 to two and three-digit numbers. Teachers have high expectations and ensure that work for higher-attaining pupils in these subjects is challenging enough so that they make good progress.

17. In other subjects, assessments are not always used as effectively, and work is not always matched so closely to individual pupils' needs. As a result, higher-attaining pupils sometimes find the work too easy and do not make as much progress as they could. This occurred in a history lesson in Year 2, for example, when pupils of higher ability were asked to complete additional examples of the same task as other pupils, but were not challenged to extend their curiosity or historical skills with a more challenging task.

18. Teachers employ a good variety of teaching methods. They usually commence lessons by referring to the previous lesson in order to reinforce pupils' learning. This occurred in a Year 2 religious education lesson, for example, when pupils were asked to recall what they had learnt on a visit to Romsey Abbey. Teachers make good use of searching questions to encourage pupils to think, and develop pupils' vocabulary by using the correct mathematical, scientific or musical terminology. In a Year 1 science lesson, for instance, the teacher read about the *stomach* and the *digestive system*, while pupils in a Year 2 music lesson learned to use the terms *rhythm* and *pulse* correctly.

19. In science, there is a very good emphasis on pupils planning and carrying out their own investigations. In Year 2, pupils prepared a series of questions to ask a mother about her baby, while in Year 1, pupils conducted their own practical work to see whether the oldest pupils in the class had the largest hands. Good relationships between teachers and pupils produce a cheerful and productive atmosphere. Effective class management is reflected in high standards of behaviour and positive attitudes to work. As a result, pupils are keen to learn and usually concentrate well. This was clearly evident in a Year 1 music lesson where pupils listened carefully to music from Saint Saën's *Carnival of the Animals* and made sensible comments about the *tempo*, *volume* and *timbre*.

20. Teachers use time and resources well. Most time activities carefully to keep lessons moving at a brisk pace. Support staff work closely with teachers and provide valuable assistance, especially for pupils with special educational needs. They help with work that closely matches their needs and, consequently, these pupils make good progress. The special educational needs co-ordinator also frequently supports pupils in their learning and ensures that their individual education plans are regularly updated. Teachers make good use of a wide variety of teaching resources, and this helps to maintain pupils' interest and concentration. In a religious education lesson in Year 2, for instance, pupils examined a wide variety of Jewish and Christian artefacts, while in a Year 1 art and design lesson, the teacher made good use of three famous portraits to challenge pupils prior to drawing a picture of their partner. Teachers are restricted when using ICT to support pupils' learning, however, as the computers available in the classrooms are not compatible with those outside in the *computer pods* and are too old to support the latest programs. This shortcoming was clearly demonstrated in a reception class lesson when the 'painting' program being used on the old classroom computer was too complicated for most children to operate on their own. Teachers mount attractive displays of pupils' work in classrooms to stimulate pupils' thinking. Homework is used well to reinforce and extend learning, while marking encourages and motivates pupils, and often includes helpful comments for older pupils on how the work can be improved.

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

21. The quality and range of learning opportunities provided by the school are very good. The curriculum has good breadth and balance and contains the full range of learning areas in the reception classes and all the National Curriculum subjects in Years 1 and 2. It also meets the requirements of the locally agreed syllabus in religious education. Since the previous inspection, the curriculum has improved considerably. Policies and detailed schemes of work are now in place for all subjects, the National Literacy and Numeracy Strategies have been introduced effectively and provision for pupils' personal and social development is now excellent. Study opportunities have been greatly extended by the new extension to the school library.

22. Teachers' lesson planning is thorough and the topic-based approach creates very good opportunities for pupils to extend their knowledge and develop a full range of skills. Nationally recommended schemes are used well and ensure that pupils build on earlier work in a logical progression. Class teachers co-ordinate their planning across their own year groups well, but in some subjects they are not always clear what is being taught in the preceding or following years. This is because there are no subject co-ordinators and no-one within the school improvement teams has responsibility for co-ordinating subject planning throughout the school.

23. Pupils with special educational needs are fully included in all aspects of the curriculum and their specific needs and a personal programme of support are identified in their individual education plans. These include suitable targets and are updated by class teachers or by the special educational needs co-ordinator when necessary. Parents are kept fully informed of their children's targets and are invited to discuss the level of support provided.

24. The provision for teaching communication and number skills is very good. Literacy and numeracy lessons are very well planned and there are extra lessons for writing poetry and developing speaking skills. Speaking and listening skills, writing, labeling and note taking are all developed very well across most subjects of the curriculum. Story time at the end of the day is enjoyed by all pupils and fosters literacy skills very well. Numerical skills are developed well when measuring lengths, drawing graphs and using co-ordinates in subjects such as design and technology, science and geography.

25. The use of ICT is not yet fully developed in all subjects but the school has acquired some new software resources and is making good use of computers in subjects such as art and design. The extended library plays a key role in the school and is used very well by pupils. They are confident in researching topics, such as castles, and can find relevant information books using the catalogue without any help from adults.

26. Provision for the personal, social and health education of pupils is excellent. It is taught through specific time-tabled lessons and also within other subjects across the curriculum. Social, moral and health issues are discussed in science and religious education, as well as in class assemblies and in class discussion times. Pupils in Year 2, for example, discussed the choices that we all have to make and examined the possible implications of those choices in a very mature way. Planning is a real strength in this area of the curriculum, and there is an agreed policy for sex education that is appropriate to the age of the children. All staff provide very good role models for pupils.

27. The school has a very good level of extra-curricular activities and an after-school club and French lessons are organised by outside providers. Pupils can join in choir, music and gardening activities at lunchtimes and a range of play equipment is also available for their use. A variety of educational visits and visitors is used to enrich pupils' learning. During the inspection, pupils' recollections of visits to Old Sarum and Romsey Abbey were used successfully to explore a variety of topics.

28. Provision for equal opportunities is very good. All pupils have equal access to the curriculum and those with special educational needs are well supported by classroom assistants. The school has full facilities for disabled pupils and pupils benefit from working with adults with disabilities who have volunteered to work in the school. The school has adopted the policy of identifying able pupils, but does not yet provide suitably challenging activities across the full range of subjects.

29. The school has very good links with other local schools and co-ordinates its planning in many aspects of work, particularly in personal and social education. Parents are concerned, however, that there are some differences in the style of handwriting taught in the infant and junior schools and this issue has yet to be resolved. Links with pre-school playgroups and nurseries are very good and teachers meet to discuss approaches to different subjects so that pupils can progress easily into the next stage of education. There are good links with the secondary school and local colleges; older pupils and students often work in the school.

30. The local community makes a very good contribution to pupils' learning. The school has a close relationship with the church and local clergy often conduct school assemblies. There are valuable links with neighbouring supermarkets and a computer company. A number of visitors come into school and community police officers work with the school on issues such as road safety. There are many visits to art galleries, museums and places of historical interest.

31. Provision for pupils' spiritual, moral, social and cultural development is very good and has been well developed since the last inspection.

32. Provision for pupils' spiritual development is very good. Pupils study aspects of Christianity and other faiths, particularly Judaism, during religious education lessons. There is a strong spiritual element during many assemblies and this extends into other areas of the curriculum including science and English. Pupils have opportunities to reflect on the value of creativity and the wonders of the natural world. During the inspection, pupils were helped in this by a vivid and colourful display in the hall. In Year 1, pupils reflect on the view from a window and the feelings that it inspires. In Year 2, pupils explore the fears and hopes of those who lived through the Plague and the Great Fire of London. The school has good relationships with the local church and pupils also visit other places of worship. The garden of scented plants, which has been created by pupils in a central position, is very important in pupils' sensory development.

33. Provision for pupils' moral development is very good and pupils are encouraged to think about everyday morality and major issues in the world such as care for the environment. Pupils are encouraged to develop strong moral values and there are clear codes of behaviour in the school. Displays of the school's *golden rules* carry a clear moral message. In English lessons there is a particularly strong moral message in many of the books and stories, and pupils reflect on moral issues during class discussion times. In physical education, pupils learn why they must behave in a certain way to ensure the safety of others and they use this knowledge in the playground and around the school. Pupils have a clear understanding of right and wrong and can give examples of how bad behaviour harms everyone. The staff of the school provide excellent role models in both moral and social behaviour.

34. Provision for pupils' social development is excellent. Pupils help to give out books and make a really useful contribution when tidying the classroom. They take real responsibility for the school environment, and the school council ensures that pupils understand what it means to work with adults on behalf of their school. There are ample opportunities to join clubs and to work with others, and activities during visits to local places of interest are valuable in developing teamwork and social skills. Pupils are involved in fund raising activities that contribute well to their social development and to a developing awareness of what it means to be a good citizen. Celebration assemblies provide a good illustration of the socially inclusive atmosphere of the school and the way that all individuals in the school work together and celebrate its success.

35. Pupils' cultural development is promoted very well. Children are introduced to a wide variety of music and to many different forms of art and literature. They participate in a range of creative activities in art and design, music, dance and poetry. Music is used very effectively in assemblies and in classrooms where, for example, pupils sometimes tidy up to the lively music of the *Can-Can*. Pupils are made very aware of their own cultural heritage and are introduced to other cultures. The library has a good choice of books on art and music and pupils are aware of how they might find out more by using the Internet. Pupils are made aware of non-European cultures by reading stories about other parts of the world. They enjoy events that focus, for example on Europe or the Caribbean. They have links with foreign schools and gain a valuable insight into life in different communities through photographs and e-mails. Pupils gain insights into the nature of our own multicultural society from a variety of visitors.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides a warm and caring environment where all are valued equally. Pupils are very well supported by very good relationships with staff and they feel confident and happy during their time at school. All adults in the school know the pupils well and are sensitive to their particular needs and difficulties.

37. Pupils with special educational needs are identified early on during their time at school and are included fully in the life of the school community. Even before their child enters reception, parents are offered advice and the opportunity to talk about any concerns they may have. The school maintains close links with nursery and playgroup leaders, with other agencies and especially with the speech and language unit that is based in the school. The educational psychologist visits at least once a term to provide support in assessing pupils and gives further advice when required.

38. The school has satisfactory arrangements for the care and protection of its pupils. There is a comprehensive health and safety policy that is complimented by careful daily practice and by the sensible approach that pupils make to practical activities. Procedures for child protection are satisfactory. All adults in the school are provided with suitable written guidance and most are appropriately trained. However, this thoroughness does not extend to all the midday supervisors and not all are aware of the identity of the designated person.

39. Procedures for monitoring and supporting pupils' personal development are very good. There is a comprehensive recording system that tracks the progress of each individual. Pupils are encouraged to take responsibility for their own learning and are aware of their targets for improvement in English and mathematics. Personal development is supported well by an excellent personal and social education programme and by the outstanding provision for pupils to develop as mature and responsible citizens.

40. The procedures for monitoring and promoting good behaviour are very good. There is a clear system of rewards for good work and positive behaviour and pupils understand the consequences of misbehaviour well. They are aware of the school's high expectations and are involved in reviewing and improving the system at their own request. Despite the very good behaviour that exists, pupils feel that it could be even better. The school monitors behaviour well through teachers' observations and school records and identifies potential problems in this way. Issues surrounding bullying and conflict are dealt with effectively during class discussion times.

41. Procedures for monitoring and improving attendance are good. The school meets the legal requirements for registering pupils and publishing attendance figures. Registration times are brief and lead promptly into lessons. Attendance is monitored well and absences are investigated efficiently.

42. At the previous inspection, assessment was judged to be good, well detailed and organised. Since then, considerable improvements have been made in the way in which pupils' attainment is assessed and recorded, and it is now very good. Teachers maintain clear, ongoing records in all subjects, with very detailed records in English, mathematics and science. The school has also collected a great deal of information on every pupil through regular assessments and a variety of tests. Comparisons are made with other similar schools and with schools in the local cluster to provide as much information as possible on how the school could improve its standards. This information is used to track each pupil's progress and to set realistic targets for future achievement. Good use is made of this information to improve standards by setting challenging targets for groups and individuals and regularly monitoring their progress. However, although the school identifies higher-attaining pupils and makes some special provision for them in English, mathematics and science, assessments are not always used in other subjects to set work which stretches these pupils to their full potential. The assessment and review of pupils with special educational needs are very good and follow statutory guidance effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The parents' views of the school are very good and the school is generally held in high regard. Parents feel the school has suitably high expectations and helps their children to become mature and responsible. They agree that the school is approachable and are very pleased with the happiness of their children. The inspection findings support these positive views. A significant number of parents feel that they are not informed well enough about how their children are getting on and are unhappy with some aspects of the partnership with parents. A significant number have expressed a desire for greater opportunities to learn about the curriculum and how their children are taught. They also feel that there is an insufficient range of activities outside lessons. It is the inspectors' judgement that information provided for parents is satisfactory, overall, though the school has recognised the benefits of extending this information to give parents a greater understanding about what is taught. The range of activities provided outside lessons is very good for an infant school. The school itself organises a range of lunchtime clubs and encourages other organisations to provide activities and care facilities after school. The provision of extra-curricular clubs at lunchtimes is appropriate for children of this age and allows teaching staff to undertake planning and training activities at the end of the day.

44. The school has established effective links with parents. Parents are welcomed into classrooms and are fully involved in the life of the school. They are invited to assemblies and school performances and have plenty of opportunities to gain insight into their children's activities. The school holds a number of meetings to explain curricular practices and the information for parents new to the school is particularly good. Daily contact is good and teachers are readily available at the beginning and the end of the day. Parents of pupils with special educational needs are kept fully informed of their children's progress. The special educational needs co-ordinator holds a weekly session for parents who have concerns or who have information they would like to share with the school.

45. The impact of the parents' involvement on the work of the school is very good. A considerable number of parents volunteer to help in lessons and this has a very positive effect on pupils' learning. School events are supported enthusiastically indicating parents' firm commitment to the school and to their children's education. The Hiltingbury Home

School Association provides strong support for the school. They hold a variety of fund-raising and social events both for pupils and parents. These are very well supported, while funds raised provide the school with additional resources to enhance the school environment and pupils' learning.

46. The quality of information provided for parents is satisfactory, overall. The school prospectus, governor's annual report and regular letters provide clear and useful day-to-day information. Additional information about school events is available in an attractive newsletter shared with the adjacent junior school. Parents receive good information about forthcoming topics of study but insufficient information about the school curriculum as a whole. Information about individual pupils' work is conveyed well through regular consultations with teachers. Annual reports on pupils' progress offer information about the work that children have done and a clear indication of their levels of attainment. However, the presentation of this information and the 'minuses' shown for pupils' attainment sometimes convey too negative a picture for pupils of such a young age.

47. The contribution that parents make to their children's learning at home and at school is very good. Homework is very well supported particularly when it centres on research activities. Good use is made of reading records and homework books to record parents' support and concerns. Parents are clearly committed to supporting their children's education and this is seen in the very good attendance levels and the very positive effect that their support has on pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher, appointed since the previous inspection, has been in post nearly three years. She provides very good leadership of the school, has clear priorities and plans for the future, and is strongly committed to improving standards for pupils of all abilities including those with special educational needs. She has good relationships with staff and pupils and creates a happy and productive working environment in the school. She has gained the respect of the whole school community and has introduced new initiatives such as more independent working by pupils and a new management structure to encourage staff involvement in school development.

49. The members of the senior management team work together well and each leads one of the three school improvement teams. The deputy headteacher and the special educational needs co-ordinator provide good support for the headteacher. The deputy head is also effective in co-ordinating assessment procedures and in supporting the newly qualified teacher and other teachers, while the special needs co-ordinator has a particular responsibility for training and supporting the classroom assistants. As a result of this strong leadership, the school is moving forward with clear educational direction.

50. The school has very good aims and values, which are clearly reflected in its work. The school aims to promote quality learning by making learning experiences enjoyable and by enabling children to become confident and independent learners. It seeks to care for individuals by nurturing their spiritual, social, emotional and physical growth, and by valuing the contributions of everyone. It aims to encourage personal achievement by providing equal opportunities for all children to reach their full potential, and seeks to develop good citizenship by promoting mutual respect. It is very successful in fulfilling these aims.

51. The management of the school is strong, but there are important aspects, such as responsibility for monitoring in some subjects, that will benefit from a review of the new management structure planned at the end of its first year. The headteacher, in conjunction with other members of the senior management team, monitors teachers' planning and pupils'

work well. She observes teaching across the school every term and has fed back observations to individual teachers, making suggestions to raise pupils' attainment. Some of these visits have formed part of the performance management programme that is operating successfully in the school. The headteacher has a good grasp of pupils' standards. With the deputy head, she analyses National Curriculum test results and optional test results to track pupils' standards from year to year and identifies strengths and weaknesses in teaching and learning.

52. The new management structure is a bold initiative that has clear strengths. All teachers and governors belong to one of three school improvement teams. This ensures that staff and governors benefit from working together and are involved in important decision-making in a range of subjects and various aspects of school management. There are, however, some shortcomings that need addressing when the new structure is reviewed. In particular, as there are no subject co-ordinators, no-one has taken sufficient responsibility for monitoring most of the subjects other than English, mathematics and science. As a result, the school is not monitoring some subjects closely enough to identify weaknesses and to raise standards.

53. The management of special educational needs is very good. The policy has recently been reviewed and all staff have been updated on the new requirements. The co-ordinator ensures that all annual reviews are completed in line with the new Code of Practice. The governor with responsibility for special educational needs is very supportive, but more visits need to be arranged to monitor the provision. A strength in this provision is the effective work of the classroom assistants who are well trained and well led by the special educational needs co-ordinator.

54. The governors provide good support for the headteacher and fulfil their statutory responsibilities well, with the exception of a statutory omission in the annual report. They have an effective working knowledge of the school and a good understanding of its strengths and weaknesses. This is a good improvement since the previous inspection when governors were urged to develop a more systematic and planned programme of visits. Governors are kept well informed by detailed reports from the headteacher and by regular subject reviews presented by teachers. Governors attend assemblies, observe lessons and report back to the governing body. Committees meet regularly to discuss the curriculum, buildings, and the school's finances and staffing. Governors discuss performance indicators and budget issues, and help to determine the priorities facing the school. Governors have attended a variety of training sessions to improve their effectiveness.

55. Educational priorities are supported well through the school's financial planning. The detailed school improvement plan identifies appropriate targets and ensures that resources are directed towards raising pupils' attainment. Personnel, resources and timings are identified clearly, and there are specific criteria by which the impact of these developments can be evaluated. New developments are linked appropriately to the annual budget. The school makes appropriate use of specific funds that are allocated appropriately to assist groups of pupils such as those with special educational needs. The finance committee monitors the school's budget regularly and satisfactory financial controls are in place. The high carry over of funds from previous years has been used appropriately for new developments such as the extension to the school library. The principles of best value are applied very well. The school seeks competitive tenders for all major spending decisions to ensure that it receives good value for money. It compares all aspects of its performance carefully against those in similar schools, and consults staff, parents and pupils widely to gain their opinions. Day-to-day administration and financial management are carried out efficiently by the school secretary and the administrative officer who use computers effectively for keeping pupil records, handling invoices and for monitoring the school's budget.

Staff and governors are committed to improving standards in the school, and the school has a good capacity to succeed.

56. The school has a very good range of well-qualified and experienced teachers to support the demands of the curriculum. In addition, there are several younger teachers who have recently qualified and who have received very good induction and mentoring from the senior management team. Strategies for managing the performance of teachers are very good. The school has a generous number of very effective classroom assistants. This enables teachers to plan activities for lower-attaining pupils without having to neglect others in their classes. These support staff present very good role models for the pupils, are highly efficient and give invaluable support.

57. Parents, governors, staff and pupils, are all equally delighted with the very high standard of accommodation. The attractive school grounds, the large, well-maintained and well-lit classrooms, the excellent displays, the spacious library and the large hall combine to create a very good learning environment. The two classrooms and the drama and music room that are to be built shortly will improve the school's facilities even further. Resources are good in most subjects and have improved overall since the previous inspection. There is, however, an urgent need to update the computers in most classrooms so that teachers and pupils can make the best use of the latest software to assist their teaching and learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to improve the quality of education provided, the governing body, headteacher and staff should:

- (1) Provide modern computers in all classrooms so that teachers can use ICT effectively to assist teaching and learning across the curriculum.
(Paragraphs: 12, 20, 25, 57, 76, 81, 88, 93, 98, 103-105, 108, 110-114, 118, 126)

The school has already identified this issue in the school improvement plan.

- (2) In subjects other than English, mathematics and science, where this already happens, use assessments of pupils' attainment and progress to plan work that is suitably challenging for the highest-attaining pupils.
(Paragraphs: 12, 16-17, 42, 101, 108)
- (3) Ensure that there is effective monitoring of planning, teaching and pupils' work in all subjects, as there is in English, mathematics and science, in order to improve standards further.
(Paragraphs: 51, 52, 98, 101, 104-105, 109, 114, 118, 123, 128)

In addition to the key issues above, the school should consider including the following minor issue in its action plan:

- (4) The school should provide more detailed information for parents on what their children are learning.
(Paragraph: 43)

THE WORK OF THE PINES LANGUAGE UNIT

59. The Pines language unit, situated within the infant school, is a shared facility with the adjacent junior school. It provides twelve places for pupils who have statements of special educational needs and is currently in use by eight infants and three junior age pupils. The quality of this provision is very good.

60. Pupils attending the unit are well below average in their communication and numerical skills. Some pupils also have additional medical needs. Pupils from all three infant year groups receive a part of their education in mainstream classes with suitable support when necessary. Their timetable is well balanced to ensure that they join their own classes for registration and practical lessons, and this ensures that they continue to *belong* to the main school.

61. During their time at the unit, pupils make very good progress. For example, almost a third of the pupils are fully integrated into the mainstream system by the time they transfer to their own local junior school at the end of Year 2. Others receive continued in-class support in Year 3 to help their inclusion into mainstream lessons, while a few pupils continue to attend the unit for specialised tuition. All pupils attend the unit on an individual basis in line with the recommendations in their annual reviews.

62. Lesson observations and an analysis of pupils' work indicate that their level of achievement is very good. In Year 1, from an early stage of counting and matching patterns, they progress to counting aloud and to adding and subtracting numbers between 1 and 5. By the end of Year 2, pupils who were previously unable to follow or trace a curved line are able to write their own name and record numbers up to 10. During lessons, they develop good collaborative skills, working alongside each other and sharing practical tasks. Their achievements are very much appreciated by parents who write, for example, that children are now able to converse fluently with them and to engage in imaginative play at home. Other parents record that their children have made significant gains in self-confidence and in social interaction. Some pupils begin to show a keen interest in books and in learning to read.

63. Within the unit, the quality of teaching and learning is consistently very good. Lessons are focused and very well structured to retain and extend pupils' concentration and interest. Skilled staff provide expert support in small groups and one-to-one situations. Excellent use is made of pupils' individual education plans and personal targets, and this ensures that each pupil's academic and personal needs are very well addressed. Support staff work closely with speech therapists to monitor pupils' daily progress as well as administering occupational therapy programmes. High quality in-class support is provided by the unit's support staff, which aids pupils' reintegration into mainstream lessons and ensures their inclusion as part of the peer group. This further encourages pupils' social interaction and personal development.

64. Management of the unit is excellent. Planning and departmental documentation is of the highest standard, with allocation of funds and all purchases carefully considered to ensure the best value for money. As a result, the accommodation and resources are good. Schemes of work are very good with pupils' individual requirements well catered for in the half-term plans. Very good assessment procedures are implemented consistently, with pupils' achievements closely matched to appropriate national expectations. The unit manager monitors the work of support staff and holds weekly meetings to review staff records and pupils' progress. Staffing includes an experienced teacher and unit manager together with a part-time teacher who is also a speech therapist. They are ably supported by four part-time assistants who also provide in-class support in the infant school and two part-time assistants who provide junior school support. This work in the infant school is well supported and ably

managed by the special educational needs co-ordinator. Additionally there is input from a half-time speech therapist and visits by an occupational therapist. The unit is further supported by external staff including educational psychologists and other specialists. Staff training is ongoing and is relevant to the needs of pupils with speech and language disorders. However, the nature of the school's intake has expanded recently to include pupils with more complex difficulties such as those on the autistic spectrum and those with moderate learning and behaviour difficulties. The school has correctly identified that the increasing demands these pupils make on staff time, particularly for in-class support, is beginning to decrease the amount of time currently devoted to the high quality provision of language therapies.

65. The unit has improved on the very good standards reported in the last inspection by revising and updating its documentation and recording systems. Monitoring of staff and their training needs has improved, and record keeping is now more efficient.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	21	18	12	0	0	0
Percentage	9	38	32	21	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	262
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	37

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	3.5

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
---------------------------	-----

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
	2002	42	48	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	39	40
	Girls	45	48	45
	Total	80	87	85
Percentage of pupils at NC level 2 or above	School	89 (94)	97 (97)	94 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	39	38	41
	Girls	48	45	48
	Total	87	83	89
Percentage of pupils at NC level 2 or above	School	97 (96)	92 (96)	99 (99)
	National	85 (85)	89 (89)	89 (89)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	153	0	0
White – Irish	1	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	2	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	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	18	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	12.9
Number of pupils per qualified teacher	20.3
Average class size	29.1

Education support staff: YR – Y2

Total number of education support staff	17
Total aggregate hours worked per week	292

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
	£
Total income	713 642
Total expenditure	780 136
Expenditure per pupil	3 012
Balance brought forward from previous year	79 336
Balance carried forward to next year	12 842

Recruitment of teachers

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	1.0

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	262
Number of questionnaires returned	160

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	2	0	0
My child is making good progress in school.	57	39	2	0	2
Behaviour in the school is good.	49	49	2	0	0
My child gets the right amount of work to do at home.	39	51	6	2	2
The teaching is good.	57	38	1	0	4
I am kept well informed about how my child is getting on.	39	45	14	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	31	3	0	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	45	41	11	1	2
The school is well led and managed.	52	40	3	1	4
The school is helping my child become mature and responsible.	59	38	1	0	2
The school provides an interesting range of activities outside lessons.	33	37	16	2	12

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 school makes very good provision for young children. The quality of teaching for children in the reception classes is very good and the curriculum is very well planned to help them learn effectively. Informative displays and very good resources, including an attractive and well-equipped outdoor play area, also help them to learn quickly. As a result, children make good progress. This is an improvement on the good provision at the previous inspection.

67. Most children join the school at the beginning of the school year in which they become five. During the inspection, there were 83 children of reception age. Many children attend local playgroups or nurseries before starting school and have good linguistic, numerical and social skills on entry. Children join one of the three reception classes, though they are often taught in small groups by the class teacher, the classroom assistant and by a parent helper or a student. In the mornings and afternoons, a class teacher and other adults regularly supervise several children from each class in the outdoor play area. These arrangements work well and children make good progress. By the time they leave reception, most children exceed the levels expected in communication, language and literacy skills, mathematical development, knowledge and understanding of the world and physical development. Their personal and social development and their creative development are much better than is expected for their age.

68. The teachers and classroom assistants have a good understanding of how young children learn. They plan and work together well, provide a wide range of interesting activities and manage the children very effectively. Children play happily together, co-operate sensibly and are very well motivated. Their attitudes to learning and their behaviour are very good because the teachers' expectations are high, tasks are explained clearly, and work is well matched to the needs of individual children. As a result, children concentrate well and work with keen interest. Staff check children's understanding regularly and provide tasks appropriate to their development. They have excellent relationships with the children and provide them with very good role models. Children with special educational needs or who are shy or uncertain receive plenty of assistance from the teachers and other adults. As a result, their confidence improves and they make good progress. Children from the speech and language unit are sometimes withdrawn from classes for small group tuition appropriate to their needs. Most of the time, however, they are fully integrated into classes and receive plenty of help from their learning support assistants. Parents play an important part in their children's education by assisting in class, by reading with them at home and by encouraging good speaking and observational skills.

Personal, social and emotional development

69. The class teachers, classroom assistants and other adults help children effectively to develop very good social skills. Children enter the classrooms confidently in the mornings and sit quietly waiting for registration. They quickly learn to put their hands up when answering questions and understand they must take turns when speaking or sharing resources. Children are constantly encouraged to make decisions and to choose their own activities. During one lesson, for example, while some children worked in small groups with the teacher or another adult, others chose to play with plastic farm animals in the sand pit, prepared 'meals' at *Old McDonald's Farm* or wrote 'letters' on the writing table. One boy sat happily on a cushion looking at a book. Children get changed for physical education sensibly and put their own jumpers or coats on unaided at the end of the day. Children make good

progress in developing social skills and their level of personal, social and emotional development is well above what is normally expected by the end of the reception year.

Communication, language and literacy

70. Communication, language and literacy skills are taught very well. The teachers and classroom assistants take every opportunity to talk with the children in order to develop their confidence and to widen their vocabulary. They constantly ask open-ended questions, encourage children to discuss what they are doing, and talk about the books they are reading together. In one lesson, children spoke very clearly about their own 'special places', while in another lesson, children explained how butterflies and birds are often coloured differently to blend in with their surroundings. During an outdoor play session, two girls re-told the story of *Jack and the Beanstalk* using felt characters stuck onto an easel. Children take part in role-play activities to stimulate their acting skills and language development. During one lesson, two children played happily together in *Country Mouse's House*, acting out the roles of *Country Mouse* and his friend *Town Mouse*. A good supply of dressing-up clothes ensures that children have plenty of opportunities to act out roles such as firemen and doctors, farmers and shopkeepers. One girl explained that she had dressed up as *Old Mother Hubbard*. Children who are more hesitant when speaking are given constant encouragement and good assistance to develop their speech and vocabulary. As a result, all children achieve well, and their language development is much better than is normally expected by the end of the reception year.

71. Children enjoy listening to stories and look at books enthusiastically. During one lesson, a group of children enjoyed reading a large text book about *The Pig in the Pond*. They looked carefully at the illustrations and listened attentively as they followed the text. They then acted out the story using plastic farm animals on a model farm and joined in the animal noises as the teacher read the story again. Children take reading books home regularly to share with their parents and other adults. Parents are encouraged to praise children's efforts and to record any difficulties in a home-school reading record. Children enjoy looking at books and listening to recorded stories. They are taught the sounds and the names of letters, and can identify the initial sounds of words. By the end of the reception year, most pupils recognise a variety of simple words. Some use a range of strategies to identify unknown words and read simple stories fluently and confidently. Children make good progress, and most can read better than expected for their age.

72. Children are given many opportunities to develop their writing skills. At the beginning of the year, they develop their pencil control by drawing lines accurately within parallel lines and joining dot patterns. They learn to overwrite the letters of the alphabet and then write them freehand using a simple cursive script that they soon extend in order to join up the letters. They are taught the sounds associated with each letter and are shown how to spell words with similar endings. During one lesson, for example, children identified a variety of words ending in *ing* such as *king*, *swing* and *string*, then copied these neatly, joining up the letters correctly. In a parallel lesson in another class, children of average ability sorted objects into those ending in *ing* and those that did not. Higher-attaining children wrote their own prefix letters before cutting and sticking them to form *_ing* words, while lower-attaining children made *_ing* objects such as *string* and *rings* using modelling clay. Most children write letters that are correctly formed and approximately the same size. All can copy simple phrases such as *Country mouse went to the town* while higher-attaining children make a good attempt to write their own longer sentences such as *I went to Ian('s) hos (house). I play(e)d with Sams to(y)s*. Overall, children make good progress, and standards of writing are better than those expected nationally.

Mathematical development

73. Teaching of mathematical skills is very good. The teachers make it fun to use numbers and to explore shape and size. Children placed sheep numbered from 1 to 15 in the correct order and pegged *Old MacDonald's* socks, numbered 1 to 20, in order on a 'washing line'. One group of children of average-ability placed eight numbers below 15 in the correct order, from lowest to highest, and correctly identified which numbers were missing. Another group of lower-attaining children ordered numbers between 1 and 10 correctly. Some used a computer program to practise recognition of numbers to 10. Children construct pictograms showing the occurrence of their eye colours, and use different coloured cubes to create and record a variety of repeating patterns. By the end of reception, most children write numbers to 20 or beyond and add and subtract within ten correctly. They recognise common two- and three-dimensional shapes and use coins when adding together small sums of money. Higher-attaining pupils count to 100, add together three numbers within ten, and subtract within 20. The teachers and classroom assistants ensure younger children and those who are more hesitant are fully involved and make good progress. By the end of the reception year, most children have mathematical skills above those expected for their age.

Knowledge and understanding of the world

74. Teaching is very good and involves many opportunities for children to learn about the world around them during their own practical investigations, outdoor activities and visits in the local area. Children enjoy nature walks in the school grounds, study trees and plants at an arboretum, and go pond-dipping to identify water-loving insects. They visit a farm, then draw and write about the animals they have seen. In one lesson, children used wooden blocks and plastic animals to create a farmyard scene, and then learnt how to record this by using a digital camera. On another occasion, children looked at the *caterpillar house* and examined a moth that had recently hatched out. Children learn the functions of the main limbs and organs of the human body, and use a computer program to name the main parts and join them together. They examine human and animal skeletons effectively by sticking white straws onto black paper body shapes. They investigate different fruits to determine the numbers of seeds, and test how far different model vehicles travel down a ramp. They observe how a bean plant grows over time, and place a sequence of pictures of babies, toddlers and infants in the correct order. Children learn some of the differences between town and country environments by reading stories about *Town Mouse* and *Country Mouse*. They draw simple representations of their journeys from home to town, and learn about Ireland on *UK Day*. They draw scenes from the Christmas story and the Jewish festival of Hanukkah. Children make very good progress and their levels of knowledge and understanding are above expectations for their age at the end of the reception year.

Physical development

75. Very good teaching ensures that there are many opportunities for children to develop their manipulative skills and co-ordination by using pencils, crayons and paintbrushes. They play with model animals in the sand tray, assemble jigsaws, train sets and construction toys and use scissors correctly. Children take part in more energetic activities both indoors and out of doors. During a lesson in the school hall, for instance, children played a variety of games with a parachute to co-ordinate their arm movements, change places swiftly and carefully, and to develop their confidence when collecting 'popcorn' from the centre of the parachute. They followed instructions well and behaved sensibly when co-ordinating the movements of the parachute. Outside in the play area, children develop better co-ordination and balance when riding *space hoppers*, scooters and tricycles or when balancing on the climbing equipment. During one lesson, some children learnt to throw and catch a ball with the teacher, while others developed their co-ordination by 'painting' with water on the side of

the playhouse. Children make good progress and their physical development is above that expected nationally by the end of the reception year.

Creative development

76. Very good teaching helps children to make good progress in developing their creative skills. Children use an imaginative variety of paints, paper, card, fabrics and construction materials. They used cardboard, tissue paper, wool, straw, buttons and lollypop sticks, for instance, when designing and creating models of farmyard buildings under the supervision of a parent or a student. They cut out black sugar paper and use split pins to make models of people with moving arms and legs, and make peg puppets using a variety of fabrics. In one class, some children stuck plastic coloured squares, crepe paper, straws and shiny paper onto a black background to represent a favourite 'special place', while others used modelling clay and pipe cleaners to create their own 'special place'. In another class, a parent helper showed a small group of children how to create model sharks by cutting out, stuffing and sewing together two pieces of felt. Children paint bold images of flowers and mix blue and white paints effectively when producing bottles in different shades of blue. They use pastels to draw fruits and to create portraits of their friends, paying careful attention to details such as eyelashes, nostrils and lips. During an outdoor play session, children used felt-tipped pens to draw pictures on an easel. In one lesson, children attempted to use the computer to draw pictures, but this was not entirely successful as the program and mouse are outdated and difficult for young children to use. Children sing rhymes and simple songs, and enjoy playing percussion instruments such as cymbals and guiros. In one lesson, they chose different instruments to represent sheep, cows and dogs, and played their instruments at the appropriate time as the teacher read a poem about a farm. Children listen to a range of music during class and whole-school assemblies, attempt to join in the hymns and songs, and enjoy performing actions in time to the music. As a result, children's artistic and musical skills develop very well and are much better than those normally expected by the end of the reception year.

ENGLISH

77. Standards in reading and writing are well above average by the end of Year 2. This is an improvement on standards in the national tests in 2002 when writing was above average and reading was well above average.

78. There has been a good improvement in all aspects of the subject since the last inspection. While being taught how to read and write with confidence, pupils are also encouraged to be creative and imaginative and to write in different ways for different audiences. Joined-up writing is introduced in the reception classes and continues to be taught very well in Years 1 and 2. Using this cursive script enables pupils to write more quickly and has improved the quality of written work. However, parents are concerned that a different style of handwriting is taught at the junior school, and this discrepancy has not yet been resolved. The introduction of the National Literacy Strategy has led to higher standards and there are effective systems for monitoring what is taught and for checking pupils' attainment and progress.

79. Pupils are very good at speaking and listening because teachers constantly encourage these skills. This is a good improvement since the previous inspection. Pupils now have many opportunities to develop their speaking skills in small groups and during whole-class discussion sessions. Pupils speak confidently when talking to adults and enjoy telling other pupils about their work during school assemblies. Older pupils are encouraged to generate and share ideas in *brain storming* sessions. Pupils in Year 2, for example, used lively discussions in small groups to consider the main facts about Old Sarum before putting

together their own booklets. High-attaining pupils can explain their ideas clearly, for example when talking about their favourite books or about how to find information in the school library. All pupils listen to and follow instructions well because they have developed good listening skills. They listen carefully to instructions in physical education and art and design, and can explain clearly why it is important to wash their hands before cookery because they have paid careful attention.

80. Reading is taught and managed very well. Standards are well above national expectations for the majority of pupils, although there are some less proficient readers in both year groups. Pupils enjoy books and take great pleasure in reading. They are taught to read by using a variety of fiction and non-fiction books rather than relying exclusively on books from a reading scheme. The majority of pupils use a variety of strategies to read unfamiliar words including the use of letter sounds and picture clues. Books for guided reading in class are chosen well and are appropriate to pupils' individual needs. Pupils make good progress because they are supported well by experienced classroom assistants. The school provides attractive book bags and pupils are encouraged to take a variety of books home to share with their parents. Pupils choose books that are appropriate to their ability level and this is carefully monitored. Pupils make good progress because they frequently read to a range of adults both in school and at home. Parents play an important role in this respect by helping in school and by reading regularly with their children at home. One able reader in Year 2 improves his skills by reading bedtime stories to his younger brother and sister! The range of books available in classrooms is very good. Pupils' research and library skills are well developed and good use is made of the high quality resources in the school library. Some pupils also make good use of public libraries. Lower-attaining pupils and those with special educational needs make good progress because of the high quality of support available.

81. Standards in writing are very high because pupils produce creative and imaginative work and develop their writing skills across most subjects of the curriculum. Written work is usually presented well, and most pupils use neat joined-up writing. Good links are made in lessons between reading activities and writing tasks, which in turn often link with the current theme or a recent visit. Writing is well taught and pupils are given frequent opportunities to practise their skills. As a result, most pupils can link a sequence of sentences together to create simple stories. There is a wide range of written work with a good balance between practical tasks and creative work. Year 2 pupils, for example, are very adept at producing writing for different purposes, including letters and lists of instructions. There is a good stress on correct grammar, spelling and punctuation. Most pupils in Year 2, for example, use speech marks and exclamation marks accurately. Higher-attaining pupils can also give a clear explanation of the use of apostrophes. Some pupils, however, still make basic errors in punctuation, particularly in the use of capital letters and full stops. Computers are sometimes used to help pupils draft and improve their written work, although little of this was observed during the inspection as the classroom computers are not modern enough to run the most widely used word processing programs.

82. The quality of teaching is very good. Pupils enjoy books and stories because of the enthusiasm of their teachers. They learn the basic skills effectively because teachers have a very good understanding of the subject and they make lessons enjoyable. As pupils' enjoy their work, behaviour in lessons is very good. Teachers monitor pupils' learning very well. Pupils' work is assessed frequently and the information is used to plan work appropriate for different groups of pupils. Pupils with special educational needs, for instance, are given very helpful support that enables them to make real progress. In the most successful lessons, pupils make very good progress because of the high quality of teachers' questioning skills and the effective use of resources. When literacy skills are used in other subjects, however, there is not always enough focus on matching suitable tasks to individual pupils' needs and this sometimes adversely affects the progress of the most able pupils. Teachers have high

expectations of their pupils. Occasionally, however, resources are too challenging. Information relating to a visit to Old Sarum used for a writing task in one of the Year 2 classes, for example, was too difficult for many of the pupils.

83. The management of the subject is very good. Resources have been chosen well and are used very effectively. The curriculum is broad and links with other subject areas have been developed very well. Planning and monitoring by the year teams is strong and this has contributed to the very effective teaching and a good improvement in standards.

MATHEMATICS

84. Standards in mathematics are well above those expected nationally by the end of Year 2. This is an improvement on the last inspection when standards were above national expectations. Pupils with special educational needs make good progress because work is well planned and is matched closely to their needs. They also receive very good support from the classroom assistants.

85. Planning for numeracy is based on the programmes of study in the National Numeracy Strategy. This ensures that there is a good progression in pupils' learning. Lessons usually begin with an oral session to develop pupils' mental skills, and to challenge and inspire them. Pupils in Year 1, for example, enjoyed counting in 1s and 2s to 30 and beyond, while pupils in Year 2 counted forwards in 5s and 10s and backwards in 10s from numbers such as 78 and 55. By the end of Year 2, pupils know their 2, 5 and 10 times tables and understand place value into the thousands. Most pupils can identify how many tens and units there are in two-digit numbers and in one lesson, higher-attaining pupils identified thousands, hundreds and tens correctly. Pupils add or subtract 11 by adding or subtracting 10 and then one more. In one lesson in Year 2, pupils confidently worked out $29 + 11$ and soon subtracted 11 from 15. Work is well matched to the needs of all pupils and higher-attaining pupils are suitably challenged. In Year 2, for example, more able pupils can change multiplication sums into division sums by performing inverse operations. Most pupils recognise a variety of two-dimensional shapes, use coins up to £2 and can give change from £50. They tell the time on the hour, and at half-past and quarter to and keep diaries of the times they have watched television. Pupils use mathematics across the curriculum in subjects such as science, geography and ICT, for example when programming a floor turtle to move forwards and backwards or turn a right angle.

86. Progress in data handling is good throughout the school. Pupils collect information and then present their findings in a range of graphs and charts. In Year 1, for example, pupils collect data on different eye colours and use a computer program to draw bar graphs and pie charts. Pupils working with a parent experimented with different formats and were amazed when they created a three-dimensional bar graph! In another excellent lesson in Year 1, pupils collected data on apples, bananas and oranges and were asked to present it in a variety of graphical forms. The high quality of resources and visual aids used to support the lesson enabled pupils to rise to the challenge and all pupils successfully achieved the individually tailored tasks that had been set for groups of different ability. Some of the more able pupils set themselves further challenges, and achieved standards well above those of most pupils of their age.

87. The quality of teaching is very good. The National Numeracy Strategy has been adopted successfully and standards have risen as a result. In the best lessons, teachers use good questioning skills to challenge pupils at different stages of learning. Good use of practical equipment and number lines helps to develop pupils' mental and oral skills and their understanding of number. A brisk start to lessons usually sets a good pace and high expectations encourage pupils to concentrate well during follow-up work. Classroom

assistants work well with the teachers and give very good support to pupils. In addition, parents often help in classes and their support also assists pupils' learning. Planning is always at least satisfactory, and at its best, it identifies a variety of learning objectives and activities tailored to match the needs of groups of pupils of different ability. A common feature in lessons is the good provision for pupils with special educational needs. These pupils are well supported by classroom assistants. Very good management of pupils' behaviour is reflected in the pupils' good attitudes to learning and their enthusiasm to learn. Assessment procedures are used well to match work to pupils' needs and the quality and consistency of teachers' marking is generally satisfactory.

88. Leadership in the subject is satisfactory, but is not as clearly focussed as it was until recently. This is because there is no one person responsible for the subject under the new management structure. As a result, the previous numeracy co-ordinator does not feel as confident as she did last year because she has been unable to monitor teaching and pupils' work across both the year groups. Resources for the subject are very good. However, pupils' use of ICT to assist their learning in numeracy is hampered because the computers in the classrooms are not compatible with the modern computers outside the classrooms and in the library. As a result, skills learned on the modern computers cannot be reinforced and developed in the classroom and this affects pupils' progress adversely over time.

SCIENCE

89. The school makes very good provision for science. Standards are well above the national average by the end of Year 2. This is an improvement on the previous inspection when standards were above average. The standards observed are similar to those recorded in the teacher assessments at the end of Year 2 in 2002.

90. The quality of teaching and learning is very good in Years 1 and 2. There is a good emphasis on pupils carrying out their own practical and investigative work and, as a result, all pupils, including those with special educational needs, make good progress. This is an improvement on the previous inspection when there was not enough open-ended and challenging investigative work in science. In an excellent lesson in Year 1, for example, pupils discussed in small groups how they could test the hypothesis that older children have larger hands. Pupils concentrated well on this task and discussed sensibly how they could measure the size of each other's hands and record the results. After sharing their different ideas and refining their methods, each group set about measuring their hands in order to test the hypothesis. Pupils worked very well together and their behaviour was very good. In other investigations, pupils in Year 1 investigate the growth of cress seeds, and find out which is the most suitable material for an umbrella. Older pupils in Year 2 predict the outcome of their investigations and explain the significance of their observations. They predict, for example, how far a model car will run down a ramp on sandpaper, carpet or plastic sheeting. They record how they feel before and after vigorous exercise, and create a simple electric circuit to light a bulb. In one lesson, pupils in Year 2 discussed what they knew about babies, and devised a series of searching questions to ask a parent who brought her baby into the lesson.

91. Teaching has a number of good features. Teachers give instructions clearly and use correct scientific vocabulary. They ask open-ended questions to get pupils to think and explain their observations. Teachers make very good use of a wide range of resources to gain pupils' attention and to assist their concentration. A whiteboard was used effectively in a Year 2 lesson, for example, to record pupils' observations on a *spider diagram*, while magnifiers were used efficiently by pupils in Year 1 to examine their own and their partner's hands. One teacher made very good use of a large print book to encourage pupils to use information books to answer their own questions. Pupils were taught how to use the contents

and the index when answering questions such as *How do you breathe?* and *How does food get down to your tummy?* Work is chosen so that it is appropriate for pupils of different abilities. Some pupils in Year 1, for example, drew round their hands to compare their sizes, while others measured the span of their hands with plastic cubes. Teachers monitor pupils' progress by assessing their knowledge and skills at the end of each topic. This information is then used to plan work that matches pupils' needs.

92. Teachers have a good knowledge and understanding of the subject and this helps them to explain scientific ideas in a way that pupils can understand. Teachers manage their classes very well, and, as a result, pupils concentrate hard, are keen to answer questions and have very good attitudes towards their work. Attractive displays of pupils' work show pupils that their efforts are valued and encourage them to explore topics further. Pupils with special educational needs, including those in the speech and language unit, receive good support from teachers and classroom assistants and make good progress as a result.

93. Teachers' planning and pupils' work is monitored effectively by the year group planning teams. As science has been a priority in this year's School Improvement Plan, the deputy headteacher has observed and evaluated teaching and learning across both year groups. The school uses a scheme of work based on national guidance that covers the National Curriculum and ensures a logical progression in the teaching of scientific ideas. The subject policy document, however, needs revising in order to reflect the current good practice. Resources for the subject are generally very good, but there is not enough use of ICT resources such as computer programs and the Internet to assist teaching and pupils' work. There is a very good range of science books in the school and classroom libraries, and the county library service is used effectively to supplement these resources. The school grounds and the local area are used well for habitat studies and investigative work. The gardening club, which also involves older pupils from the junior school, encourages children to have a keen interest in living things. 'Live' pictures from the bird box video camera, set up on the roof of the building, have also been used effectively to study the growth of fledglings. Good use is made of visits, for example, to an agricultural college and a 'hands-on' interactive science centre, while visitors, including a beekeeper and a vet, make a good contribution to pupils' understanding in the subject.

ART AND DESIGN

94. The standard of pupils' work is good and, at the end of Year 2, pupils' practical skills and their knowledge of art and artists exceed national expectations. Work on display shows a good standard in collage, drawing, painting, printing and the use of colour. Three-dimensional work is particularly good, and clay work and sculpture produced by pupils shows that they have good skills in this aspect of art and design.

95. Pupils in Years 1 and 2 build on the very good introduction to creative work received in the reception classes. A logical progression in the development of their skills is a clear feature of their work in art and design. Pupils use sketchbooks effectively to record their ideas and it is clear from these that pupils make good progress in learning new techniques in painting, drawing and in observational work. They produce interesting collage effects using fabric and tissue, or organic materials such as grass, twigs and leaves. Pupils are competent in a range of styles and media. During the inspection they used pastels for portraits and charcoal for figure sketches in the style of Lowry. All pupils, including those with special educational needs, make good progress in developing skills and in acquiring knowledge about the lives and work of artists such as Monet, Mondrian and Jackson Pollock.

96. Pupils create drawings to illustrate stories used during literacy lessons and religious education, and produce vivid artwork related to the topics that they have studied. Year 2 work

on the Great Fire of London, for example, is particularly effective. Models of burning houses and paintings on silk are vivid and colourful, and provide a real sense of the awesome nature of the fire. In Year 1, pupils worked on portraits in pastels after studying a range of examples including the Mona Lisa. The range of pupils' work is good and they are confident in a variety of techniques including splatter painting, observational drawing and work in clay. They show that they understand how to mix colours and create smudged effects when using pastels. Trips and visits also provide many opportunities for artwork including brass rubbings at Romsey Abbey.

97. Teachers have a good knowledge and understanding of the subject and focus well on the teaching of skills. Art and design is planned in a way that meets the learning requirements of all pupils including those who have a real talent for the subject and those with special educational needs. These latter pupils make good progress because they are well supported by classroom assistants and parent helpers. Pupils are encouraged to observe carefully and then to copy the techniques used, thus extending their own skills. In some lessons, however, teachers did not model or demonstrate the required skills, for example when using pastels. Pupils learn well because creative work is closely linked to other subjects. They show a clear enthusiasm for the subject and talk knowledgeably about their work. Work is well mounted and displayed and because of this, pupils are encouraged to value all aspects of creativity.

98. The management of the subject is good. Art and design is a focus for development this year and a member of staff with good experience of co-ordinating the subject works with the school improvement team and provides a clear vision for the way forward. There has been a good deal of improvement since the last inspection, particularly in the planning and development of resources for the subject. Basic materials and equipment are now easily accessible and art books, posters and prints are readily available. However, there are not enough large prints and posters. Some effective use is made of art-related computer software. One pupil, for example, used a modern computer program to draw a very colourful portrait. Resources are used well to ensure that the curriculum is rich and varied. The subject makes a good contribution to the spiritual, social and cultural development of pupils, though the multicultural aspects of artwork require further development. Pupils take part in an Arts Festival, for example, enjoy working with visiting artists, and have produced a mosaic and a number of murals to improve the school environment.

DESIGN AND TECHNOLOGY

99. Standards in design and technology are in line with national expectations at the end of Year 2. As very little teaching of the subject was seen, it was not possible to make a judgement about the quality of teaching. Samples of pupils' work, displays in classrooms and discussions with pupils confirmed, however, that pupils make at least satisfactory progress. Pupils with special educational needs make good progress as they receive valuable additional help with their design projects.

100. Pupils in Year 2 design and construct a range of historical vehicles and a variety of Tudor houses found on 'Pudding Lane' to link with their studies of the Great Fire of London. Pupils in Year 1 make a creature with moving parts, sticking closely to their individual design briefs explaining how to make the model. A Year 2 study on food had close links with other subjects across the curriculum. Opportunities to see pupils using the design process were severely restricted, however, as there was no design and technology on the timetable for Year 2 during the inspection, and Year 1 pupils were only just beginning their summer unit on healthy eating, with lessons focused mainly on art and design.

101. The subject is planned using national guidance and discussions have been held with the junior school to see that topics do not overlap. Resources for the subject are good and are stored effectively for easy access. A lot of effort has been put into ensuring that teachers have all the resources available when starting a new topic. There has been good support from the local authority advisor who has led a course for teachers to develop their practical skills in the use of tools, with a specific emphasis on health and safety. However, the skills practised have not yet been reflected in the teaching because only limited use is currently made of the range of tools available for pupils to use in class. It is also recognised that there is some weakness in the progressive development of design skills and assessment as pupils move through the school. As a result, standards are not as high as they were at the last inspection.

GEOGRAPHY

102. The school makes good provision for geography. Overall, standards at the end of Year 2 are above the standards expected nationally. Progress is also good and the school has maintained its standards in the subject since the previous inspection.

103. Pupils' knowledge and understanding of the subject, especially in Year 2, is good. They are learning to use geographical skills with some confidence, through the use of well planned units of work. These range from studies of the school and the local area, seen in Year 1 work on *The View from Our Window*, to world geography and environmental awareness in Year 2. Understanding of the local area is promoted particularly well in work on the early development of Chandler's Ford, making good use of mapping skills and aerial photographs. Pupils learn to observe and record the findings of fieldwork. They are aware of seasonal changes and their effects, and geographical vocabulary is used accurately. During the inspection, pupils in Year 2 made good use of a recent visit to Old Sarum to discuss landscape features that shape our environment. Using the concept of the five rivers that converge in Salisbury, they looked at factors which provided settlers with safety and water, as well as extending their mapping skills and the use of symbols to illustrate different features. Further discovery is encouraged by very good displays around the school on topics such as the rivers and mountains of Britain and changing landscapes, illustrated by digital photographs. Pupils' workbooks and folders, however, show little extended individual work, other than some very good captions by higher-attaining pupils to accompany displays. Pupils use information books for research, but, as yet, have little opportunity to use computer programs.

104. It was only possible to see one lesson during the inspection, but it is clear from this and from a detailed analysis of pupils' work that teachers have a secure knowledge of the subject and are able to harness pupils' natural enthusiasm. Planning for individual lessons and across year groups is generally good, with planned links to other subjects such as history, art and design and design and technology. There is less co-operation in planning from one year group to the next, however, and little monitoring of teaching and pupils' work to ensure the same good practice from all teachers. ICT is incorporated in the teaching of the subject through the use of e-mail links with other schools and the use of digital cameras. Opportunities to reinforce pupils' literacy skills by extended writing in the subject, however, are missed. On the other hand, Citizenship is an integral part of the course, using geography as a valuable source of information about varied ways of life and different cultures in our world. The spiritual, moral, social and cultural aspects of pupils' development are also well emphasised, as in the work on the make-up and culture of the local area. Planning does not always ensure a good level of challenge for higher-attaining pupils, although lower-attaining pupils and those with special educational needs are well provided for and make good progress. Pupils show a very positive attitude towards the subject, behave very well and learn a great deal. Pupils work well together in groups, sharing Ordnance Survey maps sensibly as

they discuss the various symbols they would use on their own maps.

105. The leadership and management of the subject has recently changed in structure and is now co-ordinated by one of the school improvement teams. It is too early to judge how well this approach will work, though there is a need for more monitoring of teaching and learning in the subject. The curriculum is enriched by walks in the local area and a variety of visits, for example to a nearby tree nursery and Old Sarum. Such visits help pupils to appreciate the links between what they learn at school and their understanding of the world around them. There is a good supply of resources. Although several instances of the good use of ICT were seen and pupils are eager to use computers, the use of CD-ROMs and the Internet for individual research is an area for further development.

HISTORY

106. The school makes at least satisfactory provision for history, as it did at the time of the previous inspection. Standards of attainment are in line with national expectations by the end of Year 2, and pupils achieve as well as expected.

107. Pupils gain a clear understanding of the subject and develop many of the skills of historical study. Their work shows a strong emphasis on a sense of chronology, begun in Year 1 with topics such as the nature of homes in the past and how their own lives have changed since birth. In Year 2, pupils study the nature of toys now and in the past, seaside holidays past and present and specific historical events including the Plague, the Great Fire of London and the work of Florence Nightingale. They are aided by timelines displayed around the school and the use of primary and secondary historical sources such as Samuel Pepys' account of the Great Fire. Good use was made of a recent visit to Old Sarum, which added significantly to pupils' understanding of past times. Some very impressive displays on the Plague and the Great Fire were accompanied by pupils' vivid accounts of these events. Pupils enjoy their work and are fired with enthusiasm for topics such as the Great Fire. As a result, they produce some imaginative and thoughtful work.

108. Teaching is always at least satisfactory and is often good. Lessons are clearly planned and organised. They provide an appropriate level of challenge to all pupils except high-attaining ones, who are sometimes insufficiently stretched and do not make rapid enough progress. Pupils with special educational needs make sound progress. Teachers make good cross-curricular links with other subjects, and develop pupils' literacy skills for a variety of different purposes. Numeracy skills are encouraged through the use of timelines, and a sense of citizenship is developed by concentrating on the social implications of life in other times. The subject contributes well to pupils' social, moral and cultural development as they consider life in other times. There is, at present, too little opportunity for the use of ICT to assist teaching and learning.

109. The subject is co-ordinated by members of one of the school improvement teams. Although the existing work programmes are good and assessment is used to inform teachers of pupils' progress, there is little monitoring of pupils' work to ensure good progression across the year groups and teaching is not monitored regularly to ensure that expertise in the subject is shared. Resources and artefacts are plentiful and are used well. The subject is enriched by visits to places such as Winchester Cathedral and Old Sarum, as well as by visitors such as grandparents, who communicate a sense of change over the past decades. More use of ICT in historical research is an area for development and the school needs to acquire more programs and resources in this area.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. Standards are above those expected nationally at the end of Year 2. This is similar to standards at the last inspection. Pupils with special educational needs make good progress. ICT provision is hampered, however, by the lack of compatibility between the classroom computers and the modern PCs outside the reception and Year 1 classrooms and in the school library. This impacts on pupils' progress because they are not able to follow up work they have undertaken on the PCs when they return to the classroom.

111. High standards are due largely to the effective planning prepared by teachers for the classroom assistants and parents who work efficiently with pupils on the banks of PCs outside the classrooms. One classroom assistant has special responsibility for teaching ICT during the afternoons and is well trained in the use of computers to aid teaching and learning. This assistant also trains other assistants and this has a good impact on pupils' standards. A further strength is the support given by parents to their children on computers at home and the good expertise of parent helpers who work alongside pupils in the computer bays.

112. Work in ICT is often linked to other subjects. In Year 1, for example, pupils use a program linked to geography to design a model of a town. Another link is the e-mails that pupils in Year 2 send to a school in Guernsey. Links with literacy and art and design were seen in lessons where pupils had accessed the Internet to enter the website of Roald Dahl, the children's author. Other pupils used a paint program to recreate work in the style of Jackson Pollock and Mondrian. A good example of work done at home was the research a pupil had undertaken on the solar system. Although there is little evidence of word-processing on display, some pupils use *Textease* to enter text, add pictures and edit their work by changing the colour or the font size. Pupils survey the range of eye colours in their class, and create graphs of the data. They research information about birds on the Internet, and make notes on what they discover. However, there was no attempt to word process this information or to add pictures or graphics and present the work electronically. Pupils use the *Terry Turtle* control program, giving directions to move a boat along a river. In addition, a group of pupils demonstrated their skills in programming a floor robot. They entered instructions confidently, instructing the robot to move forwards, backwards, left and right.

113. Teaching is good, overall. Classrooms are equipped with older-style computers. Class teachers in the main building occasionally use a large screen PC on a trolley during lessons. However, this is not available for teachers who work in the temporary classrooms. In these classrooms, and often elsewhere, teachers have to manage with older computers whose software programs are not compatible with those on the PCs. Consequently, only one of the lessons seen was taught in a classroom by a class teacher. All the other lessons were led effectively by classroom assistants or parent helpers using the computers outside the classrooms.

114. The subject is well managed by the deputy headteacher and another teacher who work closely together, and this has been a good example of successful teamwork. The scheme of work follows national guidance, but the policy is in need of review to reflect current practice. Despite the hard work that has gone into developing a school web site and improving teachers' expertise, there are some important issues that need addressing urgently. While there are sufficient listening centres, CD players, floor robots and a digital camera that is well used, computer hardware and software resources are unsatisfactory overall. Until modern computers, compatible with the banks of PCs, are installed in the classrooms, standards are unlikely to rise further.

MUSIC

115. The school's provision for music is good. Standards are above national expectations by the end of Year 2, as they were at the time of the previous inspection. Pupils reach a good standard in singing, through teaching in year groups. They play tuned and untuned percussion instruments with pleasure and interest, as well as with creativity. They cover a wide range of skills, including composition and evaluation of their own work, and are exposed to a wide range of music to develop their listening skills, their understanding of different instruments and their emotional reactions to music.

116. Teaching is generally good, but is inconsistent at times. Long-term planning ensures that skills are built on progressively over time. The best teaching ensures that pupils learn basic skills effectively. In a whole-year singing lesson, for example, the teaching began with a gentle warm up using familiar songs, followed by more complex work accompanied on a guitar. This, in turn, led to learning new songs and singing sophisticated rounds. Good guidance was given on improving performance by varying the dynamics or tone, so that, after learning the words of *I Went to the Cabbages* and singing it a few times, the final performance was better than expected for pupils in Year 1. Most pupils joined in the singing in three parts accurately and tunefully. They paid very good attention to changes in the rhythm or pitch. In other classes, teachers used technical language well, exploring the meanings of musical terms such as *timbre*, *rhythm* and *pulse*. In all lessons, pupils with special educational needs take a full and active part in singing, answer questions thoughtfully and achieve well.

117. Pupils are keen and are very interested in music. They enjoy lessons and work hard. In a Year 1 lesson on sources of sounds, for example, pupils worked energetically to determine which family of instruments, strings, woodwind, brass or percussion, were being played. Listening skills were well developed by listening, for instance, to Saint-Saëns *Aquarium*, giving pupils the opportunity to discuss and express the feelings that the music aroused in them.

118. Responsibility for leadership in the subject has recently been transferred to one of the school improvement teams. Although year groups plan their lessons together, there is, at the present time, little monitoring of the quality of teaching and of pupils' learning. Another area for development is to encourage more use of ICT to assist teaching and as a means of developing pupils' learning. Music makes a good contribution to extra-curricular activities, enhancing learning through a wide range of regular opportunities for performing in public. The school has a strong choir, which presents a good role model for other pupils. Recorder lessons are available to all pupils. Others learn the violin or cello with visiting specialist teachers. All these activities help to develop pupils' confidence and nurture their cultural development.

PHYSICAL EDUCATION

119. Very few physical education lessons were observed as pupils were to use the school's outdoor swimming pool during the inspection, but this had to be closed at short notice. As a result, several teachers re-scheduled other subjects to replace these lessons. In the few lessons observed, however, standards achieved by the end of Year 2 were at least in line with national expectations. This is similar to the standards observed at the previous inspection.

120. The overall quality of the teaching observed was good. Teachers have a secure knowledge and understanding of the subject and are confident in their presentation. They dress appropriately and have high expectations of pupils' behaviour and attainment. Lessons are planned carefully with clear objectives and a logical development of skills. As a result, pupils know exactly what they are expected to learn and make good progress. Pupils

understand the effect of exercise on their bodies and are aware of the need to warm up before strenuous activities and to cool down afterwards. Pupils in Year 1, for example, enjoyed a series of aerobic exercises at the start of one session. The pace of lessons is generally brisk, though too many pupils were acting as fielders in a rounders game in Year 2 and consequently were inactive for too much of the time.

121. In the best lessons, instructions were communicated clearly to pupils, teachers demonstrated ball skills with good expertise and good use was made of praise and encouragement. This helped all pupils, including those with special educational needs, to know exactly what they should be doing to improve their standards. In one lesson in Year 1, for example, the teacher demonstrated how to roll the ball to a partner, track it and stop it. Some teachers assess pupils' skills well, using photographs taken with a digital camera to illustrate their comments. But there are no standard assessment procedures, and assessment is limited in other classes. In addition, more use could sometimes be made of pupils' efforts during lessons to discuss and evaluate good practice with the whole class.

122. As a result of enthusiastic teaching, pupils' attitudes to physical education are good. Effective behaviour strategies used by teachers ensure that pupils behave very well and concentrate hard on the tasks set. Pupils follow instructions well. They work sensibly in pairs and co-operate well in teams, for example, when pupils in Year 1 practised ball skills in pairs and pupils in Year 2 played rounders in two teams. Pupils with special educational needs, including those in the speech and language unit, join in all activities fully, receive good support and make good progress.

123. While monitoring of the subject is the responsibility of one of the school improvement teams, no teacher has specific responsibility for overseeing the subject, and consequently there is little monitoring of teachers' planning or of teaching standards at the present time. The scheme of work, based on national guidance, covers all the requirements of the National Curriculum, but the subject policy document is very brief and requires updating to reflect current practices. Resources are good and are easily accessible. The hall is well equipped for gymnastics and dance and the school has large playgrounds and extensive playing fields, shared with the junior school, that are suitable for team games. Physical education makes a good contribution to the school's extra-curricular activities. Pupils play football after school on two days each week, while a dance club was provided until recently. These activities help to develop pupils' confidence, co-ordination and self-esteem.

RELIGIOUS EDUCATION

124. The school's provision for religious education is good. Standards in religious education are above those required by the locally agreed syllabus by the end of Year 2. Pupils make good progress and standards have been maintained since the previous inspection. All pupils, including those with special educational needs, achieve well.

125. The curriculum focuses well on a range of topics and pupils make good progress. In Years 1 and 2, pupils study Judaism, looking at celebrations such as *Rosh Hashanah* and symbolic events such as the *Seder* meal. They discover the main stories of the Old Testament and become familiar with the New Testament through stories about Jesus, Christmas and Easter. Good emphasis is given to helping pupils to think for themselves about events such as the Creation. Evidence of pupils' keen interest in the subject is to be found throughout the school in the form of displays of Christian and Jewish symbols, pictures of different kinds of churches and artefacts such as stained glass windows made by pupils. During the inspection, pupils looked carefully at the symbolism they had discussed during a recent visit to Romsey Abbey. They responded readily to questions and expressed their own ideas freely. They related objects of special significance seen in religious buildings to their

own experiences of 'special' things. Pupils are given good opportunities to reflect on what they feel during times of stillness. They are very ready to show their emotions and feelings when they are given the opportunity, such as during an assembly using the story of *The King with Dusty Feet* in which they were asked to imagine a world without grass.

126. In the few lessons observed, teaching was good, with a strong emphasis on the development of pupils' imaginations and natural inquisitiveness. In a successful Year 2 lesson, for example, in which pupils were creating replicas of artefacts they had seen in Romsey Abbey, lively and informed teaching encouraged good discussion of the objects which were special in their own lives. There is, however, too little opportunity for pupils to use ICT as a research tool and too little individual written work to extend pupils' literacy skills effectively.

127. Well-planned assemblies help to emphasise religious themes and to pass on to pupils a sense of the wonder to be found in the world. This occurred, for example, in an assembly where pupils were shown a video clip of a wild rabbit in its habitat, in contrast to the tame rabbit that a pupil had brought into the assembly the previous week. The school makes effective use of resources including visits to churches in the local area and visitors such as the Methodist minister. Pupils are given little opportunity to increase their understanding of the variety of cultures and beliefs that co-exist in this country by visiting other places of worship, but resources such as parents and other visitors are used well to extend pupils' knowledge.

128. As in many other areas, responsibility for co-ordination of the subject has recently been given to one of the school improvement teams, rather than to a single co-ordinator. As a result, it is not yet clear how the subject is to be monitored effectively to ensure pupils' continued progress.