

INSPECTION REPORT

THE BUTTS PRIMARY SCHOOL

Alton, Hampshire

LEA area: Hampshire

Unique reference number: 116025

Headteacher: Mrs C Williams

Reporting inspector: Mrs J M Punnett
17826

Dates of inspection: 19 – 22 May 2003

Inspection number: 255054

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
School address:	Bolle Road Alton Hampshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Trevor Lambarth
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17826	June Punnett	Registered inspector	Mathematics	Characteristics of the school. Results and achievements. Teaching. How well is the school led and managed? What should the school do to further improve?
			Information and communication technology	
			Music	
			Art and design	
			Design and technology	
			English as an additional language	
9724	Brigid Quest-Ritson	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development. How well does the school care for its pupils? Partnership with parents.
23036	Jennifer Nicholson	Team inspector	Foundation Stage	How good are curricular opportunities?
			Special educational needs	
			Science	
			Religious education	
2200	Jim Stirrup	Team inspector	English	
			Geography	
			History	
			Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Butts Primary School educates boys and girls aged between five and 11. It serves an area just west of Alton in Hampshire. During the term of the inspection, there were 28 full-time children in the Foundation Stage. In total, there are 226 full-time pupils. There are fewer pupils on roll than at the time of the last inspection. Across the school there are 16 more boys than girls on roll. About seven per cent of the pupils are entitled to free school meals, which is below the national average. Approximately 38 per cent of pupils, including those with statements, are identified as having special educational needs, which is well above the national average. During the last school year, 13 pupils entered the school other than at the usual time of first admission and 12 left it other than at the normal time. This degree of mobility is not unusual. Four pupils speak English as an additional language. Children enter the school with broadly average levels of attainment.

HOW GOOD THE SCHOOL IS

The present staff of the school work well together as a team, and this supports teaching and learning and answers the varying needs of most pupils well. The management of pupils' behaviour is good. Children in the Foundation Stage have a good start to their education. The overall quality of teaching is good in this stage and across the school. The leadership and management by the headteacher and senior staff are good overall, and as a result there are good improvements in the quality of teaching. The school gives good value for money. The Butts is a good school.

What the school does well

- Standards in mathematics are above average by the end of Year 6.
- The leadership of the headteacher is very good, and contributes to the school's very good ethos.
- The quality of teaching is good overall, and this helps pupils to make good progress in their learning.
- Relationships are very good and help pupils make the most of their learning opportunities.
- The parents' support for the school is very good.
- The way the school looks after the pupils is very good.

What could be improved

- The provision of extra-curricular activities.
- The outdoor provision for children aged under five.
- The consistency in the quality of marking.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June, 1997 when it was identified as giving unsatisfactory value for money; this is no longer the case. It has been rectified through staff changes and careful monitoring of teaching by the headteacher and deputy. This has helped to raise standards in areas such as information and communication technology (ICT), and in mathematics. The school's improvement since the June 1997 inspection is good. It has improved in almost all areas identified then, through the commitment of the staff and governors.

The school is on course to reach the targets it has set for pupils to reach National Curriculum Level 4 and above in English and mathematics at the end of Year 6 tests in 2003. The quality of teaching is good overall. A good team spirit has been established and a clear commitment to improve exists. The headteacher has a clear vision for the development of the school, which has been effectively communicated to all within it and she is well supported by the staff, governors and parents. The school has a good capacity to continue to improve.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	A	A	A	A
Mathematics	A	C	B	C
Science	B	B	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The information shows standards in English and science were well-above average when compared to all schools and to similar schools. In mathematics, standards were above average when compared with all schools and average when compared to similar schools. Over recent years, standards in English have been maintained at a well-above average level, and in mathematics and science, standards have improved. Girls achieved less well in all three subjects than boys. The trend for all core subjects has been broadly in line with the national trend. During the inspection, the work seen in mathematics was above average; the work seen in English and science was average. These results reflect the higher number of pupils with special education needs. The work seen in ICT was in line with expectations. The standards found in other subjects, including religious education and swimming, are satisfactory.

The inspection findings are that the current Year 2 pupils are attaining well-above average standards in speaking and listening, reading, writing and mathematics. Standards attained in science are average. In ICT and music, standards are above expectations. Standards in other subjects are in line with those expected for pupils' ages. Children in the Foundation Stage are on track to achieve the Early Learning Goals in all aspects of their work in mathematics, creative development, communication, language and literacy, physical development and in their knowledge and understanding of the world. In their personal, social and emotional development many children will exceed the expectations for five-year-olds.

Pupils with special educational needs make good progress in their learning and achieve standards that reflect their potential. Higher-attaining pupils make good progress. Pupils at the early stages of learning English as an additional language make satisfactory progress, although at present the support they receive from specialist staff is unsatisfactory. Pupils of all abilities make good progress from the end of Year 2 to the end of Year 6. This is likely to continue this year for the current Year 6 pupils and in other year groups.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy their work and apply themselves well to it.
Behaviour, in and out of classrooms	Good. Pupils are courteous and friendly and work well together.
Personal development and relationships	Very Good. Pupils respect one another and often help each other. Very good relationships between pupils and all adults who work in the school are a key factor in the very good ethos of the school.
Attendance	Good. Pupils mostly attend regularly and on time.

TEACHING AND LEARNING

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

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

Teaching is good overall. The teaching of English and mathematics is good in Years 1 to 6. The quality of teaching literacy and numeracy is good across the school. Teachers have a good understanding of most subjects they teach and use this well to extend the learning of most pupils. They manage pupils' behaviour well so pupils can listen and learn. Relationships are very good so pupils feel confident and this helps them to learn well. Pupils with special educational needs are taught well and receive sensitive support from their learning support assistants, enabling them to contribute to the lessons. There are some inconsistencies in the teaching of science and personal and social education in Year 4, which the monitoring of teaching is tackling. The main inconsistency is in the marking of work, which does not always tell pupils how to improve.

The quality of the pupils' learning and progress reflects the quality of teaching and is good across the school. Strengths in learning include the way the pupils take turns and use equipment effectively and the enthusiasm with which they take part in lessons and answer questions when they are motivated by the teaching. The weakness in the Foundation Stage is the lack of opportunities for structured outdoor learning. Inconsistencies in the quality of marking limit the progress pupils make across the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The provision for extra-curricular activities is unsatisfactory.
Provision for pupils with special educational needs	Good. The good knowledge that the staff have of pupils helps them to feel confident and secure.
Provision for pupils with English as an additional language	Unsatisfactory for a small minority of pupils who lack specialised, external support. Satisfactory for the majority who make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' spiritual, moral, social and cultural development is good and contributes to good personal development.
How well the school cares for its pupils	Very well. The ethos of the school is one of caring and valuing all who work in it.

Parents hold very positive views of the school. The staff encourage pupils to attend regularly and punctually. Systems for assessing the progress pupils make are securely in place in English and mathematics. They are not yet securely embedded in the school's practice in other subjects, although many subject managers have made a good start.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher gives very good leadership for the very good ethos of care and mutual respect that permeates the school. The systems for managing the school are good.
How well the governors fulfil their responsibilities	Good. They involve themselves well in the life of the school, and have good systems in place for reviewing its work.
The school's evaluation of its performance	Good. Much information is now available, and the headteacher and deputy track pupils' progress through the school.
The strategic use of resources	Good. Funds are targeted well at priorities.

The school improvement plan is very good. The accommodation is satisfactory overall, with extensive grounds. However, there are space limitations within the school building, which the governors, parents and school are trying to improve. Resources are satisfactory, and the school has a staff with a range of experience and expertise. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents receive a good level of information from the school.• The provision for pupils with special educational needs.• The good behaviour at the school.• The school's emphasis on developing children's positive attitudes and values.• The way in which the school listens to parents' suggestions and concerns.• The friendly, enthusiastic teachers.• The improvements in the past two years.	<ul style="list-style-type: none">• The amount of extra-curricular activities.

The inspection team agrees with parents' positive views. The provision of extra-curricular activities is limited and provides few opportunities to enrich pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children who enter the Foundation Stage have average attainment, although there are variations from year to year. The quality of teaching and learning is good overall and the children achieve satisfactory standards. By the end of the Reception year, most children are on course to meet the recommended national targets in communication, language and literacy, mathematical development, creative and physical development and their knowledge and understanding of the world. In their personal, social and emotional development many children will exceed the national expectations by the age of five. All staff work hard as a team to promote good attitudes in the children and motivate them to participate in all activities. Those with special educational needs are supported well and make appropriate progress in relation to their prior attainment.
2. In the end of Year 2 tests, in 2002, when compared with all schools, standards were well-above average in reading, writing and mathematics. When compared with similar schools they were above average in reading and writing, and well-above average in mathematics. The science assessments made by teachers in 2002 were broadly in line with the national average. The trend in standards in these tests and assessments since 1999 shows an improvement each year. Boys perform better than girls in both reading and mathematics. The school's trend shows an increase in the proportion of pupils reaching the higher Level 3 attainment.
3. Pupils' mathematical and numeracy skills are well developed, and nearly all pupils are confident in using numbers. The highest-attaining pupils are particularly well challenged in mathematics and achieve standards that are far in excess of those expected by the age of seven. In science, seven-year-olds have a clear understanding of different forces such as pushing and pulling and magnetism. Standards in information and communication technology (ICT) and music are above expectations. In art and design, design and technology, geography, history, physical education and religious education, standards are in line with expectations. Compared with the findings of the school's last inspection, standards are higher in English, mathematics, ICT, art and design and religious education. In science, geography, history, design and technology and physical education standards are similar to those in the 1997 inspection.
4. By the end of Year 6, in mathematics and science, pupils performed better in the 2002 national tests than they had done in 2001. Standards in English were maintained although the proportion of pupils attaining the higher Level 5 increased. Over time, the improvements in the school's average National Curriculum points for all three subjects are broadly in line with the national trends. The school's targets for 2002 were met in English and mathematics, and it is likely that the 2003 targets will be met.
5. In ICT, standards are in line with expectations. In art and design, design and technology, geography, history, music, religious education and physical education they also meet expectations. Compared with the last inspection, there have been sound improvements in art and design, and good improvements in mathematics and ICT and religious education. In music, standards are not as high by the end of Year 6 as they were in 1997; no end of Year 6 lessons were seen. Similar standards are found in English and science compared with the 1997 inspection findings. These results reflect the higher number of pupils with special educational needs in the year group.

6. Pupils with special educational needs make good progress and reach appropriate standards for their previous attainment. The good knowledge which teachers and learning support assistants have of their pupils helps pupils to feel confident and secure. As a result of carefully matched work and a good level of support, pupils with learning difficulties make good progress towards their individual targets.
7. There are four pupils in the school, approximately two per cent of the roll, who speak English as an additional language. Three joined the school in Years 1 and 2 and are making good progress. The fourth joined the school later and is making satisfactory progress in some areas of learning. One is at an early stage of the acquisition of English. Pupils who speak English as an additional language make good progress in learning English. Pupils, who joined the school in the Reception year and Year 1, make satisfactory progress against their previous learning in general. However, the early English learner has received insufficient specialist support to make progress and to have access to the school's curriculum. This provision is unsatisfactory; although the school intends to purchase more specialist support. The present situation means that the pupil concerned is alienated from much of the curriculum.

Pupils' attitudes, values and personal development

8. Pupils' attitudes are good overall. They behave well, both in lessons and around the school. The quality of relations between pupils and teachers is a particular strength. Pupils also respond well to the school's provision for their personal development. Attendance is good.
9. Pupils' attitudes are good overall. Their attitudes can be very good in response to imaginative teaching which they enjoy and which stimulates their interest. They rapidly become involved in such lessons and show a strong desire to please. Although such attitudes were seen across all year groups, they occurred more often in Years 1 and 2 than in other years. In general, pupils want to learn and show this by concentrating and listening carefully. There are only occasional lapses – usually connected to the pace of the lesson – when older pupils can become passive and younger ones restless.
10. Standards of behaviour are good. Pupils behave well in lessons and as they move around the school. They are friendly and polite. Although play can be lively and energetic, there was no evidence of any oppressive behaviour during the inspection. Behaviour at lunchtime is particularly good: pupils enjoy the privilege of taking a friend to sit at the top table with its flowers and coloured tablecloth. The level of exclusions is low: there was only one fixed-term exclusion last year and there has been none so far this year.
11. Pupils with special educational needs behave well. Sound procedures are in place to support those with identified behaviour difficulties so that they do not disrupt the learning of other pupils. Pupils with particular needs are equally welcomed and included in all activities, by teachers and by other pupils. Effective pastoral strategies support lonely pupils or those with relationship difficulties.
12. Children in the Foundation Stage come to school happily each day. They are keen to take part in the variety of relevant activities on offer. Most children behave well and enjoy working and playing with each other. Those few with identified behaviour difficulties sometimes disrupt learning for other children. Behaviour management strategies are occasionally not effective enough.

13. The quality of relations between pupils and teachers is very good. It is a significant aid to good learning because pupils like their teachers and want to please them. Pupils respond well to the school's provision for their personal development. They mix easily among themselves and work well together in groups. Pupils are ready to listen to each other in lessons and show respect for differing views. They are ready to be independent and to try to take control of their own learning for example, in putting together a dance sequence or deciding where best to site a pedestrian crossing. Pupils can comment objectively and evaluate one another's ideas and performance. Older pupils help younger ones. The responsibility of the School Council (Years 2 to 6) is taken seriously.
14. Attendance is good overall. The rate of attendance for the academic year 2001/2002 was 94.6 per cent, close to the national average of 94.1 per cent. Figures for the current year 2002/2003 have improved to 95.8 per cent. Unauthorised absence is broadly in line with the national average. The main causes of authorised absence are holidays taken during term-time and illness. Pupils' attitudes have remained similar to those noted in the previous inspection report.

HOW WELL ARE PUPILS TAUGHT?

15. The last inspection found teaching to be a cause for concern. Areas of significant weakness and concern were: the poor/unsatisfactory planning of lessons, low expectations resulting in insufficient challenge, marking, the pace of learning, and insufficient use of assessment to inform teachers' planning. There was a significant amount of unsatisfactory teaching in the lower juniors. Although four per cent of teaching remains unsatisfactory in Year 4, the overall quality of teaching is now good across the school. The quality of teaching in the Foundation Stage is good overall, which is similar to the previous judgement. In Years 1 and 2, the quality of teaching is good overall, with some examples of excellent and very good teaching. The teaching of English is good in Years 1 to 6. In mathematics, teaching is good overall in Years 1 to 6, although there is a mix of excellent, very good, good and satisfactory teaching. A small amount of unsatisfactory teaching was seen in parts of the lower juniors in science and personal education lessons. Literacy and numeracy are taught well across the school.
16. The quality of teaching and learning for pupils with special educational needs is good. The co-ordinator for special educational needs (SENCO), together with a well-trained team of teaching assistants, supports these pupils effectively, individually and in small groups, often outside the classroom. They question and explain effectively, in small learning steps, and with patient and sympathetic encouragement. They provide appropriately challenging work that reflects individual targets. Through good liaison with class teachers, they are careful to ensure that tasks complement and support those undertaken by the rest of the class. Pupils themselves consider that such work helps them with their class work.
17. The progress of higher-attaining pupils has improved since the last inspection because teachers use targeting thoroughly to track pupils' progress, especially in English and mathematics. This results in the highest-attaining pupils achieving standards far in excess of those expected for their ages. For example, some seven-year-olds are working within the Year 6 mathematics curriculum. Assessment of pupils' progress in subjects other than English and mathematics is not yet fully embedded in the school's practice, but is already identified by the subject managers for further development.
18. Overall, the teaching in the rest of the school is good, although some weaknesses remain in Year 4. Most teachers have a good understanding of the subjects they teach,

although there are some inaccuracies in factual knowledge in science. Computer skills are well taught in Years 1 and 2. Teachers have high expectations in mathematics and ICT in Years 1 and 2. Teachers' expectations are high in ICT in the upper juniors. For example, Year 5 pupils work within the 12 to 14-year-old programme of study for some aspects of the subject. In many subjects, teachers use specialist language well, so pupils learn its meaning and discuss their ideas with precision. The teaching of literacy is good in Years 1 to 6. Phonics skills are taught thoroughly across the school. Numeracy is well taught in Years 1 to 6. Teachers have a secure knowledge of the National Numeracy Strategy, and apply it well. Good mental 'warm-up' sessions encourage pupils to answer questions.

19. The quality of teaching and learning for children in the Foundation Stage, in the adult-led sessions observed, is good overall. Strengths in the teaching lie in the way teachers and learning support assistants enable children to be well settled, and to approach the school day happily and with confidence. Teachers' carefully planned literacy and numeracy sessions foster secure understanding. Through well-chosen questions they encourage children to extend their understanding and ideas, when working with a poem about sand, for example. Effective general planning, together with good liaison between the two teachers, ensures that the overall learning needs of the Foundation Stage children are met in the mixed Reception and Year 1 class. However, in the mixed class, Reception children do not always have sufficient access to the teacher in small group activities. Teachers have a satisfactory understanding of the active and practical way that young children learn. As a result, they provide a variety of relevant, interesting and well-organised activities, both those which are adult led and those that the children can select for themselves.
20. The thrust of the good teaching in the Foundation stage, however, is indoors, with too few focused, adult-led activities outside. Children do have a choice of indoors and outdoors, but mainly for independent activities. The outside area, meagre though it is, is not used to best effect. Other shortcomings occur when children sit for too long, on the carpet and then at a table for example, and when learning support assistants are not deployed to best effect to support children with identified restless or inappropriate behaviour.
21. Relationships in the classrooms are very good and teachers manage the behaviour of pupils well. This ensures that all pupils have good opportunities to listen and learn, and enables those who take longer to answer questions to gain in confidence. The quality of questioning is a strength of the teaching at the school. Resources are used well to develop pupils' knowledge skills and understanding and to motivate them. Pupils receive good quality support from assistants in most classes.
22. There are some weaknesses in teaching, but these are individual rather than consistent across the school. A common factor is the lack of consistency in the quality of marking. There are some good examples in pupils' books, but these are variable across the school. Group targets are shown in the front of pupils' books, and give them good opportunities to keep track of their own progress. The headteacher has much information about teaching, which feeds the school improvement plan. Good improvements have come about since her appointment.

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

23. The school has made good improvements to the curriculum since the last inspection. It is now satisfactory, having previously been judged to be a significant weakness of the

school. Learning opportunities are suitably broad, balanced and relevant. Staff have worked hard to introduce subject guidelines and programmes of work for all subjects. Detailed termly curriculum frameworks for each year group ensure appropriate coverage of all aspects of each subject. However, where subjects are taught alternately, gaps between units are sometimes too long, as in history for Years 3 to 6. Through careful lesson planning, the school ensures that the curriculum is accessible to pupils of all ages and abilities. Suitable systems are in place to enable pupils to catch up with class work missed, for example, through extra literacy and numeracy support or for instrumental tuition. All statutory requirements in relation to National Curriculum subjects, and the demands of the locally agreed syllabus for religious education, are met.

24. The high priority that the school gives to literacy and numeracy is raising standards, as reflected in national testing and also by inspection evidence. Pupils are given appropriate opportunities to reinforce developing literacy and numeracy skills in other subjects such as science, history and geography. Such opportunities are lost, however, in religious education, particularly for older pupils where there is insufficient written work.
25. The curriculum for children in the Foundation Stage is satisfactory. Teachers provide a suitable range of interesting and relevant activities that reflect national guidance. The appropriately high priority given to personal, social and emotional development underpins work in all other areas of learning. The daily priority given to communication, language and literacy through focused activities, and to the development of mathematical skills is having considerable effect on raising standards.
26. Pupils across the school enjoy related educational visits. Day and residential field trips to places such as Selborne, Stubbington and the Mary Rose enhance learning. Local museums are used to good effect, for example to extend learning about the Egyptians or Romans. Visiting musicians, including the Bournemouth Symphony Orchestra, and theatre groups, enliven work in school. The extensive school grounds and local area are used effectively, particularly in history and geography for younger pupils. In these ways the school enriches the curriculum well. However the range of out-of-school clubs on offer, cricket and French, is too limited, a concern expressed also by parents. This aspect of the curriculum is less than satisfactory.
27. Provision for pupils with learning difficulties, and those with statements of particular need, is good. The school has a strong commitment to these pupils and is keen to include them in all activities. They are identified early across a range of difficulties, including literacy, numeracy, and behaviour, and are monitored closely as they progress through the school. Individual education plans identify a range of short-term targets, although some are not precise enough. In general, however, they are helpful to teachers and pupils alike.
28. The school's good links with the community make positive contributions to pupils' learning and to the life of the school. Police and Fire Service officers visit regularly to raise awareness about keeping safe. Local clergy lead collective worship from time to time. The school is keen for pupils to be involved with fundraising, to support both local organisations such as Naomi House, a children's hospice, and also national charities such as 'Children in Need'.
29. Positive links with other schools, such as the neighbouring school for pupils with special educational needs, enhance personal development. Such links, which include sharing some lessons and also a residential trip, are beneficial to all involved. Good links with

the local secondary school ensure a smooth transfer at age eleven. Secondary school teachers, for example, visit The Butts during the summer term prior to transfer, to take lessons. Parents at the meeting were pleased with the positive way that the school prepares their children for the next stage in their education.

30. The school promotes pupils' personal development well. Effective personal, social and health education programmes promote harmonious relationships, and encourage pupils to explore a range of issues. For example, pupils in Year 5 debated cogently where to site a pedestrian crossing in a proposed local housing development, taking the issue very seriously. Other sessions include working with professionals from outside the school to promote the understanding of concerns such as sex education, and awareness of drugs. Through the 'Healthy Schools' week, pupils discussed how the school environment contributes to their wellbeing and how it could be improved. This area of the school's work shows good improvement since the last inspection when a planned programme was lacking.
31. Provision for pupils' spiritual, moral, social and cultural development is good. This also represents good improvement since the last inspection when it was found to be unsatisfactory overall. Provision for spiritual development is good. Teachers capitalise effectively on spontaneous moments of wonder and delight, for example in story telling. They use their voices to good effect to create suspense and surprise. Planned opportunities to develop an awareness of the spiritual side of life occur, for example through religious education, when exploring difficult issues such as death and the after-life in Year 6, and pupils in Years 1 and 2 consider carefully what God might be like. The school provides other opportunities, for example in music, art and science, that lend themselves to an appreciation of beauty and the natural world. Very sensitive teaching in dance allowed six and seven-year-old pupils to become fully absorbed and 'lost' in their movement sequences. The school works hard to establish a climate where everyone's contributions are valued and to promote a sense of curiosity. Daily acts of collective worship suitably include moments of quiet reflection and stillness and religious education programmes appropriately enable pupils to gain an understanding of different customs and beliefs.
32. Provision for pupils' moral development is good. Expectations for pupils' behaviour are high. Rules that have been negotiated with pupils are displayed in all classrooms. Pupils' good deeds and hard work are recognised and rewarded. Sanctions are in place for inappropriate or unacceptable behaviour. Through the curriculum and collective worship, pupils have opportunities to consider moral issues, for example in stories from the Bible and others about the lives of other people such as Grace Darling. The adults in the school provide good role models. They provide a secure environment where pupils can express their views with confidence. The previously strong emphasis on this area of the school's work has been maintained well.
33. Provision for pupils' social development is good. School policies and practice emphasise the importance of including all pupils in activities. Teachers encourage pupils to work together in lessons, in pairs or small groups and to share ideas such as agreeing the order for an experiment in science. Effective pastoral arrangements promote friendly relationships with pupils who find it difficult to reach out to others. Good systems are in place for pupils to take responsibility such as the 'Red-hats' at playtimes to promote amicable playing, or the School Council to bring forward pupils' issues. Older pupils help younger ones when they start school, and with their reading. The school fosters effectively a positive sense of belonging to a community, for example through the strong emphasis on promoting good relationships, and through gathering together quietly each day for collective worship. In addition, the school makes good

provision for pupils in Years 5 and 6 to spend time together, away from home and school, on residential experiences.

34. Provision for pupils' cultural development is good. Pupils learn about different cultures and peoples of different times through history, geography and religious education programmes as well as through other subjects. Relevant festivals from a variety of religious and cultural heritages are included in lessons and assemblies. Other cultural opportunities, which include a wide range of theatre, music and art visits and visitors, enable pupils to extend their experience and learning. Pupils who attend the weekly French club enjoy a flavour of another European culture as they learn simple phrases and songs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The procedures to ensure pupils' welfare are very good: those to support and monitor their academic progress are good.
36. There are very good procedures to ensure pupils' welfare in the school. Pupils are known very well by their class teachers and by the head (who maintains an overview of their individual welfare and progress). Teachers use their knowledge sensitively to support pupils. There are very good procedures to monitor and improve attendance. They are meticulous and thorough and have led to an improvement in the overall rate of attendance this year. The procedures to monitor and promote good behaviour are also very good. Strong emphasis is given to promoting good behaviour which, along with hard work, is duly acknowledged in celebration assemblies. The loss of minutes of 'Golden Time' – the session on Friday afternoon devoted to special activities – is a simple and effective sanction for minor misdemeanours. There are more structured plans that help pupils who have difficulties with behaviour. The good overall standards of behaviour noted during the inspection show that these procedures are effective. The school has a firm policy on bullying and no oppressive behaviour was observed. There are good routine procedures to ensure pupils' health and safety. Child protection procedures are very good. The policy is clearly written and reviewed yearly. It provides very good guidance for members of staff. The headteacher is the designated teacher.
37. The school takes very good care of all pupils, including those with special educational needs. Suitable and effective assessment procedures ensure that pupils with special educational needs progress well towards their learning targets. However, targets for improvement could be sharper and more clearly identifiable. Parents are involved in the review process.
38. Many pupils are enabled to reach the expected standard in national testing by the ends of Year 2 and Year 6. The assessment, recording and tracking of pupils' progress and attainment are good. This is a significant improvement on the last report, when assessment, and its use, was poor. There are good baseline procedures in place to assess pupils upon entry into Reception, with results from these tasks helping to plan appropriate activities to support children's achievement of the early learning goals.
39. There are good assessment procedures for English. Pupils are assessed each half term on their writing skills, with all pupils having a record of achievement of their best work. Pupils also have individual targets for improvement based on past assessment tasks. Pupils are assessed in their mathematical skills at the end of units of work, with assessment tasks from other planning documentation such as 'Abacus' and 'Maths 2000' contributing to pupils' targets for improvement. The science curriculum is currently going through a period of change. This also applies to assessment

procedures with pupils currently being given an overall National Curriculum level at the end of each unit or module of work.

40. The school uses a computerised system to monitor and track pupils in literacy and numeracy. All results for assessment for these two areas of the curriculum are fed into the computer with the system providing predicted grades for each year. Twice a year, in January and May, results are analysed in detail according to the progress and attainment of each child. Individual National Curriculum levels are broken down into a, b and c. It is generally expected that pupils will progress two parts of a level each year. Those who do not are targeted for additional support. Results are also analysed by individual classes, special educational needs, gifted and talented pupils, as well as providing information on those pupils with English as an additional language. Information also provides evidence as to which aspect of literacy and numeracy the school needs to focus on.
41. A common format is used for the assessment of foundation subjects, with teachers assessing pupils' progress against three key strands in each subject, five in ICT. Teachers then assess these strands as to whether they have been exceeded, achieved or yet to be achieved by groups of pupils.
42. Although there are portfolios of work for design and technology, information and communication technology and religious education to help teachers in their assessment of pupils' work, there are currently none for literacy and numeracy.
43. The monitoring and support of pupils' personal development is thorough and therefore very effective. In addition to class teachers' knowledge of pupils, carefully compiled profiles follow pupils and give continuity as they move up the school. Personal development is included as a separate section in annual reports to parents. The school's procedures to monitor and support pupils' academic progress and those for their personal progress are already linked through assessment reviews. Both sets of procedures are being increasingly integrated. As a result, the educational and personal support and guidance provided by the school are good. Standards of care have improved since the previous inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school has a very strong partnership with parents. Parents' views of the school are very favourable. This came across very strongly, both in the analysis of the responses to the pre-inspection questionnaires and in views expressed at the pre-inspection meeting for parents. Almost without exception, parents consider that the school expects their children to work hard and do their best; and they believe that their children make good progress. Parents say that they would feel comfortable approaching the school if they had questions or concerns, and they think that teaching in the school is good. The inspection team agrees with parents' very positive views. Some parents do not consider that the school provides an interesting range of activities outside lessons. Inspectors agree that there are fewer extra-curricular activities than would normally be expected.
45. The school has developed very strong links with parents. Parents are made to feel welcome in the school. Their views are sought on impending changes through joint working parties. The school takes care to make sure that parents know what is going on in the school: a considerable range of varied and very high quality information is provided for them in letters, bulletins and newsletters on a regular basis. Parents' participation is encouraged in class and celebration assemblies, which acknowledge

when their children have done well. Two consultation evenings and an annual report mean that parents have information about their children's progress each term. The quality of these full reports is, on balance, no more than satisfactory. This is because they vary in what they tell parents about the progress that their children are making. The core subjects, English, mathematics and science give an indication of effort and progress, but not of the actual standards attained such as National Curriculum levels. However, many include good suggestions on how pupils can improve in those subjects. Foundation subject reports have less individual comment, but tell parents whether their children are working at the expected level. The sections on pupils' personal development are perceptive.

46. Daily opportunities for parents of children in the Foundation Stage to talk to teachers promote harmonious links between home and school. Home visits before the children come to school help to ensure a smooth start.
47. Parents of pupils with special educational needs are fully involved with the work to support their children through routine formal reviews as well as through informal daily access to the special needs co-ordinator. Parents at the pre-inspection meeting were very pleased with the way that the school supports their children.
48. There is a very high level of parental involvement. Where they can, many parents help in the school. Otherwise they contribute towards resources and generally encourage their children. All sign the home/school agreement. The proposals to add extra classroom space have the overwhelming support of parents. The Friends of The Butts Association (FOBS) is very active. The large committee organises many fundraising events with energy and enthusiasm and has the contribution required towards the new building determinedly in its sights. Social events for parents and pupils help to promote a sense of community, as well as providing equipment that benefits all pupils. The school's partnership with parents has strengthened since the previous inspection report.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher leads and manages the school very well. The key issues for action noted in the previous inspection report have been dealt with successfully in all areas, and partially in ensuring the quality of teaching in parts of the lower juniors.
50. The headteacher is very well supported by the deputy headteacher and there is evidence of a real partnership utilising well the deputy's talents and skills. The deputy has made a significant contribution to the raising of standards in mathematics. The monitoring, evaluation and development of teaching by the headteacher are strong and are having a positive impact on raising standards at the school. Curriculum managers make a sound contribution to the management of the school.
51. The school has good procedures in place for the induction of new and newly qualified teachers to the school. Job descriptions are in place and the school has taken appropriate steps to ensure that performance management procedures are used to support staff development. Later this term, the deputy will undertake training to assist the headteacher.
52. The school has good links with the playgroups. Transfer arrangements with local secondary schools are also good. The school works to promote equality of opportunity. The school's improvement plan is planned in detail for three years and is an effective tool.

53. The school complies with the Code of Practice for special educational needs. The well-organised SENCO manages the work with pupils with particular needs effectively. She supports the teaching assistants especially well, by providing a wide range of training opportunities, for example. Specialists, such as education psychologists, and speech and occupational therapists, give good support to the school. The governor responsible for special needs has a good understanding of the work with these pupils through her personal expertise. She is committed and actively involved, to ensure that their needs are fully met. Pupils of all abilities are included well in all lessons and school activities. Resources are satisfactory.
54. The governing body fulfils its responsibilities well. The governors have an appropriate committee structure that assists them to manage their work effectively. They have a good understanding of the strengths and weaknesses of the school. Through focused visits and their committees, governors are suitably informed about the school. They work effectively as 'critical friends'. Relationships with the school are good.
55. Overall, the school monitors its performance well. The headteacher has a good knowledge of the school, and is setting appropriate targets for school improvement and curricular planning. Careful financial planning, administration and monitoring of expenditure ensure that the school's resources are used well to promote the pupils' learning. The governors oversee all aspects of the school's income and expenditure. The most recent audit of the school's finances identified some areas for improvement, and these have been suitably addressed. The school receives sound support from the LEA in financial matters. The day-to-day management of finance by the administrative officer is good. In order to ensure best value for money, three quotations are obtained when significant expenditure is planned. The school utilises ICT very well for administration and for the education of the pupils. The school intends to become a 'paperless environment'. Criteria to determine how well the money used is spent are established, and the governors have a finance policy in place. The strategic role of governors is good.
56. The staff who are involved with children in the Foundation Stage are suitably qualified and experienced. The Foundation Stage manager has identified appropriate areas for future development of the outside space in particular. Although the team is not fully settled, all Foundation Stage staff work well together.
57. Overall, staffing requirements are met and there are sufficient well-qualified teachers to allow the curriculum to be taught effectively. Support staff are well qualified. The school provides a good level of trained teaching assistants to work with pupils with particular needs and difficulties. They are deployed well, and through their sympathetic and caring approach and systematic small step questioning, they make good contributions to the learning of these pupils.
58. Accommodation, including the extensive grounds and swimming pool, is satisfactory overall. Overall, the accommodation allows the curriculum to be taught effectively, although the school does struggle with limited interior space. As a result of these limitations the school, parents and governors are raising matched funds to build an extra teaching room. The extensive grounds are well maintained, as is the interior of the school. Storage in the school is limited and results in difficulties when the staff tries to organise efficiently their subject area resources. There is a designated medical room. The school has developed a small computer suite suitable for 16 pupils; they have made the best use of very limited space.

59. Foundation Stage classrooms are well equipped but space is limited for active children. The shared outside area is too small and poorly equipped, as at the time of the last inspection. For example, it lacks climbing equipment and a covered area for use in inclement weather, and bikes are too small for many children to ride with comfort. Children do not have access to outdoor adventurous and energetic play. This area of Foundation Stage work clearly remains unsatisfactory.
60. Resources for learning are satisfactory overall, and provide adequately for the curriculum. In the core subjects of English and mathematics they have been improved to provide for literacy and numeracy teaching. The present range of computers is good and exceeds government recommendations.
61. Statutory requirements are met in all areas. The quality of provision for pupils' spiritual, moral, social and cultural education is good; the quality of teaching is good, as is the overall quality of the school's leadership and management. Standards in mathematics are above average by the end of Year 6 and many subjects with previously below average standards have improved. The costs per pupil are average. These factors mean that the school now gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to raise attainment, and ensure that all pupils achieve as highly as they should, the headteacher, governors and staff should:

- (1) Develop the provision of extra-curricular activities to further enrich pupils' curricular opportunities.
(Paragraphs 26, 44)
- (2) Develop the outdoor provision for children up to the age of six in order to broaden opportunities for them to develop their skills.
(Paragraphs 20, 59, 65, 71)
- (3) Improve the consistency in marking so that all pupils have similar opportunities to learn how they can improve their work.
(Paragraphs 22, 83, 86, 94)

The school has already identified these issues in its improvement plan

Other issues to be considered by the school:

- (1) Improve the specialist provision for pupils at an early stage of learning to speak English as an additional language, to enable them to have better access to the curriculum.
(Paragraphs 7, 88, 94)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
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	4	10	27	11	2	0	0
Percentage	7	19	50	20	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	226
Number of full-time pupils known to be eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	51

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	17	16	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	14	15
	Girls	15	15	13
	Total	31	29	29
Percentage of pupils at NC level 2 or above	School	94 (88)	88 (88)	88 (85)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	15	15	15
	Total	30	31	31
Percentage of pupils at NC level 2 or above	School	91 (85)	94 (85)	94 (88)
	National	85 (85)	89 (88)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	15	13	16
	Total	28	25	30
Percentage of pupils at NC level 4 or above	School	92 (87)	83 (65)	100 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	15	12	16
	Total	28	24	30
Percentage of pupils at NC level 4 or above	School	93 (71)	80 (81)	100 (90)
	National	73 (72)	74 (74)	82 (82)

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

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	4.5
<hr/>	
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	226
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	36	8	3	0
My child is making good progress in school.	55	43	1	0	0
Behaviour in the school is good.	36	61	0	3	0
My child gets the right amount of work to do at home.	31	55	9	1	3
The teaching is good.	64	35	0	0	1
I am kept well informed about how my child is getting on.	58	38	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	22	5	0	0
The school expects my child to work hard and achieve his or her best.	59	39	0	0	1
The school works closely with parents.	50	46	4	0	0
The school is well led and managed.	49	47	3	0	1
The school is helping my child become mature and responsible.	57	41	1	1	0
The school provides an interesting range of activities outside lessons.	8	50	19	4	19

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

63. The attainment of most children when they enter the Reception classes, in the autumn following their fourth birthday, is in line with national expectations. The older children, about one third of the total, are taught in a mixed age class with Year 1 pupils where they form just under half the class. Children across the Foundation Stage make steady progress in their learning, and most are securely on course to reach the early learning goals set nationally for the end of the Reception year in all areas of learning. Many children do well in personal, social, and emotional development and in aspects of knowledge and understanding of the world. Standards compare favourably with those reported at the time of the last inspection.

Teaching

64. The quality of teaching and learning for children in the Foundation Stage, in the adult-led sessions observed, is good overall. Strengths in the teaching lie in the way teachers and teaching assistants enable children to be settled well, and to approach the school day happily and with confidence. Teachers' carefully planned literacy and numeracy sessions foster secure understanding. Through well-chosen questions they encourage children to extend their understanding and ideas, when working on a poem about sand, for example. Effective general planning, together with good liaison between the two teachers, ensures that the overall learning needs of the Foundation Stage children are met in the mixed Reception and Year 1 class. Staff follow children's interests, as when making a special place to house a favourite book. Learning support assistants make a good contribution to teaching and learning through their patient and encouraging but firm approach. The high level of support in each class is beneficial in ensuring that groups generally work with an adult. However, in the mixed class, Reception children do not always have sufficient access to the teacher in small group activities. Teachers have a satisfactory understanding of the active and practical way that young children learn. As a result, they provide a variety of relevant, interesting and well-organised activities, both adult-led and those that the children can select for themselves.
65. The thrust of the good teaching, however, is indoors, with too few focused, adult-led activities outside. Children do have a choice of indoors and outdoors, but mainly for independent activities. The outside area, meagre though it is, is not used to best effect. Other shortcomings occur when children sit for too long, on the carpet and then at a table for example, and when teaching assistants are not deployed to best effect to support children with identified restless or inappropriate behaviour.

Personal, social and emotional development

66. Good provision in this area of learning underpins all aspects of the children's work and play. Good teaching helps children to progress well and most are already reaching some of the nationally expected goals, set for the end of the Reception year. Children show good levels of interest in their activities and become involved. With sensitive support, most, including those with special educational needs, are confident to talk before the class group. Some maintain attention well and can concentrate for long periods. They enjoy playing together, with construction equipment for example, or with bats and balls. All staff manages the children in a consistently positive and sensitive way and as a result, children are well settled and are almost always well-behaved. With gentle reminders, they are learning to share and take turns and be part of a group. The

few children with identified behaviour difficulties are managed appropriately overall, although occasionally support staff are not deployed to best effect. Staff have a good rapport with the children who readily approach them. Good systems are in place to encourage children's independence. Equipment is attractive and accessible. As a result, children select their activity and move about the classrooms and outside with confidence. Children manage their personal needs appropriately, changing into shorts and tee shirts for physical sessions, for example. Through sensitive teaching, children are learning that particular things are special to different people. They learn through their visit to the church that the Bible is a special book on a special stand, and as a result make a special house for their class book. They devise appropriate rules for playing in the house, such as 'Please look after things', and 'Please use a little voice'. Overall teachers and support staff are developing effectively the children's sense of wellbeing.

Communication, language and literacy

67. Provision for this area of learning is good with daily priority given to the development of early literacy skills. Teaching and learning are good, and as a result most children are well on course to reach the expected goals by the end of the Reception year. Expectations for children's learning are high. Children with the potential to attain highly have already reached the goals and are making inroads into the National Curriculum. They write in an established joined script, often in an extended way, and with many words correctly spelt. They read simple texts accurately and with understanding. In general, many children are beginning to read short sentences and to build up simple unknown words. They know how books are organised, and are familiar with terms such as 'author' and 'title'. Teachers read stories well, with good expression and imaginative use of voice so children enjoy listening, especially to familiar stories. They often join in with the repetitive parts.
68. Teachers provide good opportunities for children to talk, for example about the stories, or their special books, or about different fruits. They value what children have to say and extend their vocabulary suitably as when finding words to describe sand. Most children talk readily, to each other in their play, and to the adults, sometimes in an extended way. They listen carefully, to instructions for example, in physical sessions, as well as to stories. Teachers provide good access to a variety of writing materials, in focused and self-chosen activities, which children use with confidence. They write strings of joined letter like shapes, sometimes demarcated into 'words', in a variety of situations, in the baker's shop, for example or at the writing table. Some children are beginning to use their knowledge of sounds and letters to good effect to write simple words accurately. Teachers' clear enunciation promotes children's learning of sounds and letters effectively.

Mathematical development

69. Teaching in this area of learning is good overall, and as a result children are securely on course to meet the expected outcomes by the end of the Reception year. Teachers provide daily focused practical mathematics activities that are carefully matched to challenge differing abilities. Activities cover a range of mathematical aspects each week and expectations for what children can achieve are high. Teachers suitably emphasise mathematical vocabulary such as 'square', 'circle' and 'rectangle'. Some know the number of sides of each shape and are also familiar with 'hexagon' and 'pentagon'. Children make simple repeated geometric patterns and find which shapes fit together, to make a flower, for instance. Older children work confidently with coins, to make simple amounts, for example, or find different ways to make 10 pence. In

general, many children count with confidence, to 20 and beyond. They are beginning to put two numbers together in a practical way and to record with support. Many children write numerals, often correctly. The direct daily teaching of mathematics is a strength. Less evident, however, are spontaneous opportunities to capitalise on children's chosen activities. Routines such as register time are used to raise awareness of numbers but in a limited way. Teachers use number rhymes suitably, for example to reinforce simple computation as in 'Five currant buns'.

Knowledge and understanding of the world

70. Teaching in this area of learning is satisfactory overall, and as a result children are on course to reach the nationally set goals by the end of the Reception year. Teachers across the Foundation Stage provide suitable opportunities for children to be curious, to investigate and find out. For example when experimenting with magnets, children talked about how 'They like (or don't like) each other'. Some children with the potential to attain highly use words such as 'repel' and 'attract' as a result of the teachers' effective reinforcement of scientific language. In ICT aspects, older children in the mixed class do particularly well, exceeding expectations, logging on and off with confidence and demonstrating good mouse skills. They benefit from working with a Year 1 partner. Children enjoy making things, such as 'pig palaces', complex upgraded 'houses' for the Three Little Pigs where they can be safe from the wolf. They play with construction equipment for extended periods, making super-cars, for example or a 'reverse bridge' (that could be changed from being tall and narrow, to low and wide), for the three Billy Goats Gruff to use and hopefully avoid the troll. Children are confident to use all parts of their learning environment. They are gaining a good sense of place through visits to the locality, such as the church and Alton market. They are gaining a good understanding of other places, for example through role-play in the Caribbean café. Children in the Reception class made particularly good gains in their learning about how people in different places live through a Chinese visitor and by looking at a wide range of stimulating artefacts from other countries. Teachers encourage children's developing sense of the past through talking about and sequencing events before school into a timeline, from getting up, through breakfast, to coming to school.

Physical development

71. Teaching and learning in this area are satisfactory overall. Children are likely to reach the expected outcomes by the end of the Reception year. Teachers provide a wide range of appropriate activities to encourage children to use their hands and fingers. Many children hold implements such as paintbrushes, crayons and pencils with a comfortable and effective grip. They put small construction pieces together with dexterity and pat, scrape, poke and shape sand. Teachers encourage children to move with confidence in different ways. They run about the playground with a good awareness of space. They jump into hoops and, with suitable reminders, try to remember 'squashy knees'. They shake different part of their bodies and make good attempts to toss balls backwards and forwards using a curved 'catcher'. They enjoy being active but opportunities are limited mainly to the two structured sessions. The outside area lacks space and equipment for children to enjoy adventurous and energetic play. Despite the extensive school grounds, provision for four-year-old children to exploit their physical skills outside is not good enough.

Creative development

72. Teaching and learning in this area are satisfactory overall and children are on course to reach the expected goals by the end of the Reception year. A strength of the area of

learning is the exciting, well-equipped role-play areas that teachers and learning support assistants provide to stimulate imaginative play. During the inspection, children played imaginatively for extended periods in the Caribbean café, being on holiday (dressed appropriately in swimming costumes), surfing, making wonderful fruity drinks, or having a barbeque, for example. Very often they were supported by an adult (suitably in role, plus sun-hat) who joined in the play very effectively, extending and suggesting ideas. In general, teachers provide a wide range of appropriate creative activities for children to enjoy such as painting, collage, and drawing. When working with pastels, children apply the colour in a variety of ways to represent a peach, for example. Children's pictures are realistic and often quite detailed. Space for children to enjoy creative activities is limited, however. Teachers provide opportunities for children to listen to music and use songs and rhymes appropriately, to reinforce understanding of numbers for example.

ENGLISH

73. Pupils' attainment upon entry into Year 1 in all aspects of English is average. Pupils then go on to make very good progress in Years 1 and 2 with the result that standards in reading and writing at seven are very good and above the national average. This is reflected in the most recent national assessment tasks, when pupils achieved well-above average grades in comparison to national averages, and above average grades when compared to schools with a similar intake. This is a significant improvement on the last inspection report when standards in reading and writing by the end of Year 2 were average. The scrutiny of pupils written work in Years 1 and 2 indicates that pupils are on task to achieve well-above average grades this year.
74. The majority of pupils sustain this very good progress in Years 3 to 6 with the result that pupils achieved well-above average grades, both in terms of national averages and in comparison to similar school in the 2002 national assessment tasks for pupils aged eleven. There are more pupils with special educational needs in the current group of Year 6 pupils. Progress has been good, though the scrutiny of work indicates that attainment for these pupils by the time they are eleven will be average. This will result in a decline since the last inspection when overall standards in English at eleven were above average.
75. The majority of pupils display satisfactory speaking and listening skills when they arrive in Year 1. Most pupils listen with interest to their teachers and friends and are keen to make an active contribution to oral activities. Teachers use good questioning skills in English with chances for pupils to come together in pairs and small groups to talk about the activities they are involved in. As a result of this, pupils extend their vocabulary and become more confident, with the result that pupils' speaking and listening skills by the end of Year 2 are very good.
76. Pupils continue to develop their oral skills effectively as they move from Years 3 to 6. Teachers have high expectations of pupils in the development of their oral skills. They challenge pupils' initial responses and encourage them to think in more detail and to speak at length. As a result of this, many pupils develop the ability to articulate their ideas and opinions in a mature and perceptive manner relative to their age. Opportunities for pupils to engage in role-play and debating activities, both within English and other areas of the curriculum make a positive contribution to speaking and listening, with the result that standards in oral work by the end of Year 6 are above average.
77. A number of pupils arrive in school with satisfactory reading habits. They then go on to make very good progress in Years 1 and 2. Phonics are well taught in school, with the result that most pupils soon learn to decode words on the page. The structured reading

schemes used by the school are taught and used well to promote reading skills with guided reading activities focusing on reading for understanding. Pupils with identified reading skills, are given good additional support, by both classroom teachers and other members of staff. As a result of this very good provision pupils' attainment in reading by the end of Year 2 is well above average.

78. Pupils in Years 3 to 6 are given the opportunity to read a good range of literature, though the exploration of poetry and stories from other cultures and traditions and an introduction to the plays of Shakespeare remains an area for development. Pupils are regularly read whole texts by their teachers, and engage in silent reading activities. Pupils also show a good understanding of the layout of factual books and are able to retrieve information by using the contents and index pages. All of this contributed to the development of pupils' reading skills with standards by the end of Year 6 being good.
79. Some pupils arrive at school with the ability to write their names and to link letters together to make simple words. In contrast to this, a number of pupils, in particular those with special educational needs, are only able to make meaningful marks on the page. Pupils work on the development of their handwriting skills and focus on the basic English skills of punctuation, spelling and grammar. Pupils copy individual words and sentences, and slowly become more independent in their ability to link words together to make simple sentences in order to tell a story or write about events in their lives. Pupils who need support in their writing skills are given very good help by support staff and additional teachers during booster lessons, with the result that most pupils develop good writing skills over time. As a result of this very good provision, the majority of pupils have well above average writing skills by the end of Year 2.
80. Pupils continue to make good progress in their written work as they move from Years 3 to 6. Pupils continue to focus on the development of basic English skills relevant to their age and use them in a good range of writing activities. Pupils write for different purposes and in different styles. They produce creative, descriptive and instructional essays, write some imaginative poetry, produce short play scripts and develop their knowledge of descriptive and persuasive language in the creation of character studies and formal letters of complaint. Although there are occasional opportunities for pupils to explore how language can be used to convey information in different ways, as in newspaper articles, advertisements, leaflets and brochures, this remains an area for development.
81. Although pupils regularly plan their work, there are too few opportunities for pupils to re-draft their work and opportunities are lost for them to improve the quality of their work in terms of structure and style and the use of more imaginative and descriptive language. Pupil's handwriting and presentation are generally good with regular opportunities for them to word-process their work. The use of ICT to support learning in English is satisfactory.
82. Standards of work by pupils in the current Year 6 are average overall, with a number of more able pupils producing work of a good quality and length. Literacy across the curriculum is developed well, with good examples being observed in history, geography, religious education and science.
83. The overall quality of teaching throughout the school is good with some very good teaching being observed during the period of the inspection. Teachers have responded well to the introduction of the National Literacy Strategy and apply it in an effective manner. However, occasionally there are some inconsistencies in its practice with the objectives for the lesson not always being shared with pupils or reviewed at the end of

the lesson to see if they have been achieved. Opportunities are given for pupils to work together in a collaborative manner, with timed targets ensuring that pupils stay on task and that lessons move along in a brisk and purposeful manner. Marking does not always tell pupils how to improve their work. Work is generally differentiated to match the ability of groups of pupils, with additional support from teachers and support staff, enabling good progress and learning to be made in lessons.

84. Leadership and management in the subject are good. There is a good range of documentation and an effective scheme of work in place to support staff in the teaching of the subject. There are good assessment procedures to record and track pupils' progress and attainment and to provide them with individual targets for improvement. Work is regularly marked and corrected by teachers, though pupils do not correct their own errors and opportunities are lost for pupils to learn through their own mistakes. There is a good subject improvement plan in place, which focuses on a number of issues identified in this report. When they are put into place and embedded in practice the school will be in a secure position to move forward.

MATHEMATICS

85. At the time of the last inspection, standards were judged as average by the end of Year 2, and by the end of Year 6. This inspection judges standards to be well-above average by the end of Year 2 and above average by the end of Year 6, which is a good improvement. The 2002 national tests show an improvement compared with the 2001 results. As a result of careful monitoring of pupils' progress and the adaptation of the medium term plans, the highest-attaining pupils are working beyond what is expected for their ages. The majority of pupils, including those with special educational needs, make good progress across the school. Pupils who speak English as an additional language make satisfactory progress.
86. The overall quality of teaching and learning is good in Years 1 to 6; in Year 4 it is satisfactory. This is better than the previous inspection when planning lacked continuity and higher-attaining pupils were not well challenged. Previous work shows most at an appropriate level, although there are variations in the ways in which marking helps pupils to improve their work. In Years 1 and 2, pupils' work on place value, and they show an understanding of halves and quarters. They show sound skills of doubling and halving, and extend their knowledge of two-dimensional and three-dimensional shapes. They satisfactorily collect a variety of data and represent this in chart and graph forms for investigations. The highest-attaining pupils confidently devise their own strategies to find the difference between numbers such as 348 and 355. Pupils use their skills to solve problems such as, 'I started with 123 stickers, I bought eight more. Then 125 blew away. How many have I left?'. Although the ablest have some knowledge of complementary addition and subtraction functions, the majority of pupils have less understanding.
87. In Years 5 and 6, the work is consistently good and pupils make more rapid progress. In the lessons observed, the quality of teaching and learning was good or better. In lessons, work was very well planned for all ability groups and teachers managed the lessons extremely well. Teachers were very keen and their lively manner motivated the pupils well. The lessons had a very brisk pace and were challenging for all. Pupils are 'set' for mathematics, for some of the time, in Years 5 and 6. The higher-attaining pupils in Year 6 worked hard on adding two numbers at speed and identifying the effect of multiplying a decimal by 10, 100 and 1000. A very good level of questioning enabled pupils to quickly work out their answers, and good opportunities were given for pupils to be creative in their mathematical thinking. When asked to take 17½ per cent off sale

prices, pupils created their own store list. The homework task was the price list problem, but to increase the price by 17½ per cent. The very good summing up of the lesson showed just how much pupils had learned. The teacher showed very good relationships with the pupils and ensured a good working environment, where pupils were attentive, the majority well behaved and extremely keen to learn. A scrutiny of work shows pupils in Year 6 make good progress and work at levels relevant to their age or abilities. They use efficient written methods for computation, such as short multiplication and division, and higher-attaining pupils are able to do long multiplication and division. Pupils work at a good level with fractions and percentages and they use this knowledge to work out everyday problems. They show a good level of understanding of regular shapes and their properties and solve area and perimeter problems. They use and apply their knowledge of decimals and measure accurately for length, capacity and temperature.

88. Teachers are secure with the National Numeracy Strategy and they apply it well. Across the school, they show good management of the whole class and groups, and pupils with special educational needs are supported well. A pupil who is at the early stages of learning English as an additional language has limited access to the curriculum due to lack of understanding. Pupils of all abilities are included well in all lessons, especially the mental 'warm-up' sessions. Teachers explain what pupils are going to learn. They provide good mental warm-up and pupils are keen to answer. When pupils are engaged in the activities, they concentrate and work well.
89. Numeracy skills are used appropriately across the curriculum. In science, pupils use accurately a range of measurements, collect data from their investigations and display them in a range of graphs. Measuring skills are appropriate in technology. For example, when designing a Tudor cart, pupils measured accurately to find the correct size for their design. There are time lines in history and sound use of mathematical skills in map work in geography. There is good use of computers to support the development of mathematical skills and to extend pupils' knowledge and skills in ICT.
90. The subject is very well managed. The subject manager has worked hard to develop the medium-term plans for the subject and this means that teachers are well placed to provide better matched work for their classes. Mathematics has been a key focus area on the school's improvement plan. Assessment of work and analysis of other assessment data are used well to identify areas for development and set pupils' targets. The provision of training has been good and has led to the increased confidence of teachers. Marking is still inconsistent. However, in the upper junior classes it is good, and helps pupils to improve their work. Resources are satisfactory in all aspects of the subject.

SCIENCE

91. Standards in science by the end of Year 6 are average, as at the time of the last inspection. Although no lessons were seen for Year 6 during this inspection, from looking at samples of work and by talking to pupils, it is clear that they are working securely within the expected Level 4, and making inroads into the higher Level 5. There is insufficient evidence to make accurate comparisons with national testing in 2002, when a high proportion of pupils, two thirds, achieved the higher level. Standards by the end of Year 2 are average, reflecting the 2002 National test results and also standards found during the last inspection. Standards across the school are satisfactory overall.
92. By the end of Year 6, pupils use a range of methods to separate materials, by evaporation, by filtration, and by using magnets, for example. They understand basic

principles of evaporation and condensation in the water cycle, and through experimentation they find which materials are good or poor conductors of electricity. They identify major organs of the body and outline their function, and label and describe the main parts of flowering plants. They have a clear understanding of fair testing.

93. By the end of Year 2, pupils have a clear understanding of different forces such as pushing and pulling, and magnetism. They identify forces at work to make small mechanical toys move. They talk about the forces needed to move games equipment such as seesaws, skittles or swings. They list different light sources and know what causes shadows. Across the school, higher-attaining pupils talk about their work with particular confidence. They explain and help other pupils. Pupils with special educational needs make valuable contributions, especially to the experimental work.
94. The quality of teaching and learning in science is good overall. Occasionally teaching is very good when pupils are motivated particularly well by an imaginative approach to apply what they have learned previously to current work, as when linking learning about forces to drama. In the best lessons, teachers ask probing questions to extend pupils' thinking. They give very clear explanations so that the learning moves on securely. In general, teachers' subject knowledge is good and they provide interesting and challenging tasks. Expectations for pupils' learning are high. The marking of pupils' work does not always help them to improve. A particular strength of the teaching overall is the emphasis on investigative and experimental work. Teachers are well organised and well prepared and use equipment to good effect. Occasionally, however, teaching is less than satisfactory, when pupils' learning is not moved on well enough because teaching points are not clear and are insufficiently challenging.
95. Pupils enjoy science lessons. They respond well to the lively questioning and are keen to offer suggestions. They show good levels of curiosity and the interesting experiments and activities motivate them effectively. They try hard and work purposefully. Only when teaching is weak do pupils become less responsive as their interest levels flag. In general, pupils make good use of literacy skills to record practical work in a variety of ways, in note or tabular form, or as an account, for example. They make appropriate use of ICT skills, as when devising a graph to show the stretch of elastic bands. Pupils work well together in small groups, even when not always supported by an adult.
96. Leadership and management in science are satisfactory. The major review of the science guidelines and programmes of work, to make sure that pupils learn steadily as they move through the school, is almost complete. Those already introduced are proving effective in supporting lesson planning. The enquiry approach is a clear improvement. Gaps in the curriculum, identified at the time of the last inspection, are being suitably addressed. Plans are in hand to introduce systematic whole school assessment procedures in line with other subjects. Informal but adequate assessment procedures are currently in place.

ART AND DESIGN

97. Standards in art and design were reported as below expectations by the end of Year 2 and Year 6 in the last inspection report. In this inspection only one lesson was observed in Year 6. However, teachers' planning, a portfolio record of work across the school, and displays in classrooms and communal areas of the school provided a wealth of evidence. From this evidence, standards are judged to meet expectations by the ends of Year 2 and Year 6. This represents an improvement in standards since the last inspection. Pupils achieve satisfactorily and make satisfactory progress in art and

design through the school. Pupils with special educational needs and those who speak English as an additional language do well against the individual targets set for them.

98. There was insufficient evidence to make a secure judgement about the overall quality of teaching and learning by the end of Year 2 and Year 6. In the one lesson observed the quality of teaching was good because good links were made to pupils' previous learning. They were given good opportunities to identify the difficulties they experienced in the mono-printing process. For example, 'too much paint, the design was too big to rotate easily'. Pupils showed a good understanding of 'half-drop' patterns. They experienced some difficulties in making their designs for their 'press prints' but together solved their problems. The relationships between pupils were good as a result of the teacher's close monitoring of individual progress. The quality of questioning was good, as was the teacher's subject knowledge and behaviour management. The encouragement from the teacher to complete the task ensured that pupils worked hard, persevered and in due course produced some exciting designs. Good learning took place in this lesson.
99. There is a sound art and design development plan to aid the gradual building of progress as pupils pass through the school, for activity themes, and for the use of materials and the teaching of processes. Work is planned on a two-yearly cycle to ensure coverage. Good methods of integration with the use of ICT are also detailed. There is a good scheme of work, helpful to teachers with its overview of different areas of art and its guidance on the integration of studying the work of famous artists, craftspeople and designers, alongside practical activities. A balance between two-dimensional and three-dimensional work is also specified. Teachers' planning is thorough and there are three annual assessments of pupils' performance and progress. The results of assessments are put on the computer system and the subject manager plans to analyse these to find trends. The use of 'Art Ideas' books, sketch books, is satisfactory. The use of ICT to develop the subject is also satisfactory.
100. The overall management of the subject is satisfactory. The subject manager for art and design monitors standards through collecting work samples. There are no opportunities for her to monitor the quality of teaching. She has created a portfolio of work across the school. At present there are no opportunities for pupils to visit art galleries as part of special enrichment experiences. However, it is planned that an artist who works in clay will work with Years 1 and 2 next term. Display around the school is of a good quality, and enhances the communal areas of the school in an interesting and eye-catching way. Of special note are the good environmental links through wood sculptures in the style of Andy Goldsworthy. Resources are adequate for both the practical and the knowledge-based strands of the subject.

DESIGN AND TECHNOLOGY

101. In the last inspection standards were in line with expectations by the end of Year 2 and Year 6. Very few lessons were seen in 1997 and that was similarly the case in 2003. In this inspection, the opportunity for observing lessons was limited and only one lesson was observed, in Year 2. Standards in this lesson were satisfactory. Since no lessons were seen in classes from Year 3 through to Year 6, no firm judgements can be made about standards at the top of the school, or about pupils' progress in the subject as they pass through the school. However, evidence from teachers' planning, examples of pupils' planning and evaluation sheets, and examples of pupils' work indicate that standards and progress are satisfactory.
102. The quality of teaching and learning is good in Year 2. Pupils are given appropriate tasks, which are designed to be interesting to them and to motivate them to learn, such

as in the lesson seen where they were designing a vehicle for a purpose. Pupils planned their designs with rough drawings, then modified and refined them, making more specific shapes and features. Pupils confidently selected the materials they would need to make their vehicle. Monitoring by the teacher while pupils were planning was helpful and led to improvements in design. The quality of teaching and learning cannot be firmly judged across the rest of the school, but indications from planning, records and examples of work indicate that it is satisfactory. Year 6 have designed and made bridges, and subjected them to testing for evaluation, looking for successful mechanisms for lifting bridges. They have successfully designed and made slippers. Emphasis on the planning, modifying and evaluation phases is in evidence, which is an improvement on the situation reported in the last inspection.

103. In the last inspection, the subject lacked a policy and a scheme of work; this is now remedied, and there is a satisfactory policy in place, with appropriate health and safety guidelines incorporated, and a set of national guidelines has been adopted as a scheme of work. Suggestions for assessment are included in the guidelines, and assessment takes place termly. Teachers put assessment results onto the computer system, this is due for review at the end of the term: the use of these assessments has yet to be evaluated. The curriculum meets the requirements of the National Curriculum, and the school is now well poised to develop this subject further. Food technology is carefully planned as part of the two-year cycle of teaching and learning. The use of ICT in the subject is satisfactory; good links have developed with the ICT subject manager to share resources and ideas.
104. The subject manager organises and leads the subject well and has made good improvements since the last inspection. All staff have received in-service training on various aspects of the subject and overall staff are enthusiastic about teaching design and technology. There are few enrichment experiences at present, although information is available from web-sites via the Internet and by the use of CD-ROM. Resources and the scheme of work have been updated from almost non-existent to adequate in the last two years, with immediate benefits to the subject.

GEOGRAPHY

105. It was possible to observe only one geography lesson during the inspection week. This lesson, with scrutiny of pupils' written work and other geography related activities, indicates that pupils make satisfactory progress in their knowledge and understanding. Pupils achieve standards broadly in line with expectations by the ends of Year 2 and Year 6. The time allocated to geography, and the often significant time between individual topics, makes some impact on pupils' ability to extend and consolidate their geographical skills over time, and their ability to become independent learners. Standards in the subject have been maintained since the last inspection. Pupils with special educational needs receive good support from their teachers and support staff with the result that they make the same progress as all other members of their class.
106. In the single lesson seen, pupils in Year 2 displayed the ability to identify and compare the natural and human features of the Isle of Wight and to compare them with the local area of Alton. The good progress in this lesson was enhanced by the teacher's good questions to promote pupils' learning and understanding, and the wish of the pupils to make an active contribution to the lesson.
107. The analysis of pupils' written work indicates that pupils are given the opportunity to respond to all areas of the National Curriculum for geography, though the time devoted to topics and the amount of work produced by pupils varies somewhat. Pupils in Years

3 and 4 engage in a good extended project on the comparison between Alton and Portsmouth. Pupils are given the opportunity to consider the business, housing and leisure facilities in the two areas. Their knowledge was reinforced by a trip to Portsmouth, and consolidated by the pupils in the production of an individual brochure, 'All about Portsmouth'. A satisfactory project can also be seen in Years 5 and 6 with pupils developing their knowledge of rivers and streams and the importance of water in our lives.

108. Good cross-curricular work between geography and other areas of the curriculum can be observed in the school. This was observed in a Year 5 lesson as pupils considered the argument for and against the building of a by-pass around a small country town. Pupil's knowledge and understanding was extended within a good classroom debate on the issue, with pupils taking on the roles of the town's inhabitants. At a local level, pupils in Year 5 have considered the development of a new housing estate in Alton and its overall impact both on the school and the wider community within personal, social and health education lessons.
109. Whilst it is not possible to make a secure judgement on the quality of teaching on the basis of lesson observation, the lesson in question was well planned and organised. The teacher gave pupils the chance to work in a collaborative manner, with the final part of the lesson used well to review the activities they had been involved in and to share what they had learned. Pupils work well together as they consider a number of issues concerning our moral responsibility of the natural world around us and come to a better understanding of other cultures and countries.
110. Leadership and management of the subject are satisfactory. There is an appropriate range of documentation in place to support teachers in the planning of the subject, with opportunities for pupils to visit a number of study centres and places of environmental interest making a positive contribution to their learning. There was insufficient evidence to make a judgement about the use of ICT in the subject.

HISTORY

111. It was possible to observe only two lessons during the week of the inspection, with these two lessons taking place in the upper school. No lessons were observed in Years 1 and 2. These lessons, plus a scrutiny of pupils' work, and teachers' planning documentation, indicate that pupils make satisfactory progress in the subject and achieve standards broadly in line with expectations for their age by the end of Year 2 and Year 6. The time between individual topics, particularly in Years 5 and 6, inhibits pupils' ability to make comparisons between periods of history and to develop their historical skills. Standards in the subject have been maintained since the last inspection report.
112. Pupils in Year 6 considered the life of poor children in Victorian England and the influence on young people's well-being by such people as Lord Shaftsbury and Dr Barnado. The good progress in these two lessons was enhanced by the teachers' good use of resources to promote pupils' knowledge and learning and the effective use of role-play activities to consolidate pupils' understanding.
113. Pupils' written work in Year 1 and 2 shows that pupils develop a satisfactory understanding of cause and effect and the impact of people of the past. Pupils consider the reasons and impact of The Great Fire of London, and the lives of such people as Guy Fawkes and Florence Nightingale.

114. The analysis of pupils' written work in history indicates that pupils are given the opportunity to explore all the required areas of the National Curriculum for history, though the depth and range of activities within individual topics varies significantly. A particularly good example of a detailed topic of work can be seen in Years 3 and 4 as pupils consider Invaders and Settlers and the conflict between the Roman invaders and the Celtic people. Pupils are given the opportunity to develop good note-taking skills and make a personal response to a number of issues. Literacy is developed well in history with chances in this topic for pupils to write a Roman servant's diary, short play scripts, and in a humorous manner, a letter of complaint to the local senate about the poor state of fighting in a recent gladiatorial competition. Pupils develop a satisfactory understanding of chronology and how people and places change over time. Not all topics are covered in such depth.
115. As in all history work, the good support from staff and the provision of a good range of supporting documentation and writing frames enable pupils with special educational needs with the opportunity to make the same progress as all other members of the class.
116. It is not possible to make a secure judgement on the overall quality of teaching on the evidence of the two lessons observed. The two lessons were well planned, organised and resourced. Lesson objectives were shared with pupils, who gained a clear understanding of their own learning. Teachers generally had high expectations of pupils and used questioning skills in an effective manner to extend pupils' knowledge and understanding. Pupils particularly enjoyed the opportunity to engage in role-play activities. This extended their positive attitudes towards their work, and made a significant contribution to the good learning in both lessons.
117. Leadership and management in the subject are satisfactory. The subject uses a satisfactory scheme of work to support teachers in the planning of their lessons, with effective assessment procedures helping to follow pupils in their progress and attainment. Opportunities for pupils to visit museums and other places of historical interest make a positive contribution to pupils' learning. With the chance for pupils to study a number of periods of history, both in Great Britain and around the world, the subject makes a valuable contribution to pupils' social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. At the time of the last inspection standards were below average by the ends of Year 2 and Year 6. Since then there have been good improvements as standards exceed expectations by the end of Year 2, and are in line with expectations by the end of Year 6. This reflects the number of pupils in the current Year 6 who have special educational needs and the earlier disruption to their education when lower in the school. The current ratio of computers to pupils is above the national average and the new computer suite is beginning to have a positive impact on raising standards.
119. Although only a few lessons were observed, indications from these and other evidence are that the quality of teaching and learning in the aspects covered is good across the school. The previous inspection found teaching to be unsatisfactory. Teachers are becoming more confident users of computers, but will require further training to teach the control aspect of the subject, because resources are new to the school. By the end of Year 2, pupils have been taught well to produce text and pictures and to handle and display simple data. They plan and command to make things happen and can talk about their experiences inside and outside school. All pupils, including those with special educational needs, and English as an additional language, make good progress.

120. By the end of Year 6, pupils can handle text and data at a level appropriate to their age. They use a variety of fonts, colours and sizes. They cut and paste their work and can draft and redraft to screen. They can access CD-ROM information and the Internet for research in geography, history and science, and do this confidently. They are able to use electronic mail. Pupils make satisfactory use of computers in other subjects. They use word processing across the curriculum to present their work and handle and display data in mathematics. In some classes, the Internet is used well for research. Pupils in Year 5 are working at a level in excess of expectations for their age. When inputting information into spreadsheet cells, pupils solved problems confidently. This level of work was that expected of Key Stage 3. Pupils of all abilities make good progress as a result of the good quality teaching of the subject.
121. Pupils have very positive attitudes towards the subject, and many have access to computers at home. They treat the resources sensibly and work well collaboratively when sharing a machine. Despite very restricted working conditions, owing to size, pupils' behaviour in the computer suite is good.
122. The subject manager has worked hard to develop the subject and provides good leadership to staff. She is well supported by a technician. The staff has received in-service training on data handling, the Internet, using a multi-media projector and later this term will receive training on control and electronic mail. There is a sound policy and scheme of work in place, including an Internet access policy. The expansion of ICT over the next five years is well thought-through and builds on the developments already in place. The subject manager has made good links with other aspects of the curriculum, such as responsible Internet use to develop pupils' citizenship skills. There is a good range of computers, including linked computers in all classrooms and eight in the computer suite. The subject enhances pupils' personal and social development as they work well in pairs, sharing tasks, taking turns and sensibly discussing which options they will choose.

MUSIC

123. At the time of the last inspection standards were judged to be above expectations for pupils' ages in Years 1 to 6. Current findings are similar by the end of Year 2, and although no end of Year 6 music was observed, standards are judged to be in line with expectations by the end of Year 6. Pupils enjoy their music making, especially when singing together. The quality of singing was judged as 'tuneful' at the last inspection, and this remains the case, although in assemblies it does lack energy. Pupils with special educational needs, and those who speak English as an additional language, achieve appropriate standards and take a full part in all musical activities.
124. The quality of teaching and learning is very good in Years 1 and 2, and the lessons taught by the subject manager in Years 3 to 6 are very good or excellent. Lessons are planned well and prepared with a broad range of musical activities that are suitably challenging. Most teachers help pupils to be aware of what they are expected to learn and they accomplish this by sharing the learning objectives with pupils at the start and end of lessons.
125. By the end of Year 2, pupils sing a variety of songs tunefully, with good control, and enjoy using appropriate actions. Their rendition of 'Rhythm of the Music' was expressive and tuneful. They are able to sustain a good rhythm when singing during assemblies. Pupils treat instruments carefully, they understand the importance of 'beat' and demonstrate this when clapping in unison. Pupils are familiar with graphic notation

and use this knowledge to create their own compositions. Teachers work hard to stimulate pupils and help them to feel successful.

126. In Years 3 to 6, pupils have a good understanding of rhythm and basic musical structure. In class lessons, the subject manager uses a variety of methods. Pupils enjoy lessons, they enter enthusiastically into musical activities and show a good appreciation of Henry VIII's Pavane, identifying metre and keeping a steady beat with a chosen body percussion pattern. Pupils have a sound knowledge of the names of Tudor instruments, and the teacher reinforces learning in history by developing good curricular links. Pupils recalled 'ostinato' from the previous lesson, and in groups successfully created their own 'sound' compositions.
127. Pupils learn to play brass, keyboard, guitar, stringed and woodwind instruments during peripatetic music lessons. The standards reached by the instrumentalists are higher than those of other Year 3 to 6 pupils. Although 37 pupils have lessons there is no orchestra or choir in place. During the inspection, pupils listened carefully to the musical theme for the week by the Hampshire Recorder Sinfonia when entering and leaving the hall for assemblies. A musical group performs at the celebration assemblies held on a Friday.
128. Music is well led by the subject manager, who provides good support for staff. There is a satisfactory policy and a scheme of work for music that is due for review. Most year groups use a commercial scheme of work. The subject manager has held the post since last September and since that time has just started to put assessment data onto the computer system. Hence, the analysis of pupils' progress is at an early stage of development. There are no opportunities for the subject manager to monitor teaching in the subject.
129. The school has a satisfactory range of resources. The use of ICT is under-developed in the subject. All pupils take part in the productions at Christmas, which allows every member of the school to take part in making music. Pupils in Year 6 take part in the yearly summer term recitals, which are a great success, and well-supported by parents. Instrumentalists played at the local schools' music festival. Visiting musicians, such as the Bournemouth Symphony workshop for Years 5 and 6, enrich the subject. During the last school year, Year 1 and 2 pupils sang to the Alton Hard of Hearing Club. Music makes a good contribution to pupils' spiritual, moral, social and cultural development when they make and reflect on music together, share instruments and take part in musical productions.

PHYSICAL EDUCATION

130. It was only possible to observe a limited number of physical education lessons during the period of the inspection. These lessons, plus an examination of the scheme of work used by the school, indicates that pupils make satisfactory progress in their physical education skills over time and achieve standards in line with expectations for their age by the ends of Year 2 and Year 6.
131. Pupils with special educational needs receive good support from teachers and learning support assistants, with the result that they make the same progress as all other pupils. Standards in the subject have been maintained since the last inspection.
132. In an excellent lesson, pupils in Years 1 and 2 displayed the ability to take control of their own learning as they worked in pairs in creating a piece of very imaginative dance based upon playground activities. The great success of this lesson owed much to the

teacher's very secure knowledge of this aspect of physical education and the pupils' excellent self-discipline and the wish to please their teacher with their high-quality work.

133. Pupils in Years 3 and 4 made good progress in those attacking and striking skills associated with tennis as they focused on control of the racquet and the ability to send the ball in right direction and with necessary force. Opportunities were given to refine skills through practice, with the teacher and learning support assistant giving good support to individual pupils. Pupils in Years 5 and 6 were likewise seen to be making good progress in their cricketing skills as they considered the correct way of collecting, throwing and running after a ball. Pupils then moved on use these skills within a well-structured game of Kwik Cricket.
134. All pupils display positive attitudes towards their physical education activities. They are aware of the wellbeing of others and work with sustained concentration in order to achieve the necessary skills. They listen with attention to teachers' coaching points and carry them out with interest.
135. Teachers' planning documentation indicates that the school covers all areas of the National Curriculum for physical education. Swimming is taught in the summer term to all pupils in the school's outdoor swimming pool. As a result of this good provision, virtually all pupils achieve the required standard of swimming 25 metres by the end of Year 6.
136. The overall quality of teaching is satisfactory with some good and excellent teaching being observed during the week of the inspection. Lessons are well planned, organised and resourced. Pupils are made aware of health and safety issues, with good warm-up activities at the beginning of lessons. Teachers give good demonstrations of the skills to be learned and developed and give pupils the opportunity to demonstrate good practice. Praise is used in an effective manner to raise pupils' confidence in their ability. The final part of lessons is often used well to reflect on the activities carried out in the lesson and to plan for improvement. All this makes a positive contribution to learning.
137. Leadership and management in the subject are satisfactory with the scheme of work used in the school being interpreted by teachers in an effective manner. The school provides extra-curricular activities in football and cricket, with chances to play in inter-school competitions. Pupils also take part in a residential trip in Year 6, with pupils taking part in rock climbing, orienteering, high rope activities and problem solving. Accommodation is good with pupils having access to a large hall, a hard-surface area, a large playing field and an open-air swimming pool in the summer. With its emphasis on team building and the need to work together, the subject make a positive contribution to pupils' social and personal development.

RELIGIOUS EDUCATION

138. Standards in religious education by the ends of Year 2 and Year 6 meet the expectations of the locally agreed syllabus. This represents good improvement since the last inspection when standards were judged to be unsatisfactory. By the end of Year 6, pupils know about key aspects of Judaism, about Shabbat and Passover, for example. They show a mature and sensitive response to difficult issues such as death and the after-life. Using 'The Magpie's Song' by Laurence Anholt as a stimulus, they reflect deeply about the continuing relationship between Carrie and her grandfather after his death. They compose imaginative and moving letters from Grandpa to Carrie. By the end of Year 2, pupils know that Christians have one God whereas Hindus have several, and name Lakshmi, Vishnu and Ganesh, for example. They offer thoughtful

ideas and words, such as powerful, kind, mysterious and immortal, to describe the Christian God. They suggest similar ideas about Jesus and begin to recognise the Christian belief of Jesus as the embodiment of God. They identify amazing happenings in New Testament miracle stories, such as when Jesus walked on the water, and turned the water into wine at the wedding in Cana.

139. The quality of teaching and learning in religious education in lessons is at least good. Occasionally it is very good or outstanding, as when teaching is particularly imaginative and fast moving, or when pupils are given a profound learning experience within a secure and trusting environment. The best teaching stimulates pupils to think carefully about their learning and make connections, for example about God and Jesus. Teachers' subject knowledge is good. They emphasise specific vocabulary such as altar, lectern, stained glass and pews. They tell and read well-chosen stories in a lively and dramatic way. They use questions to good effect so pupils can build on previous learning. Teachers establish an open atmosphere where pupils can express developing thoughts and ideas freely and pupils readily become involved. Almost all, including those with special educational needs, join in the discussions. Teachers value pupils' contributions and relationships are good. Religious education lessons provide a useful forum for pupils to talk and to develop their speaking skills. However, the provision for a pupil at the early stages of learning English is not good enough to promote understanding and equal participation.
140. Teachers enhance the curriculum appropriately, for example by visits to the nearby church, and by visitors such as Jewish and Muslim parents. Local clergy also visit the school and make valuable contributions to the daily acts of collective worship. The subject makes good contributions to pupils' personal development through the range of issues addressed. The curriculum is much improved since the time of the last inspection. Comprehensive subject guidelines are in place, but links with literacy are not yet established well enough. There is insufficient written work for older pupils in particular. Pupils use ICT skills suitably, to find out about Hindu gods, for example.
141. The subject is led and managed effectively. The subject manager has a secure view of the future development of the subject. She is aware of the improving standards through monitoring samples of pupils' work each term. She has recently introduced systematic assessment systems onto the network in line with other subjects. The well-organised resources are used to good effect.