

INSPECTION REPORT

ANDOVER C.E. PRIMARY SCHOOL

Hampshire

LEA area: Hampshire

Unique reference number: 116269

Headteacher: Mr G. McCann

Lead inspector: Mrs Christine Huard

Dates of inspection: 20th - 23rd October 2003

Inspection number: 255344

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	218
School address:	East Street Andover Hampshire
Postcode:	SP10 1EP
Telephone number:	01264 352322
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Graham Souter
Date of previous inspection:	3 rd December 2001

CHARACTERISTICS OF THE SCHOOL

Andover is an average sized Church of England primary school close to the centre of Andover. It caters for pupils between the ages of four and eleven and although most attend from the local area a significant minority come from further a field. The area is broadly average in socio-economic terms although there are pockets of deprivation. The school roll has risen slightly since the last inspection and currently 218 pupils attend. Overall there are more girls than boys, this is particularly so in Years 3 to 6. Children join the Reception class when they are four, and all continue into the main school. When they join the school their attainment is broadly average, although a little low in language, literacy, communication, mathematics and knowledge and understanding of the world. Few pupils leave the school during the year – although more join it. A very small percentage of pupils come from ethnic minority groups. However, only one pupil is at an early stage of learning English. Ethnic groups represented in the school include Mixed heritage Caribbean, Mixed heritage Asian. Twelve per cent of pupils are eligible for free school meals, which is broadly in line with the national average. About nineteen per cent of pupils have been identified as having special educational needs or are on the school's concern register, which is average. Three pupils (1.4 per cent) have statements of special educational need, this is average. These statements relate to pupils with moderate learning difficulties and multi-sensory impairment. Extra support is provided for pupils who have difficulties with learning, as well as those with emotional and behavioural problems.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27290	Mrs Christine Huard	Lead inspector	The Foundation Stage, science, art and design, design and technology
9646	Mrs Geraldine Osment	Lay inspector	
30244	Mr Roger Tapley	Team inspector	Mathematics, geography, history, music. English as an additional language.
32712	Mr David Waxler	Team inspector	English, information and communication technology (ICT), physical education, religious education, special educational needs.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Andover C.E. Primary school provides a satisfactory education for its pupils and provides sound value for money. It no longer has any serious weakness and the results of this summer's national assessment tests and the pupils' work examined show that standards are rising. The quality of teaching and learning are sound overall and this is ensuring that pupils are achieving satisfactorily. The leadership and management of the school are very sound with an appropriate emphasis on identifying and taking positive action about areas needing improvement.

The school's main strengths and weaknesses are:

- The headteacher has a clear vision for the future development of the school.
- The quality of teaching is good for pupils in the Reception class and Years 1 and 2, and has significantly improved for pupils in Years 3 to 6.
- The attitudes and behaviour of the pupils are good and enable them to learn effectively.
- The provision in the Reception class is good.
- The pupils have too few opportunities to develop independent learning skills- particularly in Years 3 to 6.
- The highest attaining pupils are not always challenged sufficiently.
- There is good provision for special educational needs.
- Some subject leaders are not sufficiently confident in their role to take their subjects forward because they have only recently been appointed.
- The school provides a caring and safe environment for all pupils.

The school has made good improvement since the last inspection. This is particularly evident in the pupils' behaviour, which is now good, and in the quality of teaching which is good for the younger pupils and has significantly improved for the older ones so that it is now satisfactory overall with some good features. These, together with improved assessment procedures and monitoring and evaluation of the school's work, are having a positive impact on pupils' learning ensuring that standards are beginning to rise.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	C	A
mathematics	C	D	C	A
science	C	E	D	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is satisfactory overall. Results fell in 2002 but good improvements were seen in the tests at the end of Years 2 and 6 in 2003. The results of pupils in Year 6 showed very good improvement against the results achieved when the pupils were in Year 2. A particular improvement was in the percentage of pupils attaining the higher levels in all subjects in the national tests. This indicates that pupils with greater capabilities are being better challenged although there is still room for greater challenge for the highest achievers particularly in Years 3 to 6. The children in the Reception class receive a good start to their education and most achieve the goals expected

nationally¹ by the time they move into Year 1. In Years 1 and 2 standards are above average in writing and average in reading and mathematics.

Pupils' personal qualities and spiritual, moral, social and cultural development are good.

Pupils' attitudes towards their work and their behaviour in and around the school are good. This represents a considerable improvement since the last inspection. Pupils' attendance is very good and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory overall.

Teaching is satisfactory overall. Children in the Reception class learn well because the teacher has already assessed their particular needs and is taking action to ensure they are met. Teaching in Years 1 and 2 is good and pupils learn and achieve well because they eagerly respond to the challenges with which they are presented. Teaching in Years 3 to 6 is sound. Pupils learn satisfactorily because work is well matched to their particular needs. However, there are times when the highest attaining pupils could be challenged more, particularly in mathematics. Pupils with special educational needs achieve well because they receive good support as do those for whom English is not their mother tongue.

The overall quality of the curriculum is satisfactory. There is an appropriate range of extra-curricular activities which further enrich pupils' learning. The care, guidance and support for pupils are good. Relationships with parents and the local community are good and have a positive impact on pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall, with strengths in the leadership provided by the headteacher. The headteacher has an appropriate vision and clear direction for the school. There is a positive emphasis on improvement, which is rigorously pursued by the headteacher, governors and staff alike. Governors take their responsibilities to challenge the school seriously and fulfil their statutory requirements. Spending is suitably focused on actions taken to raise standards. Subject co-ordinators manage their subjects competently and most monitor lessons and work appropriately. However, because some are only recently appointed to the role they are not all sure of what needs to be done to take their subjects forward.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are generally very supportive of the school and are pleased with the information they receive. The pupils enjoy school and although their views are taken into account on an informal basis, at present there is no school council to provide more formal feedback. The school improvement plan already identifies this as an idea for development this year.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- To provide more opportunities for pupils to develop independent learning skills- particularly in Years 3 to 6.
- To take steps to ensure that the highest attaining pupils are always challenged sufficiently, particularly in mathematics.
- To ensure that all subject leaders become sufficiently confident in their role to take their subjects forward.

¹ The Early Learning Goals refer to the six areas of learning covered in the Foundation Stage (Reception class). These are: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, physical development and creative development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Achievement overall is now **satisfactory** having been unsatisfactory at the time of the last inspection. In the reception class and Years 1 and 2 it is better than in Years 3 to 6 because the teaching is still better overall in these classes. Although standards are **average** overall in the core subjects of English, mathematics and science, they are beginning to rise because work is more closely matched to pupils' needs.

Main strengths and weaknesses

- Standards in Years 1 and 2 are rising rapidly. Pupils achieve well because of good teaching.
- Children in the reception class receive a good start to their education and achieve well.
- Standards have improved in Years 3 to 6 because the quality of teaching has improved.
- Pupils with special educational needs achieve well.
- Although more is expected of higher attaining pupils than previously, in some lessons they are capable of even more challenging work.
- Standards in reading are not as high as in writing across the school.

Commentary

1. Since the last inspection there has been an improvement in the percentage of pupils attaining the expected levels in national tests at the end of Years 2 and 6. In 2003 the results of tests at the end of Year 6 showed significant improvement in mathematics and science. In English the results showed a very slight fall over the year before. This was because a small number of pupils had severe special educational needs and were not entered for the test. This affected the overall result for the school. However in all three core subjects there was a substantial rise in the percentage of pupils attaining the higher level 5 and this reflects the efforts made by the school to match tasks more closely to the individual needs of the pupils. The school's results are broadly in line with those seen nationally, although slightly below average in science.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.6 (26.8)	26.8 (26.8)
mathematics	27.0 (26.0)	26.8 (26.7)
science	28.2 (27.2)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year

2. Results of tests at the end of Year 2 show that standards in writing have improved significantly and are now well above those seen nationally. This reflects the considerable efforts that the school has put into improving the teaching in this area with a greater variety of writing being explored and more attention paid to the range of vocabulary used, good presentation and careful use of punctuation. Standards in science have risen significantly, particularly the percentage of pupils attaining the higher level 3, because more capable pupils are challenged well in the tasks they are expected to complete.

Standards in national tests at the end of Year 2 – average point scores in2003

Standards in:	School results	National results
reading	16.2 (16.0)	15.7 (15.8)
writing	15.7 (14.5)	14.6 (14.4)
mathematics	15.6 (15.6)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

3. The school has set appropriate challenging targets for future results. The school analyses and tracks pupils' progress as they move through the school very carefully and the results feed into these. Staff make a careful and detailed analysis of test results in order to identify areas for development – from this the current emphasis on writing activities arose. There is currently no significant difference in the attainment of boys and girls or those from different ethnic backgrounds. However, in some lessons in Years 3 to 6, particularly in mathematics, the higher attaining pupils do not always achieve as well as they might because sufficiently challenging tasks are not provided for them.

4. Children in the foundation stage enter the school with a wide range of capabilities although these are broadly average. A significant minority of pupils enter with below average levels of literacy and numeracy and restricted knowledge and understanding of the world about them. They settle quickly and are already achieving well, particularly in the areas of personal, social and emotional development, language literacy and communication, numeracy, knowledge and understanding of the world and in their physical development. They are achieving satisfactorily in their creative development. Careful on-going assessments ensure that tasks set are clearly matched to each child's capabilities and the level of support provided is of generally good quality. The assessments made of the current Year 1 pupils show that they made good progress during their reception year and most met the expected goals for their ages.

5. In Years 1 and 2, pupils make at least satisfactory and often good progress. In Year 2, most pupils attain standards that are above average in writing and have achieved well overall since entering the school. However, overall achievement in reading, although satisfactory, is not as good as in writing. The timetabling of reading is rather haphazard and some teachers are unsure as to what should be included in guided and group reading sessions. This means that although higher attaining readers are achieving well, those who find it more difficult are not always receiving as much support as they need. In the other subjects, pupils meet expected standards in art and design, design and technology, geography, history, ICT, physical education and religious education. It was not possible to make an overall judgement of standards in music. Overall pupils are achieving at a satisfactory level compared with their starting point.

6. Standards in Years 3 to 6 have improved since the last inspection. Overall, pupils attain standards well in line with those expected in English, mathematics and science. This is because the school has successfully addressed the issue concerning pupils' poor attitudes and behaviour and both of these are now good. This means that teachers are able to concentrate on their teaching and pupils are learning more effectively as a result. In addition the good use of assessment means that teachers now plan more effectively for the individual needs of their pupils. Tasks in each subject area are matched to pupils' capabilities. This has been particularly effective in improving the standards of work produced by higher attaining pupils who are now generally well challenged in class. However, there is still scope for the highest attaining pupils to be challenged even more, this is particularly true in mathematics. Standards in writing are often good, but those in reading although satisfactory are not as high. This means that older pupils do not always achieve as well as they might because some are unable to readily draw inferences from text and this adversely affects the development of their research skills in history and geography. In science, good improvements have been made and appropriate priorities have been identified for further improvement. Some teachers have attended appropriate training, giving them more confidence and thus enabling them to offer greater challenge

to the pupils. This is having a positive effect on the achievement of pupils in class. Standards in art and design, design and technology, geography, history ICT, physical education and religious education are in line with those expected at the end of Year 6 and pupils are achieving satisfactorily. It was not possible to make overall judgements about standards in music.

7. Throughout the school pupils with special educational needs receive well-targeted support matched to clearly defined objectives and as a result achieve well. In 2003 special needs pupils achieved well in the national tests with some attaining, and two exceeding, the national average in science and mathematics.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes and behaviour are **good** overall. Their personal development is **good**. The attendance rate is **well above average** and the pupils arrive at school on time.

Main strengths

- The pupils like coming to school and their interest in lessons is having a positive impact on their learning.
- Pupils’ personal development is promoted well and as a consequence their confidence is high.
- Relationships between pupils and adults and with each other are very good.
- The behaviour of the pupils has improved dramatically since the last inspection.

Commentary

8. There have been considerable improvements in these areas since the last inspection. Although there are a few pupils who have difficulty controlling their behaviour, the great majority are well behaved. This results in teachers being able to teach and not spend time dealing with behavioural issues. There are suitable class rules and rewards and sanctions that are consistently applied by all staff; this ensures that pupils know how they are expected to behave and there is no confusion when different teachers teach them. The improvement in the behaviour of the pupils, especially those in years 4, 5 and 6, since the previous inspection is impressive and parents feel this has had a positive impact on the atmosphere in the school. There have been a small number of exclusions relating to only 2 pupils, linked to particular needs and behavioural difficulties experienced by each pupil.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	179	7	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. All of the pupils enjoy coming to school. They are interested in their lessons and the majority work hard and persevere with set tasks even though some classes are quite noisy at times. When given the opportunity pupils work well together in pairs or small groups. Pupils’ good behaviour offers scope for further independent work to add more challenge to lessons, particularly in Years 3 to 6.

10. The school cultivates pupils’ personal, spiritual, moral, social and cultural development well. Reception children are supported well in their personal, social and emotional development and the majority will reach the expected goals. In lessons teachers value the contribution that individuals make, thus developing self-esteem and self-respect. Through assemblies and personal, social and health education (PSHE) lessons pupils are learning to value themselves and others. For example, one assembly focused on the recent hanging of a large wall panel to which all classes had

contributed a collage section. The headteacher turned the whole school towards it and they repeated the sections from the 'Circle of Days,' on which it was based, as a prayer. This created a real feeling of wonder and a genuine appreciation of the efforts and achievement of the pupils involved. Pupils have responsibilities in classrooms as monitors and in Year 6 they are trained as junior librarians. They set up the hall, operate the music system and clear away after assemblies, as well as looking after the younger pupils at lunchtimes. These tasks help them to understand what living and working in a community means. Through visits, visitors and literacy, history and religious education lessons the school is satisfactorily preparing pupils for life in multicultural Britain.

11. Good relationships between pupils, and between adults and pupils, are apparent throughout the school. This is a good improvement since the last inspection and having a positive impact on the pupils' learning and achievement. It enables lessons to take place in a pleasant learning atmosphere without the fear of a few making it difficult to learn. Adults are highly effective role models in the way they interact with pupils and with each other. During the inspection pupils said that behaviour has got much better and now there is very little evidence of bullying in the school. All were confident that if they had any problems there were adults to whom they could turn for help and support.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.1
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Teaching is sound overall with strengths in the reception class and Years 1 and 2. The school offers a satisfactory curriculum which is supported by an appropriate range of visits and extra-curricular activities. The good ethos ensures that good care support and guidance are provided for all pupils. The school has established effective links with parents, partner schools and the local community and these have a positive impact on the learning and achievement of the pupils.

Teaching and learning

The overall quality of teaching and learning is **satisfactory**, with strengths in the reception class and Year 1 and 2. The quality of assessment is satisfactory.

Main strengths and weaknesses

- Consistently good teaching in the reception class.
- Good or very good teaching in more than three-quarters of the lessons observed in Years 1 and 2.
- Good teaching for pupils with special educational needs.
- Much improved teaching in Years 3 to 6, although insufficient challenge for some of the highest attaining pupils.
- Not enough opportunities for pupils to develop their independent learning skills.
- Improved assessment practice throughout the school.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3 %)	4 (12%)	15 (47 %)	12 (38 %)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. In the last inspection teaching was unsatisfactory because of weaknesses in behaviour management in Years 4 to 6 which meant that pupils' learning was affected adversely. In addition work was not matched closely enough to pupils' capabilities. These situations have now been successfully redressed, although more should be done to extend the learning of the highest attaining pupils. During the inspection no unsatisfactory teaching was observed. The best teaching was in the reception class, where it was consistently good and meant the children learned effectively. In Years 1 and 2 more than three-quarters of teaching was good or better. The pupils were well challenged and achieved well. Teaching in Years 3 to 6 was satisfactory with 4 out of 10 lessons being good, but only one of the lessons was very good. This means that in these year groups learning slows a little although achievement is satisfactory overall.

13. Children in the reception class are receiving a good start to their education. The teaching makes good use of assessments from feeder nurseries and pre-schools to form some sort of grouping for the children. In addition, the teacher and her support staff make detailed and careful observations of the children on a daily basis in order to ensure that activities meet the children's learning needs and enable them to achieve well. The planning for each day is detailed with a wide range of structured and play activities. Whole class input sessions are brief and well paced. Questions are carefully graded to reflect the capabilities of each child. Good behaviour is positively re-enforced by the teacher, often through the use of a puppet, Derek, to which the children listened avidly. This was used to great effect to re-enforce pupils social skills when settling down on the carpet, 'well done' says Derek, 'thank you Derek' says the child. Children are carefully monitored to ensure they all complete the focus activity each session and don't flit from activity to activity. The class teacher encourages children to be independent and develop a range of skills. However, on a few occasions, particularly when pupils were making a family memento mobile, the support staff gave too much help to the children which meant they did not have the opportunity to achieve as well as they might have done.

14. Teachers in Years 1 and 2 are adventurous, take calculated risks and have no qualms about challenging the pupils in their classes. They know what their pupils can do because of good, clear assessment practices. Due to their inspirational approach the pupils are interested in their work, approach it with real enthusiasm and achieve well most of the time. In an excellent Year One PSHE lesson the teacher used a version of the story of Goldilocks imaginatively. One pupil was a policeman questioning other pupils to find out who in the story was in the wrong. As well as re-enforcing personal and social skills the teacher took the opportunity to improve speaking and listening skills by encouraging pupils to answer in complete sentences. Every opportunity is taken to further pupils' learning. The challenge for higher attaining pupils in Year 2 was apparent in science when, having set up an investigation to discover what plants need to grow, they were asked to consider why it was so difficult to grow food in hot, arid countries. They responded very well, teasing out the problem by asking and answering appropriate questions amongst themselves. As a result they achieved very well.

15. Special needs pupils benefit from carefully planned provision that is well differentiated to meet their needs. Individual educational plans are well matched to pupils' needs and identify the small steps needed for them to make good progress and achieve well. These are assessed termly. Pupils are well managed both by teachers and support staff. The support staff are well deployed both in the whole-class teaching led by the teacher and in independent work. Good standards of behaviour are maintained. In a Year 2 literacy lesson, the lower attaining and special needs pupils worked with a learning support assistant to develop their speaking skills and knowledge and understanding of

instructions. By giving each other practical instructions to follow, for example 'hop to the door', the pupils were able to achieve well in this lesson.

16. Teaching in Years 3 to 6 is satisfactory overall. There has been good improvement since the last inspection. The attitudes and behaviour of the pupils have improved considerably and they now concentrate and apply themselves to their work well. In addition, because the quality of assessment has improved, teachers' planning is much better. This has resulted in them preparing tasks which are more closely matched to pupils' abilities and challenges them more, enabling learning to be more effective. For example, in one Year 6 science lesson the challenge for higher attaining pupils was very good – with the pupils being encouraged to find out how they could discover if a gas was released by yeast when it was 'growing'. A range of resources had been left in the classroom and the pupils worked well together developing their investigative skills and achieving well. However, occasionally there is room for greater challenge. In another science lesson in Year 5, the highest attaining pupils were not challenged enough in their investigations into solids, liquids and gases. They responded thoughtfully and well when questioned closely by an inspector about the processes of evaporation and condensation, although the tasks set had not taken them that far. Teachers have been, concerned, rightly, with ensuring that pupils behaviour enables them to learn effectively, so have tended to 'play safe' in the methods they use. The teaching is very structured in these year groups and although some investigative activities did take place there is little opportunity for pupils to develop independence in their learning. The use of quick fire discussions with learning partners, and in small groups evident in Years 1 and 2 were not used in Years 3 to 6.

17. The quality of assessment on a short and long term basis is sound. The quality of marking is satisfactory. The best tells pupils how they can improve their work and pupils' responses are usually positive and take account of this, but other marking consists of ticks, with the occasional 'good', or 'well done' which is not so helpful to the pupils. On a longer term basis teachers track pupils' achievement carefully, they know what their pupils know and understand and this is used to help them plan future lessons, although teachers do not always build in sufficient challenge for higher attaining pupils. Sound assessments are made in all subjects and teachers' record keeping is useful and of a satisfactory standard overall.

The curriculum

The breadth of the curriculum and opportunities for enriching it are **satisfactory**, meeting statutory requirements. The quality of accommodation and resources is **satisfactory**.

Main strengths and weaknesses

- Good provision for children with special educational needs (SEN).
- Good provision for Personal, Social and Health Education (PSHE).
- Developing use of effective cross-curricular links.
- Good deployment of support staff across the curriculum.
- The provision for history and geography is not as well balanced as it could be.
- The school does not always make the best use of time in its planning for lessons.

Commentary

18. There is good provision for pupils with special educational needs across the school. By prioritising the allocation of support staff to those pupils who need additional assistance, the school is meeting the needs of all the pupils with varying degrees of special need. In all classrooms support staff work effectively together with teachers and this is evident from the good progress and attainment made. The school is able to make good provision for those at the early stages of assessment, often through group work, as well as those at a later stage or with a statement. Work is adapted where necessary and specific resources, such as an adapted chair for a pupil with a disability, are provided. Individual education plans are followed closely by class teachers and regularly monitored by the special education needs coordinator. Interviews with some of the pupils suggest that they too feel their needs are well met.

19. During the inspection several examples of cross-curricular learning were observed. This is a developing area that is having a positive effect on learning and achievement. In a Year 2 English lesson pupils followed complex instructions to make a *cross-seed sheep*. This connected with art, design and technology and deepened their understanding of reading instructions by putting them into practice. In a Year 4 English lesson on information skills the teaching was based on a text and video about Van Gogh, linking to a future art topic. His paintings provided an additional stimulus to write and produce a historical chronology of his life.

20. The impact that support staff make on the life of the school is one of its strengths. In addition to their work in helping pupils with special educational needs, they offer a range of relevant experience that both re-enforces and enhances pupils' learning. One member of the team is able to combine her role of ICT technician with that of teaching and supporting small groups of pupils from each class in the computer suite. The effective allocation and skills of support staff is contributing well to behaviour management throughout the school because they consistently follow the codes agreed by the school in the same way as the teaching staff. Consequently this is having a positive impact on improving standards and achievement.

21. Overall the school provides a balanced curriculum for all pupils. However the organisation of history and geography is not as effective as it could be in Years 3 to 6. History and geography topics are blocked to take place within one term. This means pupils do not have the opportunity to consolidate and build on what they have learned.

22. The timetable for each morning after assembly is divided into two lengthy sessions. Some year groups divide this into a literacy or numeracy hour with a separate activity such as guided or group reading to conclude. However, not all classes make the best use of the time available. For example, one literacy lesson for the younger pupils filled the whole session. This was too long for pupils of this age and led to a loss of pace in the teaching and learning.

Care, guidance and support

Care, welfare, health and safety are **good**. The support and guidance for pupils is **good** and pupils' involvement in the school's work is **satisfactory**.

Main strengths and weaknesses

- The pupils are well cared for and they feel secure in school.
- Induction procedures for the youngest children are good.
- Pupils receive satisfactory advice from their teachers on how to improve their work.

Commentary

23. All adults who work in the school form close and trusting relationships with the pupils. Pupils interviewed during the inspection were very positive about the support they receive from their teachers and other adults in the school. The school consults the pupils informally about a range of issues, such as the playground equipment, but as yet there is no formal forum, such as a school council, for pupils to make known their views. Staff understand the child protection procedures well and they know to report any concerns to the head teacher. The arrangements for first aid are good and pupils who are ill or injured receive good care and attention. Health and safety procedures are appropriate and ensure that pupils and staff work in a safe environment.

24. There are good induction arrangements for the youngest children. These include meetings for parents and a Welcome Evening for the parents with their children. The Reception teacher visits the children in their playgroups and they are invited to spend time in the classroom prior to starting. The bonds that are formed between the Reception children and their teacher and support staff are very valuable in helping them to feel happy and secure in school.

25. Procedures for monitoring and supporting pupils' personal and academic development are good. Pupils receive appropriate support for their work in lessons but teachers' marking is not always consistent so pupils are not always sure what to do next in order to improve their work.

Partnership with parents, other schools and the community

The school has a **good** partnership with the parents. Links with the community and with other schools are also **good**.

Main strengths

- The headteacher has the confidence of the parents.
- Parents are consulted and their opinions taken into account.
- Information for parents, including the annual reports, is good.
- Good community links successfully promote pupils' personal development.
- Pupils are prepared well for secondary school.

Commentary

26. Responses to the pre-inspection questionnaire and meeting were mainly positive and reflect parents' confidence in the leadership of the headteacher. The headteacher respects the opinions of the parents and has canvassed their views through a questionnaire to which the response was generally positive although some issues were raised, for example about special educational needs. These concerns were discussed and thoroughly investigated and parents informed of how the school plans to address their concerns. As a result parents' concerns have been alleviated and confidence in the school's policy of listening and responding to its parents has been increased.

27. Information for parents about the progress their children are making is good. There are termly parent/teacher consultations and teachers are accessible to parents at the end of the day so that parents can raise any immediate concerns about work in progress or specific difficulties. This enables teachers, if necessary, to take prompt action in order that pupils' achievement is not affected. Annual reports provide good information for parents: they show the progress that children are making and how well they are achieving. They also suggest how parents can help them to improve their performance. Parents are sent detailed weekly newsletters; information on the curriculum their children will be studying and what homework they can expect and how they can support their children with it. All these are useful and ensure that they can help their children achieve as well as possible.

28. The school has good links with the local community and these provide good opportunities for pupils' personal development. St. Mary's Church is used for celebration services and pupils visit the Baptist Church. They distribute Harvest gifts to senior citizens. Pupils take part in the Christmas light switch on in Andover and the choir entertains in the community. The museum and library are visited to support the curriculum and staff from Barclays Bank support various school activities. The community police officer and representatives from the fire service work in school enhancing the personal, social and health education programme by giving talks on fire hazards and stranger danger. These all have a positive impact on achievement as they provide pupils with useful first hand experiences.

29. The school has good links with other primary schools for sporting fixtures. Students from King Alfred's and Cricklade Colleges are welcomed into school. Through the Andover Project the school works closely with local secondary schools. This enables pupils to take part in various activities including ICT, which not only has a positive impact on their academic achievement by increasing their knowledge and skills but also helps to prepare them for the next stage of their education.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are **satisfactory**. School governance is sound.

Main strengths and weaknesses

- The competent and committed leadership of the headteacher.
- The role of the governors in monitoring the performance of the school is improving.
- There is a good team spirit and all staff are committed to raising achievement.
- Teaching is not monitored rigorously enough in some subjects.
- The finances of the school are well managed.

Commentary

30. Since his appointment just over two years ago the headteacher has proved himself to be a competent and committed leader. He has been successful in removing the school from the category of serious weaknesses seen at the time of the last inspection. He has a clear vision of empowering both staff and pupils to give of their best. He is focussed upon improving teaching and learning in order to raise standards of achievement. He states that one of his aims is to provide opportunities for the pupils 'to surprise the teachers with their learning'. He aims to improve the school further. For example, even though there have been improvements seen in results in the national tests in 2003, the headteacher aims to increase standards to match the Hampshire average. This is higher than the national average. Staff, pupils, governors and parents respect these expectations. Since his appointment relationships between the school and parents have improved.

31. The governing body provides satisfactory direction and support. Since the last inspection they have become more confident and understand their roles and responsibilities better. Many governors are new and have been supported well by training given by the local education authority. In order to gain a greater awareness of standards and achievement some governors visit the school to monitor various aspects of the curriculum. This builds good relationships between staff and governors and gives a greater insight into how the school is organised. For example, the governor with responsibility for monitoring special educational needs visits the school regularly. She reports to the governing body on the progress of the pupils in each class. This is an improvement since the last inspection. Most governors have a good awareness of the school's strengths and weaknesses and some have taken part in training days organised for the teachers to improve different aspects of the curriculum. This is a useful means of evaluating how well the school is tackling weaker areas. There is a strong link between the governing body and the parent teacher association, particularly with fund raising. As a result the hall has recently been repainted and new curtains purchased which has helped to raise the standard of accommodation and make the school a more pleasant environment in which to work.

32. There is a good team spirit in the school. Teachers and pupils work effectively together in the knowledge that each individual is highly valued. This helps to explain why this is such a happy school with a 'family' atmosphere. New initiatives are introduced sensitively and after full consultation. For example, in order to ensure a broad curriculum planning now includes the opportunities of linking work between different subjects.

33. School management is sound and is improving. Appropriate monitoring of pupils' performance in the national and optional tests identifies areas requiring development and enables the school to track pupils' achievement. Many of the subject leaders are relatively new to their roles. Some are very confident and have carried out appropriate monitoring and detailed analyses in order to identify what needs to be done to take their subject forward. Improvements are being implemented which are beginning to raise standards, for example in science. However, others do not yet have sufficient confidence and expertise to manage their subjects effectively. For example, the fact that higher attaining pupils are not always sufficiently challenged in mathematics had not been identified prior to the inspection. The headteacher has identified where there are weaknesses in co-ordination and arranged appropriate training. The co-ordinator for special educational needs manages this area well. However, although release time to carry out her duties has increased this year, she still has too little time to work in the classroom alongside some of the identified pupils to ensure that they are

achieving as well as they should. Monitoring of teaching has taken place in the core subjects. However, it is not always rigorous enough and has not always identified specific weaknesses. This has meant opportunities have been lost to raise standards. The performance management process has been established but objectives agreed with staff have not yet been linked to the pupils' achievement.

34. There are good induction procedures for newly qualified teachers to ensure they settle quickly and soon learn how things work. They are supported well in their professional development to enable them to achieve their full potential.

35. The school improvement plan is linked closely to the school's finances. This ensures that evaluations are made on the extent to which all pupils benefit from targeted spending in the curriculum. Finances are managed well. The headteacher and governing body apply the principles of best value well. The office manager plays a key role in this process, ensuring materials are bought at the best price, and keeping everyone informed about the state of the school's finances. Governors have recently had to make some hard decisions to ensure the school has remained financially secure, and they have carried this out well. They have been active in the debate that lead to the changing of a peripatetic teacher for music to a part time appointment to ensure more regular teaching provision. All issues arising from the local education authority audit have been addressed.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	546,297.00
Total expenditure	533,208.00
Expenditure per pupil	2,480.00

Balances (£)	
Balance from previous year	13,966.00
Balance carried forward to the next	27,055.00

EXAMPLES OF OUTSTANDING PRACTICE

Example of outstanding practice

An excellent PSHE lesson in Year 1 provided very good opportunities for personal, social and moral development. Pupils listened with rapt attention as the teacher read the story of 'Goldilocks and the Three Bears' expressively. She then produced a policeman's helmet, a bonnet, a man's waistcoat and a cuddly toy. The pupils watched her every move spellbound as she explained what they were going to do: The 'policeman' was going to find out what had happened at the house by 'questioning' the three bears. The class were asked to volunteer as the policeman if they had a question. They enthusiastically took turns questioning their peers eagerly playing the parts of the bears and wearing the appropriate costumes. Pupils listened to each other exceptionally well, which helped to produce confident performances. The teacher encouraged pupils to discuss different questions after initial repetition of the same ideas. With this skilled prompting they produced fresh suggestions such as 'Mummy Bear why didn't you lock your door?' 'The teacher drew the lesson together impressively by asking if Goldilocks had done a good thing by going into a stranger's house? They all said no – and explained why! When asked if they had enjoyed the lesson they gave a prompt, resounding 'Yes!'

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**. Children enter the reception class with attainment broadly average in all areas of learning although there is a significant minority of pupils who fall below average in language, literacy and communication, mathematics and knowledge and understanding of the world. Assessments through the last year show that by the time they leave to join Year One children have achieved well and reached standards in all areas which are broadly in line with what is expected. The children achieve well because the curriculum is well planned, and the teaching is good. There is sound support from the learning assistant in the classroom and the good leadership from the class teacher ensures that teaching time is well organised. A good range of resources has been built up over time to stimulate children's learning, and effective use has been made of some that appear to be outdated – such as old computers – which have appropriate programs to re-inforce early number and spelling concepts. Effective systems are in place to record children's achievements and these are regularly transferred to individual records so that overall progress can be monitored and individual learning carefully tracked.

Personal, social and emotional development

Provision in personal, social and emotional development is **good**.

Main strengths

- Children achieve well and become self-confident because of the good organisation, daily routines - which are quickly established as soon as they enter the class - caring relationships and high expectations of good behaviour.
- Adults provide good role models.

Commentary

36. Most children enter the class having had some form of pre-school experience. Standards are broadly in line with what would be expected although a significant minority are slightly below average. Children are learning to relate to one another and daily routines have been quickly established. There is a good variety of activities which ensure children are purposefully employed and enable them to move confidently from task to task. During the inspection a wide variety of board games were played and adults worked constructively with the children helping them to take turns and encouraging sharing. The way in which adults talk with and show respect for the children sets a good example. Children make good progress and by the time they move into Year 1 are well-behaved, show appropriate levels of concentration and happily share toys and equipment.

Communication, language and literacy

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- The teacher plans and organise activities well so that children can practice and develop their speaking, listening, early reading and writing skills.
- Support staff do not always ask questions which are sufficiently open-ended for children to answer at length.

Commentary

37. Children's listening skills are developed quickly as adults talk to them, and use simple questioning techniques which encourage the children to respond. They quickly gain confidence in speaking. Their enunciation and vocabulary are satisfactory for their age. This learning is consolidated well and role play is used constructively in the home corner. However, occasionally the children working with the support staff do not have sufficient opportunities to discuss their own ideas because the questions asked are not sufficiently open-ended to allow them to do so. Standards in speaking and listening when children leave reception are well in line with what is expected.

38. There are several opportunities for children to practise early reading, writing and mark making. Initial letters are taught well together with their sounds. A good range of tasks and resources enable children to practise these. Progress is generally good because the quality of support ensures that children remain on task when they are part of the focus activity. Children have many opportunities to practise the skills they have learned. There is a good range of books in the classroom and pupils enjoy stories and rhymes, joining in with familiar words that they recognise. The range of words around the room encourages children to sound words out for themselves. When pupils move to Year One most can write their names legibly and are familiar with most letters and their sounds, as well as some simple words. They achieve the standards expected.

Mathematical development

Provision in mathematical development is **good**.

Main strengths

- Strong emphasis is placed on developing children's mathematical language and is included as an integral part of many other activities.
- The teacher uses assessment well to ensure tasks are appropriately matched to children's abilities and provide good challenge.

Commentary

39. Adults working with the children reinforce counting skills whenever possible and number rhymes are frequently used, making mathematical development fun. Children are encouraged to use a variety of equipment, including number lines to reinforce learning. Well planned whole class and group activities ensure that the breadth of mathematical development is covered. Children in reception were learning to count on and back describe which numbers were one more and one less than the number on a dice. Adults reinforce learning well by questioning the children whilst engaged in a variety of tasks, constantly encouraging mathematical language and understanding.

40. The class teacher carefully plans activities based on the good assessments she makes of where the children are in their learning to reinforce and extending this. Most of the children start with sound mathematical skills although a few are below what is expected for their age. Good reinforcement of language was encouraged as the children discussed with the teacher what *one more* and *one less* actually meant. Tasks set after the whole class input were well matched to children's capabilities, with the higher attaining children working with numbers up to 10, whilst those taking longer to consolidate their learning were working with numbers to five. Children make good progress through the Reception class and are well on track to achieve the expected goals.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **good**.

Main strengths

- The teacher's very good planning and organisation ensures that this wide area of learning is thoroughly covered.
- Visits and visitors are used well to enhance the curriculum.

Commentary

41. Children have many opportunities to learn about the world around them. They learn to use the computer as soon as they enter school and have many opportunities to improve their manipulation and use of the mouse. This is re-inforced by the watchfulness of the staff who ensure that all children have turns so that they can make progress. In addition appropriate programmes are used to re-inforce learning in other areas. The good range of construction toys provides sound opportunities to use their own ideas for building. A visit from the school's meals service helped the children decide what foods make up a healthy diet and enabled them to plan a healthy meal. Overall, pupils make good progress and achieve well to reach the expected goals by the time they reach Year 1.

Physical development

Provision in physical development is **good**.

Main strengths

- A good range of equipment and activities which means that children have the chance to become better co-ordinated and dextrous.
- A good secure outside play space in addition to planned activities using the whole playground with plenty of space to run around.

Commentary

42. Children make sound progress because of the good resources and opportunities to use them. Every day children have the opportunity to practise using small implements such as paintbrushes, scissors, jig-saws and small construction toys. These help them develop fine control and hand/eye co-ordination and children are helped to hold pencils correctly. Regular outdoor sessions for the children provide them with the chance to run, climb and operate a good range of wheeled toys as well as the chance to develop their confidence and explore the adventure apparatus and with good quality supervision and support. Children also have a weekly session in the hall, for which they undress and dress themselves competently. When they move into Year One standards are in line with what is expected.

Creative development

Provision in creative development is **sound**.

Main strengths and weaknesses

- Teachers plan a good range of activities, which provide the children with opportunities to explore and experiment.
- Support staff sometimes give too much help to the children.

Commentary

43. Each day children in the reception class experience a wide range of activities, many of which provide good opportunities for them to use their imagination in a variety of ways. Paint and play equipment, such as cars and roadways, are available and there are areas for role-play, which include proper china ensuring that children learn to handle this carefully. Specifically planned activities, such as making a family memento mobile, enabled the adults to engage with the children as they explored a range of ways of representing members of their family in small scale collage. However, in one group too much was being initiated by the supporting adult which meant children were not as fully involved as those in other groups. Children enjoy singing familiar songs and rhymes. They sing tunefully with a sound sense of rhythm and really enjoy these sessions so enthusiastically.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The teaching in Years 1 and 2 is good.
- Teachers demonstrate the writing process well. This is contributing towards improved standards across the different types of writing.
- The support for children with special educational needs is good.
- The achievement of higher attaining pupils has improved because they receive more challenging tasks in lessons.
- There are too few opportunities for pupils' independent talk, particularly in the whole class part of English lessons.
- Standards have not risen as quickly in reading because there is some confusion as to how it should be organised which means some pupils have fewer opportunities to read than others.
- There are Inconsistencies in the marking of pupils' work, which does not always clearly identify the next learning steps.

Commentary

44. Standards in English have remained broadly constant since the last inspection. Pupils have attained standards broadly in line with the national average at the end of Years 2 and 6. However, in 2003 there was a significant increase in the percentage of pupils attaining the higher levels in the national tests. In particular there was a substantial increase in the percentage of pupils attaining higher levels in writing.

45. Teaching in Years 1 and 2 is good overall and the best practice is very good. As a result pupils make good progress in lessons and achieve well. In Years 3 to 6 all the teaching is at least satisfactory and the best teaching is good. Pupils are achieving satisfactorily overall. Whilst the standard of work seen is generally in line with expectations, the quality of presentation is universally good. A strength is the quality of handwriting, which is joined from Year 1 and most pupils develop confident, fluent handwriting by the time they enter Year 3. This is seen in both drafted work and completed work in books and display.

46. Pupils achieve better in writing than in reading. This is because the teaching of writing is well organised and teachers are confident and have good subject knowledge. Pupils are taught to understand the key features of different text types through teachers' skilful use and explanation of appropriate language. In a Year 6 lesson, pupils writing newspaper reports were able to explain the need to write in the third person because reports are impersonal in style. The effective use of shared and demonstration writing was observed in both key stages. In a very good Year 1 lesson the teacher composed one line of a poem. She made deliberate mistakes that were immediately spotted by many pupils, building on their prior learning. Pupils were able to explain why not to finish each line

with a full stop and to leave appropriate finger spaces between words. The whole class were involved in composing the line, which the teacher scribed in joined handwriting. This good practice was then reflected in their own independent writing. Pupils with special educational needs achieve well as a result of skilful support from learning support assistants.

47. Pupils of all abilities are making sound progress in reading and are achieving satisfactorily overall. In Year 2 some read fluently with appropriate intonation and expression and awareness of punctuation. They use a range of strategies to read unfamiliar words, explain key vocabulary and discuss the text for inference. In Year 6 more capable pupils compare books written by the same author in detail and use this knowledge to predict the outcome of their current reading books. Although these higher attaining pupils are achieving well, this is not consistent across the school. Some average and lower attaining pupils in Years 5 and 6 find it harder to read for deeper meaning. This is partly because there are some inconsistencies in the organisation and structure of guided reading, through which these skills are developed. There has been insufficient clarification of expectations as to when and how to teach these sessions with the result that whilst some pupils have planned reading sessions every day, others read only two or three times a week. This means that although some pupils are achieving well because they have frequent and good quality teaching, others only achieve satisfactorily because of lesser quality of provision. The school library supports reading well, with a good range of books and computerised catalogues that have been well organised by a voluntary helper. The library is well used.

48. Standards in speaking and listening are average at the end of both key stages. Pupils have well-developed listening skills. However, opportunities to develop speaking skills through extended talk are missed, particularly during the whole class part of literacy lessons. In the best practice pupils were asked to discuss issues in pairs with very specific time limits. For example, in a Year 1 lesson, pairs were given half a minute to find a suitable word to describe a rabbit, then feed back to the class. In a Year 4 lesson, the teacher, through extended questioning, received reasoned answers to justify whether statements were facts or fiction. She did not accept one word responses which further extended pupils' skills. These good practices challenge the pupils, deepen their knowledge and understanding and encourage independent learning enabling them to achieve well. In less challenging lessons teachers accepted the first answer, did not extend their questioning and failed to initiate pupil led talk.

49. The marking of pupils' work is variable in quality. In the best examples teachers clearly indicate where pupils have met targets and expectations, then indicate the next steps they need to make in order to progress. Where this is not happening, marking is brief, or, sometimes, left unmarked. In drafting books, teachers do not always comment on the effectiveness of the pupils' own editing and self-correction. This means that pupils cannot always be confident as to the success of their amendments.

Language and literacy across the curriculum

50. There is growing evidence of increased cross-curricular links in different areas of the curriculum and of the effective implementation of key literacy and language skills. Presentation and handwriting is a strong feature across subjects and in all work displayed and the application of appropriate non-fiction writing skills in other subjects is clear, for example recount writing of the Christmas and Easter stories in religious education.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The good teaching in the infants, which meets the needs of all pupils.
- The good assessment and monitoring procedures, which identify pupils' needs.
- The highest attaining pupils are not given enough challenging work in Years 3 to 6.
- The newly appointed subject leader is not yet fully confident how to take the subject forward.

Commentary

51. By the end of Years 2 and 6, pupils attain average standards and their achievement is satisfactory. This is a similar picture to that seen at the time of the last inspection. In 2003 the results of tests at the end of Year 6 improved, particularly with pupils attaining the higher levels, which came close to the national average. The results in the national results for pupils in Year 2 in 2003 again showed good improvements in the number of pupils attaining the higher levels. The increase in the number of pupils attaining the higher levels is due to better teaching and assessment since the last inspection. However, inspection evidence shows that higher attaining pupils could achieve even more by being given more challenging work.

52. The quality of teaching is good in Years 1 and 2, satisfactory in Years 3 to 5 and good in Year 6. All teaching in the infant classes demonstrates good planning and preparation that ensures a good match of the work to pupil's abilities. Teaching assistants and parent helpers are deployed well to help pupils with special educational needs. For example, in a very good lesson seen in a Year 1 class a teaching assistant used a 'number line' with her group well. By placing a counter on the number 10 and counting back 2 the pupils were able to work out the problem of $10-2=8$. Higher attaining pupils are expected to apply what they have learnt by being given challenging activities. In a Year 2 class a group of pupils had been taught to count the number of faces on a triangular pyramid. They were then given a square based pyramid and challenged to record the number of faces, and discuss the differences when compared to the triangular pyramid. The teacher then left the group to work independently. As a result they handled the shapes carefully and shared opinions, eventually coming to the correct conclusion. Opportunities such as this are sometimes missed in the junior classes. For example, in a Year 5 class the higher attaining pupils did not achieve as well as expected when they were given a task that was too easy and were not encouraged to work collaboratively. Opportunities were lost to create interest in the topic and to allow the pupils to discuss their ideas and work in an independent way. The older pupils respond well to being challenged to achieve their best and will then work with enthusiasm and concentrate well. For example, in a good lesson in a Year 6 class the teacher had designed instructions for pupils to play games within the topic 'chance and probability'. She gave the instructions to the pupils without giving them an explanation. This challenged the higher attaining pupils to work out how the game was to be played. She then gave them opportunities to discuss and play the game. As a result pupils made good progress and had a better understanding at the end of the lesson of the chances of certain numbers being thrown on two die.

53. The school has improved its assessment and monitoring procedures since the time of the last inspection. Analysis of statutory and optional tests identifies areas of the curriculum that need more work and groups of pupils that are not achieving well enough. Regular assessment of pupil's progress in lessons allows the teacher to accurately match the work to the pupils' needs, although this is done less successfully for the most capable pupils in Years 3 to 6. Achievement of pupils in Years 1 and 2 is slightly constrained by limited opportunities for investigational work. In these ways analysis and assessment have contributed to the improvements in standards since 2002. Marking of pupils' work identifies weaknesses and targets are set to ensure progress is being made. Pupils' review their targets, which are filed in 'pupil achievement folders'. However, during the inspection pupils' in the junior classes could not explain what their current target was, or what they should do next so as to improve their work.

54. By Year 2, nearly all pupils are achieving well. They are confident with number and use their skills to solve simple problems. They have a sound understanding of shape and measure. Pupils collect data systematically and produce accurate graphs of their results.

55. By Year 6, pupils are achieving well in most areas. Nearly all pupils can recall multiplication tables and use this skill to explore patterns of numbers. They can interpret data from graphs and find the mean, median and mode of sets of figures. However, pupils have fewer opportunities to solve problems and investigate independently and their competence in this area of the mathematics curriculum is not as good. As a result achievement is only satisfactory.

56. Leadership and management are satisfactory. Until April 2003 two members of the senior management team shared the leadership role. They have established sound systems to monitor and improve the quality of teaching and learning. With the re-organisation of staff the new co-ordinator has taken over the management of this subject and, because of a lack of expertise and inexperience in this area, is not yet fully confident of what needs to be done to move the subject forward. In order to address this situation training has already been arranged.

Mathematics across the curriculum

57. The school provides many good opportunities to improve the pupils' understanding of mathematics in other subjects. For example during registration pupils are asked to calculate the number of pupils present after counting the absences in the school register. Numbers are used effectively in PE lessons to put pupils into groups of threes and fours. During an assembly the headteacher asked pupils' to estimate the number of pips in a pomegranate fruit. Then during the day two pupils counted them out to see who had made the most accurate guess. In English pupils have written instructions on how to make a pattern out of different coloured cubes. In science and ICT pupils have used simple software to produce graphs and charts showing the colours of their eyes and hair. In history pupils have used the Aztec calendar to work out the differences in the days and months compared to calendars of the 21st Century.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The leadership of the subject is good and appropriate actions are being taken to improve standards.
- Test results improved significantly in 2003.
- There is a good focus on investigative and experimental skills.
- In the lessons observed teachers questioned pupils effectively enabling them to think round problems and make sensible predictions.
- Some areas of the curriculum are not studied in sufficient detail.
- The highest attaining pupils are not always sufficiently challenged in Years 3 to 6.
- The use of ICT is not yet fully integrated into the science curriculum.

Commentary

58. The 2003 test results taken at the end of Year 6 showed a significant improvement compared with those in 2002. This is largely due to the actions taken by the subject leader. She has carefully monitored teaching and learning and meticulously analysed and evaluated on-going test results identifying actions which needed to be taken to improve standards in the subject. She has identified where teachers required, or wanted, further training to improve their confidence and ensured this has been undertaken. As a result, the quality of teaching has improved and pupils are being challenged more effectively in class. This is particularly evident in Year 2 where higher attaining pupils were given thought provoking challenges to complete during their investigations of what conditions were required for a plant to grow. Pupils with special educational needs receive sound support and expectations for higher attaining pupils are usually appropriate. The achievement of both these groups is satisfactory.

59. Throughout the school pupils are taught the elements of fair testing. In Year 2 pupils investigated the conditions needed for plants to grow, discussing amongst themselves which elements should be changed in their experiment. In Year 6 pupils were given more chances to work independently when investigating the properties of yeast and discovering how micro-organisms grow. They are learning to discuss effectively in their groups and sensibly compared the conditions needed for humans to thrive with those of the micro-organisms. In most classes, where there is this emphasis on discussion, it is enabling pupils to gain a greater understanding of what they are learning. It is showing positive benefit and pupils are better able to express their ideas and conclusions when writing. However, these good opportunities to develop independent learning skills are not consistently seized throughout the school.

60. The quality of teaching overall is good. During the inspection, lesson planning ensured a clear structure to lessons with a good emphasis on the development of scientific vocabulary. A particular strength was the quality of teachers' questioning. They asked for ideas, and valued pupils' responses. They helped take pupils on a step further through the use of 'why?' and 'what?' questions and made useful suggestions to help them. For example, the teacher in Year 3 in a lesson investigating forces asked what the differences were between a large and small coil and what they could be used for. The pupils quickly identified a range of uses including a bed spring and a trampoline spring. She then asked for the similarities and differences between a spring and an elastic band before setting pupils a challenging task to move a yoghurt pot a set distance across a table. Teachers review previous lessons well to ensure that pupils are clear before moving on to the next stage. This was evident in a Year 6 lesson where pupils were investigating micro-organisms. The teacher established that the pupils understood what micro-organisms were and that they could define different types of microbe and appreciated that whilst some were harmful others were beneficial. Whilst teachers are generally challenging pupils well the highest attaining pupils are not always challenged sufficiently. This was particularly evident in Years 3 and 5 where although appropriate tasks were set some pupils could have been challenged further.

61. There is generally broad coverage of the curriculum as pupils move through the school. However, it was evident from looking at pupils' work that a limited amount of time is spent on 'The Earth in Space'. Whilst the work covered was quite satisfactory there was little of it and the topic was not explored in any depth. During the inspection there was little evidence of ICT being used regularly during science lessons. Some use is made of it to research various projects such as 'Ourselves'. However, as yet it is not used to its full potential to support learning, for example in analysing or recording results.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is **satisfactory**.

Main strengths and weaknesses

- Teaching of ICT is enhanced through the good use of a learning support assistant who teaches small groups in the computer suite.
- Learning in the ICT suite builds well on prior teaching in the classroom.
- Teachers do not teach in the ICT suite themselves, therefore they are unable to track pupils' progress at first hand.

Commentary

62. Standards at the end of Years 2 and 6 are satisfactory. All areas of the curriculum are covered and pupils make expected progress. Achievement is satisfactory overall. Work from all areas of the ICT curriculum is displayed in the computer suite and there is a photographic record of completed work from the past year. This includes photographs scanned into the computer. By the end of Year 6, pupils are able to use a modelling programme to propel a roundabout and to prepare a multi-media show using textease. Younger pupils are able to present information in a variety of forms, change font, size and colour, and can use write, edit and present work, using graphics where appropriate.

63. The ICT suite has only recently become fully operative, though problems establishing the network have been beyond the control of the school. As the suite can only contain 16 pupils comfortably with 8 computers, it is difficult to teach a whole class together. The school has found an innovative solution to this issue. Class teachers plan the lesson and demonstrate new skills in the classroom, before sending small groups to the suite, where they practise their skills, ably led by the learning support assistant. Where lessons are well planned and liaison effective this arrangement is good, although it does mean that the class teacher does not have the opportunity to track pupils' achievements at first hand.

64. It is not possible to give an overall grade for teaching and learning on the basis of the 2 lessons observed, though teaching was at least satisfactory in both cases. In a Year 1 lesson a group of 6 pupils learned the skills required to produce a graph showing favourite colours, using data previously collected in a numeracy session. This was initially taught by the class teacher to the whole class on the classroom computer. Through effective teaching pupils were able to demonstrate use and understanding of terms such as 'double click', 'icon' and 'scroll'. These skills were then practised by the smaller group, led by the learning support assistant, in the suite. The majority of this group achieved well because they were confident and skilled enough to try out new things and see what happened. For example one pupil was ready to print her work and did so without being prompted.

Information and communication technology across the curriculum

65. Opportunities for using ICT to support other areas of the curriculum are relatively limited, though the recent arrival in the school of digital projectors and interactive whiteboard technology should improve this. Some examples of word processed work are seen in pupils' work and on displays using different word processing packages including poems, newspaper reports and instructions. Examples were seen where other areas of the curriculum are being used within the teaching of new ICT skills. In a Year 6 lesson templates were designed to produce information for a geography project on St. Lucia. The pupils had previously used the internet to gather the information. Overall provision for this aspect of the subject is satisfactory.

HUMANITIES

In humanities work was sampled with only one lesson seen in history and none in geography because of the way the curriculum is planned over the year. It is not therefore possible to make judgements about provision in these subjects. There is evidence from pupils' work that standards are broadly average and pupils' achievement is **satisfactory**.

Commentary

66. In Year 2 pupils have learned what life was like in the Victorian era and can compare and contrast the different routines of the Victorians when looking at their own life-styles, for example shopping. Visits to the local museum provide interesting learning opportunities in units of work on toys and homes. Pupils discovered how inventors like Louis Braille helped the handicapped by designing a system of raised print so that the blind would be able to read text. By Year 6 pupils are able to compare the text of the ancient Greek civilisation and see how this has influenced the development of the English language. For example, how the work 'tele' meaning 'far off' and 'phone' meaning 'voice' in Greek evolved into naming the telephone as an object of communication. Their skills of enquiry have therefore improved since the last inspection. Pupils' perceptions of why people in the past acted as they did are not so well developed. In discussions with pupils many could not give explanations of what caused historical events. However these skills are beginning to be taught. For example, in the one lesson seen in a year 5 class, the teacher used questions well to encourage pupils to explain why the Spaniards regarded the Aztecs as savages, as a result one pupil suggested it made it easier for them to kill savages which they regarded as animals. It was more difficult killing humans, as the gods would not be pleased.

67. Standards in geography are average by the end of Years 2 and 6. By Year 2, most pupils have a sound recognition of features of their school and their local area and compare their known locality of Andover with Ampert. One pupil had written, 'I want to live in Andover because it has got lots of parks'. They have some basic knowledge about maps and the British Isles. By Year 6, pupils have made steady progress in studying a foreign locality, St Lucia, and identifying features that would attract tourists, for example fishing and the picturesque bays for swimming and sunbathing. They use the computer well to present their findings and have carried out research using the Internet and have selected appropriate text to make a brochure for tourists. This is an improvement since the last inspection. However their skills of investigating and identifying primary and secondary sources of information are less well developed. Pupils were not able to explain how relevant the sources of information obtained from the Internet were when attempting to explain why St Lucia was important as a holiday resort.

68. Teachers are making sound assessments of pupils' progress at the end of each unit in both subjects. There are judgements on standards achieved compared to those expected nationally and pupils' progress over time. This is an improvement since the last inspection. More could be done to record skills learnt as well as giving an overall assessment of the historical and geographical content that has been understood.

69. There were no subject leaders in post at the time of the inspection due to re-organisation of staff although the school is planning to deal with this issue. In the past both subjects have been led well with comprehensive staff files, which continue to act as a good resource for teaching.

Religious education

Provision for religious education is **satisfactory**.

Main strengths

- The pupils have good opportunities to develop spiritual awareness.
- Pupils are developing a sound understanding of different religious traditions.

Commentary

70. Standards in religious education are at least in line with the local agreed syllabus and pupils are making satisfactory progress at the end of Years 2 and 6. Only two lessons were observed, but pupils' work was examined and this indicates that pupils achievement is satisfactory throughout the school.

71. Pupils are gaining a good knowledge of Hinduism and Christianity. In Years 1 and 2 religious education is covered as part of pupils' topic work. This shows a sound coverage of the curriculum. Work examined shows that pupils gain a good awareness of key events in the Christian calendar. In addition the pupils are developing a sound knowledge and understanding of the Hindu religion. In a very good lesson in Year 1 the teacher developed the pupils' understanding by dressing in Hindu attire and using religious artefacts well. The pupils could reflect on their existing knowledge of Christianity and identify key symbols such as 'fish', 'bible', 'bread and water'. The pupils were then shown some Hindu artefacts and learned that the bell that was rung by the teacher was a call to the Hindu gods. There was a real sense of awe and wonder at this point. By the end of the lesson pupils of all abilities had made good progress.

72. In Year 6 pupils compared features of the Christian religion with the worship of the Gods in ancient Greece. In a satisfactory Year 3 lesson pupils discussed the harvest festival. They showed that they had benefited from visits to the local church and demonstrated good knowledge of what they might expect to find there. Pupils were encouraged to consider why are people are quiet in church and showed an understanding of the need to listen to and think about proceedings. The teacher encouraged reflection and praised the pupils for their responses. Good cross curricular links were established when the class went on to discuss the stained glass windows. This provided good preparation for their art lesson.

73. The curriculum follows the Locally Agreed Syllabus but the school is currently reviewing its own arrangements. The leadership of the subject is satisfactory although as yet the new co-ordinator has not had the opportunity to monitor teaching and learning in the subject. However, assessment is sound and each topic is assessed on a half-termly basis enabling teachers to track pupils' achievement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was seen in each of design and technology and music during the inspection. No lessons were seen in art. As a result it is not possible to make a firm judgement about provision. In addition inspectors examined pupils' work carefully and spoke to them about what they had learned in all three subjects.

Commentary

74. From the work observed around the school standards in art are broadly in line with what is expected at the end of both key stages and pupils experience an appropriate range of materials and media. The pupils sketch books are used to good effect. For example, pupils use them to try out the effects of different pencils, they make sketches of their visit to the Guildhall and use them to try out different tones and hues when investigating colour mixing. The samples of work show that pupils have access to and experience with a good range of media. It is clear that pupils experiment enthusiastically. Pupils in Year 3 designed stained glass windows and then painted them. Those in Year 6 experimented with the use of pastels to achieve different effects when making observational drawings of various fruits. Younger pupils use clay to design their own containers and paint these brightly. In addition pupils have ample opportunity to study the work of a range of artists.

75. A particularly good feature is the large wall panel recently designed and made by the whole school – each class contributing one section. This is based on St Francis of Assisi's 'Circle of Days', and has been a major project for the pupils. Various materials were used to make this large collage and pupils had the experiences of experimenting with a wide range of joining techniques such as sewing as well as imaginatively using a wide range of fabrics, wools, sequins and other materials to produce a vibrant and striking wall covering.

76. Standards in design and technology are in line with those expected at the end of Years 2 and 6. There is good coverage of the curriculum with all classes learning from an early stage the full design process. This was particularly evident in the one lesson observed where pupils in Year 4 were designing and making their own sandwiches for a specific purpose. The project was very detailed and pupils had carefully considered the requirements of the food – eg, was the sandwich for a party or a picnic and then researched types of bread, spreads and fillings to decide which were the most suitable for the purpose. The sandwiches were made, carefully evaluated and decisions made as to how they could be improved. The quality of teaching was good in this lesson and demonstrated well the thoroughness with which the project had been planned. ICT is used appropriately to assist where appropriate. For example the pupils in Year 6 designed and made fairground rides and then used a control programme to make the roundabouts work.

77. In order to extend the pupils skills further they are entered for various projects and competitions in the community. At the time of the inspection they had just been awarded first place in a competition to make the best and strongest structure using art straws. The structure showed good understanding of stresses and forces and considerable skill had been shown in its design and execution.

78. The school is using the local authority services to support class-based teaching in music. There is a comprehensive scheme of work covering the national curriculum programmes of study. The school provides a variety of opportunities for pupils to apply their performing skills. Singing features in many school performances, for example in the infant nativity concerts 'Rock the Baby-Let's Celebrate'. Also in junior concerts, 'Androcles and the Lion'. The school choir sings at carol concerts and to the senior citizens at Christmas. The choir also represents the school by singing carols in Andover at Christmas when the Christmas lights are switched on. In the one lesson seen

pupils in Year 4 were given challenging activities involving clapping to a rhythm of different beats to a bar. After being given sufficient time to practise they managed this well. They sang 'The Three Billy Goats Gruff' with clarity and expression. It is planned that the newly qualified teacher will lead this subject once her probationary year has been completed. Teachers appropriately assess pupils' progress and achievement on a half termly basis.

Physical education

Provision for physical education is **satisfactory**.

Main strengths

- There is good coverage of the curriculum.
- There is a good range of extra-curricular activities.

Commentary

79. The standards achieved by the pupils in the lessons observed were in line with expectations for their ages. Pupils enjoy physical education and participate well. Teaching assistants give satisfactory support to pupils in these lessons.

80. Teaching in the 3 lessons was at least satisfactory overall. In a good Year 5 gymnastics lesson pupils were able to demonstrate a series of planned sequences involving stretching, curling and arching. A strong feature of the lesson was the quality of suggestions for improvement after each group performance. The impact of this feedback was evident in later demonstrations where pupils had perceptibly improved their work. A good Year 2 games lesson focused on catching and applying skills. Most pupils were able to throw accurately and made good progress, building on previously acquired skills.

81. The school provides a good number of after-school sports clubs throughout the year in mixed tag rugby, football, rounders, netball and cricket. Pupils take part in competitive games with other schools. All pupils in Years 3 to 6 have the opportunity to join these popular clubs and the coaching provided builds on the skills learned in class as well as providing fun and enjoyment for the pupils.

Personal, Social and Health education

Provision for personal, social and health education is **good**.

Main strengths and weaknesses

- Good improvement since the last inspection.
- A well thought through scheme of work for all classes in the school.

Commentary

82. At the time of the last inspection this area was considered under-developed, so good progress has been made. A detailed scheme of work with themes and exemplars is used, covering all year groups. Circle time and golden time take place regularly and pupils from Year 5 and 6 were able to reflect articulately on learning from circle time in current and previous academic years. Year 5 pupils discussed gender stereotyping from work on the book 'Bill's New Frock' demonstrating the positive impact on their understanding of differences. During an excellent Year 1 PSHE lesson, pupils role-played parts of the Goldilocks story, examining issues of right and wrong. Sex and relationships education takes place in Year 6 with support from the local nurse. Drugs Education is built into the syllabus and is tackled specifically through the 'Getting it Right Project' led by the local police. Various other initiatives, such as the Healthy Schools project, support pupils' learning in this area effectively.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).