

INSPECTION REPORT

BRANSGORE CE PRIMARY SCHOOL

Christchurch

LEA area: Hampshire County Council

Unique reference number: 116274

Headteacher: Mr Peter Pretlove

Lead inspector: Paul Missin 19227

Dates of inspection: 22nd – 25th September 2003

Inspection number: 255590

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	327
School address:	Ringwood Road Bransgore Christchurch Hants
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Appropriate authority:	The governing body Bransgore CE Primary School
Name of chair of governors:	Amanda Linford
Date of previous inspection:	March 1999

CHARACTERISTICS OF THE SCHOOL

Bransgore CE Primary school is a Voluntary Aided school serving the village of Bransgore and other nearby areas of the New Forest. There are 65 boys and 162 girls in the school. The number on roll has been steadily increasing over the last few years and now the school is over subscribed. The school's catchment area contains a gypsy residential area and currently 30 children of gypsy background attend the school. The school has worked very hard to secure separate funding for these pupils and the success of the provision, known as the Bransgore Project has received national recognition. The percentage of pupils with special educational needs (SEN) is below average. Moderate learning difficulty is the most common aspect of pupils' SEN. Most pupils are attaining standards that are in line with those expected for their age when they enter the school. There are no pupils who use English as an additional language. The mobility of pupils is high. In the previous year 39 pupils joined the school other than at the usual time of first admission. The school received an Achievement Award in 2001.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	7
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
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	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Overall, the school is very effective. Standards are high in Year 2, and improvements are beginning to be consolidated in Year 6. The school meets the needs of pupils with special educational needs, the more able and the gifted and talented well. The integration of the children with gypsy backgrounds is outstanding. The school provides good value for money.

The school's main strengths and weaknesses are:

- The outstanding leadership and management of the headteacher give clear educational direction to the school. He is very well supported by an effective governing body.
- The good teaching across the school enables pupils to learn well and make good progress.
- Pupils achieve standards in mathematics across the school and in reading and writing in Year 2 that are well above those expected for their age.
- Pupils achieve standards in art and design and physical education (PE) across the school and in science in Year 2 and music in Year 6 that are above those expected for their age.
- Pupils' very good attitudes and behaviour and the very good opportunities provided to promote their personal development support the school's strong sense of community.
- The good provision in the Foundation Stage enables children to make a good start to their time at school.
- The integration of pupils from all cultural backgrounds is very good.
- Pupils achieve standards in information and communication technology (ICT) that are below those expected for their age.

The school has made very good improvement since the last inspection. Significant improvement has been made in the quality of teaching and the high proportion of unsatisfactory teaching has been eliminated. The important weaknesses in the leadership of the school have been addressed very well. Standards have been improved in Year 2 and are now beginning to rise in Year 6. The key issues identified at the last inspection have been addressed very well.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	B	C	D
mathematics	A	A	D	E
science	C	C	D	E

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.

The table shows that standards in Year 6 have dropped since 2000. Provisional results for the 2003 tests indicate that some improvement has taken place especially in mathematics and science. The lower scores in 2002 and 2003 are explained by staffing changes and the legacy of unsatisfactory teaching from the time of the last inspection. Currently pupils in Year 6 attain well above average standards in mathematics, above average standards in English and average standards in science.

Achievement is good. A strength of the school is the effective way in which the school meets the needs of all pupils. Children in the Foundation Stage are settled to school routines effectively and they are soon ready to learn. Most enter the school achieving standards expected for their age and most are on course to exceed the goals children are expected to reach by the end of Reception. Across the school, all pupils continue to make good progress, although the progress being made by the current Year 6 group is satisfactory. Pupils with SEN, the more able and the gypsy children all achieve well. Achievement is very good in mathematics and very good in reading and writing in Year

2. However, pupils do not make sufficient progress in ICT where unsatisfactory teaching in the past has left important gaps in pupils' knowledge and skills.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils get on very well and are able to work and play together. These qualities support the school's strong sense of community. Pupils' attitudes and their behaviour in class and around the school are also very good. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning across the school is also good. Strengths in teaching are the teachers' secure subject knowledge, their effective management of pupils and good co-operation with teaching assistants. These strengths have a very good influence on the pupils' capacity to learn. Pupils are well motivated, understand clearly what they have to do and are encouraged to do their best. However, teaching in ICT overall is unsatisfactory. Although the teaching observed during the inspection had some good and very good features, the unsatisfactory teaching in the past has meant that computer skills have not been taught progressively to a sufficient depth and are not used systematically across the curriculum. Assessment procedures are very good in the Foundation Stage and good elsewhere in the school. The overall curriculum is well planned and further enriched by visits and visitors. Care and welfare procedures are very good and contribute well to the sense of community. Links with parents are now very good and contribute significantly to the standards pupils achieve. Provision for pupils with SEN is good, that for gypsy children is outstanding.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are very good. The headteacher's contribution to these is outstanding. He gives the school clear educational direction and his charismatic approach is an important reason why the school has made very good progress since he was appointed. He has created an effective management structure and he is given very good support by other senior teachers. **Governance is very good.** Governors are active and interested. They support and challenge the school well and are fully involved in its improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils demonstrate a high level of satisfaction with the school.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Continue to raise the standards achieved in ICT across the school and ensure that computer skills are used more systematically to support work done in other subject areas.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good across the school, although the achievement for the present Year 6 pupils is satisfactory. Overall standards of work are consistently above average throughout the school.

Main strengths and weaknesses

- Pupils in the Foundation Stage attain standards that are above those expected for their age.
- Pupils attain standards that are well above average in reading and writing in Years 1 and 2 and in mathematics across the school.
- Pupils attain standards that are above average in Years 1 and 2 in science and in Years 3 to 6 in music and across the school in art and design and physical education (PE).
- Pupils with special educational needs (SEN) and gypsy children make good progress and achieve well where they receive good support.
- The standards attained in information and communication technology (ICT) across the school are too low.

Commentary

1. Several important factors significantly influence the overall standards pupils attain and the analysis of the results of national test data. Although the proportion of pupils with SEN is broadly average, there are relatively high number of children from gypsy backgrounds, most of whom have had little pre-school experience and some of whom have difficulties in adjusting to school routines. Mobility in the school is high and this caused some dislocation and discontinuity. There was a significant proportion of unsatisfactory teaching at the time of the last inspection. The legacy of this still influences lower standards and achievement in Year 6.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.0 (28.1)	27.0 (27.0)
mathematics	25.9 (28.1)	26.7 (26.6)
science	27.5 (28.6)	28.3 (28.3)

There were 49 pupils in the year group. Figures in brackets are for the previous year

2. In the Foundation Stage, children make good progress because the quality of education provided for them is of a consistently high standard and meets their individual needs very well. By the end of the Reception year, indications are that many of the children will exceed the standards expected of them in all aspects of their development. All children achieve well. Good provision is made for the more able and very sensitive support is given to the gypsy children to help them to settle as quickly as possible to school routines. Important strengths are the way in which teachers purposefully promote children's personal, social and emotional development. During the inspection, which was very early in the school year, the smooth way in which all children had been settled into school and were ready to learn was very impressive. Teachers encourage children's language skills wherever possible. This was seen during the inspection as both teachers and their assistants encouraged interaction in the role play area and ensured that all children were introduced to a rich language environment.

3. There have been some important changes in trends in standards since the last inspection. In 1999 there were several areas where pupils in Years 3 to 6 achieved higher standards than those in

Years 1 and 2, such as in mathematics and science. There were also areas where standards in Years 1 and 2 were below average. This was partly related to the high proportion of unsatisfactory teaching in these year groups at the last inspection. In response to this, the current headteacher made the improvement of standards in Years 1 and 2 an important priority and put resources into this area. This has been successful because standards now in Years 1 and 2 are very high and the school's attention has now been turned to a sustained improvement in standards in Years 3 to 6.

4. The high standards which had been a characteristic of the school's recent national test results at the end of Year 2 have been maintained well. The results achieved in the national tests for seven-year-olds in 2002 were outstanding in writing and science where standards were among the top five per cent of all schools nationally. It is likely that similar high standards have been continued into 2003 but comparative data is not yet available. The current inspection findings confirm these continuing high standards. Pupils in Year 2 are on line to achieve standards that are well above average in reading, writing and mathematics and above average in science. Above average standards are also achieved in art and design and PE.
5. The results of the national tests for eleven-year-olds in 2002 and the provisional results for 2003 show that pupils have been reaching broadly average standards in English, mathematics and science. The current inspection judgements are that in Years 3 to 6, pupils achieve standards in mathematics that are well above average. Standards are above average in English, art and design, music and PE. This indicates that achievement and success in creative and practical subjects are valued and promoted as well as those in basic skills subjects.
6. Across the school, pupils achieve well and make good progress. Achievement is good in the Foundation Stage and in Years 1 and 2. The achievement of pupils in Years 3 to 6 is good overall, but satisfactory in Year 6. This is because of the effect of staffing changes and the legacy of the higher proportion of unsatisfactory teaching which was noted at the last inspection. The school's targets and inspection findings confirm that higher all-round standards are being achieved in Years 3, 4 and 5. Across the school, pupils do not make sufficient progress in information and communication technology.
7. Across the school, standards attained in ICT are below those expected for pupils' age and most do not make sufficient progress in this subject. There is a significant difference between the standards reached by pupils with access to computers at home and those without. The main reason for this underachievement is that pupils have not been taught the depth of knowledge and skills in order for them to reach average standards. A scrutiny of pupils' previous work and conversation with present pupils indicated that there are important gaps in their experience of ICT and the computers are not an integral part of learning across the curriculum. The subject has suffered from a lack of consistent and effective leadership in the past and has not had a sufficiently high profile in the school. However, with the introduction of new equipment from the beginning of the current term and the appointment of a new, knowledgeable subject manager, indications are that standards are already rising. Numeracy skills are used well across other curriculum areas but the use of literacy skills in these areas is not consistently developed.
8. Good attention is paid to the different groups in each class across the school. Analysis of recent test results had shown that boys outperformed girls in several areas of the curriculum. The school responded well to this finding by raising teachers' awareness of the need to further challenge the girls in their classes. Also a specific girls' extension mathematics group was organised and was observed to be operating successfully during the inspection. The school meets the needs of its more able pupils well. Lesson planning clearly identifies extension work for these pupils and the results of recent national tests show that the school has a high proportion of pupils working at levels above those expected for their age. The school also maintains a register of gifted and talented pupils. Areas of particular strength which include art, reading and sports, are defined and are met well in each class. Very good provision is made for the gypsy children in the school. Children receive very good support from their own care worker when they first enter the school and the school maintains an effective liaison with the gypsy village and children and their families are supported and encouraged well. The success of the school's approach, which has received national recognition, is that the gypsy children are now fully and seamlessly integrated in to the school community and

many are now achieving average standards in national tests which represent very good achievement for them.

9. Pupils with SEN attain good standards for their capabilities and their previous learning. The school places considerable emphasis on including these pupils within every area of the curriculum and in giving them equal access to it. It has abandoned its former practice of withdrawing pupils from their classrooms, now ensuring that they are included and fully integrated. As a result of this change, pupils are helped to work with other pupils as much as possible and many sustain their attention and concentration on tasks in lessons. This leads to successful learning and improved achievement. Pupils are routinely positioned and grouped in their classes so that they can best learn. They are also provided with resources that have been adapted or modified to boost learning. Their individual learning plans are related to class lesson objectives and this too promotes effective learning. A particular strength of the provision is the quality of the partnership and dialogue between teaching assistants and class teachers. The school now also uses a comprehensive assessment and tracking process to identify pupils' needs at the earliest opportunity and to monitor the progress they make.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their attendance is good. Pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils show very good interest in learning and behave very well in lessons and around the school.
- Relationships between pupils and adults and among pupils are very good.
- Pupils have a very good awareness of right and wrong and show very good respect for others' feelings and beliefs.
- Pupils have a strong sense of community and support one another very well.
- Attendance is very good, although unauthorised absence is slightly above average.

Commentary

10. Attendance is above average. Staff monitor attendance appropriately. Pupils whose attendance is poor are identified and the school works hard to ensure that they attend school. The slightly higher than average unauthorised absence rate is due to a few families who take holidays in term time. There have been no exclusions in the last year. Most pupils are punctual and lessons start promptly.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4
National data	5.4

Unauthorised absence	
School data	0.6
National data	0.5

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	237	0	0
White – Irish	1	0	0
White – any other White background	13	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	4	0	0
Any other ethnic group	21	0	0
No ethnic group recorded	4	0	0

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

11. Behaviour is very good throughout the school, in lessons, around the school and on the playground. Pupils are all aware of school rules and fully understand the difference between right and wrong. Their moral development is very good. At the pre-inspection parents' meeting, parents confirmed that they thought behaviour was good. Pupils' very good behaviour and attitudes to school influence their capacity to learn and the good progress they make very positively.
12. Pupils have many very good opportunities for taking responsibility and they respond very well to them. They have a very good level of respect for the feelings and values of others and are given very good opportunities to reflect on these feelings. They are encouraged to think of others by raising money for charities, such as Wells for India. Pupils' social development is very good: relationships between pupils and adults and among pupils are very good. Pupils get on very well and are able to work and play together. They have a very strong sense of community and support one another very well. Pupils have a very good understanding of their own and of some other cultures, for example, through their learning of several foreign languages and of the local gypsy culture. However, opportunities for them to learn about other cultures within the United Kingdom are limited. Pupils have very positive views of the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Provision in the Foundation Stage and the overall curriculum provided for pupils across the school is good. An important strength is the way in which the school ensures that all pupils are given equal access to all aspects of its work. The integration of the gypsy children is done very well indeed. The quality of teaching and learning is good. The school's care and welfare provision are very good as is their partnership with parents.

Teaching and learning

The quality of teaching and learning and the provision of assessment are good.

Main strengths and weaknesses

- The quality of teaching and learning across the school is good, with some very good features.
- Important strengths in teaching are teachers' secure subject knowledge and the positive way in which they manage pupils.
- Teachers are enthusiastic and have high expectations.
- Teachers ensure that the needs of all pupils in their classes are met well.
- Assessment procedures across the school are good but very good in the Foundation Stage. However, assessment is not sufficiently developed in some curriculum areas.
- Teaching in ICT has not been sufficiently effective.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	10 (23 %)	22 (51 %)	11 (26 %)	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.

13. The quality of teaching and learning in the Foundation Stage is good, with some very good aspects. Both teachers have a very good understanding of how young children learn. They provide a wide range of stimulating experiences across all areas of learning. Children are settled to school routines very effectively and all adults in the classes ensure that each child feels secure and happy and this enables them to make good progress in their learning. Teachers plan very good activities that provide many opportunities for the children to work and play independently and collaboratively. The inside and secure outside area for the children are used extremely well. The teachers and all adults within the department form a very effective team, which ensures that the entire range of well-planned activities engage the interest of the children. This enables the children to acquire new skills quickly and develop their capacity for concentration. Assessment procedures are very good. Data are used very well and these enable teachers to track every child's progress in each area of learning and to plan carefully the next step in their learning. Through this, teachers know what children are capable of and have appropriately high expectations for every child. Records show that many children in previous years were suitably challenged and were well prepared for the demands of the National Curriculum in Year 1. The attention and support provided for the gypsy children when they first enter school are very good indeed. The Bransgore Project provides a care worker, who gets to know the children before they come to school and who stays with them in the Reception class while they settle in.
14. The quality of teaching and learning across the school is good. This has been a significant improvement since the last inspection when teaching was unsatisfactory in almost one in five lessons. This improvement has been achieved by planned staffing changes and through rigorous in-service training based on the development of a whole school teaching and learning policy. Current strengths in teaching across the school are the teachers' good and very good subject knowledge. This is especially evident in literacy and numeracy teaching and is an important reason why basic skills teaching is so effective and standards are high. Teachers plan well, and show clearly the learning intended for all groups of pupils in their class. Teachers have high expectations, are enthusiastic and explain concepts and instructions clearly. Sometimes imaginative approaches interest and excite the pupils. In a Year 1/2 literacy lesson pupils were very interested in a letter which was delivered during the lesson from a book character that had lost some babies' dummies and they were keen to write their replies giving advice as to where they might be. Other strengths are the use of well organised, interesting learning resources and the effective co-operation between teachers and their assistants.
15. A scrutiny of pupils' previous work and a conversation with pupils indicated that teaching in ICT had not been effective. There were gaps in pupils' knowledge in important areas, such as in aspects of word processing in Years 1 and 2, and in data handling in Years 3 to 6. Teachers had not ensured that all elements of the curriculum had been taught progressively and to a sufficient depth. However, the teaching of ICT observed during the inspection was good and very good. It was done largely by the specialist teacher, who is knowledgeable and enthusiastic. The impact of the improved leadership of the subject, the newly introduced laptops and the good, focused specialised teaching is beginning to raise standards.
16. Assessment procedures are good across the school and have improved since the last inspection. Systematic and well-managed procedures have been introduced recently to ensure that teachers can track their pupils' progress more effectively. These include the use of a computer

program, which facilitates the grouping of pupils and also provides information, which aids the identification of pupils having SEN. A range of tests is used to supply further data concerning the pupils' progress. The results of these tests and data are monitored rigorously. They contribute towards the setting of targets for future learning and to forecasting the level pupils will be expected to achieve the following year. However, some of these assessment arrangements are at an early stage of development. The introduction of assessment procedures which are matched to National Curriculum criteria have not been fully developed across all subjects.

17. Teachers make good use of assessment to inform their lesson planning and to meet the needs of individual pupils, groups and whole classes. Consistent use of comprehensive planning sheets extends across the school. The way in which teachers change their teaching plans to take account of assessments they have made is a strong feature of the school's provision. Teachers also take into consideration how well their pupils have achieved in their work and amend lesson planning accordingly. This effective adaptation and review of planning have a direct and positive impact upon pupils' learning and contribute to raising levels of achievement in Years 1 to 6. Pupils are regularly involved in helping to assess their own work. They particularly appreciate the system of three yellow faces used in every class to enable them to indicate to their teacher how well they felt they have understood a learning objective.

The curriculum

Overall, the curriculum is good and meets statutory requirements. The school also makes good provision for enriching the pupils' learning in the classroom, through its extracurricular provision and their learning outside the school day. Overall, the school's accommodation and resources are good.

Main strengths and weaknesses

- The curriculum is broad and balanced and it promotes the development of pupils' capabilities and their opportunities to achieve well in the subjects and areas of learning provided.
- There is regular revision to ensure that the curriculum takes account of new developments and to improve its relevance to, and enjoyment for, pupils.
- The school has established consistent approaches to curriculum planning.
- By ensuring equality of access and opportunity for all its pupils, the school supplies an inclusive curriculum.
- The curriculum provided for children in the Foundation Stage is very good.
- The use of ICT across the curriculum is insufficiently developed.

Commentary

18. The school keeps the effectiveness of its curricular provision under regular review and takes appropriate account of new developments. It has a rigorous approach to the implementation of changes and to the monitoring and evaluation of the curriculum. This is successfully achieved by effective monitoring of provision by both subject managers and the senior management team. This involves the regular examination of teachers' planning and a scrutiny of pupils' work. The planning of the curriculum is detailed and thorough. Careful consideration has been given to a balanced allocation of time for the teaching most subjects to a sufficient depth. Work in ICT is an exception here. Curriculum coverage has been patchy and topics have not been covered well enough. Overall planning is carefully devised to meet the mixed age classes throughout the school. Topics are organised on a two-year rolling programme to ensure a complete coverage of all subjects and a progression in pupils' learning.

19. Teachers plan all their lessons to show clearly work for pupils of different abilities in their classes. Considerable attention and thought have been given to meeting the needs of more able pupils, which was deemed a weakness in its last inspection. The school now has a register of those pupils it considers gifted or talented, and all class teachers and assistants are expected to know who they are, and to include the needs of these pupils in their plans for implementing the curriculum.

20. Curricular provision is extended well. The curriculum is very well supported by both the variety of visitors to the school and the arrangements for relevant and stimulating educational visits. For example, Southampton Football Club players have visited to promote reading. The school also organises sporting and cultural visits, such as Year 5's visit to Somerset for outdoor activities and the invitation for the African dance troupe known as Umfalosi to perform for the pupils. The school offers an extensive selection of extracurricular activities, including Chess, Japanese, Maths and Gym Clubs. Some lunchtime clubs are planned, run and organised by Year 6 pupils. Conversations with pupils showed that they value and enjoy their clubs, and this is reflected by high attendance. The school also teaches modern foreign languages, such as Italian and German.

21. The curriculum for children in the Foundation Stage is very good. Children make a very good start and progress very well because of the very good range of activities planned for them. A stimulating curriculum successfully incorporates all areas of learning. It is well planned by both teachers and makes a significant contribution to the children's very good achievement. The carefully planned curriculum enables children to acquire new skills quickly and develop their capacity for concentration. The inside and secure outside area for the children are used extremely well. The curriculum provided for pupils with SEN and those with gypsy backgrounds is good. These pupils are fully integrated in mainstream classes and are totally included in all activities. They are given work that is aimed at appropriate levels for their development. Those who have individual education plans are set well-matched and effective targets in order to meet their requirements. Pupils receive good backing and guidance from teachers and benefit considerably from the effective use of teaching assistants.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on monitoring of pupils' achievement is very good. The involvement of pupils through seeking and acting on their views is very good.

Main strengths and weaknesses

- The induction arrangements for pupils in the Foundation Stage are very good.
- There are very good procedures for health and safety, child protection and first aid.
- Adults know pupils well and provide very good levels of care for their wellbeing.
- The school has good systems to monitor pupils' academic standards and progress and these are used well to provide pupils with advice and guidance.
- Arrangements for monitoring pupils' personal development are very good.
- The involvement of pupils in the school's work and development is very good.

Commentary

22. There are very good induction arrangements for pupils when they start at the school, which are enhanced by the very good relationships with local playgroups. These procedures include home visits and opportunities for parents to visit the school with their children on several occasions. The induction procedure for new parents helpfully includes letters from parents of previous Foundation Stage children, warmly endorsing the care given to them. The care assistant funded by the school and members of the 'Forest Bus' team visit the gypsy homes. These visits enable teachers to gather information about the children, based on the goals children are expected to reach by the end of Reception, for the early assessment and grouping of children. As a result, children get off to a flying start, settle in very quickly and make very good progress. There are very good procedures for monitoring their achievement on a day to day basis.

23. The school has very good health and safety procedures in place. Governors and staff make regular health and safety checks and carry out regular risk assessments. The headteacher is the designated person for child protection and for looked-after children and he and all staff have been trained. All are very aware of child protection issues. The system for caring for fragile and vulnerable children is very effective. Arrangements for the administration of first aid and for monitoring pupils'

medical conditions are very good and there is a very high number of staff trained in first aid.

24. All adults who work in the school form close and trusting relationships with pupils. They know them well and provide them with very good role models of courtesy and fairness. Pupils' personal development is carefully fostered through a network of systems, such as the Feelings Tree in each class, the PSHE programme and the Fingerprints scheme. These are monitored very well by teaching assistants and incorporated into pupils' personal targets.
25. Pupils' views are consistently sought through the School council and through the other jobs for which children can apply through the jobs notice board. For example, older children can run clubs at lunchtime. Applications have to be made in writing and presentations made to the co-ordinator. Children can also apply to be prefects, playground monitors and Buddies.

Partnership with parents, other schools and the community

The school's links with parents are very good. Links with the community and with other schools are good.

Main strengths and weaknesses

- Parents have very positive views of the school, although some do not feel adequately informed about children's progress.
- The school provides parents with very good information about the curriculum and helping their children at home.
- Very good links with the local playgroups and good links with other local schools provide many benefits for pupils.
- Communication with parents is very good and home/school books are used very well.
- The school is well embedded in the local community.

Commentary

26. Parents and carers have very positive views of the school. The only areas in which they expressed any measure of dissatisfaction were the extent to which the school seeks parents' views and the information the school gives them about progress. The findings of the inspection are that the school is very open to parents and gives very good information about progress. For example, the headteacher and support staff are available every morning and there is a weekly drop-in session as well as termly meetings. Target books go home regularly and parents are informed of benchmarks to help their children with optional National tests. The school provides parents with an excellent and wide range of leaflets to help and support their children. The prospectus is clearly written and informative and newsletters are regular and friendly. Written annual reports are very good: they provide diagnostic and thorough information on children's progress, set targets and offer parents and pupils the opportunity to comment. The Reception class's "Bags of Fun" offer a continuing support to parents. The school has worked hard since the last inspection to strengthen its partnership with parents and has made very good improvement in addressing the key issue which was identified.
27. There are good links with local secondary schools, for example, through the teaching of foreign languages, and good arrangements for the transfer of pupils to the next stage of education. Very good links with local playgroups support the induction of new pupils and the Traveller Education Service is very supportive of the school in its links with the gypsy homes.
28. Parents support the school very well, through their regular help in school in a wide range of activities and on trips and visits. The School Association provides the school with very good funds to help buy equipment to enhance pupils' education and members are very supportive at open evenings and other events.
29. Links with the local community are good: for example, senior citizens regularly have lunch at the school, the local Rotary support Bransgore games and members of the parish council attend school

council meetings. Strong links have now been forged with the local church, where all pupils regularly attend services and local clergy take assemblies on a regular basis. Members of the Stable Family Trust work in school as teaching assistants. The Bransgore Project and the Forest Bus Charity have had a major input into the integrating members of the gypsy community into the school and the wider community.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are very good, but the headteacher's contribution is excellent. Other key staff support him very well. Management systems are very effective and the governors provide very good challenge and support for the school.

Main strengths and weaknesses

- The headteacher's leadership of the school is outstanding.
- The deputy headteacher and other senior teachers provide very effective support.
- A strength of the management systems is the way that all involved in the school are empowered and encouraged.
- The headteacher shares his vision for the development of the school clearly with the whole school community.
- The quality of the headteacher's work in promoting and integrating pupils from the gypsy community is excellent.
- School improvement planning is very effective.
- The governance of the school is very good.

Commentary

30. The headteacher's leadership of the school is excellent. He is able to enthuse and encourage all involved in the school and to share his clear vision for the school. Since his appointment, he has successfully re-focused the school's work and sense of purpose and has productively addressed some significant leadership and management issues which were identified at the last inspection. He is very well supported by a newly appointed deputy and other senior staff and curriculum managers.

31. The headteacher's leadership of the school is exemplary. He leads very effectively by the example that he sets. He has a high profile in and around the school and spends time with pupils and staff supporting and encouraging them. He is involved well in class teaching. As part of the focus on raising standards in Years 1 and 2, he took responsibility for teaching in these areas. As the school's focus has shifted to Years 3 to 6, he is now involved in teaching literacy sets in this part of the school. The headteacher's enthusiasm is inspirational. The awareness and morale of the school have been successfully raised since the last inspection and the whole staff team are now very committed to the school's continued improvement. A further strength in the headteacher's leadership style is the way in which he has empowered and enabled other staff. Senior teachers feel challenged, but well supported and that their contribution to the school's work is highly valued. The way that the headteacher has dealt decisively with some important concerns about the quality of teaching shows that he is able to take sometimes difficult decisions to secure the school's continued improvement.

32. The way that the headteacher communicates his vision for the school to the whole community is outstanding. He is personally both caring for individuals and committed to raising the standards pupils achieve. The way that he promotes equality of access and opportunity for all pupils in the school is very good. He has managed the integration of the pupils from gypsy backgrounds very well indeed. He identified this as a major priority for the school as soon as he was appointed and the thorough and, sometimes tenacious, way in which he has raised awareness of this important issue and sought funding and support from several different sources has been outstanding. This work has been formalised into the Bransgore Project, the success of which received national recognition recently. The effect on the school and its community is that gypsy children are now introduced to the school sensitively and with very good levels of support and are enabled to take a full part in all that

the school offers. A further area of need which the school is currently focusing on is to improve the effectiveness of the transition of the gypsy pupils from primary to the secondary schools. A further example of the school's outreach into the wider community is through its work with initial teacher training institutions. The school takes this responsibility very seriously. Several of the teachers are now trained as student mentors and the school is used very well to support teachers new to the profession.

33. The headteacher manages the school very well. Since his appointment the curriculum planning format has been revised and important changes have been made to the management roles throughout the school. The organisation of mixed year groups into separate bases, each with a base leader has successfully encouraged co-operation and shared practice between teachers and has given the base leaders extra responsibility. This has contributed well to their professional development. The whole staff team is well involved in, and informed about, school activities. The organisation of whole school staff meetings, senior management team meetings and meetings within the year group bases are very effective. The creation of a basic skills leadership team has further encouraged the school's focus on raising standards. Performance management procedures are very good. The setting of targets which are clearly related to school improvement issues brings coherence to the whole planning and development process.
34. School improvement planning is very good. An important strength is in the organisation of an annual conference, to which all staff and governors are invited, to evaluate the achievements of the previous plan and to agree on future priorities. This gives all involved in the school opportunity to influence its development, to secure their commitment to the school's work and to make them aware of agreed priorities. The current school improvement plan is clear and effective. It is centred on the important priority of raising standards, particularly in Years 3 to 6 and shows clearly how the school intends to achieve this through work in literacy, numeracy and other subjects. The current weaknesses in information and communication technology are recognised and appropriate development plans have been instigated. The improvement plan is carefully and systematically evaluated through the staff and team meetings held in school and through the governors' committees and full meetings.
35. Governors give very good support to the school and fulfil their responsibilities very well. The strained relationships between the headteacher and the governing body which were noted at the last inspection have been improved and now there is one of support but also challenge. A scrutiny of the minutes of governors' meetings show that school issues are fully discussed and appropriate decisions taken. The chairs of the different committees are particularly active. The school is very well supported by a knowledgeable chair of governors. Governors have a good view of the working of the school, the standards that are achieved and the success of the developmental priorities. The commitment and expertise of the governing body add significantly to the quality of the leadership and management of the school.
36. The Foundation Stage manager provides high quality leadership. She enables the other teacher to be fully involved with all aspects of the day-to-day running of the two Reception classes and respects his very good expertise. Together, they form an extremely effective team. SEN provision is managed well. The impact of the leadership and management of both the headteacher and the SEN co-ordinator has resulted in most pupils doing as well as they can, given their starting points and individual barriers to learning. They have also established a special provision for pupils deemed to be fragile and vulnerable. SEN pupils in Years 1 to 6 receive good teaching and can recognise their own achievements and ways of improving. This consistently leads to good progress, which raises their self-esteem. The governing body has contributed to this by playing an active role in monitoring the school's SEN provision and the progress its pupils make.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	755526
Total expenditure	785535
Expenditure per pupil	2470

Balances (£)	
Balance from previous year	71440
Balance carried forward to the next	41430

37. The school's finances are managed very well. Developmental priorities are carefully costed and their impact assessed. There is a close relationship between school improvement planning and budget allocations. Spending patterns are regularly and rigorously checked by the headteacher and the school's administrative officer. Governors have a clear view of the school's spending. The unusual decision to transfer the work of the finance committee to the full governing body has worked well to give all governors a responsibility for financial planning and monitoring. The overall spending at school has been supplemented very well by additional funding. The headteacher has worked hard with the Bransgore Project team to secure separate and substantial funding for the Project from a national bank and Children in Need.

38. The headteacher's leadership and management skills in setting up the Bransgore Project, a major outreach initiative to consolidate and extend support for gypsy children in the school and their parents have been outstanding.

The headteacher, together with his previous deputy, has successfully led a team to gain additional support for the project. There have been two project phases in the last three years. In the first phase, grants from a national bank and Children in Need enabled the employment of a community development officer. Units of literacy work to celebrate gypsy traditions were produced. When the grants ended, the Project team applied for and received funding for the second project from the DfES. This has enabled a care-worker to be employed to support pupils' smooth transition from Year 6 to Year 7, thus improving links between the two phases. The school has worked in close partnership with a charity called the 'Forest Bus' providing opportunity for staff to visit the gypsy homes and hold workshops for parents. Attitudes within the school and the community have been very positively changed, while pupils have grown and developed in confidence and self-esteem. Harmony between pupils of different backgrounds is very good indeed. The school has recently received a commendation from the DfES for its achievement in this field.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**. This is a good improvement from the previous inspection. Significant improvements have been made in providing opportunities for outdoor play.

39. Very good leadership and management, effective planning for a stimulating curriculum, combined with consistently good, and some very good, teaching all unite to provide the children with interesting and varied experiences. These promote good learning and help them to make good progress. Very good provision for the gypsy children is enabling them to feel secure in school. The Foundation Stage manager provides very good leadership for all adults in the department, who work very closely together to form a very effective team. The quality of teaching is very good for personal, social and emotional development and communication, language and literacy, and consistently good for all other areas of learning. All areas of development are effectively planned to link together in order to reinforce learning and make it more relevant and meaningful for the children.
40. At the time of this inspection, the children were only attending in the morning and most had only been in school for a maximum of five mornings. As a result, there was insufficient evidence to judge the children's achievement in each area of learning. However, assessments undertaken at the end of the previous year indicate that a high proportion of the children exceeded the goals children are expected to reach by the end of Reception in all areas of learning. This represents good achievement from their mostly average starting point.

Main strengths and weaknesses

- Consistently good teaching with some very good aspects combine to enable children to achieve well.
- Very good induction procedures and very good provision for children's personal, social and emotional development.
- Very good teaching of language and communication skills.
- Very good assessment procedures, which are used very well to plan the next stage of learning.
- Very good links with parents, which support children's learning.
- Very good leadership provides clear direction for the continuing high standards of the provision.

Commentary

41. The school has very good induction procedures for the children and their parents, which help the children to settle into school very well. The very good close links with the pre-school groups help many children to feel secure and happy, and they quickly settle in school. The Bransgore Project is a great asset in helping the gypsy children to feel secure and to settle into school life. The school places a great emphasis on the children's **personal, social and emotional development** and sees this as central to the children's overall development in all aspects of their learning. The effect of the very good induction procedures for all children was evident in the way that most were already forming good relationships with all adults and with each other. Although the children are allocated to one of the two teachers, they are taught within one large classroom with easy access to a stimulating outside area. This works extremely well and the children are able to form good friendships within the two classes. Children are given many good opportunities to work and play together in small groups. A very good feature is that the children are given many opportunities to initiate activities for themselves. At the same time, adults set clear expectations of behaviour and give praise and encouragement to reinforce these activities.
42. Most children start school with expected levels for their age in their language and communication skills, although a few are below this level. Overall, their attainment in **communication, language and literacy** is average on entry. Great importance is placed on all aspects of these skills. Teachers and all other adults within the department model spoken language well. They are fully involved in

the many role-play activities to extend the children's vocabulary and speaking skills. There was very good teaching of sounds. The two teachers work extremely well together and are very good role models for the children on how to conduct a conversation and to respect others' ideas. The two teachers and an assistant engaged the children's interest very well. The adults appeared to be surprised when a parcel was delivered and the children had to guess what could be inside. Several large, colourful, single 's' letters were stuck on the outside of the brown paper parcel. The children eagerly called out suggestions of 'it's a television', and 'it might be a bike', before some realised that a teacher was gently pointing to the 's' and asking what it might be. One child recognised the letter and then others started to suggest 'a snake' and 'a spider'. The children took turns to unwrap the parcel and found a large selection of different items all starting with 's'. A small group then went outside with one teacher to the writing bus, where they were involved in a variety of methods to help them learn and remember the connection between the letter 's', its sound and how to write it. The acceptance of the children's own mark making and emergent writing is very good, as this enables them to feel confident to write. Many very good opportunities are provided for the children to write, including answering the letters that the teachers often write to them and writing messages when answering the telephone or notes to the milkman in the home corner. The children enjoy listening to stories and most join in with familiar rhymes.

43. Opportunities to promote children's **mathematical development** are introduced well. Adults in the classes having large numbers attached to their clothing arouse the children's interest in written numbers. The children enjoy singing number rhymes and jingles. Curricular planning and photographic evidence show that the children are provided with many interesting experiences. A very good range of visitors, such as a doctor, a musician, a footballer from Southampton football club, and a representative from the Hedgehog Rescue Centre, enhance and extend the children's **knowledge and understanding of the world** well. Outside play on the good quality large wheeled toys provides the children with very good opportunities to share equipment and to extend their **physical development**.

44. Both teachers have a very good understanding of how young children learn, which is evident from the very good quality of education provided. The Foundation Stage manager provides very effective support and guidance for all staff, ensuring that, together, they provide a very good education for the children. Very good assessment procedures form a vital part of the very good practice in the Reception classes. Teachers and assistants observe and note the children's progress during each day. These observations are used very well to plan the next step in learning for each child. Right from the start, even before the children start school, parents are welcomed and helped to feel that they are a vital link with school in their child's learning. The "Bags of Fun" are very good, as they enable parents to be involved at an appropriate level for their child's stage of development. Teachers and assistants communicate regularly with parents, often on a daily basis, which keeps them well informed about their child and how well they are settling in.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are very good in Years 1 and 2 and good in Years 3 to 6.
- The teaching of phonics, spelling, and reading is done particularly well.
- A wide range of purposes for writing is introduced to pupils, and grammar for writing is carefully taught
- The school lacks a policy for speaking and listening, together with a developing programme that includes some structured assessment, to ensure progress in this strand of the subject
- Standards of presentation of work are inconsistent across different subjects of the curriculum.

Commentary

45. Standards in reading in Year 2 are very good. These are higher than those in the last report, and are due to a drive for improvement on the part of the school. Very high standards are being attained because of the very good teaching in Year 2 which enables pupils to make good and sometimes very good progress in their learning. Pupils at all levels of attainment read texts matched to their previous learning with accuracy. Very good, thorough teaching of phonics helps pupils in both their reading and their writing, and pupils' work from the previous year shows that they use this knowledge effectively when working independently.
46. Standards in writing in Year 2 are also very good, and again exceed considerably those which were reported in the last inspection. This is the result of the enhancing impact of very good teaching and learning. Pupils are able to sustain and develop stories well, to use their imaginative ideas, and extend their vocabularies creatively. They use appropriately capital letters and full stops, and even start to use other forms of punctuation. Their grammar shows good evidence of developing well. Handwriting is specifically taught and practised, and final draft work is generally neatly presented.
47. Standards in speaking and listening are good in Year 2. This is a big improvement from those reported in the last inspection, where speaking and listening standards were unsatisfactory across the school as a whole. Pupils speak confidently and clearly, and express themselves well, are keen to participate, and listen attentively.
48. Standards in Years 3 to 6 range between average and good. As a result of the substantially good teaching and learning now taking place, pupils in Year 6 are on course to reach good standards by the end of the year. This is the same as standards given in the last report, although samples of work seen from last year's pupils showed average standards, which were in line with the national test results for 2003. Standards had fallen slightly in the period intervening between the two inspections due to staff changes and consequent school reorganisations. The impact of good, thorough teaching from a more stable staff across the school is now beginning to be seen in Year 6.
49. Standards of reading in Year 6 are good: pupils read very accurately and expressively. They understand what they read, can give brief storylines and can also predict. However, even more able readers do not find it easy to recall a few authors and compare and contrast their writing styles. Writing standards in Year 6 are good, and pupils are able to write for a variety of different purposes with growing adaptation. Some well-presented work on the topic of the New Forest included description, reportage, biography, and graphic representation with captions.
50. Standards in speaking and listening are average. Although pupils express themselves confidently and clearly, talk to each other in small groups, and use reporting opportunities in plenary sessions satisfactorily, they are not always keen to respond in class.
51. Across the school as a whole, pupils of all abilities are provided with well matched work and are appropriately challenged. Both higher attainers and those with special educational needs and gypsy children achieve well for their capabilities and previous learning.
52. The quality of teaching and learning is very good in Years 1 and 2, and good in Years 3 to 6. Reading is taught thoroughly, and books are well promoted. Writing skills are taught well, and pupils are used to using planning and drafting techniques. Grammar is also well taught, and in spelling, pupils understand the importance of letter sounds. More able pupils have a good understanding of more complex language patterns. The use of speaking and listening is well promoted through paired work and plenary sessions, and teachers' skilful questioning techniques. However, there was little evidence of specific objectives for speaking and listening, or of opportunities for pupils to prepare planned speeches or debates. A weakness is that there is no speaking and listening policy nor an overall programme for the progressive development of skills across the school and across the curriculum. Role-play is more frequent, and a valuable addition to lessons, whilst drama takes place occasionally, particularly in school productions and at festival times.

53. The subject manager leads the subject very well. He has very good subject knowledge, planning is checked, lessons monitored, and work sampled. In-service training for staff has been considerable and is ongoing. Due to this, there is a concerted approach to the subject across the whole staff. Data analysis is detailed, and assessment is good. Individual targets for pupils are working satisfactorily, but the school is moving towards sharpening these goals. The subject manager has a very good grasp of what practices have moved the school's standards on, and what to tackle next. He is ambitious for his subject.

Language and literacy across the curriculum

54. The use of language and literacy across the curriculum is not consistent, and opportunities are not fully exploited. The school is now aware of this and is beginning to look further at possible links between subjects. Standards of presentation are also not consistent across other subjects, and are often not as good as in English itself.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Across the school, many pupils are attaining standards that are well above average and they achieve very well.
- Teaching and learning are very good.
- There are very good procedures for, and use of, assessment.
- Setting by prior attainment is effective in helping to raise standards.
- Group and individual targets help pupils know how to improve in order to raise standards.
- The subject manager provides very good leadership.
- There are missed opportunities for the use of information and communication technology to reinforce mathematical skills.

Commentary

55. Pupils in Years 2 and 6 attain standards that are well above those expected for their age. Throughout the school, pupils' achievement, which takes account of their capabilities and previous levels of attainment, is very good. Data from the Year 5 optional tests showed that the girls were not achieving as well as the boys. The school has addressed this very well by recently starting an after-school mathematics club for the girls, which they are enjoying. A further strength is the way in which all pupils have equal opportunities in this subject. All pupils, including those with SEN and the gypsy children are supported very well and are included fully in all activities. This ensures that they make good progress towards their own targets.

56. Older pupils use correct mathematical vocabulary and clearly understand how to use different methods such as how to double, round up to the nearest ten or partition money into separate pounds and pence before multiplying each part and adding all together. They find ways to discover multiples of single digit numbers and they use multiplication to solve real life problems using money. Younger pupils choose and use the correct mathematical operation, either addition or subtraction, to solve word problems involving money. Other pupils find the best way they can use the sum of £30 for a day out for a family of two adults and two children at an amusement park. In this lesson, pupils had to use their mathematical skills to solve how best the money could be spent for the family to enjoy the rides and have sufficient money to eat at lunchtime.

57. The quality of teaching and learning are very good. Teaching and learning are consistently good or very good throughout the school and this judgement includes the analysis of pupils' past work, as well as the lessons seen during the inspection. Teachers provide challenging tasks, which are well suited to each pupil's need and inspire pupils to achieve very well. In a very good Year 2

lesson, the teacher explained the learning intention of the lesson, which was to add eleven or twelve to a two-digit number by adding ten and adjusting, so pupils were aware of what they were to learn. After a short demonstration by the teacher using a spider on grid of a hundred squares, he asked individual pupils to show how they could do this. Several pupils demonstrated and explained how they accomplished this using a variety of techniques. Their clear explanations showed that they had a very good understanding of the value of numbers. The most able pupils have a very good understanding of each place value, when they add a two-digit number to a three-digit number and neatly record their work. The teacher provided pupils with a challenging and stimulating lesson, which extended each pupil's mathematical learning very well, to which pupils positively responded. The teachers make learning fun and pupils enjoy their mathematics lessons. Marking throughout the school is of a high standard. Helpful comments enable pupils to understand how they can improve their work and achieve higher attainment.

58. The subject manager provides very good leadership. She has a clear sense of direction on how to improve the standards of mathematics across the school. Through her own very good expertise, she provides a very good role model for other staff. She monitors teaching and pupils' work and provides in-school training to help others to achieve high standards of teaching and an appropriate curriculum for their pupils. This ensures that there is a very good consistent approach to the teaching of mathematics across the school, which is helping to raise standards. Assessment procedures are very good and the data collected are used well. As well as national and optional tests, very good day-to-day assessment enables teachers to provide effective teaching methods in order that pupils can attain high standards. For example, a group of more able pupils in Year 1 quickly understood how to add on ten to any random two-digit number, using a grid of hundred squares. The teacher clearly explained how to use the hundred squares, when adding on eleven or twelve and moved them on to this work, which they eagerly tackled and quickly grasped.

59. Pupils are grouped into sets by prior attainment, which is effective in helping to raise standards. The mixed-age classes enable pupils of all abilities to be taught in the most appropriate grouping for their level of ability. This ensures that pupils are served well and are given the most appropriate levels of work for them to achieve as well as they can. Pupils are set individual and group targets, which is good, as this helps them to know how to improve in order to raise standards. Since the last inspection, there has been a very good improvement. The school has sustained the very high standards in Years 3 to 6 and there has been a very good improvement in Years 1 and 2.

Mathematics across the curriculum

60. Provision for developing pupils' numeracy skills across the curriculum is good. There are good links with other subjects, such as in geography for a tally chart to show the different forms of transport in the village and in science, where pupils make block graphs to show their favourite foods. However, there are some missed opportunities for the use of information and communication technology to reinforce mathematical skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 1 and 2 reach above average standards.
- Across the school, pupils have a good understanding of scientific vocabulary and appreciate the importance of investigations and fair testing.
- Lessons are planned well and pupils are managed effectively.
- Opportunities to develop pupils' literacy and information and communication technology skills are not sufficiently taken.
- The quality of presentation and depth of some pupils' written work is not good enough.

Commentary

61. The current inspection judgements are that pupils in Year 2 reach above average standards while pupils in Year 6 reach average standards. These are broadly in line with the school's most recent year group targets. The current inspection judgements on standards are different from those of the previous inspection when standards were below average in Years 1 and 2, and above average in Years 3 to 6. The differences can be explained by the effect on older pupils in Years 5 and 6 of the unsatisfactory teaching noted at the last inspection, and the focus on support which has been given to Years 1 and 2 since then.
62. Across the school, pupils are introduced well to specific scientific vocabulary and have a good knowledge and understanding of the different elements of the subjects. For example, younger pupils recognise and name the different parts of flowering plants and they know which objects can be moved by pushing and pulling forces. Older pupils know that some changes are reversible and some are not, and some of the features of healthy diets. A strength in pupils' achievement is the way in which they learn the importance of the scientific approach in devising interesting investigations. For example, pupils in Years 1 and 2 predict whether washing-up liquid, cooking oil, orange squash and bubble bath will freeze when cooled. In Years 3 to 6, pupils predict how far stretched elastic bands will propel different toy cars. Then pupils devise and undertake useful investigations and draw appropriate conclusions. Overall, pupils achieve well in Years 1 and 2, and satisfactorily in Years 3 to 6. A shortcoming in pupils' achievement across the school is that opportunities for pupils to use their literacy and information and communication technology skills in this subject are not sufficiently taken. Pupils do not have sufficient opportunities for writing extended pieces of factual writing nor of using computer skills to display and analyse data that they have collected.
63. The quality of teaching and pupils' learning is good in Years 1 and 2 and satisfactory in Years 3 to 6. At the last inspection, teaching was unsatisfactory in Years 1 and 2 and good in Years 3 to 6. Strengths in teaching across the school are in the interesting and challenging investigations teachers devise, the positive way in which pupils are managed and the thoroughness of teachers' lesson planning. These strengths ensure that pupils remain well motivated and are learning the right things. A lesson to pupils in Year 2 where they were investigating the factors affecting the rate at which ice melted in different areas of the school, illustrated several other features of good, effective teaching. The investigation was interesting and caught pupils' imagination well. The teacher's clear voice and careful explanations helped pupils' understanding and she ensured that all pupils understood one part of the lesson before moving on to the next. Tasks were well matched to the different levels of ability of pupils in the class as groups recorded their work in different ways. Pupils were encouraged well to assess their own work. A weakness in teaching across the school is that insufficient attention is given to the importance of clearly organised, well presented written work. Too often, written work is untidy and contains inaccuracies.
64. The co-ordinator has made a good start to her work since her fairly recent appointment to the post. There is a comprehensive and well organised co-ordinator's file which helpfully supports work done in the subject. Planning which is based on the nationally recommended scheme of work is secure. Assessment is sound. Appropriate analysis is done of the results of national and optional tests but the use of these data to set individual and group attainment targets is underdeveloped. Monitoring in the subject is sound and helpfully includes useful interviews with older pupils about aspects of science teaching. There are no collections of work which are assessed to National Curriculum criteria. Opportunities in the subject are promoted as some higher attaining pupils attend a summer school for extension activities.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- The expertise of specialist teachers and the use of the newly introduced resources are beginning to raise standards.
- The newly appointed subject manager has made a very good start to his co-ordination of the subject.
- Currently teachers demonstrate good subject knowledge and pupils are managed well.
- Analysis of pupils' previous work and discussion with current pupils show that there are important gaps in their knowledge and experience.
- Across the school, pupils have not been taught the necessary knowledge, concepts and skills for them to reach average standards.
- Information and communication technology skills are not used sufficiently across all other curriculum areas.

Commentary

65. Across the school, pupils attain standards that are below those expected for their age. This is the same as the findings of the last inspection in Years 1 and 2, but then standards in Years 3 to 6 were judged to have been average. There was little evidence in the scrutiny of pupils' previous work of interesting and challenging work which was developed to a sufficiently high standard. Pupils in Years 1 and 2 knew the location of the keys on a computer keyboard and were aware that computers were just one source of information. Older pupils had used spray and colour effects on their art programs to illustrate their firework pictures. In Years 3 to 6, younger pupils label and draw diagrams showing parts of flowering plants and others use the computer to classify insects into those which fly, run and hop. However, across the school, topics have not been developed to a sufficient depth. Interviews with pupils indicated that there were weaknesses in younger pupils' ability to use word processing features to help to display their work and that older pupils had had insufficient opportunity to use a range of data handling facilities. As a result of these shortcomings, the achievement of pupils across the school is unsatisfactory. There is a significant difference between the achievement of pupils who have access to computers at home and those who do not.

66. Overall, the quality of teaching and learning across the school is unsatisfactory. No unsatisfactory teaching was seen during the inspection when most of the lessons observed were good and very good. The legacy of the unsatisfactory teaching seen in Years 1 and 2 at the last inspection and the other shortcomings that were identified have continued to influence the standards achieved. This has been compounded by the fact that the subject has been without effective co-ordination for the past year. The teaching observed during the inspection was done by, or largely supported by, a senior teacher who has been very recently appointed. His leadership is having a very positive effect on approaches to the subject and the subject's profile across the school. A lesson to Year 6 pupils illustrated several very strong features. Pupils were being shown how to access different sites to find information about their history project on the Victorians. The work was introduced clearly and effectively in the computer suite area. Pupils were managed well and the teacher showed good subject knowledge in his use of the interactive whiteboard. The teacher carefully ensured that pupils understood what their tasks were before they moved to their classroom where the laptops had already been set up for them. Pupils worked co-operatively and with good levels of commitment and concentration at their tasks. Most pupils made good progress in this lesson and some made very good progress.

67. The newly appointed subject manager has made a very good start to work in the subject after being in the school for about two weeks. He has already gained a good view of some of the developmental issues relating to the subject and has a devised new planning format which he has already introduced. During the inspection, he was involved very well in the encouragement and support of the subject across the school. His subject knowledge and the strategic use of his skills to help and support teachers across the school are a strength. Teachers use assessment grids to record progress through some elements of the subject. The newly introduced assessment format and the plans to improve the approach to pupils' self assessment are good. The lack of collected work in each element of the subject to illustrate what pupils can do and the matching of some of this

to National Curriculum criteria is a weakness. Overall, the school has not made sufficient progress in the development of this subject since the last inspection. However, the current subject action plan and the school improvement plan indicate that the school is committed to further improvement. Resources have been recently improved by the purchase of a bank of laptops which are now used well across the school.

Information and communication technology across the curriculum

68. Scrutiny of pupils' previous work indicates that information and communication technology skills are not used sufficiently across most subject areas. For example, opportunities to use word processing skills to write and present work in literacy and to use data handling facilities in numeracy and science are not sufficiently taken. There are examples of the use of the Internet for research in history and geography but overall information and communication technology is not fully embedded within the school's wider curriculum. However, during the inspection, good use was made of the interactive whiteboards and the machines in the computer suite to support work being done in literacy and numeracy lessons.

HUMANITIES

69. In **history**, there was insufficient evidence to make overall judgements about standards or the quality of teaching and learning. Inspectors observed only one history lesson in a Year 5-6 class, which was satisfactory. History is not being taught during this half term for Years 1 to 4 and very little work has been completed in the Year 5-6 classes, due to the inspection being very near to the start of the year. The indications are that the time allocated to the subject is appropriate and lessons are taught in blocks of time in alternate terms. History is taught on a two-year rolling programme to ensure that pupils in the mixed-age classes do not repeat the same work in their second year. Planning shows that pupils in the Year 1/2 classes learn about the differences in the lives of people over three generations in one family, the Gunpowder Plot, the life of Florence Nightingale and compare aspects of Victorian life with modern times. Pupils in the Year 3-4 classes learn about local history, the Romans, the Aztecs and the Ancient Egyptians. From a discussion with some Year 4 pupils, their visit last term to a Tutankhamen exhibition greatly enhanced their understanding about the Ancient Egyptians. Pupils in the Year 5-6 classes, learn about the Tudors, the Ancient Greeks and the Victorians. Visits to places of historical interest, such as Beaulieu, Scaplins Court and Upton Country Park, help to extend pupils' understanding of different periods in history. There is a good range of artefacts to enhance pupils' learning.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Pupils know the geography of their local area and can compare it with more distant localities.
- Pupils are interested in their work.
- Teaching is satisfactory overall but with some very good aspects.
- Opportunities to use information and communication technology are limited, although links with this are in the planning.

Commentary

70. Across the school, pupils reach average standards. The quality of teaching and learning seen in the observed lessons during the inspection ranged from satisfactory to a very good lesson. The analysis of work showed that both more able and below average pupils are attaining as well as they can, which is due to the quality of teaching. This represents satisfactory achievement.

71. The analysis of pupils' work showed that pupils in Year 1-2 learn about different parts of the world, using a world map, pictures and photographs to find out where Barnaby Bear has been on

holiday, such as France, Australia, Russia and America. They draw simple maps of their route to school, including safety aspects, such as a zebra crossing. They compare their own locality with Yarmouth to find out similarities and differences. Pupils name the four countries that form the British Isles on a map and locate Bransgore on it. They can use simple weather symbols to show the main types of weather in the British Isles. Pupils in Year 3-4 compare Bransgore with Milford. They recognise the human and physical features of Bransgore and evaluate why people like living in the village. They recognise and label the main features of a river and many have a good understanding of the water cycle. Pupils in Year 5-6 draw detailed diagrams to show the course of a river from its source to the sea. Some of the features included are tributaries, an oxbow lake, a gorge, a waterfall, a delta and the estuaries. They investigate how a river can erode, transport and deposit material and so change the surrounding land. They use a good range of primary and secondary sources of evidence and use appropriate geographical vocabulary. Throughout the school, pupils of different capabilities present their work in different ways and in varying degrees of depth, which shows that assessment procedures are satisfactory.

72. Overall, the quality of teaching and pupils' learning is satisfactory. In one of the lessons seen during the inspection, the teacher set the scene well by linking it to a children's television programme that many of the pupils had watched. A second teacher took the part of a television reporter, who wanted to make a tally of how they travelled to school. The pupils were immediately interested and eagerly took part in the following discussion. After making a class tally chart, pupils recorded the findings in different ways. The more able pupils created their own tally chart on squared paper, others made tower blocks using coloured cubes, while the below average used small world play people, cars and buses. In a very good lesson to pupils in Years 3 and 4, the teacher used his very good subject knowledge very effectively. The lesson was about how a mountain range is formed and where mountains are located in the world. Pupils were keen to learn, made rapid progress and achieved well. Very good integration of gypsy pupils ensures that they make equally good progress as their peers.

73. Numeracy skills are used satisfactorily, such as in a Year 3-4 class where pupils create a bar chart to show towns and places where most of their clothing is bought. However, opportunities to use information and communication skills are more limited, which restricts the development of their information and communication technology and geographical enquiry skills. Co-ordination of the subject is satisfactory. Good improvement has been made since the last inspection. Previously there was some unsatisfactory teaching in Years 3 to 6, but now all teaching is satisfactory or better. Resources are now good, whereas last time they were only satisfactory.

Religious Education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- Good understanding of concepts is seen in pupils' work in Years 3 to 6
- Frequency and coverage of written work is adequate
- There is an over-reliance on worksheets in Years 1 and 2
- Assessment does not yet fully affect subsequent planning

Commentary

74. In Years 2 and 6, pupils reach standards that are in line with those expected in the local education authority's Agreed Syllabus for the subject. Levels of achievement and progress are satisfactory for all pupils against their capabilities and their previous learning, including higher attainers, and those with special educational needs. There are no significant differences between boys and girls. This is an improvement from the last inspection when it was reported that higher attainers were not fully challenged. Pupils were also reported to be generally unresponsive, with a lack of emphasis on expressing their own ideas and opinions. This has improved and is now satisfactory.

75. Pupils in Years 1 and 2 know some of the stories of Jesus, for example, the healing of Jairus' daughter and they know that religions have special symbols and special places. Pupils in Years 3 to 6 know details of the life and times of Jesus and the main features of Islam. A scrutiny of pupils' work shows that they write in a variety of forms which show a good level of recall and understanding.

76. Teaching and learning in the subject are satisfactory overall, but there was evidence in the inspection of some good and very good features. In Year 6, a very effective lesson was seen, where, through very good teaching indeed, pupils were led to understand the ideas in a Christian parable. They were able to relate them to their own lives with relevance. The documentation for the subject reflects appropriately the Agreed Syllabus of the local education authority. In the last inspection, insufficient focus on religions other than Christianity was reported, but now the balance is satisfactory, with plenty of evidence of the study of other faiths. A weakness in the subject is that there is an over-reliance on the use of worksheets where sentences have to be briefly completed, thereby limiting opportunities for literacy to be extended in the subject.

77. Subject leadership and management are satisfactory. The subject manager has only just taken up her post, but has already gained a grasp of where the subject is in terms of development through the school. Planning is checked, and work is sampled, although only a few lessons were monitored previously and the new post-holder has not yet had a chance to adopt any systematic monitoring of this sort. Whilst assessment is carried out using the agreed learning criteria in the syllabus, this does not affect very much the ongoing planning in the subject. The school is aware of this, and plans are afoot to sharpen assessment in the subject. Enrichment activities are satisfactory, and resources are good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. There was insufficient evidence for an overall judgement to be made about provision in **design and technology**. This was the case at the time of the school's previous inspection. A limited amount of pupils' previous work was available including photographic records of artefacts which pupils had produced. For example, some pupils in Years 1 and 2 devised and created their own fruit salads and others designed and made puppets. In Years 3 to 6, pupils designed and made purses with colourful felt fabric paying attention to different methods of fastening them. Others made models of moving fairground rides using winding mechanisms. A scrutiny of teachers' planning indicates that pupils are introduced to interesting topics and have opportunity of developing appropriate skills.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Good curricular planning places appropriate emphasis on a broad range of art and ensures progression in the teaching of knowledge and skills.
- Classes are well organised and take account of pupils' differing needs.
- The master classes and the high quality of displays of pupils' work.
- The use of sketchbooks across the school promotes pupils' ability to build upon previous learning.
- Effective use of specialist teaching assistants.
- Arrangements for monitoring and assessment by the subject manager are under-developed.
- The need to promote greater use of links with other subjects, especially with information and communication technology.

Commentary

79. Across the school, pupils reach above average standards. No overall judgement on standards

was made at the last inspection. However, progress throughout the school was deemed to be satisfactory, now it is good. At this early stage in the school year, there was little evidence of completed work, but samples of work from the previous year and scrutiny of pupils' sketchbooks indicated that pupils throughout the school had achieved good standards. Across the school, all pupils, including gypsy children and those with special educational needs, make good progress in their learning and achieve high standards.

80. Pupils in Years 1 and 2 know the names of some famous artists and are beginning to evaluate their work and enjoy visual arts. A portfolio of Year 2 work shows that pupils can use a variety of materials, make artefacts and design puppets. They have also gained an appreciation of colour through their work on recording the colours of different fruits. A further display of work showed not only the technique of tearing paper to make a collage, but also plenty of creativity and imagination. In Years 3 to 6, pupils continue to make effective use of sketchbooks. Pupils produce careful three-dimensional drawings of flowerpots and figures in the style of Henry Moore. This successfully enhanced and improved their skills and techniques.

81. The quality of teaching and learning across the school is good. Teachers' planning is consistently good. Lesson plans make reference to the key questions which teachers might ask to challenge pupils' thinking and extend their knowledge. Lessons are well organised and thoroughly prepared. Teachers give good attention to the needs of all the pupils they are teaching. Teaching in Years 1 and 2 makes good reference to basic skills, such as drawing techniques and modelling with clay. This has led to the delightful models of black spiders effectively displayed outside a Year 1/2 classroom. No lessons were observed in these year groups, but evidence found in pupils' sketchbooks revealed that they had been taught to observe detail carefully, and some of them could create, adapt and improve their designs. In Years 3 to 6, teachers provide their pupils with opportunities to use a wide range of media in their work in order to create different effects. For example, artwork folders completed by pupils in Years 3 and 4 showed illustrations of them having designed their own abstract blocks and then using them to make rubbings.

82. Strengths in provision are the effective leadership and the high quality of the curriculum planning. Interest and opportunities in the subject are enhanced well by master classes which enable the artistically talented and more able pupils to further extend and develop their aesthetic appreciation, knowledge and understanding. Some impressive work done by this group, such as the vivid gold painted sculptures by Year 6 pupils in the entrance hall, are effectively displayed around the school. Several of the other areas of displayed work are of a very high standard. The use of a specialist teaching assistant has not only enhanced the range of skills available for teaching, but has also given greater confidence and increased teachers' subject knowledge. Weaknesses in provision are that opportunities for linking art to the teaching of other subjects in the curriculum, particularly with information and communication technology are underdeveloped. Also, arrangements for monitoring the quality of teaching and the assessment of pupils' progress are insufficiently rigorous.

Music

Provision in music is **good**

Main strengths and weaknesses

- Teaching and learning are very good in Years 3 to 6
- The use of specialist teachers is good and is helping to raise standards
- The management of the subject spreads good practice among staff
- Enrichment in the subject is good.

83. No lessons were seen in Years 1 and 2, and no judgement can be made about standards. In Years 3 to 6, pupils attain standards that are above those expected for their age, due to very good teaching and learning in the subject. This is an improvement on the standards reported in the last inspection. The recall and knowledge of pupils in the subject are good, and they are creative and innovative in their comments and in their compositions. At the last inspection, it was reported that

the opportunities for pupils to appraise their own compositions and those of others were weak; that is not the case now. Pupils have plenty of opportunities to compose, and to appraise their work and that of others, and they do it well.

84. In a Year 5 and 6 lesson, pupils got down to work very quickly, and worked well collaboratively to produce their own street cries of London, modifying them as they went on, and finally presenting them to the class for appraisal. They are interested and keen to learn. Pupils of all abilities, including those who are higher attainers, and those with special educational needs do well for their capabilities and their previous learning. The last report also highlighted insufficient opportunities to listen to music, but this is also now rectified, and opportunities are good. They have listening activities as part of planned lessons, as well as in assembly, and the range of music covers traditions from around the world and from older times to the present day. A lack of use of graphic scores was also mentioned, and, again, pupils are using these to record their compositions now, another improvement. Pupils in Years 3 to 6 achieve very well in music, and make very good progress,

85. The quality of teaching and learning in Years 3 to 6 is very good. There was insufficient evidence for a judgement to be made in Years 1 and 2. Good use is made of the skills of specialist teachers. This is enabling all staff to make strides in their understanding and teaching of the subject. Teaching and subject skills are shared effectively, often in the form of a planned dialogue to the class, and as well as interesting pupils, often engages them with elements of humour. Assessment in the subject is very good. Pupils' attainment is assessed and the progress they make is carefully recorded using a checklist of detailed concepts and skills which are clearly matched to National Curriculum criteria. This information is used well to influence subsequent planning.

86. The subject manager is currently on leave, but the subject is well organised, and a specialist musician on the teaching staff is well able to hold the brief temporarily. His subject knowledge is very good indeed. Planning is surveyed and lessons are monitored. Enrichment in the subject is very good, with opportunities to make and listen to music. Resources are also very good. Pupils have the opportunities to take instrumental tuition at subsidised rates if their parents wish. There is also a choir. Across the school pupils sing well, and music making is a strength of the school.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Lessons are well planned, structured and developed.
- Good management of pupils, using clear instructions and relevant questioning to raise achievement in lessons.
- Consistency of practice across the school concerning PE rules and safety matters.
- The need for teachers to be more aware of the pace of learning in lessons to ensure that the most able and agile pupils attain the standards they are capable of reaching.
- On-going monitoring and assessment of pupils' performance are insufficiently developed.

Commentary

87. Across the school, pupils attain standards that are above those expected for their age. This represents good achievement, which is promoted by the good quality of teaching and learning in the subject. It is also an improvement on the standards noted at the last inspection. Swimming was not taught during the period of the inspection. However, discussions with the subject manager and a scrutiny of the school's swimming records show that most pupils reach the required standards in swimming by the time they leave the school.

88. In Years 1 and 2, pupils show appropriate co-ordination when travelling on the floor in gymnastics by, for example using zigzags patterns and walking backwards. They are also able to link various skills and actions learned. In Year 6, pupils achieve good standards in the outdoor and adventurous elements of the subject. This has been significantly advanced by the opportunity for pupils in Year 5 to attend a residential specialist activity centre in Somerset. Pupils can connect skills and techniques learned, and some can choose, combine and apply skills and techniques with

both accuracy and control. Some pupils can explain how the body reacts during different types of exercise, and can warm-up and cool down in ways that suit the exercise involved.

89. The quality of teaching and learning across the school is good. Strengths in teaching are in teachers' use of comprehensive lesson plans, which contain detailed structure and content. This ensures that the teacher and any support assistants are thoroughly aware of the lesson's focus and development. Pupils are managed well and teachers give precise instructions and use effective questioning to extend pupils' thinking. Lessons are taught at a brisk pace; pupils are constantly engaged in physical activity and are encouraged to sustain their efforts well. Lessons begin with a suitable warm up and pupils are made aware of relevant safety advice. The positive response of pupils to their teachers is an important reason why standards are high. Pupils are very involved in their lessons. They listen intently to the instructions of teachers, work hard and co-operate well.
90. In a good gymnastics lesson to pupils in Years 3/4, pupils were introduced effectively to the lesson with reference to safety issues and given clear instructions about the importance of the skills of balance which they were working on. They were given time to try their own balances and to evaluate the success of their work and that of others. The lesson progressed to how the balances could be linked with movements to create an interesting sequence. As a result of the well organised and clearly focused lesson, pupils learnt well and made good progress in their acquisition of skills. Minor weaknesses in teaching are where the pace of lesson is allowed to drop which leads to a drop in concentration and commitment by the pupils. Also some teachers do not always insist on full attention from some of their pupils, which leads to missed opportunities for them to observe their own and others' performance. These shortcomings reduce pupils' ability to evaluate and improve their skills, and limit the pace of their learning.
91. The recently appointed subject manager is enthusiastic and has already made a valuable impact on work in the subject. For example, she has conducted an audit of staff needs in order to improve their teaching of the subject and has produced an effective PE Action Plan to achieve appropriate results. Additionally, she has established whole-school guidelines on safety, which are displayed throughout the school. There are also early plans to develop further ways for monitoring and supporting teaching and learning in the subject. The subject is soundly resourced and there is adequate outside hard surfaced area and a good field. Interest is promoted well by a good range of extracurricular activities, but the distance from neighbouring schools limits competitive events with them. Assessment is underdeveloped. In some instances observed, teachers were unclear about the criteria they needed to assess pupils' work and, consequently, were not always able to involve the pupils in the process.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **very good**.

Commentary

92. One lesson of personal, social and health education was seen during the inspection. In this effective lesson, pupils in Year 1/2 were being introduced to the expectations of circle time, where pupils sit in a circle and talk about issues in a controlled and supportive way. The teacher quickly established a calm and trusting relationship with the pupils which relaxed them and encouraged their concentration and participation. Pupils' appreciation of being made welcome was developed well. Discussions were held with the subject manager and the school's policy and curriculum guidance examined. The subject has very detailed and comprehensive documentation to support and guide the teaching of the subject. The subject manager is extremely enthusiastic and in a short period of time has established the subject as an essential part of the school's declared intention of offering a coherent and consistent approach to the personal development of every pupil. 'Circle time' is a regular feature of every class's weekly timetable provision. There is a clear link between the good attitudes and relationships evident throughout the school and the teaching of this subject.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
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	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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