

INSPECTION REPORT

GREENFIELDS JUNIOR SCHOOL

Hartley Wintney, Hook

LEA area: Hampshire

Unique reference number: 116071

Headteacher: Mr P Fisher

Lead inspector: Mr D Clegg

Dates of inspection: 28 – 30 June 2004

Inspection number: 256280

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	190
School address:	Green Lane Hartley Wintney Hook Hampshire
Postcode:	RG27 8DQ
Telephone number:	01252 843822
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs J Kilroy
Date of previous inspection:	6 July 1998

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average junior school with 102 boys and 88 girls on roll. The most notable gender difference is in year 5. Pupils are organised into eight classes in the morning and seven in the afternoon. In the morning the classes are all single age group; in the afternoon the years 3 and 4 are in three mixed classes.

The majority of pupils are White British, there is a small number of mixed White-Asian pupils and two pupils from Traveller families. All pupils are fluent English speakers.

About six per cent of pupils are eligible for free school meals, this is lower than average. A lower than average proportion, (four per cent) of pupils have special educational needs. Their main difficulties are specific learning problems, speech and communication difficulties, and one physical problem. One pupil has a statement of special educational needs.

The school gained achievement awards¹ in 2000 and 2001.

When pupils enter the school they are generally attaining above average standards.

¹ Awarded to schools that do particularly well in national tests

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4341	Mr D Clegg	Lead inspector	Mathematics Information and communication technology History
11096	Ms M Davie	Lay inspector	
33262	Ms J Cooper	Team inspector	English Art and design Design and technology Music Special educational needs
16492	Mr B Lever	Team inspector	Science Geography Physical education Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that provides well for its pupils. Standards are high and very high in some subjects. Teaching is consistently good and the school is well led and managed. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Throughout the school, pupils attain high standards in English and very high standards in mathematics and science
- Pupils in years 3, 4 and 5 do well in the humanities² but pupils in year 6 underachieve in these subjects
- Pupils have good attitudes to work and behave very well: they are very effectively involved in the life of the school
- Teaching is consistently good
- Overall the school is well led and managed but there are weaknesses in the management of some subjects and in some aspects of special educational needs
- There are very strong links with the community and a good partnership with parents

The school has made overall satisfactory progress since the last inspection in 1998. Standards have improved, particularly in English, and the good teaching has been maintained. However, not all the issues identified in the last inspection have been successfully addressed, specifically the weaknesses in some aspects of special needs provision and there remain some statutory requirements not fully met.

STANDARDS ACHIEVED

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

*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.*

Throughout the school pupils achieve well. The school has established a very good track record of attaining well above average results in national tests. In mathematics, results in 2002 were in the top five per cent of all schools. The school is particularly effective in enabling pupils to reach above average levels. Over the past three years boys have attained better results than girls. Standards seen in the inspection largely reflect the good results. Standards in mathematics and science are well above national expectations, while standards in English are above.

In information communication technology (ICT) pupils attain expected levels. In years 3, 4 and 5 pupils achieve well in religious education, history and geography but in year 6 pupils do not achieve as much as they should.

A good proportion of pupils take full advantage of the opportunities for music and sport to reach high standards.

² Religious education, history and geography

There is no significant difference in the overall standards attained by different groups of pupils. Those with special educational needs often attain average standards.

Pupils' personal development is **good**. They work hard and have very positive attitudes to lessons. They behave very well. Pupils' preparedness and ability to work hard play a significant part in their success.

QUALITY OF EDUCATION

The quality of education is **good**. Consistently **good** teaching in all year groups plays a big part in the school's success. Lessons are well planned and teachers cater for the full range of ability.

The curriculum is good. In years 3, 4 and 5 it is broad and very balanced but in year 6 not enough time is spent on the humanities. There are very good opportunities for pupils to learn musical instruments and take part in sports.

There is a good level of care and support. There are, however, some weaknesses in the records maintained on pupils with special educational needs and parents are not involved in reviewing their children's progress. The school has very good links with local schools and the community; these contribute to pupils' personal development.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. The headteacher provides a good sense of direction and senior managers play a full part in school improvements. There is not enough checking up on the teaching of the humanities. The governing body are very well organised, hardworking and firmly committed to the school. However, there are a number of statutory requirements not met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

These are very positive. Parents are very pleased with all aspects of the school. They feel that their children are well taught, make good progress and have a good range of learning opportunities. Pupils enjoy their lessons and think they are helped to achieve as much as possible.

IMPROVEMENTS NEEDED

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

- Raise the level of achievement in religious education, history and geography in year 6
- Improve the management of special educational needs
- Strengthen the management of the humanities

and, to meet statutory requirements:

- Make sure that the prospectus and governors' annual report contain all the required information
- Provide a daily collective act of worship
- Ensure that all the requirements of the special educational needs Code of Practice are fully met.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall pupils achieve well and reach high standards. English standards are high and in mathematics and science they are very high. There is some variation in how well pupils achieve in the humanities. Over the last three years boys have tended to gain better results than girls but this is because of the particular groups of pupils rather than aspects of teaching.

Main strengths and weaknesses

- Standards are well above average in mathematics and science and above average in English
- Standards are good in aspects of ICT
- In years 3, 4 and 5 pupils achieve above expected standards in the humanities but in year 6 they do not achieve as much as they should
- A good proportion of pupils achieve high standards in music
- Pupils identified with special needs do well; they often achieve average results

Commentary

Results in national tests

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

Standards in:	School results	National results
English	28.8 (29.9)	26.8 (27.0)
mathematics	29.2 (30.3)	26.8 (26.7)
science	30.6 (30.8)	28.6 (28.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year

1. The school has a very successful track record in helping pupils to attain high standards. The results in national tests over the past three years are impressive, particularly in mathematics and science, which have consistently been well above the national average. Results in English are generally above the national average. The school is particularly successful in helping pupils to achieve higher than average levels. The proportion of pupils achieving above the average level in tests is higher than in most schools.
2. Results in mathematics and science have also been well above those of similar schools and English results are above. Taking account of how well the pupils were doing when they joined the school, they have done better than expected in mathematics and science and in line with expectations in English.
3. The most recent results (2004), indicate that the high standards have been maintained with over 50 per cent of pupils gaining the above average levels in both mathematics and science and close to 50 per cent in English. (There is no comparative information available for 2004)

Standards seen in the inspection

4. The standards in English, mathematics and science seen in pupils' work and in lessons reflect the high standards attained in the tests. Standards are higher in reading than in writing, although the latter is still above average. Throughout the school, in those aspects of ICT that are taught, pupils also achieve well and reach above expected standards.

5. Standards in the humanities in years 3, 4 and 5 are good and pupils achieve well. In year 6, pupils do not achieve as much as they should in these subjects.
6. A high proportion of pupils (about 33 per cent) takes advantage of the opportunity to learn a musical instrument and some reach a high standard. There was not enough evidence to make judgments about standards in other subjects.

Pupils' attitudes, values and other personal qualities

This is a good feature of the school. Pupils have good attitudes to work and they behave very well. Pupils' personal development is good. Attendance rates are very high and there is no problem with punctuality.

Main strengths and weaknesses

- Older pupils are generally mature and sensible although occasionally a small number struggle to maintain concentration
- Pupils work very effectively together

Commentary

7. The school is an extremely harmonious community where children and adults get on very well with each other. Pupils' positive attitudes to learning, their preparedness for school and their solid grounding in basic skills are significant factors in helping them to take advantage of what the school offers. Throughout the school pupils work hard and are generally eager to participate in lessons. Very occasionally a small number of pupils lack motivation and do not contribute as much as they could.
8. Relationships are very constructive. In many lessons pupils are encouraged to work together; they do this very well, sharing ideas and contributing to solving problems.
9. The school council is particularly effective; pupils take it very seriously and it makes a significant impact on school life. It is a key element in the school's good provision for pupils' personal development. In years 3, 4 and 5 there are regular lessons given over to helping pupils to learn about aspects of growing up. In year 6 there is a programme of work centred on a game that introduces pupils to many aspects of citizenship including conflicts of interest and how communities function. As in the last inspection, the exploration of the multicultural nature of British society is the weakest element within the provision. Assemblies make a contribution to pupils' moral and social development but they make only a limited impact on pupils' spiritual development. Assemblies are not held on a daily basis and do not always contain an element of worship.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.3
National data	5.4	National data	0.4

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

10. No pupils have been suspended in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

A key factor in the school's success is the consistently good teaching and learning throughout the school. Teaching and learning are underpinned by good assessment procedures.

Main strengths and weaknesses

- Teachers have high expectations of standards of work and behaviour
- Lessons are well planned to take account of the full range of abilities
- Assessment procedures are very helpful although the quality of marking is variable
- Teachers have good subject knowledge and provide clear explanations

Commentary

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	9	10	0	0	0

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

11. Good, purposeful and determined teaching is a feature in all year groups. Pupils respond very well to teachers' high expectations. In almost all lessons, there is an implicit assumption, shared by teachers and pupils, that the lesson will be productive and conducted in a calm and orderly manner. Throughout the school there is a good working atmosphere.
12. There are good assessment arrangements that are used to inform teachers' planning. Teachers are particularly successful at stretching the higher attaining pupils and making sure they achieve all that they should. The teaching of pupils with special educational needs in small withdrawal groups is also effective; many of these children achieve average standards in national tests.
13. Regular and useful assessments ensure that teachers know how well pupils are doing, this information is very well used to plan what to do next. However, the quality of teachers' marking is variable. In English, the marking is helpful and indicates what pupils need to do to improve further. In mathematics the marking is regular but not as helpful and informative as it could be.
14. Teachers are confident and know exactly what children need to learn. They have good subject knowledge and are often imaginative in how they teach different subjects. For instance in year 3 and 4 science lessons are used to extend ICT and geography skills. Teachers provide extremely helpful instructions explaining key points and making sure that all pupils understand new ideas. This, was, for instance, evident in an ICT lesson with year 5 where the teacher made it very clear what pupils had to do and provided a very clear explanation about how to manipulate the ICT program. Because teachers are confident about what they teach, most lessons move on at a good pace. Just occasionally, the pace of lessons is too sluggish and teachers could move things on more rapidly.

The curriculum

The curriculum is satisfactory. There are very good opportunities for enrichment. Accommodation and resources at the school are good and generally meet the needs of the curriculum well.

Strengths and weaknesses

- The curriculum covers all subjects but it is not always well balanced.

- The school provides well for pupils' personal, social and health education
- The curriculum offered to pupils with special educational needs is generally effective
- There are very good extra-curricular activities in music and sport.
- Outdoor facilities are very good and there are good resources but some limitations on the indoor accommodation.

Commentary

15. The curriculum is appropriately planned to provide breadth and continuity in learning. However, in year 6 it lacks balance; the humanities are given insufficient time for pupils to achieve as much as they should. Other than the above exception, the curriculum is well matched to pupils' needs and all pupils are challenged to achieve higher levels. Teaching time is not always used in the most imaginative ways; in the mornings there are lessons in only numeracy and literacy which leaves limited time for other subjects. This is making a significant impact in year 6.
16. The good provision for pupils' personal development leads to pupils' very good attitudes and positive relationships. Circle times enable pupils to talk about a range of issues and they are able to express their views through the school council. Year 6 pupils also take part in a simulation game over a number of weeks. The game provides a number of challenges about 'real life situations' about which pupils have to reflect carefully on their own decisions. This is a very effective way of introducing pupils to issues concerning relationships, living in a community and citizenship.
17. The provision for pupils with special educational needs is satisfactory. The work covered in small withdrawal groups is generally effective in improving pupils' basic reading and writing skills. In class, the teachers make sure that the pupils are fully involved in lessons, but the lack of well defined targets in their individual education plans (IEPs) means that the work in class does not always link effectively with the work in the withdrawal groups.
18. The curriculum is enhanced by a wide range of after school activities for sport, which are paid for by parents. There is a high participation rate. Nothing is provided for those who do not pay although all pupils can join in school teams. There is a high level of music tuition, which is again paid for privately. There are currently 70 pupils learning a wide variety of instruments and there are many festivals and concerts for these pupils to take part in. Additionally there are the two orchestras for the children to join, as well as the large choir and recorder groups. However, the range of extra-curricular activities for which there is no charge is far less than is normally found. Beyond music activities provided by the headteacher nothing else is offered. A good range of visits and visitors generally enriches the curriculum. However, the links with other faiths and cultures remain limited, as in the last inspection.
19. The physical accommodation is satisfactory overall. The outdoor facilities are very good but the ICT suite is cramped and does not easily lend itself to whole class teaching. Other resources support the curriculum well.

Care, guidance and support

Care for pupils is satisfactory. They are given good advice and guidance about their academic and personal development and their involvement in the work of the school is very good.

Main strengths and weaknesses

- Pupils have very good opportunities to make their views known in order to help improve their school
- Pupils' needs are well known; however non teaching staff have not been trained in child protection procedures and there is insufficient supervision on the playground

- There is a good awareness of how well pupils are doing, but there are weaknesses in the learning targets for pupils with special educational needs

Commentary

20. The student council involves pupils very well in the work of the school. Pupils' views are taken very seriously. They have had, for instance, a positive influence on playground provision by taking responsibility for ordering new games and toys. They have also been involved in changes such as allowing girls to wear shorts as part of their school uniform in the summer term.
21. Adults are very caring and encouraging. They know the pupils well and have very good relationships with them. Pupils' well being is of the utmost importance and this level of care has a positive impact on their achievements. The high expectations of good behaviour and consistent guidance give pupils a very clear steer. As a result, they are almost always courteous and polite and get along with each other remarkably well. During the inspection, many pupils were taking instrumental exams and both staff and other children went to great lengths to reassure them and calm their nerves. Parents feel they can see teachers informally whenever necessary so that worries or problems are sorted out quickly. The headteacher always tries to deal with parental concerns as soon as possible, and stop problems from escalating and give parents confidence that their children are well cared for.
22. The headteacher is designated responsible for child protection issues and he ensures that the welfare of pupils is a priority topic at all meetings with the teaching staff. However, support staff and meal supervisors have had no specific child protection training and this is a weakness. Staff are very vigilant when they are supervising pupils at break times; however given the size of the site, having only one member of staff on duty is insufficient.
23. The school generally keeps good track of how well pupils are doing. This helps to make sure that the work they are given to do is suited to their needs and helping them to make good progress. However, record keeping systems for pupils with special needs are not yet well developed and their learning targets on IEPs are too vague and not amenable to tracking how well they are doing.

Partnership with parents, other schools and the community

This is a strength of the school. Very good links with the community and good links with parents contribute very positively to pupils' development. Links with other schools are good.

Main strengths and weaknesses

- Parents are very supportive of the school and very satisfied with what the school offers
- Reports about how well children are doing are very good but some other information for parents is not as good as it should be
- Parents of pupils with special needs are not involved formally in reviewing their progress
- There are very strong links with the local community

Commentary

24. Parents feel that they have very constructive relationships with the school and feel comfortable talking to teachers about their children. They are particularly happy with the range of extra-curricular activities offered in music and sport and feel that this helps their children develop a good deal of self confidence. Their attendance at parents' evenings and productions is high and many help out during the school day with activities such as hearing readers or with school clubs and trips. A very active Friends Association organises many well-supported fundraising and social events and has recently helped to buy additional ICT and audiovisual equipment.
25. Annual reports give parents very good information about how well their child is doing and the areas that need to be worked on. However, parents do not normally get information about what

work will be covered, which is a weakness. Both the governors' annual report and prospectus are well presented, but do not fulfill statutory requirements as both are missing some required information such as the national comparative results for year 6 tests.

26. Very strong links with the local community make a positive contribution to pupils' personal development. The local police deliver the 'Getting It Right' programme helping pupils to understand the importance of healthy lifestyles and, particularly, the dangers of drug abuse. Local artists have worked with the children during arts week, and there is strong community support for events such as school fetes. Pupils in the choir sing at local venues and the community orchestra brings together musicians from within and outside the school. The after school club provides a valued service for working parents of children in both the local infant and junior schools. Close links with the secondary school ensure that pupils transfer with confidence and settle quickly and parents feel their children are very well prepared for this move. Links with the infant school are also very close and ensure that pupils new to year 3 are well known. However, parents have rightly identified the need for better information about school life in the term that their child starts year 3.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. Governors are very supportive but some statutory requirements are not fully met; overall governance is satisfactory.

Main strengths and weaknesses

- The headteacher and key staff provide good leadership
- Most subjects are well led and managed, but there are some weaknesses in aspects of curriculum management
- Good use is made of performance data
- There are some weaknesses in the management of special educational needs provision

Commentary

27. The headteacher provides a good sense of direction and purpose and is instrumental in giving the school its distinctive character. Key members of staff play a full part in how the school develops and make a significant contribution to its success. There is a strong sense of teamwork amongst the senior managers who share a vision for the school. All staff and governors share high aspirations for all pupils.
28. Most subjects are well managed. There is a strong degree of consistency throughout the school through the use of 'curriculum teams'. These make sure that all year groups are working in similar ways; this is particularly effective in English and mathematics. However, there is not the same consistency in the humanities. There is not enough monitoring of these subjects to make sure that they are being taught regularly and that pupils are achieving as much as they could in all year groups.
29. The school makes very effective use of information about how well pupils are doing. The data helps to identify any weaknesses in the provision through for instance, analysing the errors made in tests. This information is used to help teachers plan their lessons and to set targets for different groups of pupils.
30. The management of special educational needs has not improved enough since the last inspection. There are weaknesses in the targets set for pupils in their IEPs; they are too vague and make monitoring progress difficult. Parents are not involved formally in reviews of how well pupils have done against their targets. The school is not meeting the requirements of the Code of Practice for special educational needs.

31. The governors are very hardworking, supportive and fully committed to ensuring the schools continues to succeed. Parents are also very positive about the commitment shown by the governors. They play a full part in the life of the school; they share the vision for how well pupils should achieve and are influential in setting the strategic direction of the school. However, there are a number of statutory requirements that are not fully met (see above).

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	£492,653
Total expenditure	£504,526
Expenditure per pupil	£2,772

Balances (£)	
Balance from previous year	£26,343
Balance carried forward to the next	£26,669

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils have good communication skills
 - Standards are above average in reading and writing; reading is particularly strong
 - Teaching is consistently good or very good although the quality of marking is variable
32. Standards in reading and writing are above average and pupils achieve well. This is a significant improvement on the last inspection. The work seen throughout the school reflects these good standards.
33. Pupils' communication skills are good. They listen carefully to each other and their teachers and speak well; most participate in lessons very effectively. Teachers plan specific speaking and listening activities and pupils regularly discuss what they are doing in groups and pairs. For example, year 5 pupils discussed the morality of keeping dolphins in water parks. They worked cooperatively to present performance poetry, using expression and efficiently organising who took the various roles such as narrator. Pupils in all year groups speak clearly to a range of audiences, including their classmates, and the whole school in assemblies.
34. Pupils read very well. Reading lessons are well planned to ensure that key skills, including comprehension, are developed effectively. In years 3 and 4, pupils understand and enjoy books by authors such as Dick King Smith and Michael Morpurgo. They can discuss similarities and differences between books by the same author, write biographies about authors and complete book reviews. Older pupils enjoy reading and read regularly for pleasure. Year 6 pupils work cooperatively with year 3 pupils in a 'buddy system' sharing books and developing reading skills. The teachers' tracking system shows very good progress for many pupils; this is also used effectively to identify pupils who need additional support.
35. There is a good range of different types of written work in all year groups. Younger pupils write 'thank you' letters following a visit to Alice Holt, while older pupils write persuasively about 'Why elephants should not be kept in zoos'. Throughout the school, there are good examples of poetry. Where the teacher has established a clear purpose or audience, as in the letters, or a brochure for new pupils, the quality of writing is particularly good. Teachers set high standards for the presentation of work, and consequently written work is well presented throughout the school. Pupils consistently use a fluent, neat handwriting style.
36. The subject manager has recently introduced clear criteria for assessing a range of written work and both teachers and pupils are using them to assess their work. Teachers make careful assessments of the pupils' achievements in writing and use these to identify next steps in learning. During lessons, teachers assess the pupils' understanding and adjust their teaching accordingly. In some classes, marking is good and teachers make positive comments that tell pupils how to improve, but in other classes marking focuses too much on skills such as punctuation and not enough on the use of language. Support for pupils identified with special educational needs ensures that they have basic reading and writing skills, and they are able to integrate fully in the work of the class.
37. The subject is well managed. As a result of monitoring, a variety of improvements are having a positive impact on pupils' learning. Through a team approach, there is effective dissemination of new initiatives and a high level of consistency in approach across the school.

Language and literacy across the curriculum

38. This is an improving aspect of the curriculum as teachers identify the opportunities to extend literacy skills in other subjects. There are already some good examples, including the work in years 3 and 4 in design and technology where pupils are making 'pop-up books' and in science where they write up experiments. This good base is continued in year 5. However, in year 6 not enough use is made of the humanities to extend writing opportunities although there is still plenty of discussions across a good range of subjects. Literacy skills are also developed well in ICT (see below)

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are high throughout the school
- Consistently good teaching ensures pupils achieve well
- Good assessment arrangements help teachers to plan what to teach

Commentary

39. The school has a well established track record in ensuring that pupils do well in mathematics. Standards have been well above the national average in the last four years and many pupils achieve higher than average results.
40. When pupils enter the school they are generally attaining good standards which are successfully built on right from the start. In all year groups, pupils make good progress and become increasingly proficient at using the four operations, understanding how numbers work and applying what they know to solving problems. By the time they leave the school, they are very well prepared for the next stage of education.
41. Consistently good teaching in each year group makes sure that pupils do well. The teaching is purposeful and determined with teachers having very clear expectations that pupils will work hard and achieve as much as they can. The well planned programme of work ensures that progress is sustained and pupils cover a great deal of ground over the course of one year.
42. There are regular assessments of how well pupils are doing and this is used very sensibly to plan what needs to be taught next. The assessments are also used to check on any weaknesses in the programme of work; this is fed back to teachers who are able to adjust what is taught.
43. The subject is well managed. The mathematics team is effective and, because each year group is represented on the team, improvements are consistently applied across the school.

Mathematics across the curriculum

44. Pupils successfully use their mathematical skills in a range of other subjects. In geography they use data handling techniques to compare the temperatures in different countries, in design and technology they use measuring skills when planning projects and they apply mathematical understanding when learning ICT skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are good. Pupils achieve well and reach high standards
- The subject is well managed
- The subject supports pupils' skills in English and mathematics well

Commentary

45. Pupils enter the school with well above average standards and they have to work hard to maintain these. All boys and girls are achieving well and the percentage reaching and exceeding the national expectation is high. These high standards are evident in work across the school and show an improvement since the previous inspection.
46. The quality of teaching and learning is good overall. Teachers manage pupils well and quickly engage their interest. They insist on high standards of presentation and marking is good. It is evaluative and tells pupils how to improve. Pupils show good attitudes and take an obvious pride in their work. When engaged in investigations they work sensibly and safely and cooperate well. On other tasks they show good concentration and work hard. Pupils are enthusiastic; this was very evident during the inspection in a lesson, which included a talk from an RSPCA officer.
47. The subject managers are experienced and have ensured good resources to support the curriculum. There is, however, little time for them to monitor lessons and so there is the potential for inconsistencies to creep into teaching approaches.
48. The subject is used effectively to extend pupils' speaking and listening and numeracy skills. Pupils are developing scientific vocabulary and have appropriate opportunities to talk about their findings from investigations. In mathematics they collect and display data and have opportunities to measure capacity, time, temperature and forces. The use of ICT to record results and research topics is developing soundly. Good use has been made of the digital camera to record work on habitats.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils attain high standards in some aspects of the subject
- Teaching is often good
- The ICT suite is cramped and not all aspects of the subject are taught
- ICT is used well across a range of subjects

Commentary

49. Pupils generally do well in those aspects of ICT that are covered. For example, year 5 pupils are very adept at using word processing programs to produce small leaflets giving information about the school. They are very confident about using a range of font styles to match the text and combining photographs and pictures. The older pupils in year 6 are very aware of having to think carefully about how to match the text and font, recognising, for instance, the potential of gothic script when producing 'creepy' stories.

50. There are also some particularly good examples of art work using ICT. This is very evident in the work of year 3 and 4 pupils in creating pictures of trees and in year 6 where pupils have produced designs in the style of Clarice Cliff.
51. Teachers are very sharp to recognise the potential to teach ICT through other subjects but are also very keen to make sure that pupils learn the ICT skills. Lessons are well planned and the use of the ICT technician is particularly helpful in supporting lessons and giving pupils extra help. Teachers have a good sense of purpose and give very precise, clear instructions to pupils whilst, at the same time, encouraging them to experiment and find out the potential of the different programs. They are particularly good at encouraging pupils to help each other.
52. Pupils cover most of the curriculum and are particularly strong on word processing, data handling and control technology. However they have no experience of using ICT to record sensory information such as temperature or humidity. The school is taking steps to make sure that this aspect is incorporated into the curriculum. The ICT suite is very cramped and only really suitable for teaching about half a class at a time. Teachers cope with this well, but overall it is unsatisfactory accommodation.

Information and communication technology across the curriculum

53. This is a strong part of the work in the school. Computers are used across a range of subjects and teachers plan to incorporate them in imaginative and sensible ways. For instance, year 3 and 4 children have used digital cameras to record the range of habitats around the school grounds. These are stored on the computers and text is added to each photograph to explain the likely mini-beasts to be found in each one. This is a very good combination of science, geography and ICT. Year 5 pupils have interviewed the current year 3 pupils with a view to writing an introductory leaflet for the children who will join the school in September; again, a very good combination of literacy and ICT. ICT is also well used in some aspects of the humanities to research information about, for instance, the Second World War

HUMANITIES

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There are limited opportunities to extend the curriculum
- Pupils in year 6 are not achieving well enough

Commentary

54. Standards are in line with those expected in years 3, 4 and 5. In year 6 there is insufficient recorded work on which to judge standards. A discussion with pupils indicates that their knowledge is below that expected by the locally agreed syllabus. There is not sufficient time given to the subject in year 6 for pupils to make progress. Achievement is sound in years 3, 4 and 5 but unsatisfactory in year 6
55. Overall teaching and learning is satisfactory. All teachers managed lessons well. Pupils listened attentively to their teachers and were interested in what was taught. There are few opportunities to gain first hand experience of other religions. Although pupils visit the church and have visits from the vicar, there are few links with the other religions. This is recognised by the school and identified as an area for development.

56. Management of the subject is satisfactory. The co-ordinator has a clear view of what needs to be done but does not have time to monitor lessons in other classes. The subject supports speaking and listening well. There are times for discussion and pupils enjoy role play.

History

57. Only one **history** lesson was seen so it is not possible to make an overall judgment about the quality of provision. However, by looking at pupils' work, teachers' planning and talking with pupils it is possible to make some comments about standards and achievement.

58. Standards in years 3, 4 and 5 are above those expected. The work in these year groups is extensive and pupils achieve well. They gain a good knowledge into how people in history spent their lives, how things develop over time and how what happened in the past influences the present.

59. History is well used to extend literacy skills in written work. For example the year 3 and 4 pupils write clear instructions to make paper the way the Ancient Egyptians did. They provide captions to illustrations about how the Nile floods and the impact that has on peoples' lives. They begin to learn about the past through making comparisons with the present and also develop an understanding of ancient civilizations through making comparisons between Ancient Egypt and Ancient Europe. Year 5 pupils write well about the visit they made to the British Museum as part of their work on Ancient Greeks. This visit clearly inspired considerable interest, with a sense of wonder at the detailed decoration on the Greek columns, 'it was amazing', and 'they (the artefacts) were really interesting and detailed'. Pupils learn a great deal about life in Greece, the gods they worshipped, how they governed themselves and the lasting impact of the language and alphabet.

60. Unfortunately this good work is not built on as well as it could be in year 6 and pupils do not achieve as much as they should. The amount of work done is much more limited although pupils were very interested in the work they had done about Britain during the Second World War. The one history lesson seen involved a local resident talking about his own experiences as an evacuee; this certainly added some authenticity to their learning. Nevertheless, the work pupils do is only at the expected level and the depth of their learning is not as great as it could be given the work they have done in the past.

Geography

61. No lessons were seen in **geography** so it is not possible to judge the overall provision. However, work in years 3, 4 and 5 indicates that pupils are doing well and reaching good standards. In these year groups, work is well organised and well presented. Mapwork develops well. Years 3 and 4 have looked at the local environment and have conducted a range of surveys. Work in year 5 on Odiham and Old Portsmouth extends pupils' mapping skills and teaches children about land use. This work is still recalled enthusiastically by current year 6 pupils. In year 6, insufficient time is given to the subject to build on the skills acquired earlier. These pupils are underachieving and the standards of work seen are below what might be expected given the previous good standards.

62. The subject gives pupils good opportunities to use their mathematical skills. They collect data from surveys and display the results in charts and graphs. They work with maps of different scales and use co-ordinates and keys. Written work is good in years 3, 4 and 5.

63. In both history and geography there is not enough checking up to make sure the subjects are being taught regularly and that all pupils are achieving as much as they could.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education

64. Although there are PE and games lessons going on, no lessons were seen in **physical education** so it is not possible to make judgements about provision. A very good range of additional activities (for which a fee is charged) extend the learning opportunities for those who take part. The SWIFTS³ club offers hockey, football, rugby, cross-country, gymnastics and netball in winter. In summer it offers tennis, athletics and team games. However, there is nothing for those who do not wish to partake in the paid activities although all pupils are eligible for school teams and many join local clubs.
65. The school enjoys good facilities. Outdoors there are good hard surface areas and tennis courts and a good-sized field for a range of sports and games. The hall is of sufficient size for whole class lessons and a good range of resources supports pupils' learning in the subject well. Swimming takes place in year 5 and there is 'catch up' in year 6 for those who do not achieve the national expectation of swimming 25 metres.

Art and design and design and technology

66. No lessons in these subjects were observed during the inspection and therefore no overall judgements are made in provision. However, discussions with pupils, scrutiny of teachers' planning and pupils' work indicate that the school provides a satisfactory range of learning experiences in these subjects.
67. In **art and design**, years 3 and 4 produce work of a good standard in a range of media. They effectively combine line and tone in pencil drawing of houses. Supported by a local artist, they skilfully mix paint to match the colours of flowers and make accurate observational drawings. They make good quality collages in paper and fabric.
68. Across the school the work of artists and crafts people has been used as a stimulus for pupils' own artwork. In years 3 and 4 they use wax and watercolour washes to produce designs in the style of Gustav Klimt. Year 5 pupils make Greek clay pots using simple techniques. Year 6 pupils use ICT to develop their designs for a plate influenced by the work of Clarice Cliff. Sketch books are used particularly well in years 3, 4 and 5. Pupils in years 3 and 4 use them to record their experiments with pastels and sketches with pencil. In year 5, they experimented with paint techniques and colour mixing before completing a swimming pool collage. In year 6, the books are used less regularly, although pupils continue to experiment with colour washes.
69. In **design and technology**, years 3 and 4 pupils evaluate various money containers, design and make a purse and evaluate their work effectively. In year 5, pupils produce moving toys using commercially produced cams, and in year 6, pupils make a felt slipper. However, in all year groups pupils have only limited opportunities to select their tools or materials.
70. In both art and design and design and technology, the subject managers have good subject knowledge but do not have sufficient time to effectively monitor the work in their subject and so do not have first hand knowledge of how much the subjects are taught across the school.

Music

71. Insufficient **music** in the mainstream was seen to make a judgement about provision or standards. However, through paid tuition, many pupils learn a musical instrument including violin, cello, double bass, flute, clarinet, saxophone, oboe and several others. Individual pupils achieve

³ SWIFTS is the name of the after school sports club

high standards. There is a school orchestra and a choir which plays regularly and two recorder groups that meet weekly. A community orchestra meets in the school and pupils are able to play together with skilled adult musicians. The latter provides the school with a very strong link with the community. During the school year there are several opportunities for all pupils to listen to live music. Visitors this year have included 'Heavy Metal' and the Kintamarni Saxophone Quintet. Pupils also enjoyed the recent Music Marathon.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PHSE)

Only one specific lesson was seen in PHSE. However, this aspect of pupils' learning is given high priority throughout the school but not always evident in specific lessons. (See paragraphs 9, 15 and 19)

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

