

INSPECTION REPORT

HILTINGBURY JUNIOR SCHOOL

Chandler's Ford

LEA area: Hampshire

Unique reference number: 116007

Headteacher: Ms Sophy Blakeway

Lead inspector: Mrs E W D Gill

Dates of inspection: 7 – 10 June 2004

Inspection number: 256443

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:	392
School address:	Hiltingbury Road Chandler's Ford Eastleigh Hampshire
Postcode:	SO53 5NP
Telephone number:	023 8026 1808
Fax number:	023 8027 3401
Appropriate authority:	Governing body
Name of chair of governors:	Mr Stephen Carter

Date of previous inspection: June, 1998

CHARACTERISTICS OF THE SCHOOL

Hiltingbury Junior School is a larger than average primary school that caters for 392 girls and boys aged seven to eleven years. Most pupils are white but there are also 34 pupils from Asian, Chinese and European backgrounds. The percentage of pupils from ethnic minority backgrounds is lower than the national average. No pupils are at the early stages of learning English as an additional language. The social circumstances of the families whose children attend the school are more favourable than the national picture and the proportion of pupils eligible for free school meals is well below the national average. The pupils' attainment on entry to the school is usually well above average but can vary year on year. The proportion of pupils with special educational needs is below the national average but the proportion of pupils with statements is above the national average. The school shares the site with Hiltingbury Infant School, which has a specialist language unit housed within its school building and is jointly managed by both schools. The school has had a considerable turnover of teachers during the past two years due mainly to requests for maternity leave. The number of pupils leaving and joining the school other than at the usual times is very low. Until this year the school had designated Beacon status but this national initiative has now been discontinued. The school has recently been awarded the Basic Skills Quality Mark and is involved in two national initiatives: the Primary Strategy Consultant Programme and the Graduate Trainee Programme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17766	Eira Gill	Lead inspector	Mathematics, art and design and music
9770	John Baker	Lay inspector	
21124	Ann Coughlan	Team inspector	Science, information and communication technology, history and physical education
32404	Alexa Kowalski	Team inspector	English, design and technology, geography and religious education
27243	Ian Tatchell	Team inspector	Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hiltingbury Junior School is a **very good** school where the staff, governors, parents and pupils all work together very effectively. Despite a high turnover of teachers due to requests mainly for maternity leave over the last two years, the school has maintained high standards. Achievement is very good, teaching is very effective and leadership and management are excellent. The school provides very good value for money.

The school's main strengths and weaknesses are:

- By the end of Year 6 standards are high and pupils of all levels of attainment achieve very well.
- Teaching is very good overall.
- The leadership and management of the school are excellent.
- Provision for music is excellent.
- Provision for pupils' personal development is very good and results in very good behaviour and relationships.
- Pupils benefit from a very wide range of learning opportunities and develop excellent attitudes to school and learning.
- Excellent links with parents and very good links with other schools support pupils' achievement very well.

Since the last inspection there has been very good improvement. Standards have improved in mathematics, science, religious education and information and communication technology (ICT), where there have been significant improvements. The quality of teaching and learning has improved significantly with a considerably higher percentage of lessons judged to be very good or excellent. The issues from the last inspection have been addressed successfully and pupils are now experiencing a good curriculum in ICT. The quality of the governors' annual report to parents and the quality of leadership, management and links with parents are all now considered to be excellent and governance is very good.

STANDARDS ACHIEVED

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

Key: A - in the highest 5% nationally; A - well above average; B - above average; C - average; D - below average; E - well below average*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is very good for all pupils across the school. The Year 6 results in 2003 in English, mathematics and science were in the highest five per cent nationally and also when compared with those of schools in a similar socio-economic context. In comparison with

schools that had similar (well above average) test results at the end of Year 2, pupils did as well in English and better in mathematics and science. The standards on entry of the present Year 6 were slightly lower than those of the previous year, particularly in reading, when compared to similar schools. Inspectors found that standards in Years 3 to 6 are currently well above average in English, mathematics, science, religious education and music. In other subjects, standards are above average in information and communication technology (ICT), geography, history and physical education. The sustained good achievement evident in the work of the pupils throughout the school in several subjects leads to very good achievement by the end of Year 6.

Pupils' personal qualities, including their **spiritual, moral, social and cultural development**, are very good. Pupils' attitudes to work and their interest in the school are excellent. Their behaviour is very good. Attendance and punctuality are excellent.

QUALITY OF EDUCATION

The school provides a **very good quality of education. Teaching and learning are very good.** High expectations and an ambitious level of challenge result in a swift pace to lessons so that pupils settle down quickly and get through a lot of work. Management and control of the pupils are excellent and there is no time lost at the beginning of or during lessons. Assessment is very good and information about pupils' progress is used very well in planning lessons so that work meets the needs of pupils of all levels of attainment and promotes very good learning. There is very effective teamwork between teachers and assistants.

The curriculum is very good and there is very good enrichment. The school provides excellent provision for activities beyond lessons. Many pupils are enabled and encouraged to reach high standards in sport and music and this contributes to the very good achievement of pupils overall. The very good standard of care and support helps pupils to feel secure and this, together with the excellent partnership with parents and very constructive links to other schools, makes a very effective contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are excellent. The headteacher is very committed to maintaining high standards as well as planning a very broad curriculum so that all pupils have access to those aspects that will extend their talents and meet their needs. She is supported very well by the able deputy headteacher, assistant headteacher and leadership team, who are all very good role models and conscientious in fulfilling their many responsibilities. The headteacher and her senior teachers are influential beyond the school and provide models for others. As a result, the school has coped very well with the changes necessitated by the fairly high turnover of teachers. Governors are very effective as they work closely with the school and ensure that all legal requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very favourable. A very few parents were concerned about the progress of their children with special educational needs but inspectors found that provision for this aspect is very good. The school makes very good provision for formal consultations with parents and the quality of written reports is excellent. Teachers are readily available to talk to parents. The pupils' response to the questionnaire showed they are very happy with all aspects of the school and their teachers. In discussion, they expressed very positive views about the school, their teachers and the school.

IMPROVEMENTS NEEDED

There are no significant areas for improvement but a relatively minor area of improvement is:

- Improve provision for art and design.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

Achievement is very good for all groups of pupils. Standards are well above average in English, mathematics, science, religious education and music and above average in most other subjects by the end of Year 6.

Main strengths and weaknesses

- All pupils, including those with special educational needs, those from different ethnic backgrounds and higher attaining pupils, achieve equally well.
- Standards are well above average in several subjects.

Commentary

1. Standards attained in the national tests taken by Year 6 pupils have been almost consistently well above the national average for the last few years, and the school's performance in the 2003 tests was even higher, with results in the highest five per cent nationally of all schools. The school's results, when compared to schools in a similar socio-economic context, are the same. When the present Year 6 entered the school, their standards of attainment were slightly lower, particularly in reading, where standards were above average rather than well above when compared to similar schools. The school exceeded its targets, doing particularly well in mathematics. At the higher Level 5 the school attained results well above the national target.

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

The tables in this commentary give average points scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point below the national, their pupils are, typically, a term behind.

Standards in:	School results	National results
English	30.0 (29.3)	26.8 (27.0)
mathematics	30.7 (28.9)	26.8 (26.7)
science	32.1 (31.0)	28.3 (28.3)

There were 98 pupils in the year group. Figures in brackets are for the previous year

2. Evidence from the inspection indicates that pupils in Years 3 – 6 are consistently achieving very well across the curriculum. Pupils are attaining high standards in English, mathematics, science, religious education and music and above average standards in ICT, geography, history and physical education. Standards have improved in mathematics, science, ICT and religious education since the last inspection.
3. There are several reasons why pupils achieve very well:
 - Teaching is rarely less than good and there is a high proportion of very good teaching with several lessons judged to be excellent.

- Teachers' expectations are very high.
 - The school's initiatives to improve speaking and listening skills and boys' writing have been very successful.
 - The very good assessment and tracking of all pupils means that teachers know the learning needs of pupils in their classes very well.
 - The school provides a rich curriculum that stimulates the pupils.
 - The pupils' attitudes to learning are excellent; they show great maturity and a keen desire to learn.
4. The most recent national tests indicated that there was very little difference between the attainment of boys and girls. Inspectors found no significant difference in the present group of Year 6 pupils, or those pupils from different ethnic backgrounds. The school's very close monitoring of pupils from ethnic minorities indicates they have made very good progress in line with all pupils. The booster classes organised before the 2003 tests at the end of Year 6 were very successful in helping three pupils with special educational needs gain the average Level 4. Test results show that the school caters very well for its higher attaining pupils. The leadership of the school and teachers are well aware of the particular gifts and talents of its most able pupils, as seen in the work they were doing particularly in speaking and listening, writing, mathematics, religious education and music. There were glimpses also in art and design in Year 5 of very talented artists being encouraged and given time to produce very good observational drawings. There is very good evidence to show that pupils who are talented in different sports are given every opportunity to excel, with a few competing in national swimming events.
5. The Pines Language Unit provides very good support for the pupils who have language and communication difficulties. Most pupils achieve very well. They make good progress and overcome many of their difficulties through the specialist teaching and the support provided. Each pupil has a well constructed individual education plan, which often specifies sessions with the speech and language therapist who works closely with specialist staff. Pupils with special educational needs in the main school attain average and, sometimes, above average standards in reading, spelling, writing, mathematics and science by the end of Year 6. This is very good achievement and reflects the very good support pupils are given by teachers and assistants.

Pupils' attitudes, values and other personal qualities

Pupils have excellent attitudes to learning. Attendance and punctuality are excellent. Behaviour is very good. The pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils enjoy coming to school and their excellent attitudes to learning contribute to their very good achievement.
- Pupils' behaviour is very good, both in lessons and around the school.
- Personal relationships are very good and result from the very good ethos of caring for others.
- Pupils are very confident and keen to take responsibility.

Comments

6. Pupils arrive at school very promptly and there is no time wasted at the beginning of lessons. The parents' efforts to ensure the attendance of their children are excellent and they try to avoid taking holidays during term time. The school has excellent procedures to monitor attendance and punctuality and there is very little unauthorised attendance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.4	School data	0.0
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.

7. Pupils are well aware of the high standards expected and insisted upon by staff and respond well. Pupils play an important part in the formation of class rules and pupils in each class discuss and agree their own class rules. Their behaviour in assemblies is exemplary. No signs of aggressive behaviour were seen. The exclusions in the table below were all related to one pupil.

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	358	3	0
White – Irish	1	0	0
White – any other White background	3	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	9	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – any other Asian background	2	0	0
Chinese	1	0	0
No ethnic group recorded	10	0	0

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

8. Pupils' attitudes towards learning are exceptionally high and they show a great determination to succeed. This is one of the key reasons why the pupils achieve so well. In most lessons, virtually all pupils listen very attentively, they are very keen to answer questions and undertake tasks enthusiastically. They show great respect for their teachers and for the teaching assistants. This is because of very good and, sometimes, excellent teaching when teachers maintain a high level of interest and set challenging tasks that ensure that all pupils, whatever their attainment or background, want to do well.

Example of outstanding practice

Year 6 pupils were challenged in an English lesson to go into role as members of the family in the text the teacher was using to improve all aspects of literacy. Pupils' behaviour and response to the task were outstanding.

Classroom furniture was moved to the side and pupils worked in groups of four to discuss how they would question the 'father' character about his reaction to his son's death. They quickly responded and appointed a scribe. Pupils showed maturity and compassion in their discussion and quickly composed a long list of the possible responses. Pupils had very good understanding of the difference between closed and open questions and also the importance of tone of voice. The very firm style of teaching enthused and encouraged the pupils, and ensured excellent opportunities for improving the pupils' speaking and listening skills even further. The class then moved into the actual drama and the teacher and one of the pupils modelled the question and answer session, showing appropriate emotion and possible reaction to the questions. Finally, the pupils were asked to imagine they were the father and to choose one item of the son's clothing or possessions to place on a bonfire and to say why they had chosen that item. Pupils then carried this out physically using props. Again, they showed great maturity using their voices and body language appropriately. Very good pace in this lesson and the teacher's very effective skills at handling sensitive issues ensured excellent links with the pupils' personal development.

9. Relationships between pupils are very good and they show great maturity when working in groups. Relationships between the pupils and adults are also very good and reflect the very positive attitudes and high expectations of the staff towards the pupils. They give praise and encouragement at every opportunity as well as acting as good role models. Most pupils with special educational needs, including those from the Unit, have a very positive attitude to learning. When working individually or in a small group with the support of a teacher or learning assistant they show an improved level of confidence. They persevere with challenging tasks and enjoy the sessions.
10. Pupils' willingness to take on responsibility is outstanding. Year 6 pupils answer the telephone during the lunch break, pupils from all year groups show parents and visitors around the school and act as 'Lunch Leaders' when they organise activities for younger pupils. All pupils have the opportunity to act as 'litter pickers' and many other tasks to keep the school running well and looking good. The younger pupils were observed showing the Year 2 pupils from the infant school around all the classrooms and other areas of the school before they enter in September. All classes have representatives on the School Council who take their duties very seriously. Pupils agree that they are given every chance to take responsibility and really enjoyed fulfilling expectations.
11. The school is very successful in its stated aims to promote pupils' personal development. Provision for pupils' spiritual development is very good and is promoted through assemblies, religious education and other subjects. Pupils have frequent opportunities for reflection. Moral and social development is embedded in the ethos and curriculum of the school, for example in religious education the pupils discussed the Ten Commandments and their relevance today. Pupils have a very good understanding of what is right and wrong and are very confident when expressing their beliefs, and respect and tolerate the views of others. Through charity projects pupils become aware of the needs of others and they organise cake sales regularly to raise funds for a child in India. Cultural development is promoted through most areas of the curriculum and includes the study of Japanese and Aztec art, a visit by a Rwandan dance group and music from the 'deep south' of the United States and from the indigenous people of Australia. Opportunities to raise pupils' awareness of the multi-cultural world in which they live are very good. The school has

addressed racism issues and is developing partnerships with outside agencies to extend cultural awareness as well as identifying opportunities in the curriculum.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are very good. The school provides a very good curriculum with very good enrichment. Provision for pupils' care, guidance and support are very good. There are excellent links with parents and the community. Links with other schools are very good.

Teaching and learning

Teaching and learning are very good. Assessment is very good.

Main strengths and weaknesses

- There is a high percentage of very good and, sometimes, excellent teaching.
- Teachers have very high expectations and challenge pupils exceptionally well.
- Management and control by teachers is excellent and results in no slippage of time.
- Very good planning ensures that all pupils, including those with special educational needs, those from different backgrounds and higher attaining pupils, achieve very well.

Commentary

12. Teaching and learning have improved considerably since the last inspection, when a very few lessons were judged to be unsatisfactory. There has been a significant increase in the number of lessons judged to be very good and excellent and this is having a considerable impact on pupils' very good achievement.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (11%)	23 (49%)	14 (30%)	5 (10%)	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. Pupils' very good learning is evident in the consistently good quality of current and previous work. Teachers have very high expectations for pupils to listen to instructions, to work very hard and to behave very well. Pupils meet these expectations, make very good use of time and learn quickly because the teachers provide a very wide range of interesting activities. An excellent feature of many lessons was the use of response partners when pupils worked together in pairs to solve problems, to discuss their feelings about an issue or how they were going to tackle a writing or mathematical challenge. This has been a priority of the leadership of the school and it is proving to be very successful in enabling learning to take place quickly and positively as the pupils receive very good feedback from each other and from the adults who are supporting them.
14. Learning takes place seamlessly and without interruption. Lessons start very punctually and there is no time wasted. As a result, the pupils get through a lot of work of good quality and their understanding deepens. A very good example was in a fairly short Year 4 mathematics lesson when pupils moved to the ICT suite. They were given very clear and quick explanations from the teacher, who used the interactive whiteboard to demonstrate. The pupils listened intently to the teacher's tips on how to accomplish the quite difficult task of reflecting a simple shape on a diagonal line and, by the end of the lesson, most had been successful. A significant strength of teaching is the way teachers integrate ICT into their lessons and it is an important factor in helping pupils to learn effectively in many areas of the curriculum such as English, mathematics, science, design and technology and history.
15. The standard of teaching and learning of pupils with special educational needs in the school, as well as those from the Unit, is very good. The Unit pupils spend a significant amount of time working alongside their peers in the main school. A key strength of the teaching is the commitment to ensuring that all pupils are confident, enthusiastic learners who are helped to reach their full potential. The teachers and support staff build up very good relationships with the pupils and, by gentle encouragement, they take every opportunity to extend their knowledge and understanding. The class teachers plan different tasks to meet the needs of all pupils in most lessons but also ensure that the pupils are given every opportunity to be part of a group. This was very evident in a music lesson when pupils moved into groups to compose and practise very short pieces to represent a mood. Pupils from the Unit and those with special educational needs in the main school worked very productively, giving their ideas and playing their part. The opportunities for collaborative work contribute well to their personal development.

16. Excellent leadership and management have resulted in very good assessment and tracking procedures of the pupils' progress. Information from assessment is used very effectively throughout the school to provide an excellent level of challenge, well directed and differentiated questioning and very high expectations for recording work. One very good feature of assessment is the system the school has introduced of pupils evaluating their own work. As a result, pupils have a very good knowledge of their own learning.

The curriculum

The curriculum is very good. Opportunities for enrichment are also very good. Support for learning outside the school day is excellent. Good accommodation and resources support teaching and learning effectively.

Main strengths and weaknesses

- The very rich and varied curriculum inspires pupils and they find lessons very interesting.
- All pupils are fully included in all activities and tasks.
- Many pupils are reaching very high standards in sport and music.
- Provision for music is excellent.

Commentary

17. Under the leadership of the headteacher, the curriculum has broadened since the last inspection and provision for ICT has improved significantly. The challenging and interesting curriculum, which includes the teaching of French, is a key factor in the high standards and very good achievement of the pupils. The curriculum meets all statutory requirements, and development and planning provide effective links across subjects. The continuous school evaluation of the curriculum by the leadership takes account of new county and national initiatives and links subjects sensibly and effectively. The school has been awarded the Basic Skills Quality Mark in recognition of how well it supports underachieving groups.
18. Teachers have adapted the National Numeracy and Literacy Strategies very effectively to meet their pupils' needs, and their approach to developing the pupils' speaking and listening skills has been very effective in developing high standards. The school's very good curriculum for personal, social and health education and citizenship links is promoted very effectively across all curricular areas with specific planned opportunities. The school organises a very wide range of activities beyond lessons, including those led by 'Lunchtime Leaders' (Year 6 pupils) and managed effectively by a member of the administrative staff. Teaching staff run after-school clubs and talented parents are fully involved in teaching many pupils to play the recorder. Approximately two out of five pupils have instrumental music tuition during the school week from visiting instrumentalists. Pupils can join the orchestra or sing in the choir as well playing their instruments in assemblies. Sporting activities are numerous and, as a result of the excellent opportunities provided by the school, many pupils are reaching very high standards in sport and music and this is contributing to the very good overall achievement.
19. The pupils with special educational needs in the Unit are fully integrated and those who receive additional support make very good progress. Pupils with special educational needs in the main school also make very good progress and, together with the support staff, teachers organise a very good quality curriculum with a full range of activities

matched to the pupils' needs. Pupils have access to all activities on offer. Well written individual education plans match the needs of individual pupils and targets set are sufficiently specific and easy to measure.

20. Although four classes are based in hatted accommodation, this is a temporary measure and, in September 2004, the new building will be ready for pupils. However, despite the huts, the accommodation is good with several small areas that are very useful for teaching small groups. Teachers make very good use of the good resources to promote pupils' interest and support their learning. They take every opportunity to extend and deepen pupils' understanding through visits in the area and further afield, such as the residential visit to the Isle of Wight.

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 the monitoring of pupils' achievement is very good. The school takes very good account of pupils' views in its work and development.

Main strengths and weaknesses

- The school takes very good care of pupils' welfare, health and safety.
- Excellent procedures are in place for dealing with child protection issues.
- Teachers know pupils very well and have very supportive relationships with them.
- Pupils' views are sought and respected very well.

Commentary

21. Health and safety procedures are very good. All staff are kept fully informed of child protection issues and several have been trained recently and are all reminded of procedures at the beginning of the academic year. The premises are inspected termly and issues reported efficiently to the governing body. Day-to-day issues are very carefully recorded and a very wide range of risk assessments has been carried out. First aid provision is very good and the excellent treatment room is fully equipped for general use and for the treatment of the disabled. Twenty members of staff are fully trained first aiders and 13 members of staff are qualified to lead the pupils in open country and off-site activities. The school is working towards the 'Healthy Schools' award.
22. Staff know pupils and their families very well and give very good support and guidance based on very thorough monitoring of pupils' academic and personal achievements. In addition, pupils are given many opportunities to evaluate their own learning and, as a result, know their own targets and what they need to learn next. Pupils learn to care and look after each other through the School Council and the 'Lunch Leaders' system. Pupils with special educational needs receive very good support also and all staff have a copy of The Vulnerable Child Register. Pupils in the Unit are given very effective support by teachers and assistants in lessons and around the school generally, and efficient systems are in place to enable all pupils to cope with difficult situations. There are excellent relationships with outside agencies. Induction arrangements are very good and pupils settle happily and quickly into school and this contributes to their very good achievement. The very close links with the adjacent infant school ensure that pupils are familiar with the school before they start. An excellent feature of the induction is the pairing of a Year 2 pupil to a Year 3 pupil, who writes a personal letter and shows him or her around the junior school.
23. The school seeks pupils' views well and involves them fully in the work of the school through the School Council. Pupils are very positive about the school and know they will be listened to seriously. Significant changes initiated by the Council include the fitting of push taps and banning chocolate at break time. Pupils' views are sought through an annual questionnaire and informal discussions.

Partnership with parents, other schools and the community

The school has excellent links with parents, good links with the community and very good links with other schools and colleges.

Main strengths and weaknesses

- Parents are very well informed and receive excellent information about the curriculum and their children's progress.
- Parents make an excellent contribution to their children's learning at school and at home and this makes a very significant contribution to their achievement.
- Parents think very highly of the school.
- The very good links with other schools ensure that pupils transfer happily on to their next stage of education.
- Well organised care is available for working parents before and after school .

Commentary

24. The prospectus, the excellent governors' annual report, regular informative newsletters including the Hiltingbury Schools' News, and frequent other correspondence help parents keep up to date with everything going on in the school. Information about the curriculum is provided through very detailed, half-yearly curriculum letters and through curriculum evenings. Excellent annual reports tell parents everything they need to know about their children's progress and development. Additional information is provided through parents' consultation evenings and open access at other times. The parents of pupils with special educational needs, including those in the Unit, are involved and informed at all stages of their children's assessments and reviews. Informal contact is maintained at other times. Parents are able to see the Unit manager and the class teachers, who have regular informal and formal discussions with the special needs co-ordinator.
25. Parents provide very valuable help in the classroom and on trips and visits. They also help in many other ways including building the outdoor classroom, running cycling proficiency courses, helping with the Christmas production and running school clubs. They also raise very significant funds for the school through the parents' association that is run jointly with the infant school. Virtually all parents support their children with their homework. All parents attend consultation evenings and there is excellent attendance at sharing assemblies and all school events. The school seeks parents' views through an annual questionnaire on specific issues and by seeking their views on documentation sent out to them. The school considers parents' views very carefully and acts upon them where possible. Virtually all parents confirm that their children like school, consider that the school expects their children to work hard and do their best, that behaviour and teaching are good, that there is a good range of interesting activities and arrangements for settling in are good. Parents are very positive about all other aspects of the school.
26. Good links with the community include strong connections with the local churches and sports clubs. In addition, there are links with a bank and an international ICT company. The school worked well with the Borough Council to draw up an improved travel plan for the pupils whether they travel by car, by bicycle or by foot. Good use is made of the school by the local community, who organise care before and after school for working parents. The school has very good links with other schools. Regular liaison with the on-site infant school ensures that new children settle well. Links with the local secondary school include liaison between staff, a visit by Year 10 pupils and workshops in English, mathematics and science. Transition units are provided in English and mathematics work for the pupils to experience before they move on the secondary school. The school provides work experience placements for students from a wide range of educational establishments and has very close sporting links with other junior schools, including running the 'Cross Country

Challenge'. As a Beacon school, the school has worked with many other schools in the county, particularly in helping to improve provision for mathematics, ICT and leadership and management. The school also plays a leading role in the local cluster of schools and has organised, for example, an able pupils' conference that was attended by more than 100 colleagues.

LEADERSHIP AND MANAGEMENT

Leadership and management are excellent. The headteacher's leadership is excellent. The leadership of other key staff is very good. Management is excellent. The governance of the school is very effective and all statutory requirements are met.

Main strengths and weaknesses

- The headteacher's vision for the school is reflected very well in its work.
- There is very effective delegation of responsibility at all levels.
- The school's monitoring and evaluation of its work is excellent and strategic planning is very good.
- Governors fulfil their statutory responsibilities very well.
- Financial management and controls are very good and the school uses its resources very efficiently.

Commentary

27. The headteacher has created a culture of very high expectations amongst staff and pupils and an ethos of respect and commitment. She provides excellent leadership as she has a very clear vision and very high aspirations for further improving provision and standards. These are shared with members of the senior management and leadership teams who welcome the strong sense of direction and purpose and show very positive and effective commitment to school improvement. She is very well supported by the deputy headteacher and assistant headteacher; both have clearly defined responsibilities that they carry out very efficiently and effectively. The key issues from the last inspection, and in particular that relating to ICT, have been addressed successfully. The high turnover of teachers has been managed very effectively by the headteacher and governing body. The headteacher and other senior staff are influential beyond the school, providing models for others in consultancy and support roles.
28. The school is highly successful in achieving its aims because the very effective management structure allows teaching and support staff at all levels to develop their leadership and management skills and be engaged in the school's development. The work is supported by the very good arrangements for performance management of staff and their access to relevant training. Staff reflect on their work and are constantly looking for ways to improve. The school is involved in initial teacher training in partnership with a local college and the very good arrangements for the mentoring of newly qualified teachers have benefits for both partners. Pupils respond well to the very good school ethos, they work hard and achieve very well and this is much appreciated by parents and the local community.

29. The school has very well developed arrangements for evaluating its performance. Standards are rigorously analysed in relation to national benchmarks and reported to staff and governors. Pupils' responses to questions in national tests are analysed to see what lessons can be learned. Their progress is also monitored closely in the key areas of literacy and numeracy towards targets that are regularly reviewed and revised. The school has effective and practical methods of tracking pupils' progress in all other subjects and further developments within this system are under consideration.
30. The progress of particular groups is also analysed. There are a number of strategies in place for improving the performance of individual pupils as rapid action is taken where progress is less than expected. Teaching assistants play a vital role here and the provision for pupils with special educational needs is very well led and managed. The management of the Pines Unit housed in Hiltingbury Infant School (on the same site) is very good. Since the last inspection, the school has developed further the very good provision for pupils in the Unit and the main school. The school also has a register of gifted and talented pupils and many opportunities are provided for them to excel. Overall, it is a very inclusive community where every child's success matters.
31. Senior managers meet regularly and with key staff such as year group leaders to monitor and develop the school's work. They involve the staff fully in shaping the school's development. Strategic planning is very good. The headteacher has enhanced the role of subject co-ordinators, who are given time to monitor teaching and pupils' achievements within the plan; all are enthusiastic and effective leaders of the subjects inspected.
32. Governors are very committed to the school and have made a very strong contribution to the school's successes. Within the governing body there is a good balance of experienced and more recently appointed governors and the governing body is currently carrying out a self-evaluation exercise to identify any training needs and opportunities for improvements. Through links such as those with subject leaders they are involved in shaping the school's direction. They monitor the school's work in many ways, such as through reports from key staff and through their visits, and consequently know the school's strengths and weaknesses very well. Governors carry out their statutory duties very effectively; and are also in close touch with parents and the needs of the local community. Committees work very efficiently and proposals are examined critically. Overall, their relationship with the headteacher and staff is very constructive.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,011,000
Total expenditure	1,010,716
Expenditure per pupil	2,558

Balances (£)	
Balance from previous year	33,933
Balance carried forward to the next	34,217

33. There is an excellent administrative team, led by the very effective administrative officer. Responsibilities are delegated clearly within the team, who meet weekly for forward planning. They enable the school to run very smoothly, providing excellent support to all members of the school community and enabling teachers to concentrate on teaching and learning. For example, they are responsible for managing the school's network system and for organising all the arrangements for school visits. Very good use is made of new technology and further improvements are in hand. The school's finances are very well managed. The last audit report was favourable; there were only a very few minor points for

improvement and these were quickly addressed. The school seeks value for money in its purchases, including tenders for major spending. Resources within the school are managed very well by the resources manager and used very efficiently. Overall, the school is implementing the principles of best value very well, using the best value statement from governors for guidance, and it provides very good value for money.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils attain high standards in all aspects of English and achievement is very good.
- The quality of teaching and learning is very good.
- Planning and organisation is very thorough and focuses strongly on quality texts.
- There is very good provision for the use of literacy in other subjects.

Commentary

34. The school has maintained high standards since the last inspection and the subject has been developed further and enriched to meet new initiatives. Improvement has been good. In the last two years, there has been a focus on raising standards in writing, particularly for boys, and the school's tracking of progress shows that teachers have been successful in raising the boys' attainment in writing. Recently, the priority for improvement has been to improve pupils' speaking and listening skills across the curriculum and this was very evident during lessons in all subjects when pupils were expected to talk to their 'response partner' to discuss possible answers to questions and problems. Pupils with special educational needs, including those from the Unit, are well supported and gifted pupils are identified and very well catered for in lessons. Standards in speaking and listening are high and practically all pupils speak clearly and confidently in a wide range of situations. By the end of Year 6, pupils can debate, discuss and value the views of others as a result of the many opportunities for role-play and to discuss issues.
35. Standards in reading by the end of Year 6 are well above average and pupils can talk confidently about characters and issues faced in the stories they are reading. The teaching of reading skills is very effective and assistants support pupils very well, particularly those with special educational needs. Pupils read regularly and tackle new reading material with confidence. Links between reading and writing are excellent as teachers use similar resources for both aspects of English. Guided and shared reading is planned well in order to develop further comprehension and inference skills in poetry as well as fiction and non-fiction. Pupils are encouraged to use evidence from the text to explore characterisation, content and style. They are also encouraged to read aloud, which they do with assurance, fluency and expression. The library is well used by pupils, who visit at regular times during the week.
36. Most lessons are judged to be very good. Characteristics of lessons for the older pupils include very high expectations in terms of their response, as well as very good organisation and skilful choice of text. The use of drama strategies is very effective in improving speaking and listening skills and also helps pupils to rehearse in spoken English what they intend to write. Very good teaching and learning using these strategies were in evidence when Year 6 teachers used 'Badger and the Barge' as the text.
37. Pupils across the school see themselves as successful authors and this is because of the teachers' very good subject knowledge and their understanding of how pupils learn to write. Standards in writing are well above average by the end of Year 6. In a Year 3 lesson, the teacher read her own poem in the style of Jack Prelutsky. Pupils enjoyed the humour and, despite the considerable challenge, all pupils working in pairs succeeded in writing one verse

containing alternate six and eight syllable lines and alternate line rhymes. More able writers in Year 6 were able to fully appreciate the teacher's version of a parody, 'MacBeckham, a sort of tragedy'. They began to work on a parody of Beowulf for their end of term performance.

38. The co-ordinator has produced very good guidance for teachers on how to use different genres, to encourage boys to write better and guided reading. The co-ordinator monitors planning and the development of the subject in lessons and produces a report to governors identifying key priorities and successes. Tracking of pupils' progress through the school is very good and all groups of pupils are monitored carefully. The subject contributes very well to the pupils' personal development, in particular to their moral and social development, when they work collaboratively together and discuss many issues about life problems from the scripts they read.

Language and literacy across the curriculum

39. The development of literacy across the curriculum is very good. Pupils use their literacy skills all the time in other subjects and this attention to literacy is a successful feature of the school. They write explanations and reports in their science and geography work and have written diaries, letters and recounts in religious education and history. In art, they write evaluations of their drawings and paintings.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are high and pupils achieve very well.
- Teaching and learning are very good.
- Very good organisation and well-resourced lessons meet the needs of pupils of all levels of attainment very effectively.
- The subject is very well led and managed.

Commentary

40. Last year, pupils' results were in the highest five per cent nationally with more than two thirds of the pupils attaining at the higher Level 5. Although teachers' assessments indicate that not quite so many will reach this level in this year's tests, it is very evident that standards are well above average. This is good improvement since the last inspection and reflects the time and effort the school has spent in improving the pupils' thinking skills. Throughout the school, in most lessons observed, pupils were given time to talk to their 'response partners' about what they thought the solution to a problem might be and why they thought that was the correct solution. The school has adapted the National Numeracy Strategy very effectively and this contributes to the high standards. In Years 5 and 6, the pupils are grouped for mathematics into one very high attaining group and two parallel groups containing the high, middle and the very few lower attaining pupils. In Years 3 and 4 there is a mathematics extension group which meets regularly. This saves a lot of time in lessons when work given to the pupils does not have to be broken down into several different levels of difficulty. Pupils who have special educational needs, including those from the Unit, are given very good support from the teachers and well qualified assistants and, as a result, achieve very well.

41. Teachers have very high expectations and a very good understanding of how to make mathematics interesting and enjoyable for pupils through the emphasis on practical work and discussion with each other. Lessons are very well planned and teachers show their very good subject knowledge by expecting the pupils to understand subject specific vocabulary. In Year 3, teachers were developing the pupils' thinking skills through solving number riddles given verbally. In the lesson observed, pupils could mostly retain the information given and quickly began to solve the problems working in pairs. The very few who struggled had enough confidence to say so and were given immediate help that led to success. Deduction skills improved noticeably. Pupils have a very good knowledge of square numbers and tables in Year 3 and 4. Teachers have very good methods of questioning pupils of different levels of attainment and moving them forward effectively. Very good management ensured that pupils moved to the ICT suite swiftly in a Year 4 lesson to explore symmetry. Pupils' excellent listening skills resulted in several being able to reflect shapes on a diagonal line accurately. Very high expectations in a different Year 4 lesson resulted in the pupils visualising shapes and their symmetry as well as solving problems making rectangular shapes when given a specific number of paving slabs.
42. Year 6 pupils' very secure knowledge of algebra is grounded in practical work and is accompanied by plenty of discussion between the teachers and pupils. Very good use of a multi media projector showed pupils how patterns of paving slabs around flowerbeds built up and they were able to quickly write the equation and prove their solutions were correct. The excellent opening session of a lesson resulted in pupils being able to use small cards to solve algebraic problems. Each group used a set of small cards (different degrees of difficulty ensuring that all pupils could succeed) where the answer led to another card. Pupils were highly motivated and learning and achievement were very good. In the lesson observed for the higher attaining pupils in Year 6, pupils were able to solve algebraic equations that they will be expected to learn in their secondary school. The school has been very successful in their target of ensuring that able mathematicians reach their full potential.
43. Mathematics makes a strong contribution to pupils' personal development through ensuring high self-esteem and confidence from success and enjoyment in the subject. As one pupil said, 'It's hard work but it's fun.' The knowledgeable and experienced co-ordinator monitors and supports teaching. She has been influential in other schools in the area and has been used as a model of 'good practice'. The co-ordinator ensures that good links are made with the infant school to ensure that all teachers use similar mathematical vocabulary. Assessment is very good and pupils also evaluate their own work. This enables the school to report accurately to parents.

Mathematics across the curriculum

44. Teachers use ICT very effectively to teach mathematics. Two lessons were observed during the inspection when pupils were able to move on well in their understanding of symmetry and, in number, to deepen their knowledge of multiples. Teachers' very good use of a multi media projector enhances mathematics by presenting information quickly and in a visually exciting way. The pupils' numeracy skills are used well in science when pupils create spreadsheets and graphs, and in geography when co-ordinates are used to pinpoint locations and measuring skills in design and technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils attain high standards in science.
- Pupils acquire a very good knowledge of scientific facts and principles. Almost all carry out fair tests by Year 6 and some acquire higher enquiry skills.
- Teaching is good. Pupils learn well through first hand experiences and technical vocabulary is introduced very well.
- Science is very well led and teachers well supported.
- Assessment is thorough and the progress of all pupils is tracked very carefully.

Commentary

45. In the 2003 national tests for Year 6, pupils' results were in the highest five per cent nationally with more than four fifths of pupils attaining at the higher Level 5. Although teachers' assessments indicate that not quite so many will reach this level in this year's tests, standards are well above average. This represents an improvement since the last inspection. It reflects the effort the school has put in to improve the teaching of investigative and experimental science, which is taught consistently well throughout the school. Some very good teaching was seen during the inspection and all pupils achieve very well.
46. Pupils develop a very good knowledge and understanding of facts and scientific principles in all aspects of the subject, as there is a very well balanced curriculum in all year groups and a strong emphasis placed on observational and investigative experiences in lessons. As a result, their scientific enquiry skills are developed well. For example, Year 3 pupils were offered imaginative ways of recording the results of placing celery and carnations in water mixed with food colouring but were also required to answer the questions 'What happened?' and 'Why did it happen?' By the end of Year 4 nearly all pupils write good accounts of their experiments, draw clear charts, tables and graphs to record their results and begin to give reasons for their findings.
47. In Years 5 and 6 pupils build on their knowledge and skills well; many can independently plan a fair test and some show higher skills such as repeating measures to check their reliability. Pupils are frequently encouraged to consider what improvements they could make to their working methods as teachers have very high expectations and in Year 6 most can draw sensible conclusions giving reasons, such as when they investigated solubility.
48. Lessons are carefully planned as teachers have good subject knowledge that underpins their clear explanations of scientific ideas and their very good questioning skills. They give due emphasis to technical vocabulary; for example, in Year 5 the teacher encouraged pupils to use the words 'producer', 'primary consumer' and 'secondary consumer' when describing woodland food chains. Class discussions are often very lively and exciting because teachers are skilled at using resources to illustrate key points and they question pupils very effectively to elicit their ideas. This was seen in a Year 6 lesson where pupils applied their speaking and listening skills well when ranking the daily calorie requirements of a wide range of individuals.
49. Teachers make good use of the extensive school grounds, as when Year 4 pupils explored different habitats to broaden their understanding of the needs of different organisms. Teachers use ICT resources very well to support work in science. For example, Year 5 pupils practised their observational skills and learnt about the range of shapes of leaves in British native trees when constructing a branching database to serve as a key. Pupils with special educational needs, including those from the Unit, are supported well in lessons by effective teaching assistants and given help with written accounts by, for example, writing frames and cloze procedure. Any pupils having particular difficulties are given a special programme of work and there are opportunities for the higher attaining pupils to undertake extended investigations. The school is considering ways of extending further the challenges it provides for higher attaining pupils.

50. Science makes a strong contribution to pupils' personal development through helping them to apply scientific knowledge in developing a healthy lifestyle. The subject provides pupils with plenty of opportunities to develop their social skills through partner and small group work. It helps them to develop respect for the natural world and begin to understand the interdependence of plants, animals and human beings.
51. The subject is led and managed very well by the knowledgeable co-ordinator, who monitors and supports teaching in a variety of ways. For example, following an audit of teachers' skills, she arranged for physics teachers from the local secondary school to provide workshops to develop competence in the teaching of physical processes. She reviews pupils' work and analyses their responses to standard tests. Assessment methods are systematic and enable the school to track pupils' achievements closely and report accurately to parents on their children's progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils acquire good skills in a range of contexts and applications because teaching is good overall, and some is very good.
- Teachers are learning to make good use of resources such as computer projectors and interactive whiteboards to enhance their teaching.
- The ICT suite is not ideal for teaching a class.
- ICT is used effectively to support learning in many subjects.

Commentary

52. Pupils acquire above average standards in their basic ICT skills across a range of contexts and applications by Year 6 and it is evident that standards are rising and pupils achieve very well. Teaching is good and sometimes very good. Improvements in provision introduced over the last two to three years are providing a wider range of opportunities that are linked well to other subjects in the medium term planning. The ICT curriculum is very well planned to cover a broad range of contexts and uses a very good choice of appropriate programs and other resources that support learning well. Activities are linked into the scheme in a very innovative way that is helping all teachers to plan lessons effectively. Pupils in parallel classes have similar experiences and teachers are very well informed of the resources and activities available to them.
53. This positive picture reflects the very good improvement the school has made since the last inspection, when ICT was a key weakness. Statutory requirements are now fully met and, as a result of effective training and the increasing use of new technology in the management of the school, teachers and support staff are competent and confident in their use of new technology. Though the computer suite is rather small and pupils work in pairs on computers, teachers make very efficient and effective use of the facilities and are supported very well by a skilled technician. Current building work will mean that a larger room will be available shortly for the suite with sufficient computers for individual work. Teachers are developing their skills in using computer projectors and this is effective in many lessons but on occasion opportunities are missed to involve pupils fully.

54. Teachers provide clear explanations and instructions at the start of lessons and use good questioning skills to move pupils' learning forward. Pupils are well managed in the ICT suite and closely monitored by teachers and assistants to ensure all can progress and resolve any difficulties they encounter. Pupils do much to support each other as relationships are very good. They are well motivated by the lively contexts for their work so behave very well and are productive. For example, in Year 3, an interactive teaching programme based on a hundred square enabled pupils to quickly appreciate specific patterns made by the multiplication tables on which they were focusing. Challenging work developed pupils' thinking skills in Year 6 where the teacher asked them to frame questions using 'and', 'or' to interrogate a database that resulted from a questionnaire to find out whether pupils in the sample (100) had a healthy lifestyle.
55. The current subject co-ordinator has only been in post for two months so it is not possible to make a judgement on her impact. However, it is clear from the very good progress made that the subject has been very well managed, supported very enthusiastically by the headteacher and also by a governor with significant expertise. Pupils' progress is monitored systematically against year group targets set for each term and fully reported to their parents. The school is very well aware of how to further enhance teaching and learning of ICT and its strategic plan has appropriate priorities for further development of the subject.

Information and communication technology across the curriculum

56. The many opportunities teachers take to link the teaching of basic skills in ICT to pupils' work in other subjects are a significant strength. Pupils throughout the school use CD ROMs and the Internet to research information. For example, Year 3 pupils were quickly able to enter websites about Viking ships to choose a picture to download and place on their own fact sheet. Older pupils use e-mail to send and receive messages. Year 6 pupils have produced very high quality published work in a variety of contexts, combining pictures and text in imaginative ways, and have evaluated each other's work in detail. Activities are planned that enable pupils to use sensors and data-loggers to gather information in science and to learn how to write a programme to control a merry-go-round. ICT supports mathematics through the use of spreadsheets and graphs, for example, when measuring pulse rates and when reinforcing pupils' knowledge and appreciation of symmetry.

HUMANITIES

Religious education was inspected in full and is reported below. Geography and history were sampled.

57. Lessons seen in Years 4 and 5 and scrutiny of work on display in classrooms and in pupils' folders indicate that standards are above average in **geography**. The time allocated to geography throughout the year is sufficient to meet the requirements of the National Curriculum. Pupils cover a wide range of work and are able to draw conclusions and present information in a range of formats. By the end of Year 6, the majority of pupils can use maps effectively and can explain the differences and similarities between places. In the lessons seen, teaching and learning were good and pupils achieved well. Very good resources were used in the Year 5 lesson when pupils were able to find grid references easily and very good questioning by the teacher established new knowledge of mapping. Good use of whiteboards in this lesson helped pupils to keep on task. There

are explicit links with other subjects, for example, drama strategies and speaking and listening skills were incorporated very well into the Year 5 visit to the New Forest, when the visit effectively linked geography and history. Teaching and learning during this visit were judged to be very good.

58. Lessons seen in Years 3 and 6 and scrutiny of work on display in classrooms and in pupils' folders indicate that standards are above average in **history**. Pupils give good accounts of the lives of famous people from the past and show good knowledge and understanding of the periods they study. They develop good enquiry and interpretative skills making effective use of the Internet and CD ROMs as well as more traditional sources. In both the lessons seen, teaching and learning were very good and pupils achieved very well. Year 3 pupils entered well into the spirit of a lesson in which their teacher, in costume, took on the role of the wife of a Viking boat builder to answer their questions about Viking ships. Their very good preparation for this was evident in the level and variety of questions they asked. The teacher skilfully interwove further information into her answers so that pupils were able to build up an accurate picture of the life at sea in a Viking ship. The teacher in Year 6 showed high expectations in one of a series of lessons on evaluating evidence and drawing conclusions about who may have been to blame for the sinking of the Titanic. The effective planning and structure of the lesson motivated and interested pupils in the process and provided good opportunities for developing research, speaking and listening skills. The lesson seen was very productive, with pupils understanding how acquiring new evidence and hearing the views of others can change one's point of view.

Religious education

Provision in religious education (RE) is **very good**.

Main strengths and weaknesses

- Very effective use of drama strategies and group work impact positively on standards.
- Teaching and learning are very good.
- Leadership and management are very good.

Commentary

59. Standards are well above those expected by the locally agreed syllabus and this is good improvement since the last inspection. The school has altered its planning to include an emphasis on challenging pupils to tackle difficult concepts within Christianity. As a result, pupils are learning through active learning opportunities including paired and group discussion and drama strategies. Pupils have developed a keen interest in the subject and enjoy their lessons. All pupils, including those with special educational needs, achieve very well.
60. The teachers have very good subject knowledge and high expectations for all pupils to join in discussions, particularly in group work. In a very well organised lesson for Year 3 pupils, they moved from thinking of journeys in the literal sense to those made to hospital, for example, or those journeys made by Hindus to sacred places. Pupils discussed how they would feel during these journeys and moved into more abstract ideas. High expectations in a lesson for Year 6 pupils resulted in very mature and sensible discussions between groups of pupils. They were asked to place the Ten Commandments in order of relevance to their own lives and society in general. Pupils of mixed race and gender were challenged to think deeply. Each group was given a different Commandment and those that were given 'Thou Shalt Not Commit Adultery' considered what this means to people today; showing great maturity, they debated vows, honesty and betrayal. One group's spokesperson pointed out to the teacher that they needed to consider the views of others and the composition of the group might have a direct effect on that group's choices, for example, whether the pupils were regular churchgoers or not.
61. The subject makes an excellent contribution to the personal development of the pupils, particularly their spiritual and moral development. The pupils show maturity and compassion during discussions and drama sessions. The use of literacy skills in the subject is very good. Pupils' speaking and listening skills and their writing are enhanced during almost every lesson.
62. The subject manager has identified the need to review the content of the curriculum with the issue of the new Hampshire Agreed Syllabus due shortly. She has also identified the need to ensure that pupils would benefit by visiting places of worship other than those of the Christian faith. Assessment is very good and the progress of all pupils is tracked using a simple but useful format.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was inspected in full and is reported below. Very few lessons were observed in art and design, design and technology and physical education and these three subjects are sampled.

63. A scrutiny of **art and design** displayed around the school and a scrutiny of planning shows that the time allocated to art and design meets the requirements of the National Curriculum. It is not possible to give a judgement on overall standards in art and design as no lessons were observed in Year 6 and very little work was on display. The work in the Year 6 pupils' sketchbooks was of an average standard and very little use is made of sketchbooks. However, in both lessons observed in Year 5, standards of attainment were above average for that year group. The pupils enjoyed sketching a variety of large houseplants and had already been taught effectively how to create different types of pencil marks to show light and shade. About a third of the pupils in each class were able to produce better than expected observational drawings for pupils of their age. A very good range of pencils was available for the pupils, including graphite sticks. Both teachers had good organisational skills, ensuring that the pupils had time during the lesson to walk about and have a look at the work of other pupils and give evaluations. This is a very good aspect of teaching the subject and the pupils have been taught to give reasons for their judgements.
64. Only one lesson was observed in **design and technology** and no judgement can be made on standards of attainment or teaching and learning. A scrutiny of pupils' work and planning documents shows that sufficient time is spent on the subject to meet the requirements of the National Curriculum. In the lesson sampled in Year 4, teaching and learning were good with the teacher introducing a new project 'You've Been Framed' with an emphasis on stability. The teacher used good resources to demonstrate and the pupils were able to conclude that a wide base is more stable. Planning is of good quality and it is clear that design and technology is linked well to science when electricity is used to light structures, and to art and design and geography when carnival masks are made in the style of the Caribbean. Assessment is good and based on the key objectives for each unit related to National Curriculum levels and programmes of study.
65. Pupils attain above average standards in **physical education**, as reported by the last inspection. In lessons sampled in dance and gymnastics in Years 4 and 5, teachers structured the lessons well and provided challenging activities for pupils, who used a variety of controlled movements and worked together well to select and apply skills and actions to develop a sequence. Pupils benefited from demonstrations and opportunities to evaluate their own and each other's work. In a Year 3 games lesson the teacher used a very good method of teaching cricket so that in their first lesson in this game, pupils attained average standards. The school has very good facilities and resources for physical education and a significant strength is its provision of extra-curricular sport, in which there is a high level of participation. The well-qualified and enthusiastic co-ordinator motivates pupils and staff very well and a wide range of clubs are on offer thanks to the time given by the headteacher, staff and parents. For those pupils involved, these activities have a significant effect on raising achievement. Pupils have many opportunities to develop good sporting attitudes, as there is also a wealth of competitive sport at school, local, regional and national level, where the school teams are very successful.

Music

Provision in music is **excellent**.

Main strengths and weaknesses

- Standards in music are high and achievement is very good.

- Very good teaching inspires the pupils to work very hard to improve standards.
- Music makes an excellent contribution to the pupils' spiritual, social and cultural development.
- Very good opportunities are provided for pupils to learn music in activities during school, after school or during lunchtimes.
- Leadership and management of music are excellent.

Commentary

66. Standards have been maintained since the last inspection and are well above average. A high percentage of pupils are learning to play an instrument, taught either by visiting instrumental teachers or by talented parents who teach the recorder. Several of the pupils are taking examinations at a high level (Grade IV) in cello and violin. Pupils are learning to play the violin, viola, cello, brass instruments including the tuba, guitar, clarinet, flute and bassoon. The co-ordinator rehearses a thirty-strong orchestra each week. Pupils bring their instruments to lessons in the music room and use them in group composition work. They confidently try out rhythms and give a performance within a very short time. The Year 6 pupils listened to some blues music before performing on glockenspiels and claves. They listened to a tape of 'blues' played on guitar and then accompanied it on their own instruments very competently. Good links were established by the music co-ordinator when she taught Year 6 pupils how to sing the blues in a singing assembly. The response of the Year 5 pupils to listening showed high standards when they were asked to describe simple short melodies: 'It's haunting and in a minor key'. Another pupil corrected a colleague who had attempted to fit instruments to the melody and rhythm: 'No, it's the other way around. The flute played the melody and the drums played the rhythm.'
67. The quality of teaching and learning is very good, with no lessons less than good and most very good or excellent. Planning is very effective and several teachers have very good subject knowledge. Very high expectations result in pupils appreciating music very well and their performance is very good. Very effective organisation means that pupils quickly get into their groups to practise their different instruments to create music that will accompany, for example, the people entering the Great Palace of Moctezuma. The quality of teaching and learning was very good in a Year 4 lesson when the pupils listened to a rap performed by the teacher using a metronome. All pupils joined in and worked successfully to create their own rap in groups. Those pupils with special educational needs, including those from the Unit, were supported by the teaching assistant but also used their own ideas to contribute to their group. The quality of teaching and learning in singing assemblies is excellent. Very high expectations of pupils' concentration and performance led to excellent quality of singing the blues and an Aboriginal calling song when pupils showed, in particular, very good skills of sustaining notes and very secure sense of pulse.

Example of outstanding practice

Singing assemblies were transformed into 'singing workshops' by the music manager and pupils' attainment was very high. The contribution made to the pupils' personal development was excellent.

No time was wasted as the teacher led Year 6 pupils into a warm-up of their voices and an awareness of the importance of posture. She introduced the unusual structure of blues music by modelling the tune using short staccato phrases and, at the same time, moving to the rhythm with very good use of hand and eye signals to indicate, for example, the next note is going to be low. The pupils quickly joined in, becoming more and more confident and increasing their awareness of the rhythm. After listening to a blues song, with words on a screen, the teacher encouraged the pupils to make up their own words describing a bad experience. Very high

expectations of pupils' concentration and performance led to excellent quality of singing the blues and a very good understanding of the relationship between the lyrics and the melody and, in particular, how they can convey mood and tell a story. Excellent links were made to the pupils' spiritual and cultural development when they discovered how music can be used to express their own feelings, and about the different traditions and origins of music such as the blues being an expression of sorrow, truth, tradition and experience.

68. The co-ordinator is talented both in voice and as a pianist. The co-ordinator has planned the music curriculum and gives teachers very good support. She ensures that the pupils have every opportunity to perform during lessons, to their parents and, occasionally, in other arenas. Assessment is very good with a simple but effective format linked to the National Curriculum levels and programmes of study.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship was sampled.

69. Personal, social and health education (PSHE) and citizenship is very well provided for throughout the school. Adults give very positive support to the development of pupils' very good relationships with each other and their teachers and assistants. Personal, social and health education lessons and 'circle time', when pupils have the opportunity to discuss issues relevant to their needs, have a designated time on teachers' timetables. Sex education is sensitively taught within science lessons, as is healthy living, drugs and other substance misuse. The policy covers all aspects of the PSHE curriculum. The citizenship aspect has been addressed very successfully by the formation of the School Council and the Year 6 pupils' leadership training when running lunchtime clubs. The pupils' citizenship skills were enhanced considerably during a visit to the New Forest when pupils re-enacted the ancient Verderers' Court. In the one lesson observed, the Year 3 pupils discussed in pairs how everyone is different. A good range of discussion activities moved pupils forward in their understanding. The teacher picked up on their thoughts and encouraged the group to consider different points of view. This promoted a good level of discussion, which made a lively end to the lesson.

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	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	1
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
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	1
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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