

INSPECTION REPORT

KEMPSHOTT JUNIOR SCHOOL

Basingstoke

LEA area: Hampshire

Unique reference number: 116016

Headteacher: Mrs B Dobson

Lead inspector: Mr M Milton

Dates of inspection: 20th - 23rd October 2003

Inspection number: 256585

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 to 11 years |
| Gender of pupils: | Mixed |
| Number on roll: | 362 |
| School address: | Old Down Close Homesteads Road Kempshott Basingstoke |
| Postcode: | RG22 5LL |
| Telephone number: | 01256 326713 |
| Fax number: | 01256 364038 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr M Frost |
| Date of previous inspection: | 14 September 1998 |

CHARACTERISTICS OF THE SCHOOL

Kempshott Junior School has 362 pupils in 12 classes and is bigger than most primary schools. There are equal numbers of boys and girls except in Year 6 where there is about one-fifth more girls than boys. Most pupils are from White British backgrounds with a small number of pupils from ethnic minority groups. No pupils are learning English as an additional language. The proportion of pupils with special educational needs (SEN) broadly matches the national average and the proportion with statements of special educational needs is below average. These pupils have a variety of special educational needs which include: dyslexia; moderate learning; social, emotional and behavioural; speech or communication; physical and autistic. Few pupils join or leave the school other than at the start and end of the school year. The proportion of pupils known to be eligible for free school meals is well below national averages. The area from which the school draws most of its pupils is advantaged socially and economically, but some pupils come from less advantaged backgrounds. Since 2002, the school has received the following awards: Healthy Schools, Investor in People, and Partnership Promotion School for Initial Teacher Training. About 80 per cent of the school's intake is from the infants' school on the same site. Pupils' overall standards on entry are well above average in reading, writing and mathematics.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------|-----------------------|---|
| 1723 | M Milton | <i>Lead inspector</i> | Science Information and communication technology Citizenship Geography |
| 9388 | A Munday | <i>Lay inspector</i> | |
| 32153 | M Panichelli | <i>Team inspector</i> | English History Art Music |
| 20846 | A Wilson | <i>Team inspector</i> | Mathematics Design and technology Physical education Religious education |

The inspection contractor was:

VT Education Ltd
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The leadership and management are effective and so **the school provides a good quality of education**. Pupils' standards are above national averages in English and well above average in mathematics and science. Teaching and learning are good, so that pupils achieve well. The good leadership and management ensure that all pupils are fully involved in the life of the school. The expenditure per pupil by the school is broadly average, so that **the school provides good value for money**.

The school's main strengths and weaknesses are:

- Pupils' achievement is good in most subjects because of the effective teaching and their very good personal development.
- Standards are well above national averages in mathematics, science and citizenship education. Parents are very supportive of the school, and this results in high levels of attendance which contribute to pupils' good achievement.
- The school's very good provision for pupils' personal, social, health and citizenship education (PSHCE) underpins all aspects of its work and results in an ethos that fosters learning, high standards and very good relationships between adults and pupils.
- Standards are below national expectations in information and communication technology (ICT).
- The school's curriculum is enriched by residential courses, by the links with three European schools, and by the good range of extra-curricular activities that include a very successful chess club and much music.
- Some aspects of monitoring and then acting on findings are not rigorous enough.

Since the last inspection in 1998, the school's improvement has been good. The key issues have been addressed successfully, and improvements have been made to pupils' standards and achievement, to the quality of teaching and learning, and to leadership and management.

STANDARDS ACHIEVED

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

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

For current Year 6 pupils, their overall achievement is good and their standards are above national averages. Pupils' achievement is good in English, mathematics and science, although there is scope for further improvement to their levels of achievement.

Standards are well above average in mathematics, science and citizenship, and above average in English, art, history and geography. Although pupils' standards are above average for some aspects of ICT, their overall standards are below national expectations. **Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.** Their behaviour and attitudes are very good, and these make a significant contribution to the pupils' good achievement because it means that they are usually eager to learn and to be involved actively in their learning.

QUALITY OF EDUCATION

The school provides a good quality of education. The overall quality of teaching is good. Pupils are clear about what they are expected to learn and their progress is reviewed at the ends of lessons. Pupils have good opportunities for investigative work in mathematics and science. Tasks are usually well matched to pupils' differing learning needs in English and mathematics. Pupils' work is always marked, and usually this includes helpful comments. In about one-third of lessons where teaching and learning were satisfactory, there was scope to improve teaching and raise pupils' achievement. The good curriculum is enhanced by very good opportunities for enrichment, provided, for example, through the residential courses for pupils in Years 4, 5 and 6 and the extra-curricular clubs. The school has recently introduced a very good assessment system for English which involves pupils in assessing their own work and helps them to understand what action to take in order to improve. There is a detailed, thorough system to track the progress of each pupil in English and mathematics, although the information obtained is not used systematically to improve the learning of underachieving pupils. The school provides a high level of care, and this helps to create a learning environment in which pupils feel happy and secure. The quality of partnership with parents is very good, and this also supports pupils' learning.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. The governing body is well informed about the strengths and weaknesses of the school, and provides a good level of support and challenge. The headteacher ensures that the school's work is underpinned by clear values and that all teaching and support staff work effectively as a team to improve the quality of education. The monitoring and support of teaching are effective, although some subject managers do not have enough opportunities to monitor the standards in their subjects rigorously enough. The work of year team leaders is at the heart of the school, and it is good that year teams have a day each term out of classes to plan their teaching for the following term. However, they have too few opportunities to see how the curriculum planning that they lead affects the quality of teaching and learning in the classroom.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard and no negative views are held by significant numbers of parents. Pupils also have very positive views of the school. They enjoy going to school and are keen to be actively involved in the wide range of activities it provides.

IMPROVEMENTS NEEDED

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

- Ensure that all of the required aspects of ICT are taught to a sufficient depth.
- Make more effective use of information obtained from tracking the progress of pupils in English and mathematics in order to raise standards.
- Ensure that all subject managers appreciate their responsibilities for the standards pupils achieve and give them suitable opportunities to check these standards.
- Ensure that year team leaders have the opportunity to monitor the classroom outcomes of the curriculum planning that they lead.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is generally good, and their overall standards are above national expectations. Year 6 pupils are on track to reach standards that are well above national expectations in mathematics and science and above national expectations in English by next summer.

Main strengths and weaknesses:

- Standards are well above national expectations in mathematics, science and PSHCE.
- Standards are below national expectations in ICT.
- Pupils achieve well because teaching is mostly good but there are occasions when they could achieve more.
- Standards are above national expectations in art and design.

Commentary

1. Standards are the levels of knowledge, understanding and skills that pupils reach compared with pupils of the same age nationally. Achievement is an assessment of pupils' knowledge, understanding and skills in relation to their capability, and it is a judgement about whether pupils are doing as well as they should.

2. In 2002, the results of the national tests taken by Year 6 pupils were above the national average for English and well above the national averages for mathematics and science. Three pupils achieved the higher Level 6 in mathematics, a very good achievement. In comparison with similar schools, pupils' results were below average for English and mathematics, and above average for science. As the table below shows, between 2001 and 2002 the average result per pupil improved at a faster rate than was the case nationally, particularly in mathematics and science. At the time of the inspection, there were no comparative data for the results in 2003, but these results were a little lower than those for 2002. Between 1998 and 2002, the overall trend of the school's results has been upwards at the same rate as the national trend of improvement. During this time, the results for English have remained at roughly the same level, while the results for mathematics and science have fluctuated more but have shown more rapid improvement overall. The school achieved its targets for English in 2003 but did not achieve its targets for mathematics. The targets for 2004 are challenging and are substantially higher than the results for 2003.

3. The standards attained by current Year 6 pupils are above average in English and well above average in mathematics and science. In English, standards are well above average in speaking and listening, and above average for reading and writing. Overall, achievement is good. The school has recently adopted a new assessment system that is helping pupils to understand what they need to do to improve their work, and this should help a significant number of more able pupils to reach the higher Level 5 standard. In mathematics, standards are well above average, with good achievement in Year 6. In other years, achievement is occasionally lower when assessment is not used effectively enough to match work to pupils' differing learning needs. Standards are also well above average in science and pupils' achievement is generally good. Occasionally, pupils do not achieve as well as they could, either because they are repeating work done in a previous year or because the tasks lack challenge. The managers for science and mathematics have too few opportunities to monitor teaching and pupils' standards formally, a process which is essential if they are to identify weaknesses in pupils' achievement and take the necessary remedial action.

4. Standards in ICT are below expectations because pupils do not have enough opportunities to reach the expected standards using spreadsheet, database and presentation software. When creating documents that combine information from a variety of sources for a specific purpose, they achieve high standards. The subject manager has been unavoidably absent for several months and the school has not used other resources to compensate sufficiently for this absence. Standards in religious education match those expected by the Agreed Syllabus. Overall, pupils' achievement is satisfactory, but there are times when learning resources are not stimulating and tasks are not sufficiently challenging.

5. In art and design, pupils' standards are above national expectations because teaching and learning are good and ensure that pupils develop their skills in using a wide range of techniques and media. Pupils evaluate their work, identifying ways of improving their standards, and this results in good achievement. In PSHCE, pupils' achievement is good and standards are well above national expectations. This is because the teaching has been carefully planned and provision includes contributions from many aspects of the school's work, including other subjects, the school council and the links with the three European schools.

6. Pupils with SEN and those who are gifted and talented achieve as well as other pupils. The support given by teachers and teaching assistants and the careful lesson planning for English and mathematics which matches work to pupils' differing learning needs, ensure that all pupils are fully involved in lessons. The results of the national tests for 2000 to 2002 show that boys and girls attained similar standards, and there was no evidence of differences in achievement during the inspection. The small number of pupils from ethnic minority groups reach standards that are similar to those achieved by other pupils.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.3 (28.1) | 27.0 (27.0) |
| Mathematics | 28.6 (26.9) | 26.7 (26.6) |
| Science | 30.8 (29.7) | 28.3 (28.3) |

There were 89 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' rates of attendance are well above national averages. Their behaviour is very good, and they have very good attitudes to learning. Their personal development is very good, including their spiritual, moral, social and cultural development.

Main strengths and weaknesses:

- Pupils enjoy lessons, informal activities and the wide variety of clubs.
- The school is very successful in promoting pupils' personal development and, consequently, they grow quickly in confidence and maturity.
- Pupils work independently, as individuals and in groups, without close supervision.
- Relationships are very good amongst pupils, and between pupils and staff.
- Pupils have a very good understanding of social conditions in developing countries.

Commentary

7. Pupils greatly enjoy going to school. Each day, pupils keenly anticipate a variety of interesting activities, and their enthusiasm rarely wavers. For example, pupils in a Year 4 art lesson worked quickly and carefully, drawing and painting in the style of Lowry. Their very good attitudes enabled them to make excellent progress and to fulfil the teacher's high expectations of their paintings. In most lessons seen, behaviour was very good but, in a small number of lessons where the overall quality of behaviour was satisfactory, teachers did not always overcome low-level disruption by a few boys.

8. Pupils are thoughtful and mutually respectful. In shared areas between classrooms, year groups mix and work very amicably. Pupils have few concerns about bullying. They are confident that occasional incidents reported to staff or to school councillors, or noted privately in the 'blue box' (a way of communicating with the headteacher in writing), will be resolved quickly. Staff are aware that a small number of pupils are occasionally unhappy during morning break or lunchtime. They are discussing with the school council how activities at these times can be fully inclusive.

9. The school very successfully develops pupils' personal qualities and social skills. Pupils are attentive and reverential in assemblies and hymn practices. Assemblies provide some very good opportunities for pupils' spiritual, moral, social and cultural development. For example, during an excellent assembly, pupils were entranced by the return of a Ghanaian visitor who has established a village library with books donated by all year groups and with the practical support of two teachers from the school. He delighted pupils with gifts to the school of African fabrics and musical instruments. In a year assembly, a story was used very effectively to develop pupils' understanding of prejudice and bullying. Many boys and girls in Year 6 are exceptionally mature, thoughtful and articulate, and they confidently anticipate transfer to secondary school.

10. Staff are very good role models, and consistently good relationships between staff and pupils promote strong moral values in all year groups. All pupils understand the concepts of right and wrong and the difference between affluence and poverty. They compare and contrast their own lifestyles with the day-to-day lives of children in developing countries. They enthusiastically sponsor the schooling of a child in a Ghanaian village.

11. Pupils in all year groups accept a variety of everyday duties in their classrooms, and many volunteer for election as class representatives on the school council. Pupils in Year 6 have whole-school responsibilities as lunchtime monitors, including important organisational roles in the playground and dining hall, and reception duties in the school office.

12. A small number of school rules and playground rules reinforce good behaviour. When working in small or large groups, pupils happily share materials and exchange ideas. For example, during the inspection, in a good Year 3 literacy lesson, pupils read aloud their completed work and cheerfully accepted each other's praise and criticism. They are co-operative, friendly and respectful to their peers and teachers, and are relaxed and adept with visitors.

13. In all year groups, boys' and girls' interest in a wide range of dance, performance, sport and other activities enables them to work and play amicably together, without tension or embarrassment. Pupils have very good understanding of western culture, and good understanding of other faiths and cultures. The school's regular visitors include a Caribbean storyteller, a sculptor, authors, illustrators, health professionals, and representatives of Judaism and Catholicism. However, few contacts are established with representatives of other major faiths.

14. Pupils with SEN enjoy the extra help they are given in class or when withdrawn for individual or small group support. They form very good relationships with the adults who work with them.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | |
|--------------------|-----|
| School data | 3.7 |
| National data | 5.4 |

| Unauthorised absence | |
|----------------------|-----|
| School data | 0.0 |
| National data | 0.5 |

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

15. Pupils' high rates of attendance make a significant contribution to their good levels of achievement.

Exclusions

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| White – Irish |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Asian or Asian British – Indian |
| Asian or Asian British – Pakistani |
| Asian or Asian British – any other Asian background |
| Black or Black British – African |
| Chinese |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 344 | 0 | 0 |
| 1 | 0 | 0 |
| 5 | 0 | 0 |
| 5 | 0 | 0 |
| 1 | 0 | 0 |
| 2 | 0 | 0 |
| 2 | 0 | 0 |
| 1 | 0 | 0 |
| 1 | 0 | 0 |

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

16. The exclusion of pupils is very rare, and no exclusions have occurred in the past year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good, including good provision for English, science and mathematics. The enrichment of the curriculum is very good.

Teaching and learning

The quality of teaching and learning is **good** in Years 3 to 6. Overall, teachers' assessment of pupils is satisfactory with the recent introduction of a good assessment system for English.

Main strengths and weaknesses:

- Teaching and learning were good or better in about two-thirds of the lessons seen.
- Lessons have clear learning objectives.
- In English and mathematics, tasks are usually well matched to pupils' differing learning needs within each class.
- Teaching provides good opportunities for investigative work in mathematics and science.
- Teaching usually secures a very good response from pupils who are interested in their work and want to do well.
- The new assessment system in English gives pupils a clear understanding of what they need to improve to raise their standards.
- Although teaching in about one-third of lessons resulted in satisfactory achievement, there were aspects that could be improved to secure better achievement from the pupils.
- Pupils' work is marked regularly.
- Some specialist teaching results in good learning.
- There is a detailed system for tracking pupils' term-by-term progress in English and mathematics.

Commentary

17. Clear learning objectives are shared with pupils. At the ends of lessons, pupils' progress towards these objectives is assessed and common learning difficulties are discussed. Classes are usually well managed so that little time is wasted at the start of lessons and transitions between activities are quick, with little fuss. This helps to give a brisk pace of learning so that much is achieved during the lesson. The teaching usually secures a very good response from the pupils who are keen to learn and to be involved in the learning process. They usually work hard. In most lessons, pupils are effectively challenged by the work they do. In English and mathematics, the weekly lesson planning includes detailed information about the matching of work to pupils' differing learning needs and this is almost always effective in practice.

18. When pupils are working in groups, teachers and teaching assistants give tireless support by encouraging, prompting and helping the pupils to overcome any difficulties. This support is particularly effective for pupils with SEN. Teaching assistants are used effectively to support pupils' learning. Teachers have good levels of subject knowledge in English, mathematics and science. As a result, for example, pupils complete a good range of scientific enquiry and use and apply number in imaginative investigative activities. Teachers' subject knowledge is relatively weak in some aspects of ICT and, consequently, pupils do not complete some work to the expected depth.

19. The combination of teachers' good levels of subject knowledge and the good weekly planning for English and mathematics results in good quality teaching and learning for these subjects. The English planning helps to develop pupils' English skills through other subjects. This is done particularly well for speaking and listening. For example, teachers use paired and small group discussions effectively and use questions to probe pupils' understanding and lead them into new learning. Teachers have started

to word-process some curriculum planning and the mathematics manager uses a computer to process assessment information. The headteacher uses a computer to compile the detailed tracking information for each pupil in English and mathematics. A foundation has been established on which teachers can develop their use of ICT.

20. In Year 6, the teachers use their expertise to provide some specialist teaching of music and physical education. Though limited, inspection evidence shows that this is effective. Outside coaches support some physical education lessons, for example hockey in Year 4.

Summary of teaching observed during the inspection in 45 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|-----------|--------------|----------------|------|-----------|
| 2 (4 %) | 7 (16 %) | 20 (44 %) | 16 (36 %) | 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.

21. As the table above shows, in about one-third of lessons the teaching and learning were satisfactory and this resulted in pupils' satisfactory achievement. The weaknesses in the lessons that resulted in satisfactory rather than better achievement by pupils were:

- whole-class teaching which was too long so that the pace of learning slowed;
- work which did not challenge the pupils enough;
- a lack of clarity in teachers' expectations as to what should be completed during the lesson;
- tasks which were not well matched to pupils' differing learning needs (so that in one English lesson work was not challenging for the more able and in a mathematics lesson activities were too difficult for some pupils);
- class management that did not ensure the active involvement of all pupils.

22. The good, regular marking includes personal comments that provide pupils with feedback on their standards. For all subjects except science, there are established whole-school approaches to the assessment and recording of pupils' progress, and these are linked to the medium-term planning on which lessons are based. This means that subject managers have good information that they can use to evaluate their curriculum planning. Recently, a new marking system has been introduced for English. It involves pupils actively in the assessment process and ensures that they have a good understanding of what they need to do to improve their standards. It is too early to evaluate the impact of this new system on pupils' learning, but the initial indications are encouraging. There is a detailed system for tracking the term-to-term progress of every pupil in English and mathematics. Each pupil has a National Curriculum target level for each term and this is compared with an assessment of their actual achievement each term. This system allows the teachers to identify those pupils who are not making the expected progress and then to devise strategies to help them improve. However, senior managers do not check rigorously enough to ensure that the targets are sufficiently challenging or that the information obtained from tracking is used effectively to plan work matched to the needs of individual pupils. Assessment information is also used by teachers to check the composition of their groupings of pupils in English and mathematics.

The curriculum

The overall quality of the curriculum is good, and it enables all pupils to achieve well.

Main strengths and weaknesses:

- Personal, social, health and citizenship education is coherently planned to involve the contributions of many aspects of the school's work.
- The residential courses in Years 4 and 5 and the work with three European schools provide very good opportunities for pupils' learning in environmental education and science.
- Curriculum planning does not ensure that all aspects of ICT are taught to the required depth and that what pupils learn in science in one year is always built on and extended in subsequent years.
- The extra-curricular clubs provide particularly good opportunities for pupils in chess and music.
- The school has adapted national guidance for the teaching of English so that it meets the pupils' learning needs more effectively.

Commentary

23. The curriculum is broad and includes all of the required National Curriculum subjects and religious education. Usually, subjects are planned to achieve a balanced curriculum. In ICT, however, planning is not sufficiently effective for all elements. As a result, pupils do not complete work to the required depth with spreadsheet, database and presentation software. Careful attention to the needs of pupils with SEN, effective support from teachers and teaching assistants, and good quality individual education plans (IEPs), all ensure that the curriculum meets their needs. The school's emphasis on developing pupils' self-confidence and the ability to work without close supervision helps to ensure that all pupils benefit from the opportunities provided. The school's curriculum is based on national guidance for the different subjects. For some subjects, the school has developed the guidance so that it meets its needs more closely. In geography, for example, the guidance to teachers also includes links with English, mathematics and ICT. For the most part, the guidance for teachers helps to ensure that pupils' learning in one year builds on and extends earlier learning, although this does not always work in practice for science. The view of many parents is that the school provides a good range of activities that their children find interesting and enjoyable. About two-thirds of pupils consider that lessons are mostly interesting and fun. From the start of the spring term, in Year 6, the three classes are divided into four teaching groups for English, mathematics and science in preparation for the national tests.

24. The school has adopted innovative approaches to curriculum planning for English and PSHCE. In English, teachers' weekly planning has been modified to strengthen links with the teaching of other subjects, and a useful daily key skills session has been introduced so that teachers have sufficient time to work closely with groups of pupils on guided reading and writing. For each year group, there are specially planned sessions on extended writing each fortnight, and these include an additional teacher so that teaching groups are smaller in size.

25. The teaching of PHSCE is based on the school's detailed, well-structured guidance which takes account of national advice and includes links with other subjects. The contributions of specific PHSCE lessons, other subjects, assemblies, the school council, the links with European schools, residential courses, links with outside organisations and the work for the Healthy Schools' Award result in a coherent curriculum for PSHCE. The PHSCE curriculum includes the required teaching about sex and relationships education, and education about the misuse of drugs.

26. The curriculum provides very good opportunities for enrichment. Many pupils attend residential courses in Years 4 to 6, and those for Years 4 and 5 are held at environmental studies centres. These courses provide pupils with very good opportunities for personal development and learning about environmental education and science. Last year, the Year 6 residential visit was to France. Pupils learnt a great deal about environmental issues and sustainability through the projects that the school runs with three schools in Europe. Pupils consider the extra-curricular clubs to be a particular strength of the schools. These clubs include basketball and netball, but there are particular strengths in music (five clubs), chess (three clubs), and art (two clubs). In addition to the music clubs, specialist peripatetic teachers provide lessons in brass, violin, cello and woodwind, and there is a school orchestra with about 50 members. The curriculum is further enriched by a good range of visits and visitors for different subjects, and some days and weeks have a special emphasis, for example the creativity day and the mathematics week.

27. There are good levels of staffing for both teachers and teaching assistants. Learning resources and accommodation are good. The large, attractive school grounds are a valuable resource and are used for teaching science and physical education. A start has been made to developing the pond and environmental area. A weakness is that the hall is congested when whole-school assemblies are held because it has to be used for the storage of physical education equipment as well. Since the last inspection, the school has fully addressed the key issue to provide a daily act of collective worship for all pupils. Also, it has improved the library and its use by pupils.

Care, guidance and support

The school ensures pupils' care, welfare, health and safety very effectively. The school's caring environment encourages all pupils to achieve well. It provides good support, advice and guidance for pupils, and monitors their achievements and personal development well.

Main strengths and weaknesses:

- Pupils of all attainments are included fully in all activities.
- Teachers and other adults know the pupils well and respond quickly to their needs.
- The policy and procedures for child protection are very good and well known to all staff.
- The school values pupils' views, and often acts upon their suggestions.
- The monitoring and tracking of pupils' achievements in English and mathematics enable teachers to plan for further learning.

Commentary

28. All adults in the school have good understanding of child protection issues because the headteacher is very well informed about child protection issues and all staff have had good training. Midday assistants are conscientious and attentive and provide a variety of activities for pupils at lunchtimes. Three members of staff are fully qualified in first aid. The school's health and safety policy is based on the local authority's guidance. It includes risk assessments and procedures for ensuring the safety of pupils on site and during out-of-school visits.

29. Pupils receive very good individual care and support from class teachers, the headteacher and deputy headteacher. Teaching assistants develop very good relationships with pupils and are skilled in providing curriculum and personal support. Teachers have good knowledge of their pupils' personal and social development. Pupils confirm that the school values their opinions and, as far as possible, involves them in decision-making. The school council is influential, and is greatly valued by pupils. Councillors are elected by secret ballot to serve for one or two school terms. The headteacher is the

permanent chair of the council, although some pupils are clearly capable of learning the necessary skills for this role. Pupils have very positive views of the school. They consider that teachers listen to their ideas and treat them fairly, and that, as pupils, they have to work hard in lessons that are mostly interesting and fun.

30. A very good induction system settles pupils quickly into Year 3. Pupils in Years 5 and 6 provide those in Years 3 and 4 with buddies, and they meet at least once each week. Pupils joining other year groups adapt easily and happily to the school's routines. The school community is relaxed and happy and younger pupils look forward with some excitement to their future years at Kempshott Junior. Very good procedures in Year 6 prepare pupils for transfer to secondary education.

31. Pupils in all year groups enthusiastically collect merit stickers awarded by teachers and midday assistants. Outstanding achievement, effort and good behaviour are marked by certificates presented at weekly celebration assemblies.

32. The school gives very good support and guidance to pupils with SEN. Consistent procedures ensure that they move up or down through the stages of the Code of Practice, and come off the register when progress allows. The quality of support for pupils with SEN is very good. Their IEPs are carefully designed to meet their needs in relation to literacy, numeracy and personal development. Targets are realistic and achievable, and teachers and support staff use sharply focused strategies to ensure that all pupils achieve well. More able pupils have been formally identified by the school and staff have been trained about meeting their academic and personal needs, although the monitoring of their progress is relatively informal.

33. There are good systems for tracking pupils' progress in English and mathematics. Targets are set each term and assessment is linked to National Curriculum Levels. In English, there is a new marking system that involves pupils assessing their own progress and this means that they have a clear understanding of how to improve their standards. For all subjects, the school has clear assessment and recording procedures. In science, the whole-school assessment system is at an early stage of implementation.

Partnership with parents, other schools and the community

The school has very good links with parents and the local community, and these bring significant benefits to pupils' learning.

Main strengths and weaknesses:

- The school provides very good information for parents and seeks to involve them fully in their children's education.
- The school is held in high regard by parents and carers.
- The school's links with the local chess club help many pupils develop their chess skills.
- There are insufficient curriculum links with the infant school on the same site.
- Very good relationships are established with secondary schools.

Commentary

34. Parents' views were very positive at the pre-inspection meeting, and were confirmed by most responses to the pre-inspection questionnaire. Parents consider that the school is well led and managed, and that it enables their children to make good progress. The experience of parents is that their help is welcomed and valued by the school. Some parents and friends provide valuable help in lessons to groups of pupils and to individuals. The parent teacher association organises regular fundraising events to supplement the school budget. Recent purchases have included a multimedia

projector and staging for the hall. The association has a very good working relationship with the governors. At the beginning of the autumn term, a working party of parents and staff started the process of reinstating an overgrown area of the school's grounds, prior to its redevelopment as a nature and environmental area.

35. Each term, curriculum outlines provide parents with good overviews of their children's work in class. Informative booklets about reading and mathematics guide them when working at home with their children. Many parents and carers use this information to support their children's learning at home. At three consultation evenings each year, parents have adequate time to review progress and discuss targets. A two-part report sets targets in spring, and assesses outcomes in summer. Reports are of good quality. They show in some detail what pupils know, understand and can do, and provide attainment and effort grades for each subject. These reports address fully one of the key issues for action from the previous inspection. School newsletters and year group newsletters are very informative about events, and are supplemented by a comprehensive school calendar. The prospectus and the 2003 governors' annual report to parents conform fully to statutory requirements. The prospectus includes much useful additional information, and numerous high quality photographs. Individual arrangements ensure that parents with disabilities receive the full range of school information.

36. Parents of pupils with SEN are kept fully informed of their child's progress and their attendance rate at annual review meetings is high. They are aware of outside agencies used by the school to provide additional services.

37. The school makes very good use of community resources. The school's chess club is associated with the Basingstoke Chess Club which supports pupils at club meetings three times each week. Many pupils play to very high standards, and some have achieved regional and national honours. In Years 4, 5 and 6 pupils enjoy residential visits, where they develop social skills and independence in unfamiliar surroundings. Pupils in all year groups visit many local places of interest and major attractions in London, Oxford and Portsmouth. Recent visitors from the community have included a police officer, a fire-fighter and a minister of religion. The school is regularly involved in town events, and pupils contribute articles to a local newspaper and a parish newsletter. Some very good links are established with local businesses. Pupils in Year 4 recently visited a pizza restaurant, studied the process of pizza production, and were inducted as honorary pizza chefs. End of term assemblies are held in the local parish church, and members of local churches regularly lead assemblies. Local police officers contribute to the school's programme for PSHCE.

38. The headteacher and other staff are working with the adjacent infant school to develop a collaborative programme for pupils' social and academic development. However, there are insufficient curriculum links between the two schools. Very good links are established with secondary schools, and many students from these schools are welcomed for work experience. In addition, Year 10 pupils from one school support physical education teaching in one year group, Year 7 pupils work with Year 6 on environmental studies, the choir and orchestra take part in a secondary school's biannual concerts, and a range of secondary staff contribute to the creativity week. A European Union initiative promotes very good links with schools in Europe. In a collaborative project with these schools, pupils studied environmental concerns in the UK, Germany, Slovakia, and Spain. Very good links are established with universities for initial teacher training, and the school offers 'taster weeks' to postgraduate students before they begin their teacher training courses. In addition, some of the school's staff teach on initial teacher training courses.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. Leadership, management and governance are all good.

Main strengths and weaknesses:

- The headteacher's good leadership gives clear direction to the work of the school.
- Clear values underpin the school's work.
- The governing body is very supportive and involved in the work of the school.
- Although there is a good range of monitoring activities, they sometimes lack rigour.
- The effective work of the year team leaders is at the heart of the school.
- Although subject managers are hard working and committed, their roles do not enable them to have enough impact on standards and teaching in their subjects.

Commentary

39. There has been good improvement in the headteacher's leadership and management since the last inspection. She has successfully addressed the issues raised in the last inspection, in particular by improving the quality of teaching throughout the school. This has been achieved by very rigorous and constructive monitoring of teaching and learning, carried out by the headteacher herself and also by the capable deputy headteacher who has a more effective managerial role than at the time of the last inspection. In addition to the monitoring of teaching, there is a very effective system of performance management that is linked to the school's strategic planning cycle. Teachers have subject and personal development action plans, and these are linked to the provision of continuing professional development. The impact of this very good management of teachers' continuing professional development is clearly reflected in pupils' good rate of achievement. This is in spite of several changes in staffing in 2003 and the recruitment to the staff of inexperienced colleagues whose induction and development are well managed by the deputy headteacher. All staff are committed to ensuring pupils are involved in the decision-making process through the school council, and there is an overall commitment to value and support the education of every pupil.

40. There is a collective drive for improvement, clearly evident in the enthusiasm shown by year team leaders and their teams. Year team leaders are involved in planning residential courses, managing teaching assistants, running the shared work areas, monitoring the progress of each pupil in a year group, and leading the shared curriculum planning for the year group. However, the year team leaders have few opportunities to check the impact that their work is having on the quality of teaching and pupils' achievement within their year groups. Year team leaders co-ordinate the target setting and assessment that underpin the school's system for tracking the progress of each pupil in English and mathematics. However, senior managers do not check that the targets set for individual pupils are sufficiently challenging, or that the tracking information is used effectively, firstly to identify pupils who are not making the expected progress, and then to take the necessary remedial action.

41. The managers for about half of the subjects took up their responsibilities at the start of this term. Subject managers have detailed plans for the development of their subjects. They take a good range of action to improve pupils' standards and the quality of teaching in their subjects, and do carry out some monitoring. However, this monitoring is often informal and its findings are not followed up systematically to ensure that improvements are then made where weaknesses have been identified.

42. The co-ordinator for special educational needs (SENCO) has been recently appointed and has successfully continued to provide the good leadership reported in the last inspection. This is because he has maintained a positive ethos in which teachers and support staff work closely and successfully

together to cater for the individual needs of those pupils. The co-ordinator for more able children is very well informed and has a clear vision for the school's provision for these pupils. She has ensured that staff have received much training in the last few years. The co-ordinator monitors the progress that more able pupils make, but it is a weakness that this is done informally.

43. The governing body works tirelessly at providing good support for all aspects of the school's work and has a much improved influence on the school than at the time of the last inspection. It is well led, and individual members have a clear sense of their role, with a notable strength in the strategic financial planning for Kempshott's long-term future. A strong platform has been created for further improvement. Governors should now focus on more detailed and rigorous analysis of pupils' achievement, on setting challenging targets for future improvement and on monitoring progress towards them. Each subject manager has a link with an individual governor. Where these links are effective, governors support the managers well and learn much about the school's work in the subject for themselves. However, these links are not all as effective as they should be.

Financial information

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|------------|
| Total income | 717,096.00 |
| Total expenditure | 644,218.00 |
| Expenditure per pupil | 1,765.00 |

| Balances (£) | |
|-------------------------------------|-----------|
| Balance from previous year | 28,875.00 |
| Balance carried forward to the next | 72,878.00 |

44. Best value principles are implemented to a satisfactory extent. For example, the school compares its performance with similar schools nationally and within Hampshire, consults parents and pupils, and challenges itself as with the new assessment system for English. At the end of 2003, there was a large budget carry forward because an unexpected saving was made on salaries, and a significant item of planned expenditure was deferred for a year. The carry forward will be much lower at the end of 2003-4 because of expenditure on new classroom furniture, the environmental area and the employment of two new teaching assistants. The budget is linked to the school's educational priorities. The headteacher and governors receive adequate information for financial monitoring. The school makes appropriate use of specific grants including those for SEN.

45. The school has made good progress in improving leadership and management since the last inspection. The monitoring of teaching has led to improvements, with effective follow-up of identified weaknesses. The school's strategic improvement plan is now well structured and detailed, and guides the school's improvement. The plans for staff training are now closely linked to the school's priorities for improvement. The year team leaders provide good leadership and management for their teams of teachers.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses:

- Teaching is good and pupils achieve well.
- Teachers' planning ensures that work is well matched to pupils' differing learning needs.
- Assessment and marking are used effectively to plan pupils' next steps of learning.
- Pupils who have not achieved nationally expected standards on entry to the school do not receive sufficient prompt , additional support to remedy their weaknesses.

Commentary

46. Pupils are on track to reach standards that are above those expected nationally by next summer, and standards were similar at the time of the last inspection. Attainment is well above average in speaking and listening and above average in reading and writing. The overall achievement of pupils is good, although the school's tracking record of pupils' progress in English shows that several Year 6 pupils have made less progress than expected, given their standards in Year 3.

47. Pupils in all year groups listen well to the teachers and to each other. Questioning is used skilfully to encourage pupils to explain their ideas and opinions, and to develop their thinking. In a very good Year 6 lesson, pupils used opportunities for discussion in pairs and as a class to articulate a range of emotions which the characters in the story evoked. Teachers value pupils' views. This helps pupils to become confident speakers who respond well to activities such as role play, where they ask questions which are relevant to the text and characters using open-ended questioning appropriately. In Years 4 and 5, work on adjectives enhances pupils' knowledge and they use new vocabulary effectively.

48. By the end of Year 6, higher attaining pupils read a range of challenging texts with confidence and expression, but lower attaining pupils still need guidance in using strategies to help them achieve fluency. Pupils in Year 3 have a good grasp of letter sounds and can use them to build words well. Higher attaining pupils read fluently. They can discuss plots and characters and give reasons for choosing particular books. There are good opportunities for pupils to read individually or as a class in lessons, and guided reading sessions are carefully organised to match texts to pupils' levels of ability. Teachers encourage pupils to read their work aloud during, and at the end of, lessons. This sharing of ideas is effective and moves learning forward.

49. Standards in writing are above average and pupils achieve well on the whole. A comprehensive range of writing activities is covered, and tasks are designed to help pupils build on their existing skills. By Year 6, most pupils write with confidence, although lower attaining pupils lack the necessary skills to construct a piece of writing independently. The writing of higher attaining pupils is well structured and imaginative, and more pupils need to be encouraged to attain these high standards. Strategies such as brainstorming, note taking and using small whiteboards to formulate questions are used well and

contribute to the good pace of learning in many lessons. In a good lesson seen in Year 5, pupils responded well to the brisk pace and range of activities which resulted in effective advertisements being written, using the descriptive vocabulary that had been introduced. Handwriting and spelling are taught effectively, and standards are good overall.

50. The quality of teaching and learning is good. The well-structured lesson planning is thorough, and tasks are usually well matched to the differing abilities of each group. Pupils are challenged and, in most lessons, teachers have high expectations of their pupils. This was seen in a very good lesson in Year 6 where pupils were required to draw on previous information and apply their knowledge when constructing fact-files on a character in the text they were studying. Teachers' subject knowledge is good, and questioning is used very well to probe pupils' understanding and lead them to new learning. Assessments are undertaken regularly and the outcomes used to set targets for individual pupils. Targets are clear, and pupils are aware of areas where they need to improve. The new marking system is effective in helping pupils to understand how to improve their work. This new system has had insufficient time to have a significant impact on pupils' standards. Occasional weaknesses seen in individual lessons included: whole-class teaching which was too long, so that the pace of learning slowed as a significant minority of pupils lost their concentration; a few pupils were not clear about the teacher's expectations and did not do their best; and the teachers' monitoring during work in groups did not identify the few pupils who were not fully engaged in learning. In one lesson, all pupils completed the same task and the work did not challenge more able pupils enough. Guided reading and writing during the key skills sessions are effective in giving pupils individual attention and showing them areas for development. The school has adapted national guidance imaginatively so that it meets the needs of its pupils effectively.

51. The leadership and management are good. The manager is a good role model through her own teaching. She monitors standards, teaching, lesson planning and target setting. Her involvement in teaching all year groups means that she is well informed about the achievement of all pupils. This monitoring information has been used effectively to adapt the literacy hour lesson to the school's needs by introducing separate key skills sessions for guided reading and writing when the teacher works closely with a particular group of pupils. Also, separate two-hour, fortnightly sessions have been introduced for extended writing when the three classes in a year group are divided into four teaching groups. The manager's monitoring has also resulted in the introduction of a new system of marking and assessment that should help to raise pupils' standards, and in improvements to the links between English teaching and the teaching of other subjects.

Language and literacy across the curriculum

52. Speaking and listening skills are developed very well in all subjects and opportunities are given for discussion and debate. Reading skills are used effectively and this contributes to the good standards achieved. Most pupils are able to access information efficiently, and ICT is used satisfactorily to develop pupils' research skills and for word processing. Recently the school has successfully modified its lesson planning to foster links between the teaching of English and other subjects. As a consequence, there are already some good examples of extended writing which has been produced in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses:

- Pupils' standards are well above average and they achieve well.
- Teaching and learning are consistently good in Year 6.
- The use of assessment usually provides clear targets for improvement for individuals and groups of pupils.
- The role of the subject manager does not include enough opportunities to monitor teaching and pupils' work.

Commentary

53. The current Year 6 pupils are on track to reach standards that are well above national averages by next summer. Their achievement is good. This reflects the good improvements made since the last inspection for two reasons: the overall quality of teaching and learning has improved and pupils achieve well, and the Year 6 teachers place a clearly focused emphasis on raising standards during Year 6. Pupils with SEN receive good support, both in whole-class lessons and when they are occasionally withdrawn to be given extra help. They are also achieving well.

54. By Year 6, the vast majority of pupils use a range of strategies for solving practical problems and apply a variety of methods to arrive at answers. In lessons on probability, for example, they quickly recognise the likelihood of combinations of numbers occurring when two dice are thrown. The higher-attaining pupils make and test their own hypotheses to explore how frequently different letters of the alphabet appear in words, a skill which is well above the expected level. A small minority at this stage need support from adults or a classmate to successfully complete probability games, making their attainment just below expectations.

55. Overall, the quality of teaching is good throughout the school, and it is consistently good in Year 6. The significant features of teaching in all classes are the thorough planning of work using national guidance and the imaginative range of investigative activities which teachers provide for their pupils. These features foster the very good attitudes and behaviour of pupils in the majority of lessons and have a positive impact on achievement. In an excellent Year 6 lesson, pupils' attitudes were mature and exemplary. This was because the teacher had a very thorough knowledge of individual pupils' strengths and weaknesses, and set challenging work at precisely the right level of difficulty for individuals and groups within the class. Consequently, all pupils were totally engaged in the lesson and in their work and were achieving very well. Teaching is occasionally less successful when teachers' assessment is less accurate and they provide work which is either too difficult or too easy for some, leading to some lapses in concentration and effort. There has been good improvement in the quality of teaching since the last inspection, but there is insufficient use of ICT in mathematics lessons.

56. The mathematics manager has been appointed to her post very recently. She has quickly and efficiently taken over the management of the action plan for the subject and is providing good leadership. There are good assessment strategies in place which are having a positive impact on learning. For example, teachers mark pupils' work against the key objectives for the lessons or a particular unit of work, and often involve pupils in discussion about their work. The manager also analyses test results to establish strengths and weaknesses in pupils' performance but does not make enough use of this information to set clear targets for improvement for individuals and groups of pupils. The manager has insufficient opportunities to monitor the effectiveness of her work in improving teaching and learning throughout the school.

Mathematics across the curriculum

57. Teachers provide opportunities for pupils to develop numeracy skills in other subjects across the curriculum. For example, in design and technology, pupils use accurate measuring skills when cutting wood to make picture frames or a maze puzzle. In science, pupils complete a large number of experiments that involve measurement, and often present their data as bar charts and line graphs. However, this good practice is not embedded into the planning for all subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses:

- Pupils have plenty of opportunities to carry out experiments.
- Standards are well above average because teaching and learning are usually good.
- Teachers are adapting national guidance about what should be taught so that teaching meets pupils' learning needs more effectively.
- Occasionally, pupils do not achieve as well as they should.
- The implementation of the whole-school system for assessment is at an early stage.

Commentary

58. A high proportion of pupils in Year 6 are on track to reach or exceed the expected standards by next summer. Boys and girls reach similar standards. Pupils make good links between their everyday lives and the science they learn. For example, Year 6 pupils investigated the conditions in which yeast grows most rapidly and in which moulds develop on bread. Pupils carry out a good range of experiments in each year group, although they do not have a common structure for recording these. The experiments involve the use of a variety of measurements, and usually this data is represented in a variety of graphs, including line graphs, that pupils then interpret accurately. The school has correctly identified a weakness in pupils' ability to draw conclusions at the end of their experiments and has a sound plan to improve this aspect of the pupils' work.

59. Pupils' achievement is generally good because there is a brisk pace of learning and the work is pitched at a challenging level for pupils' differing learning needs. In a lesson where the achievement of Year 4 pupils was good, there was a very well structured sequence of work with some stimulating learning resources that helped pupils of all abilities to understand challenging ideas about food webs. Pupils were required to apply their knowledge and understanding as they considered the changes that would result from cutting down a woodland area. The lesson was linked effectively to the pupils' work in English as it was used as a stimulus to write persuasive letters. Occasionally, pupils' achievement is not good enough because similar work is done in different years, and sometimes work is not challenging enough. For example, skeletons and healthy meals are studied at similar levels by younger and older pupils; and, although some pupils responded well to the challenge of writing up their experiments, they were then set an easier task that involved completing a worksheet by adding words.

60. Teaching and learning are good. Strengths of the best teaching are:

- Many opportunities for scientific enquiry which require careful observation and measurement and which enable pupils to acquire new skills and knowledge.
- Teachers' questioning and discussion by pupils in pairs or small groups are used effectively to help pupils link new learning to what they already understand.
- A brisk pace of learning in lessons that include a variety of interesting tasks.
- Pupils are helped to explain their findings.

- Concluding plenary sessions check pupils' understanding of the learning objectives.
- Pupils' work is always marked. In almost all cases, marking includes comments that give pupils personal feedback about the quality of their work, even though pupils do not always respond to this. There is a very good emphasis on health and safety during work involving scientific enquiry. Occasionally, resources are not organised in a way that enables all pupils to carry out careful observations, and activities do not involve and interest the pupils.

61. Leadership and management are good. The national test results are analysed and teachers are informed of weaker aspects of pupils' knowledge and understanding so that these can be remedied. The school has used national guidance as the basis for teachers' lessons but is now starting to write its own well structured guidance that can also be used as a means of recording the school's best practice in teaching different aspects of science. The subject manager has monitored pupils' work but this process has not been rigorous enough. Teachers mark pupils' work well, and pupils' progress is now assessed and recorded systematically, although this whole-school system has only been introduced recently for science. Information and communication technology is used well for pupils to carry out research and to present experimental data, but computers are not used to sense data such as changes in temperature during an experiment. Since the last inspection, good improvements have been made with science: pupils' standards have risen, the quality of experimental work has improved and the quality of teaching is better.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses:

- Year 5 pupils have a very good knowledge and understanding of the Internet and the use of e-mail.
- Standards are high in creating documents that combine information from a variety of sources for a specific purpose.
- Information and communication technology is used effectively to enhance pupils' learning in some other subjects.
- Pupils do not have enough opportunities to work with spreadsheet, database and presentation software.
- There is clear step-by-step teaching of new skills.

Commentary

62. Pupils' overall standards at the end of Year 6 are below national expectations. Their standards are above expectations for some aspects of their work. For example, they use the Internet well for research and produce well-designed and well-presented documents that combine text and images to show their findings. They use a variety of word-processing skills to present their poems in attractive, eye-catching documents. However, they do not have sufficient opportunities to collect information, check its accuracy and interrogate it. Also, pupils do not make sufficient use of software to answer 'What if...?' questions and to combine sound and animation with text, tables and images. Work seen during the inspection represents satisfactory achievement by pupils overall, although where the work captures the interest and commitment of the pupils and presents them with worthwhile challenges, their achievement is good. Year 5 pupils have a very good understanding of the Internet and use of e-mail, including issues of personal safety and the steps that the school takes to ensure this safety.

63. All classes have weekly ICT lessons in the computer suite, and the overall quality of teaching and learning is satisfactory. In all lessons, teachers give clear demonstrations and explanations of the particular skills they are teaching, and then provide good levels of support and guidance to individual

pupils as they use these skills. In the good lessons, these demonstrations leave pupils with a substantial amount of time to work on challenging tasks which they tackle assiduously. Teachers establish high expectations, and pupils are keen to complete as much work as possible. The tasks are well matched to the differing levels of ability within the class so that all pupils can achieve well.

64. Where teaching and learning are satisfactory, the clear step-by-step demonstrations are not followed by tasks that secure the pupils' committed involvement, and the tasks set often require pupils to practise their skills rather than apply them in a new, purposeful context. Consequently, although new skills are learnt, they are not developed as fully as they could be.

65. The subject manager has been unavoidably absent for several months and the school has not used other resources to compensate sufficiently for this absence. Consequently, the current leadership and management of ICT are unsatisfactory. Although the computer suite was opened after the last inspection which was in 1998, the school has made unsatisfactory improvement since then because teachers still lack confidence with certain computer applications and the school's guidance for lessons is incomplete. The school does not have a portfolio of pupils' work to demonstrate the standards of work expected in each year group.

Information and communication technology across the curriculum

66. Good use is made of some ICT applications in a variety of subjects. In science, pupils use the Internet to research the work of Pasteur and Jenner when studying micro-organisms, and sometimes use a program to create bar charts from data collected during experiments. However, pupils do not use ICT to sense physical data in science. In geography, Year 4 pupils make effective use of a complex commercial database when studying the facilities and services available in the local community, and Year 5 pupils skilfully combine text, digital photographs and Ordnance Survey maps following a fieldwork visit to Goodworth Chatford. However, insufficient use is made of ICT to enhance pupils' learning in mathematics. Overall, the use of ICT in other subjects is unsatisfactory.

HUMANITIES

In humanities, work was sampled in **history** and **geography**, as it was only possible to see two lessons in history and one in geography. The evidence indicates that pupils' standards are above national expectations in both subjects.

67. In **history**, standards have improved since the last inspection. In a good Year 6 lesson, pupils examined artefacts and used their prior knowledge to verify facts about the person who owned an evacuee's suitcase. They put forward good theories and their thinking was challenged and extended by the teacher's open-ended questioning. Pupils learn about the use of primary sources and artefacts as historical evidence, and learn that the complete accuracy of historical knowledge cannot be guaranteed. They demonstrate good levels of knowledge about World War II and its impact on the lives of children. Year 3 pupils develop their sense of the past through the study of local history. They discuss places they have seen during a recent visit and say how they would have looked in the past. The strategy of putting together pupils' pictures of local buildings to form a timeline reinforces their chronological understanding. The curriculum plan ensures coverage of National Curriculum requirements and there are some good links with art, English and dance. Pupils' recorded work shows that the quality of teaching and learning is good, although there are not enough opportunities to write at length and to fully explore the lives and feelings of historical characters. The subject is well managed. Assessments are undertaken at the end of each unit, and these inform reports to parents. Provision is enhanced by visitors to the school who talk about their experiences of the past, and by visits to places of historical interest.

68. For **geography**, pupils' previously recorded work indicates that standards are above national expectations. Year 6 pupils complete a good range of work about Egypt, including a radio script of an interview with the river Nile which required an imaginative application of their geographical knowledge and understanding. Pupils use ICT effectively. For example, pupils in Year 4 interrogate a large commercial database when investigating the school's locality, and Year 5 pupils integrate text, a digital photograph and an Ordnance Survey map extract into one document following fieldwork at Goodworth Chatford. The subject manager took up the post at the start of the school year. The curriculum includes good opportunities for fieldwork. The school's planning guidance on which teachers base their lessons is very well structured and includes links with ICT, literacy and numeracy.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses:

- The best lessons provide good opportunities for role-play and stimulating discussion.
- The curriculum matches the requirements of the Agreed Syllabus.
- The role of the subject manager is underdeveloped.
- Good use is made of visitors and visits to improve pupils' learning.

Commentary

69. Taking full account of the lessons seen, discussions with pupils and the analysis of pupils' previously recorded work, standards of attainment match the expectations of the Agreed Syllabus. Pupils' achievement is satisfactory. The school has maintained the standards reported in the last inspection and has successfully achieved greater coherence in the scheme of work in relation to the Agreed Syllabus. By Year 6, the vast majority of pupils discuss with reasonable accuracy the similarities and differences between the religions they have studied. For example, they recognise that the Qu'ran and the Bible have special significance in their respective faiths. Similarly, they are familiar with some of the important symbols that characterise the beliefs embraced by different faiths, such as the five pillars of Islam and the Holy Trinity of Christianity.

70. Evidence from the lessons seen and from pupils' previously completed work shows that the quality of teaching is satisfactory. Teachers provide an appropriate range of opportunities to explore religious traditions, stories and beliefs and, in the best lessons, make good use of stimulating discussions as a means of helping pupils to enjoy and remember what they learn. In a good lesson seen in Year 6, for example, the teacher's excellent relationship with her class enabled her to involve pupils in an open and candid discussion on the nature of creation. Her sensitive use of questions helped to add a spiritual dimension to the lesson in which pupils demonstrated tolerance and appreciation of the variety of opinions expressed. Where teaching is satisfactory, lessons strike an adequate balance between teacher led sessions involving story telling and practical activities such as role-play or writing. Where pupils' achievement is satisfactory, learning resources are not stimulating enough or tasks lack sufficient challenge. For example, worksheets sometimes demand too little effort and result in some lack of application.

71. The religious education manager has been appointed very recently and is providing satisfactory leadership. She has identified the key priorities for raising standards and improving teaching. There is a need to develop the role of subject manager if these key priorities are to be fully addressed. The school often makes good use of visits and visitors to engage pupils' interest and develop their knowledge of various faiths. For example, pupils learnt much from their role-plays of baptism at St Mark's Church, and much from a visitor who spoke to them about Judaism. There is room for further development in this area by taking greater advantage of the rich cultural and religious diversity within the school community.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only a few lessons were seen in **design and technology**, **music** and **physical education**, so the work in these subjects was sampled.

72. For **design and technology**, the subject manager provides satisfactory leadership and has ensured that colleagues have suitable guidance to help them plan lessons and develop pupils' designing and making skills. The guidance provides for pupils to develop skills in using tools for measuring, cutting and joining and to design and evaluate a range of products with specific functions. For example, in the one lesson seen, Year 3, pupils evaluated, and continued to build, a picture frame designed for a particular friend or member of their family. Teaching and learning were satisfactory because the class teacher successfully made pupils aware of the need to think carefully about the person for whom they were designing their frame and about the need for this to be reflected in the finished product. More-able pupils measured their own frames before sawing and joining them, whilst some needed closer support from adults. In order to raise teachers' awareness of the standards that can be achieved, the manager needs to monitor and support teaching and learning throughout the school, and to develop a photographic record of pupils' work moderated against National Curriculum standards.

73. There are indications that standards in **music** are above national expectations, as at the time of the last inspection. In the one lesson seen, the quality of teaching and learning were very good, with all pupils achieving well. Pupils who were competent instrumentalists worked alongside others to produce good arrangements that they shared at the end of the lesson. Pupils have a good knowledge of musical terms and evaluate their work effectively. There is a good range of extra-curricular activities for music and these involve many pupils. For example, the brass club is well supported by pupils who attend regularly, and good teaching produces pleasing results. Specialist peripatetic teachers provide lessons in brass, violin, cello and woodwind, and pupils' standards are high enough to support a school orchestra with about 50 members. Pupils have many opportunities to perform in concerts, festivals and school productions as well as taking part in community events at the local church and a home for older residents.

74. The **physical education** curriculum provides opportunities for pupils to develop skills and confidence in team games, athletics, gymnastics, outdoor activities and dance. The school also provides swimming tuition for all pupils when they are in Year 5 and the vast majority swim a minimum of 25 metres by the time they leave school. A strength of the subject is the teaching of dance in Year 6. Pupils achieve very well because of the high quality of teaching in this year group provided by the subject manager. In an excellent lesson there were a number of significant strengths, and chief among these was the active involvement of the teacher herself which had a very positive impact on pupils' attitudes and involvement. As a direct result, all pupils were completely immersed in the lesson and co-operated extremely well as part of a whole-class performance. Consequently, they responded sensitively and with focused dramatic expression to the theme of 'How Raven Created the Earth', achieving standards well above expectations for their age and introducing a tangible spiritual dimension to their work. Similarly, the good quality of specialist teaching provided by the hockey coach in a Year 5 lesson had a positive impact on standards and on the pupils' competence and skills in team sports. The subject manager is aware of the need to develop her role in monitoring teaching and learning throughout the school to ensure that pupils develop skills systematically in all areas of physical education, step by step from Year 3 to Year 6. The curriculum is enriched by after school activities such as netball and basketball, and Year 4 pupils are given the opportunity to take part in orienteering during their residential course at Minstead.

Art and design

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

Main strengths and weaknesses:

- Teaching and learning are good and standards are above national expectations.
- Effective use of a range of media and artwork is displayed attractively around the school.
- Art clubs provide pupils with opportunities to further develop their skills.

Commentary

75. Standards in art and design are above national expectations and this is an improvement since the last inspection. Pupils achieve well. Four lessons were observed, and a good range of evidence was available in the form of displays of pupils' work, pupils' sketchbooks and portfolios, and photographs of their work.

76. The quality of teaching and learning is good. Lessons are well planned with clear learning objectives. The overall curriculum plan is carefully designed to cover a wide range of techniques and media. Year 4 pupils made effective use of watercolours and pastels to produce good work. Self-assessment, where pupils evaluate their work and suggest ways in which they could improve, is an important part of the learning process. When discussing their paintings in the style of Lowry, pupils talked about the way they approached drawing figures and buildings and what they would do differently to improve their work. They showed a good understanding of the use of a restricted palette and of perspective. Information about the life and works of artists such as Lowry and Monet is incorporated effectively into lessons. Art is linked effectively with other areas of the curriculum. For example, landscapes are painted and clay plaques made following environmental studies trips and history projects such as 'The Tudors' stimulate work on Tudor houses, paintings and drawings.

77. The management of the subject and provision of resources are good. Art clubs provide pupils with further opportunities to experience artistic activities and occasional workshops with visiting artists provide further stimulus. Pupils benefit from viewing the artistic efforts of secondary school pupils. There has been good progress since the previous inspection, and pupils' standards have risen.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PHSCE is **very good**.

Main strengths and weaknesses:

- The provision is coherent and the contribution of many aspects of the school's work is carefully planned.
- Pupils' standards are well above national expectations.
- Provision is closely linked to the Healthy Schools' award that Kempshott Junior has received.
- For each year group, there is clear guidance on which teachers base their PHSCE lessons.

Commentary

78. Only two lessons were seen during the inspection, but discussions with pupils in each year group showed that their standards in PHSCE are well above national expectations. Year 6 pupils have a mature understanding of sexism and racism and support their views by clear reference to their own values. Pupils' learning about environmental issues is very good through their involvement in the project

with three European schools and through their residential courses. They understand that their own behaviour affects local and global issues. They learn how to make confident and informed choices about their own health, for example when they study the tobacco industry. As they move through the school, pupils become mature and self-confident, and are particularly sensitive to the needs and concerns of others. Pupils' achievement in PHSCE is good.

79. There is insufficient direct evidence for an overall judgement to be made about the quality of teaching and learning. A lesson for Year 3 pupils was well planned, and relevant, varied activities enabled the pupils to learn who could provide them with help in school as well as evaluating their own strengths and weaknesses. In a Year 6 lesson on the cigarette industry, pupils learnt a great deal as they listened carefully to each other, asked their own questions and explained their own views clearly. Teaching is based on detailed, well-structured guidance produced by the subject manager. This guidance takes account of national advice, includes links with other subjects and gives useful advice on assessment.

80. The leadership and management of the subject are good. The subject manager has ensured that the respective contributions made by specific PHSCE lessons, other subjects, assemblies, the links with European schools, residential courses, links with outside organisations and the Healthy Schools' Award result in a coherent curriculum for PHSCE. The school has made good progress in improving its provision since the last inspection.

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 | 2 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 3 |
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 2 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 2 |
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils needs | 3 |
| 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 | 3 |
| How well the school seeks and acts on pupils' views | 2 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 3 |
| The governance of the school | 3 |
| 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).