

ERRATUM SLIP

KNIGHT'S ENHAM JUNIOR SCHOOL

Unique Reference Number: 116014
Contract Number: 256651
Date of inspection: 08/12/03 – 10/12/03
Reporting inspector: Doug Lowes

INSPECTION REPORT - the following paragraphs (89 and 99) should read as follows:-

89. The teaching of ICT is good. Most teachers are confident in the use of computers and their value in many areas of the curriculum. There are clear objectives for each lesson which are revisited as a plenary at the end. Planning identifies the stages which should be followed to ensure progression. Instruction in the ICT suite is given via the Emperor program which enables the first computer in the suite to control the others so that a teaching point can be made on the screen in front of the pupil instead of using a white-board. There is an interactive white-board in the ICT co-ordinator's classroom. He is more than willing to swap classrooms to enable other teachers to use this. Although the teaching is good, some teachers lack confidence in their ability to use computers and solve ICT related problems when they arise. The confidence and ability of these teachers would be significantly boosted through the opportunity to attend additional training or to work alongside a teacher who is skilled in using computers.
99. Some effective displays of pupils' work can be seen around school for example, Europe's rivers in Year 6 and Ancient Egypt in Year 4. The quality of these displays is good and they help to bring the subjects to life.

INSPECTION REPORT

KNIGHT'S ENHAM JUNIOR SCHOOL

Andover, Hampshire

LEA area: Hampshire

Unique reference number: 116014

Headteacher: Anne Hughes

Lead inspector: Doug Lowes

Dates of inspection: 8 – 10 December 2003

Inspection number: 256651

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:	184
School address:	King Arthur's Way Andover Hampshire
Postcode:	SP10 4BS
Telephone number:	01264 394777
Fax number:	01264 394888
Appropriate authority:	The governing body
Name of chair of governors:	Mr Robin Hughes
Date of previous inspection:	25 January 1999

CHARACTERISTICS OF THE SCHOOL

Knight's Enham is a junior school in Andover of below average size. There are currently 184 pupils on roll aged 7 to 11 and numbers have declined from 2002. The number on roll then was 213. There are eight classes and overall there are slightly more boys than girls in the school. The average class size is 23.

The school is situated on the edge of Andover in the north west of Hampshire. The school mainly serves families from a large housing association estate, where there are a significant number who are socially disadvantaged. The mobility of pupils entering, and leaving, the school during the course of the year is very high with 24 per cent of the school population changing. The percentage of pupils eligible for free school meals is 31.9 per cent, which is above the national average and an increase since the last inspection. Approximately sixty per cent of pupils are identified as having special educational needs, which is well above the national average. The percentage of pupils with statements of educational needs is below the national average. Twenty two per cent of pupils identified as having special educational needs, have emotional and behavioural difficulties.

There are eleven pupils identified as being from an ethnic background other than White British. There are no pupils for whom English is an additional language. The school roll had remained steady since the last inspection in 1999, but it has recently declined. The school shares the site with Knight's Enham Infant School and most children transfer to Knight's Enham Junior School at age 7. At age 11 the majority transfer to Harrow Way Community School.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18480	Doug Lowes	Lead inspector	Mathematics Art Music
8992	Julian Vischer	Lay inspector	
22930	Michael Kenton	Team inspector	Special educational needs English Information and communication technology Design and technology
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a caring and inclusive school which provides a sound education. From often low starting points in terms of attainment most pupils achieve as well as those in similar schools in English, mathematics and science, as a result of good teaching and learning. The school has a positive ethos. The headteacher provides good leadership and the management of the school is efficient. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The staff team is very effective. Teachers and support staff together provide a broad curriculum and pupils are surrounded by caring adults who act as good role models
- The governors give a clear sense of purpose and direction and the good leadership of the headteacher motivates staff and pupils
- A clear and positive school ethos which is supported and enhanced by the Rights of the Child programme and effective personal, social and health education
- Writing is weak, and although improving, is not yet used effectively to support pupils' progress in all aspects of the curriculum
- More opportunities need to be found for pupils to be stretched and use and apply their knowledge and skills in subjects such as mathematics, science and ICT
- The good provision for information communication technology and special educational needs
- The extensive network of community links effectively supports pupils' welfare and personal development

The improvement in the school since the last inspection in January 1999 has been satisfactory. Major improvements have taken place in science, art and PE. Individual teachers' lesson planning across the curriculum is now good. **Pupils' moral, social and cultural development is now good.** The school's climate for learning continues to get better and many improvements have taken place in the leadership, management and efficiency of the school. The key issues identified for action in the last report have been tackled well. The school's curriculum is much better and ICT is now well provided for.

STANDARDS ACHIEVED

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

*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.*

Pupils' achievement is satisfactory throughout the school. Many pupils start school with standards which are below those expected for their age. Within the 2002 cohort there were a higher than average number of lower attaining pupils and pupil mobility within this year group was also high. These issues were replicated in the 2003 cohort. When comparing the school with national averages, the 2003 (unvalidated) results show a declining trend. Current standards in Year 6 are broadly average in English, mathematics and science and this constitutes good progress over time. Standards in reading are around the average but standards in writing are below average. In mathematics many pupils have satisfactory knowledge of computation but their ability to use and apply mathematical skills to solve everyday problems is less secure. The current cohort of Year 6 pupils, however, are on track to achieve their targets in the 2004 tests.

This is a caring school and there is a strong emphasis on pupils knowing right from wrong. Pupils have a good understanding of living in a community and appreciate their own and other cultures. Pupils' moral, social and cultural development is good. Pupils' attitudes are generally good. Most enjoy school, want to learn and respond well to the staff's high expectations of them. Pupils' behaviour is satisfactory. However, attendance is unsatisfactory.

QUALITY OF EDUCATION

The school provides a good quality of education. The overall quality of teaching is good.

Learning is generally good throughout the school. Teachers plan lessons well but teaching is not consistently good in all classes. Pupils enjoy their lessons and speak with enthusiasm about their achievements, what they have learned and what it means to them to be pupils at the school. Teaching and learning are very well supported by effective teaching assistants.

The school provides a good, wide-ranging curriculum which is enriched by very good lessons in personal, social and health education as well as the Rights of the Child programme. The care, guidance and support given to pupils are good. The school has established very good links with the community. Partnerships with parents are generally good, but not all parents are as supportive as they could be with regard to pupils' attendance and punctuality.

LEADERSHIP AND MANAGEMENT

Leadership and governance of the school are good overall. The headteacher's leadership is positive and focused on inspiring and motivating staff and pupils. The governing body makes a major contribution to the leadership of the school and its direction. The school is organised efficiently and managed effectively. Essential functions are covered well and procedures are not unduly bureaucratic.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents generally think well of the school. The response to the questionnaires was good and parents were positive about the school's work. A small number were concerned about bullying and appropriate levels of homework.

Pupils are very enthusiastic about their school and enjoy what it has to offer. While most were positive a number said that sometimes other children do not behave well.

IMPROVEMENTS NEEDED

To raise standards the most important things the school should do to improve are to:

- Develop a consistent approach to the teaching of writing, ensuring that:
 - o Frequent opportunities for writing for different purposes are planned across the curriculum and that these occasions are valued and encouraged
 - o More effective use is made of the time set aside to teach handwriting to improve pupils' confidence and achievement in this skill
- Develop pupils' confidence in their ability to use and apply what they know, through frequent opportunities in all subjects - but particularly in mathematics, science and ICT - to carry out challenging investigations and solve everyday problems
- Improve opportunities for able and talented pupils through:
 - o Targeted work which is both stimulating and challenging building upon similar strategies which are currently successfully deployed to meet the needs of pupils with SEN
 - o Encouraging teachers to carry out regular assessments in lessons, to monitor how well able pupils are achieving, and moving them onto further challenges where required
- Help to ensure that all parents understand the negative consequences of frequent absence and poor punctuality to their children's learning and work with them to motivate pupils whose attendance is sporadic

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Achievement is satisfactory overall. Pupils of both sexes achieve at similar rates and pupils with special educational needs achieve well. From low starting points standards in the core subjects are broadly average. Only writing falls below the expected standard and the school recognises the need to rectify this.

Main strengths and weaknesses

- Pupils' more positive attitudes and better behaviour are now enabling teachers to focus on raising standards
- Pupils with SEN achieve well
- Standards in PSHE are outstanding
- Standards in ICT and design and technology are good
- In some lessons able pupils are insufficiently challenged to attain higher standards
- The lack of opportunities for sustained writing is holding back pupils' progress in some subjects, notably English and the humanities
- The standard of many pupils' handwriting skills is low
- The lack of opportunities in art to raise the standard of pupils' sketching skills

Commentary

1. In national tests at the end of Year 6 in 2002, standards were identified as average in English at Level 4 and below in mathematics and science when compared with schools in similar contexts. In English, mathematics and science, results at Level 5 are below average. Using the 2003 (unvalidated) data, a similar picture was reflected at the end of 2003 in mathematics and science, although standards in English had fallen to below average when compared with similar schools.
2. There are some features unique to the school which contribute to the profile of low attainment at the end of Year 6. Pupils' mobility is high throughout the school; for example in the school year before the 2003 Year 6 tests, 30 pupils left the school and these were replaced by 20 pupils, who when assessed by the school were of a lower ability than those who had left.
3. There is a high level of deprivation in the area in which the school is located and many pupils exhibit low expectations and low self-esteem. The number of pupils known to be eligible for free school meals is above the national average and on the cusp of 35 per cent. Approximately 60 per cent of pupils are on the register for special educational needs, with many having emotional and behavioural difficulties. Taking these features into account, the 2002 grades have been moved up one place to give a more accurate picture when compared with schools in similar contexts. Standards therefore identified in English were broadly average at Level 4 and below in mathematics and science. In English, mathematics and science, results at Level 5 remain below average.
4. Comparing the results achieved by Year 6 pupils in 2002 with those schools that achieved similar average points scores at Key Stage 1 in the 1998 assessments allows a benchmark to be established as to how well the school's pupils have progressed. Using this method, the level of achievement of pupils gaining Level 4 is broadly average in English but below in mathematics and in science.

5. When Hampshire LEA's value-added indicators are applied, pupils make better than average progress in English, mathematics and science when compared to other similar schools in the county.

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

Standards in:	School results	National results
English	65 (60)	75 (75)
mathematics	60 (62)	73 (71)
science	73 (87)	86 (87)

There were 48 pupils in the year group. Figures in brackets are for the previous year

6. Many pupils enter Year 3 with knowledge and skills in English and mathematics which are below the national average. Literacy and numeracy are both strongly led and managed by the co-ordinators and the headteacher. Additional support provided by the LEA's literacy consultant was successful in supporting improvement in the school. The school achieved 65 per cent Level 4 in the 2002 English tests, exceeding the targets of 62 per cent. The number of pupils achieving Level 4 for writing remained the same as in 2001 but results have improved. Given the high proportion of pupils with special educational needs, this represents good progress over time. The school is well placed to achieve its targets in the 2004 tests.
7. Pupils with special educational needs achieve well and make good progress. This is especially so in Years 4 and 6 where the year groups have been organised into ability groupings for literacy and mathematics. These arrangements also enable work to be sufficiently differentiated to stretch more able pupils.
8. Standards in reading are broadly average but standards in writing and handwriting, particularly in the lower school, are below average. Opportunities to write sustained pieces of work are not orchestrated across the curriculum, particularly in the humanities. However, standards are higher amongst the older classes and groups. Standards in science and mathematics are broadly average across the school but in mathematics standards in problem solving and application are below average and these skills are not as strong as pupils' computation skills. Pupils enjoy art and make satisfactory progress overall, particularly where it links with other subjects. However, many pupils have limited sketching skills.
9. By Year 6, standards in English, mathematics and science are broadly average. From low starting points achievement continues to be satisfactory across the school and despite the high level of mobility and SEN pupils make good progress in lessons.
10. By Year 6 standards in PHSE are exceptionally high and standards in ICT and design and technology are good. In all other subjects where a judgement could be made, standards are broadly average. In religious education, pupils reach the standards expected in the locally agreed syllabus.
11. Boys are generally achieving as well as girls. Most pupils have good attitudes towards work and their behaviour is also good overall which, is enabling teachers to focus on raising standards. Pupils of lower ability are, in the main, achieving well. This is largely due to the considerable support they receive within school through the school's SEN programme. However, able pupils are not achieving as well as they should or making the expected gains towards the higher grades in English, mathematics and science. The school recognises this deficiency and has identified this area as an objective within the strategic plan.

Pupils' attitudes, values and other personal qualities

This aspect is a positive feature of the school. Pupils' attitudes to school, their relationships with each other and with adults and their behaviour in class and around school are all good. The provision for spiritual, moral, social and cultural development of pupils is good overall. Attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- The Knights' Code and the Rights of the Child are having a positive impact
- Establishing positive attitudes and encouraging good behaviour through consistent and fair behaviour management strategies
- Pupils' positive relationships
- Most pupils like school and take a full part in all that it offers
- The school constantly and consistently encourages pupils to attend but attendance and punctuality remain unsatisfactory
- Pupils are normally interested in their work and are keen to achieve as well as they can
- Pupils are surrounded by positive, caring adults who act as good role models
- The school is very effective in setting high expectations for pupils' conduct

Commentary

Attendance

12. Attendance is unsatisfactory as figures remain below the national average. Punctuality is also unsatisfactory.
13. Most pupils are keen to attend school and many have good attendance records. Good attendance is praised in assemblies. The school operates a full range of attendance awards and parents are reminded regularly via the school newsletters. In spite of this good practice a significant minority of parents still do not ensure that their children arrive at school regularly and on time. Although registration is usually brisk and efficient pupils are often late at the start of day and in arriving at lessons after lunch.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.2	School data	2.1
National data	5.4	National data	0.5

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

14. The most recent unauthorised absence figure taken from the 2003 (unvalidated) Performance and Assessment Report is 1.7 per cent. Although this remains high, it does indicate that the school's approach towards encouraging pupils to attend is having a positive impact.
15. Some pupils raised the issue of not liking school in their questionnaires. Inspectors talked to pupils about their views of school and almost all said they liked coming. Most take full advantage, where they can, of what is on offer. The majority are interested in their work and are keen to achieve as well as they can. Pupils behave well in class and around school. They are polite, with the majority holding doors open for adults and welcoming them to their school. Incidents of misbehaviour were few during the inspection but the school does face challenging behaviour from a minority of pupils. These incidents of misbehaviour are dealt with quickly, consistently and effectively within the guidelines of the school's behaviour management

policy. An effective system of rewards and sanctions known as the Knights' Code is in operation. Sanctions are clear to all. However, praise and encouragement are used to reward positive behaviour and the award of credits and certificates is a further reinforcement.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – any other mixed background
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
173	20	0
2	0	0
2	0	0
5	4	0
2	0	0

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

16. In the current year, the school has identified no pupils for exclusion. However, in the previous year, the number of fixed period exclusions was high. These features contributed towards the low attainment during 2002-2003.
17. Many older pupils are given a degree of extra responsibility which they respect. Older pupils can be seen helping younger ones at lunchtime. Older pupils are responsible for organising the hall for assembly, playing recorded music when classes enter and leave, as well as taking charge of the overhead projector. During the inspection pupils were very effective in the way they ran stalls at the PTA Christmas Fair. When given tasks such as these, pupils respond very well to the challenge but there are not yet enough opportunities to extend pupils' responsibilities in school. The school council is very new and has yet to make an impact. With time this is likely to be an additional valuable "voice" for pupils in the school.
18. The school is very effective in setting high expectations for pupils' conduct and staff consistently endeavour to seek improvement in manners and behaviour. This is a strength.
19. The school uses the United Nations Convention on the Rights of the Child within its curriculum. Through this feature, the children are taught about respect, rights and responsibilities. This is used effectively alongside the Knights' Code to help pupils understand, for example, that everyone has the right to an education and that they have a responsibility to respect that right and not disrupt others' learning. Good examples were seen during the inspection of teachers referring to the Rights of the Child with the resultant beneficial effect of pupils amending their inappropriate behaviour. Through RE, PHSE and the Rights of the Child programme, pupils understand the importance of tolerance and respect for others. They value justice and fair play.
20. Many pupils lack confidence and have low self-esteem. Teachers work hard to raise self-esteem and pupils do gain in confidence as they progress through the school. All staff value pupils' opinions and show respect for their needs and ideas. The Rights of the Child and circle time sessions provide very good opportunities for the development of self-esteem. There are few incidents of bullying and these are dealt with swiftly and effectively.
21. Provision for pupils' spiritual development is satisfactory. All pupils are encouraged to express their opinions and do so confidently. There are satisfactory opportunities planned for pupils to learn about and share in the celebrations of other faiths. Collective worship meets statutory requirements; pupils are encouraged to be reflective and thoughtful.

22. Provision for pupils' moral development is good. All staff actively teach the difference between right and wrong. Behaviour in lessons and around the school is consistently good. Older pupils show care for the younger pupils in the playground and have a very good understanding of the rules that they have helped to develop. Staff are constantly seen to be reinforcing values of honesty, fairness and respect for others.
23. Provision for pupils' social development is good. All adults in and around the school are very good role models. Pupils see adults caring for each other and the school environment. There are few defined responsibilities but where these are allocated they are carried out effectively. Boys and girls all play together well and care for one another. At present older pupils are given the opportunity to experience time together in a residential setting and during the school year all year groups are taken out of school to visit places of interest. The school has a choir, recorder group and chess and draughts club. Sporting activities are encouraged and many events, including rugby practice, take place after school. Inclusion is a strong feature of this school, for example, the staff are successful in ensuring that all pupils can be included in all the school activities.
24. Provision for pupils' cultural development is good. Through the Rights of the Child programme pupils are learning about tolerance and responsibility. They recognise and understand differences in cultures and that, although everyone has a right to an education, in some countries this may not be readily available. Local culture is celebrated, with planned visits to places of special interest. Faith groups from within and around the area come and talk to the pupils to reinforce relevant aspects of the curriculum. The school has successfully extended the cultural awareness of the pupils into a greater appreciation of the arts particularly through historical artefacts and visiting musicians.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Most aspects of teaching and learning are good and are very well supported by effective teaching assistants. A good, wide-ranging curriculum is enriched by personal, social and health education and the Rights of the Child programme. The care, guidance and support given to pupils are good. Links with the community are strong. Partnerships with parents are generally good, but not all parents are as supportive as they could be with regard to pupils' attendance and punctuality.

Teaching and learning

The quality of teaching and learning in the school is good overall and this is an improvement since the last inspection.

Main strengths and weaknesses

- Teaching assistants provide consistent and effective support
- Teachers' planning is clear and consistent
- Insufficient opportunities for pupils to develop and broaden their writing skills
- Insufficient differentiation within lessons to assist able pupils to be challenged further
- Relationships are good throughout the school
- ICT is generally taught well
- The school's approach to the teaching of SEN is a strength

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	2	14	11	0	0	0

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

25. Most pupils make good progress in lessons and are achieving at least as well as those in similar schools; some make good progress in their work overall. Many of the pupils in school have SEN or emotional and behavioural difficulties and a number start school with very low literacy and numeracy skills. A higher than average number enter or leave the school during the year. Despite these issues and the lower than average attainment on entry, the quality of teaching enables pupils to make good progress. Consistently good teaching was identified in English, mathematics, science, PE and PHSE where teachers are confident and their subject knowledge is secure.
26. Teaching methods are varied and at times inventive. The best lessons lead to a high level of interest and engagement from pupils. Lessons are generally well planned and teachers have a good understanding of the subject material they are teaching. In most instances the methods they deploy stimulate learning. The teaching assistants are clearly very skilled and confident in their role. They strengthen the teaching throughout the school and provide additional targeted support where needed. Often they are instrumental in maintaining positive relationships and harmony within groups and, in particular, they make a significant contribution to the learning of the least able pupils. However, their work could be focused to have even greater impact, because in some lessons teaching assistants remain passive observers for periods of time while teachers introduce a subject or teach the whole class. All staff work hard to help children feel secure, gain confidence and develop their communication skills. Adults working with children are skilled in helping them to co-operate, persevere, develop their ideas and extend their thinking.
27. In literacy and numeracy lessons, teaching is generally well planned and structured to meet the needs of pupils. Teachers follow the “three-part” structure of the National Literacy and Numeracy Strategies to good effect. Teachers know their pupils well and effectively target work to meet their needs. A key factor which enables pupils to make good progress is the range of effective questions asked by all staff. Reading is taught effectively but insufficient opportunities exist for pupils to broaden their writing skills across the curriculum.
28. The needs of the majority of pupils are met, particularly those pupils with learning or emotional difficulties. The setting arrangements are effective in meeting the needs of Year 6 and 4 pupils in literacy and numeracy. However, in mixed-ability classes and some sets, some able pupils are not challenged sufficiently within lessons to develop their skills and knowledge further. The school's systems for assessing and tracking pupils' progress over time are good and this is an improvement since the last inspection. General targets are agreed by teachers as a result of analysing a range of assessment data. Teachers know their pupils well and are continually checking their knowledge and progress through questions and tests. Teachers generally plan lessons well but teaching is not consistently good in all classes. This is because, although work is regularly set and marked by teachers, daily assessment strategies do not always respond to individual needs. This means that some able pupils who grasp concepts quickly are not being challenged further or moved on in their learning. In some lessons the pace is too slow to ensure that all pupils learn as much as they are capable of absorbing. In one or two classes lesson introductions are over-long, particularly in English; this means that pupils lose concentration and that, in a minority of lessons, time is lost through inattentiveness and restlessness on the part of pupils.

29. Where ICT is taught as a discrete subject teaching is very well organised and pupils make good progress. This was evident when a group of Year 6 pupils exhibited their skills in compiling a PowerPoint presentation to support and enhance their topic work. Many teachers are confident in teaching ICT skills and the introduction of the new computer suite has helped to involve pupils fully in their learning, building on prior knowledge and extending their level of concentration. However, some teachers lack confidence in developing pupils' skills and knowledge in this subject. Although ICT is used well to support and extend pupils' English skills, it is not used consistently enough to engage and support pupils in other subjects. For example, in science and mathematics, opportunities are missed to use ICT to support and challenge pupils with data analysis and problem solving.
30. The teaching of pupils with SEN is well planned, enthusiastic and challenging. The specialist support for these pupils is an effective mixture of withdrawal for small-group teaching and class support. The planning is shared between the class teachers and specialist staff regularly. This enables teachers and support staff to work effectively in harmony towards helping pupils with SEN to achieve their objectives. Assessment information is used well by staff to enable them to track the progress being made by pupils with SEN, allowing changes to be made to teaching where needed. Detailed records are kept throughout the year and staff spend considerable time finding out about what pupils know before planning targets for them. The teaching assistants work extremely hard to support pupils with SEN and are effective as a team in enabling pupils to make good progress in their learning.
31. Teachers set homework for pupils on a regular basis, especially reading and spelling for younger pupils and research projects for older pupils. The homework supports pupils' overall progress as they move through the school and is valued by parents as a mechanism for enhancing their children's learning.
32. Generally work is marked regularly and comments and feedback guide pupils to understand the quality of what they have produced. In the case of the majority and in particular the lower ability pupils, teachers know what pupils have accomplished and planning is based upon this information. For example, the needs of pupils with SEN are well identified at an early stage and written up in effective individual education plans. Within these plans the targets set for each pupil are attainable and identify achievement criteria, resources, class strategies and ideas for support. Generally, teachers tell pupils how well they are doing and use this information to help set further targets. The problem remains in that during some lessons daily assessment is not sufficiently flexible or consistently applied at all times, particularly to meet the needs of able pupils. In some lessons, due to a lack of appropriate challenge and stimulus, able pupils are not making enough progress. This sometimes happens because work is insufficiently differentiated to take account of these pupils' needs or because additional work is not provided which enables them to apply their learning in new situations.

The curriculum

The curriculum provided has some good features. The accommodation and the quality and range of learning resources support subjects of the curriculum well.

Main strengths and weaknesses

- There is good provision for ICT
- Personal, social and health education through the Rights of the Child is promoted well
- Staff are very well matched to the needs of the curriculum
- There is good provision for pupils with special educational needs
- A variety of extra-curricular activities is available
- There are too few opportunities for pupils to develop their writing skills across the curriculum

Commentary

33. The curriculum is broad and balanced, and meets the statutory requirements of the National Curriculum. It is well planned in the medium and long term, so that there is continuity and progression. It allows access to all pupils and responds to their needs. Sound use is made of outside resources and there are out-of-school activities to extend learning.
34. The provision for pupils with special educational needs is good and a strength of the school. The statutory aspect of SEN is clearly documented, involves parents and is regularly reviewed. There are good individual education plans with clear and attainable targets to enable pupils with SEN to engage effectively with the curriculum. There is a "The pupil needs to" section in the IEP, so that pupils are involved in their own target setting. Individual education plans are reviewed termly. The identification of SEN is effectively carried out by the SEN co-ordinator supported by the headteacher.
35. There is equality of access to all areas of the curriculum, and good development opportunities for all pupils as a result of the positive intervention strategies that are used. Programmes, such as 'ALS' (Additional Literacy Support) and Springboard Maths are successful in helping to raise standards in literacy and numeracy for the identified groups of pupils. The National Literacy and Numeracy Strategies have been introduced successfully and have a high profile in the curriculum. A high proportion of the time is devoted to these subjects. However, whilst both strategies have been effective, the emphasis in the Literacy Strategy on reading skills - which are in line with national expectations - allows little time for the development of writing, which the school recognises needs improving. In Years 4 and 6, pupils are organised into ability groups for mathematics and literacy. This enables the work to be more tightly focused on the specific needs of the individual.
36. ICT is a clear strength in the curriculum and is taught well. It is used effectively to support pupils, especially those who find the process of writing difficult. The new suite (along with the old ICT area) offers clear opportunities for teaching and learning. During the inspection pupils were able to show how they had created a PowerPoint presentation. Furthermore, it is clear that ICT is having a positive impact in supporting other subjects such as art, design and technology, mathematics and science.
37. A recent review of the curriculum has led to a redrawing of the curriculum map. This has helped to steer the positive impact of ICT throughout the school in many areas of the curriculum. Although many are proficient in ICT, in other subjects, however, pupils' skills are not well enough developed. This is particularly evident in handwriting and sketching skills in art. The school aims to develop further cross-curricular links to enable pupils to apply their skills and knowledge in a range of subjects. A greater focus in the curriculum on the improvement of handwriting skills is likely to have a significant impact in all areas.
38. The curriculum provides very good personal, social and health education in all areas by reference to the United Nation Charter "The Rights of the Child". There are effective policies on sex and drugs education.
39. There is a wide range of after-school and lunchtime activities. The school choir is particularly well supported. Pupils take part in rugby, soccer and netball. Midday supervisors use a range of games and equipment such as ropes, bats and balls to encourage pupils to take part in games. Outside visits are arranged and these are greatly enjoyed by all that take part. The extended visit to Hooke Court, Dorset, which had a science and design and technology focus, enabled Year 6 pupils to explore the construction of rockets, lighthouses, boats, balloons and kites. The outcome of this successful visit was a range of three-dimensional models, photographic and written evidence of pupils' experiences.

40. The accommodation is safe, attractive and well resourced, enabling the full curriculum to be offered. It is cleaned and maintained to a high standard by the school caretaker. Learning resources to support all the subjects of the curriculum, including religious education, are good. There is a good library space, well stocked and well used. A good ICT suite provides adequate access for pupils to a range of information. Attractive displays throughout the school create a positive learning environment for the pupils. There is adequate indoor and good outdoor space for all pupils.
41. There are sufficient teachers to teach the curriculum. The members of staff have appropriate qualifications and experience to meet their responsibilities.

Care, guidance and support

Provision for pupils' care, welfare and health and safety is good. The support, advice and guidance they receive are satisfactory. Pupils' views are sought and acted upon to a certain extent.

Main strengths and weaknesses

- Child protection and health and safety procedures are good
- Pupils' access to well-informed support and general guidance is good
- Adults are good role models
- Good and trusting relationships between adults and children

Commentary

42. Pupils are supported by good procedures for child protection and good health and safety procedures. First Aid is covered well. Oversight of child protection is more effective than is often the case because, in addition to good procedures, the school has wide community links which mean that it is very well informed through other agencies. Health and safety monitoring procedures are not only fully in place but also frequent and well organised.
43. Pupils' access to well-informed support and general guidance is good because of the quality of relationships between staff and pupils and also because of the guidance the latter receive about the importance of good behaviour and attendance. Because academic monitoring of pupils' progress is still not well enough developed, advice and guidance based on academic monitoring are not as good. PHSE is used skilfully by teachers to explore issues which improve pupils' understanding of children in other lands, for example the importance of water to some people in Africa. Teachers value pupils contributions and are sensitive to the experiences they raise.
44. Although pupils' views were polled last year this has not yet become an established feature of the school. The school council is very new and so it is too early to judge fully its influence on the school's development. However, as the foundation has been well laid with an effective system of reporting and regular meetings, the outlook is promising and the impact can already be seen in the enthusiasm and pride of the elected representatives. Currently, there is only a narrow range of opportunities for pupils to carry out tasks through which they can develop responsibility and self-esteem. Although the pupils' questionnaire identified that a number, (12 per cent) did not like being at school or would not go to an adult if they were worried at school (14 per cent), interviews with pupils and observations during the inspection endorsed that the majority like school and do know which adults to approach if they are worried. There are trusting relationships within the school based on mutual respect. Teachers and adults are good role models and provide good support for pupils as they mature. Good information is provided about the transfer to secondary school, and visits are co-ordinated for those pupils who are ready to leave.

45. Pupils with SEN are well cared for by a dedicated and effective team of teachers and teaching assistants. Specialist teachers and support staff know the individual needs of pupils well and work collaboratively to cater for them. This effective and co-ordinated support helps pupils to make good progress, both within lessons and over time.
46. Staff are vigilant in ensuring that pupils' relationships are harmonious and that pupils are carefully supervised and safe at all times. Staff can be seen greeting pupils as they enter school and ensuring that when leaving school they are sensible and patient. In many classrooms in the morning, teachers play soothing music to settle pupils as they come in. Teachers take an interest in their pupils and health and dietary needs are researched when children join the school. Accidents are rare; problems and difficulties are analysed and steps taken to overcome them.
47. There are many strengths in the way pupils are cared for, guided and supported but a number of the current initiatives are new. Although they are already having some impact on pupils' behaviour and personal development, it is only with time that they will become an established part of the school ethos and culture for improvement.

Partnership with parents, other schools and the community

The school has good links with parents. Links with the community are very good. Links with other schools and colleges are good. Parents have very positive views about the school.

Main strengths and weaknesses

- Parents are well provided with useful information
- Most parents hold the school in high regard
- Procedures to deal with concerns and complaints are effective
- Parents' views are consulted and acted upon
- The extensive network of community links supports pupils' welfare and personal development and means that the school is well informed about families

Commentary

48. Parents are kept well informed about the school through regular newsletters and they are well briefed about their children's progress through the termly parents' consultation evenings. Although turn-out for these is moderate the school arranges extra interviews for parents who cannot come; attendance at the consultation evenings is improving. At the spring term evening parents are involved in setting the targets for their children. Annual reports on pupils' progress are good because they contain a section filled in by the pupils assessing their own achievement and how they are going to improve. Information to parents on what their children are learning is satisfactory; parents are provided with termly sheets in addition to the curriculum discussion which takes place during the consultation evenings. Generally good communication keeps parents informed about their children's progress and issues of attendance and punctuality.
49. The parents' very positive views of the school expressed in the parents' questionnaires are well illustrated by their views on how well the school deals with their concerns and complaints. The school's approachability and procedures for dealing with these are very good. They stem principally from the headteacher's conscientious determination to give them priority. As a result most parents have few concerns. They are also consulted regularly and their views are valued and acted on well. Questionnaires are an established feature and the school responds; for example, it increased the number and range of extra-curricular activities following a consultation last year. Before the inspection a number of parents raised concerns about the appropriateness of homework. However, the inspection evidence shows that for the majority of pupils the level and amount of homework given by the school is sufficient and appropriate.

Some parents are given extra guidance on how they may help their children at home through the Share scheme. This initiative enables parents to meet with the deputy headteacher on Friday afternoons and for them to learn about projects and strategies to try at home to stimulate and interest their children. Furthermore, through the Andover Family Learning Project, the school along with others, is committed to raising the aspirations and achievement levels of young people and their families. Since the last inspection, the school has introduced a Parent Teachers' Association. This active body of parents and teachers has been effective in raising money for the school.

50. Links with other schools and colleges are good. The exchange of information with partnership schools is good, particularly with regard to special educational needs, behaviour and individual education plans. The school participates in liaison with other schools; for example, there is an ICT link with neighbouring schools and relationships between key personnel are cordial and focused on matters that affect pupils. The school readily seeks information from other schools about incoming pupils and this is effective in preparing for pupils specific needs. These are particularly well cared for within the culture of the school.
51. There are very good links with the community and this is a particular feature of this school. These include "Kids Church" and the behaviour support team. These are instrumental in providing much needed resources in school towards promoting effective behaviour management strategies and funding additional classroom support and assistants. Local organisations work closely with the school and people from the community visit the school and regularly use its facilities. There are close links with other agencies, such as the community policeman, and regular visitors further enrich the curriculum. These include: the local vicar; "Green" team; Test Valley Children's Council; the dog warden and estate warden.

Example of outstanding practice

How well the school works in partnership with parents and the community.

The school has very good links with the community which have an important impact on pupils' personal development through the extra support they receive and on links with parents because the school is well informed about family changes and movements. These links revolve around the inter-agency activity which is designed to help pupils on the fringe participate in a fruitful time at school. The charity Kids Church is a crucial partner in this. It subsidises the employment of an extra pastoral worker in the school in addition to its normal activities of family visits in the local community. The role of this assistant is to support the emotional needs of young people and be an adult friend. Targeted training is undergone. Teachers may then refer a disruptive pupil or a pupil in distress to the pastoral worker who has her own "cosy" room. The school has been a pioneer in this relationship which has now extended to the other primary schools in the area. If there is some concern Kids Church will act on behalf of the school, if necessary, to talk to parents and encourage dialogue. This enables those parents who are wary of all 'agencies' to be re-admitted into the loop. For attendance matters the Education Welfare Service, whose officer visits fortnightly, plays its normal role but in this case the role is not played out in isolation. The behaviour support team through its Education Other Than In School service also provides funding for an additional teaching assistant and has been instrumental in the re-admission of an excluded pupil. He is now fully involved in school life and his behaviour is being diligently tracked by a member of the teaching staff following the advice received. The community beat officer from the local constabulary completes this very wide range of community links. He visits the school weekly and supports the school in its relationships with problem families. He has also been instrumental in tackling the parking situation at the school to improve pupils' safety.

LEADERSHIP AND MANAGEMENT

Leadership and governance of the school are good overall. The headteacher's leadership is positive and the governing body makes a major contribution to the leadership of the school and its direction. The school is organised efficiently and managed effectively.

Main strengths and weaknesses

- The direction set for the school by the leadership team and governors has become much clearer since the last inspection
- The governors' strong and successful commitment to creating an inclusive school at the heart of the community
- The harmonious and effective relationship between the governors and the school
- The good leadership of the headteacher effectively motivates staff and pupils.
- The school is honest in the self-evaluation it undertakes and is using the findings effectively.
- The performance management of staff is thorough
- Efficient financial management

Commentary

52. The governing body makes a major contribution to the leadership of the school and to shaping its direction. Although many governors are new, the body is fully committed to supporting the staff and is involved in strategic planning and in formulating policies. Governors are active and keep in close touch with the school's work and this cements the partnership between the school and the governing body into an effective and harmonious team. Regular sub-committee and full governing body meetings are held at which the work and direction of the school are evaluated. Governors are well aware of the school's strengths and weaknesses and deal with them openly and frankly, contributing fully to the development planning. The clerk to the governors, who holds a City and Guilds Clerks Accreditation Award, is very effective in her role. Performance management procedures are taken seriously by the governing body and monitored closely.
53. The leadership of the school is positive and focused on inspiring and motivating staff at different levels of responsibility. The leadership team is particularly effective with regard to its commitment to inclusion, promotion of equality and concern for the needs of the individual. In a short period of time the headteacher, with the governors and staff, has established this as the "bedrock" for future progress. While the school's caring ethos is promoted, there is also a drive for improvement and a clear sense of direction. The headteacher and staff have established clear school improvement objectives with a strong emphasis on challenging low attainment and raising standards in English, mathematics and science. Although many are new, staff work hard as a team, share a common sense of purpose and make an effective contribution to the school's goals and values. Relationships are very positive. The school regularly reviews its performance and critically evaluates its effectiveness and that of teaching, towards greater improvement. Pupils' performance in standardised tests has fallen below that of schools in similar circumstances. However, there is every indication that the current end-of-key-stage targets will be met.
54. The school is organised efficiently and managed effectively. Essential functions are covered well and procedures are not unduly bureaucratic. Some key members of staff are relatively new to the school and as a result some policy development and subject monitoring are relatively recent. However, all teaching staff are clear about their roles, responsibilities and personal objectives and have ready access to guidance, support and relevant training. The delegation of responsibilities is even-handed, taking account of staff experience, subject and school requirements. Overall, the school's self-evaluation strategies are satisfactory. The evaluation processes are open and realistic about existing strengths and weaknesses. The leadership team is now clear about what must be done to raise standards and current monitoring and assessment strategies identify that the school is on track to reach its targets in this academic year.
55. Areas of concern raised in the last inspection around school planning and "clear vision" have been addressed. The school has a very clear strategic plan which directs subject development. The governors are now very active and effective in maintaining a critical view and have been instrumental in the school meeting its statutory requirements. The headteacher and

key members of staff monitor teaching and learning regularly and recognise that the able group of pupils continue to require a greater level of challenge in their work. This is identified as an objective in the strategic plan. Omissions in the school prospectus and governors' report to parents have been dealt with.

56. The management of special educational needs by the co-ordinator is good. Along with the headteacher and members of staff she knows the pupils well and provides good leadership, advice and organisation. Pupils with SEN are monitored regularly and the information is effectively used to inform teachers' planning and notify parents. The SEN support assistants follow her guidance and are committed to the school objectives of raising standards. The governor with particular interest in SEN is very supportive of the school and regularly meets with the headteacher to discuss provision and pupils' progress.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	535,006	Balance from previous year	45,538
Total expenditure	557,180	Balance carried forward to the next	23,364
Expenditure per pupil	2,744		

57. Finances are managed efficiently and in this the headteacher is supported by an effective finance officer. She monitors variation in expenditure, carries out a monthly review of expenditure and effectively advises the headteacher and the chair of the finance committee. Arrangements for the control, monitoring and review of the school budget are good. Subject managers and phase leaders are responsible for the administration of their own budgets, and priorities for expenditure are appropriately linked to the areas of development identified in the improvement plan. The deployment of resources is discussed and agreed with governors. The school has received a grant from the National Grid For Learning towards ICT development as well as a grant from Hampshire County Council to assist with the Rights of the Child programme. Additional funding is provided to support the Year 6 residential visit to Hooke Court through the SNAP, (Say No and Party), disco and the Gales Trust.
58. A recent audit found that the school was closely following the local authority's recommended financial procedures. The school makes good arrangements for the day-to-day administration of its finances, and receives strong support from the local authority when seeking advice on value for money in securing contracts or supplies. The school provides satisfactory value for money.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- English is well led by an enthusiastic and experienced co-ordinator supported by the headteacher
- There is not always sufficient differentiation to enable the average attainers and more able to make as much progress as they should
- Writing standards are low, particularly in the lower school, and there are too few opportunities for pupils to write at length
- Good use is made of ICT
- Pupils with special educational needs make good progress from a low starting point

Commentary

59. The inspection in 1999 found standards in line with national averages, with pupils making better progress in the lower school than in the upper school. The evidence from this inspection shows that standards in Years 3 and 4 are below expectations whereas those in Year 6 are in line with the national average.
60. Standards in reading are in line with expectations. Pupils were heard reading from a variety of books both from the reading scheme and of their own choice. One Year 6 boy was reading "Lord of the Rings" and could describe events which were not in the films so far released. Pupils are able to use a range of strategies to aid reading such as phonetics, picture cues, and prediction. The record book effectively records details of date and books read as well as comments from the teacher or parent/guardian. This is a useful way of teachers and parents/guardians keeping track of pupils' reading progress.
61. Standards in writing are below average in the lower school, and average in the upper school. Bearing in mind the low starting points of many pupils, this represents a significant achievement for the school. However, insufficient time is provided in lessons for pupils to write for long periods or practise their handwriting skills. The school recognises this as an issue because there is a target to improve writing in the current strategic plan. Average attaining and more able pupils in Years 3 and 4 are not challenged sufficiently by differentiation in the tasks assigned, and a low performance level is accepted. This consists of simple sentences containing elementary spelling errors. In Year 6 pupils know about and use connectives and clauses of time and place; they research complex spellings by analysing prefixes.
62. The standard of handwriting is below average, especially in the lower school. Procedures are in place to improve handwriting skills by including it on the teachers' planning sheet and developing a consistent cursive style for the school. Penmanship certificates are awarded for good handwriting, and an ink pen is given to the pupil when a consistent style has been developed. There is some evidence that these strategies are beginning to have a positive impact on pupils' writing.
63. Pupils listen well, but are often expected to sit still and listen for an over-long period, and consequently become bored. Subsequent written work, for example, requiring the remembering of detail such as the stage directions of a play read together from a big book,

becomes difficult to complete. Pupils are able to express themselves verbally with clarity and confidence. In conversation they are able to articulate thoughts and feelings about the school community.

64. Good use was made of information technology in a Year 4 English lesson when pupils were converting an autobiography into a biography using the editing facilities of the "Word" program.
65. Less able pupils in the same class were able to use the cursor to navigate the text, delete words and insert changes of tense and personal pronouns, without having to write it out. The computer was also used to create a newspaper report of the finding of Tutankhamen's tomb by Howard Carter.
66. Progress for pupils with special educational needs is generally good. They have clear individual education plans with achievable targets. The organisation of pupils in Years 4 and 6 into ability groupings creates a situation in which work can be more easily differentiated. Matching work to ability has benefited the average attainers and more able as well as those with special educational needs. However, this is not a feature of Years 3 and 5 where the more able do not make sufficient progress.
67. Teaching in all lessons observed was satisfactory or better. The co-ordinator has provided effective medium-term plans based upon the National Literacy Strategy. The class teacher then modifies these for daily use. Short-term planning and lessons are monitored to maintain standards. Good use is made of teaching assistants to aid the less able, and to maintain an acceptable standard of behaviour. Their role could be extended into the presentation of tasks, which would be likely to benefit the more able pupils. There is a good relationship between the pupils and the adults in the classroom and this enhances personal development.
68. Marking is undertaken on a regular basis. This is both evaluative and constructive, a grid being used to inform the pupil which aspects are being considered. Assessment modules are written into the planning. This gives a record of pupils' achievement. A new and more structured assessment scheme is being introduced which will track pupils' attainment, better inform planning and identify areas for improvement.
69. Literacy is very well managed by the co-ordinator with the support of the headteacher. The co-ordinator is enthusiastic about her subject, and very competent. She is a county leading literacy teacher and has organised training for members of staff and co-operates closely with literacy co-ordinators in nearby schools. She has a lively teaching style and is planning booster classes after school for the more able in Years 5 and 6, beginning in the New Year. The foundations are now in place for an improvement in literacy in the school.

Language and literacy across the curriculum

70. Pupils make effective use of their reading skills in a range of other subjects to find facts and information. Younger pupils can use the index of reference books to find information. These skills are effectively applied in researching facts and information in humanities subjects such as history, geography and religious education. Currently, there are too few opportunities in subjects other than English for pupils to write at length.

Mathematics

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils are generally enthusiastic and enjoy mathematics
- Resources are good
- Implementation of the daily mathematics lesson is effective
- Good support is provided by adults, which encourages pupils, particularly the less able
- Numeracy teaching is effective
- The subject is well led
- Flexible assessment strategies and differentiated work are not sufficiently used to challenge more able pupils
- ICT is underused as a tool for learning

Commentary

71. Improvement in teaching and learning since the last inspection has been good. Although standards have declined since then, through the current positive teaching strategies, many pupils are achieving as well as in similar schools. Many pupils begin school lacking a thorough grounding in their mathematical skills or the confidence to apply their knowledge. Despite their low starting points many pupils make good progress in lessons. Throughout the school there is a high level of pupil mobility which has a further negative impact on the end-of-key-stage test results. Current monitoring indicates that the current Year 6 cohort is on track to achieve the school target of 70 per cent Level 4+ in 2004.
72. National Numeracy Strategy unit plans are being used by teachers across the school. All lessons follow a three-part structure with mental skills being practised successfully at the start. Very good use is made of practical apparatus, flip charts and an interactive white-board to support teaching and reinforce learning. For example, a flip chart was used to very good effect with a Year 3 class to help explain pictograms. All teachers use their questioning skills to great effect, particularly during the mental and oral introduction to lessons and during the plenary to extend pupils' knowledge and learning. This was particularly evident in a Year 4 lower ability set, where the teacher was explaining place value. In a Year 5 lesson, a number line was very effectively used to model sequencing strategies. In the best lessons teaching and learning are supported by a range of appropriate resources. This was evident in Year 6 where a "feely" bag was used to good effect to challenge pupils to identify and recognise the properties of two-dimensional shapes. This was an effective approach to gauge how much pupils know and also to get them to talk about shapes. Most are able to recognise the differences between a square, rectangle, triangle, trapezium and circle. The teacher extended pupils' knowledge through the introduction of more challenging language, with terms like 'congruent triangles'. Throughout all of the lessons, teachers use appropriate mathematical language which they also expect pupils to use. In most lessons, even when the teaching input is lengthy, pupils concentrate for long periods, are able to try different approaches, articulate fairly well and provide clear reasons for their answers.
73. All lessons are supported well and enhanced by the contribution of effective teaching assistants who, along with the teachers, endeavour to challenge all pupils. This was very evident in a Year 3 lesson, where the teaching assistant constantly asked "how do you know?" questions to get a lower ability group to check their work and explain their processes. In the best lessons the harmonious rapport between the teacher and assistant is clear.
74. Pupils clearly enjoy mathematics and many can talk about their work with confidence. Through good questioning, Year 5 pupils explained sequencing and patterns and were able to look for answers when the sequence did not "look right". Although a number of pupils have satisfactory computation skills many lack confidence when asked to apply their knowledge to real-life situations or to decoding word problems. Short mental mathematics sessions are used to positive effect to stimulate pupils' thinking and to help them apply their knowledge quickly. For example, in Year 4 were challenged to find alternative words and phrases to "decrease" and "increase".

75. The quality of teaching across the school varies but is good overall. Teachers clearly enjoy teaching mathematics and are confident when addressing the demands of the subject. This results in most pupils, particularly those with special educational needs, making good progress during lessons and achieving standards broadly similar to those in similar schools, over time. Teaching is well planned, relates closely to the expectations of the National Numeracy Strategy, and is sufficiently challenging to meet the needs of the ability and age ranges in classes. Teachers have good subject knowledge and work hard to teach pupils basic concepts, facts and key words. Developing pupils' ability to use and apply their skills and knowledge is a key objective for teachers. Teachers have high expectations of pupils' behaviour, and supported by effective teaching assistants, ensure that the lessons have clear objectives that the pupils understand. Pupils with SEN are further supported through "Springboard Mathematics". Appropriate use is made of homework, particularly with older pupils, to extend their understanding and interest. However, in some lessons, due to a lack of appropriate challenge and stimulus, able pupils are not making enough progress. For example, in some lessons, work is insufficiently differentiated to take account of the needs of these pupils. Furthermore, where pupils have a clear understanding of concepts or have learned swiftly, the teacher does not always adapt the work being provided more quickly to enable these pupils to extend their knowledge or apply their learning in new situations.
76. Leadership and management of the subject are very good. Although the co-ordinator, (the deputy headteacher) has been in post for a short time, he has a clear overview of the issues surrounding the raising of standards. Key objectives include improving pupils' problem solving and using and applying skills and developing further strategies towards improving the challenges for able pupils. He has introduced a programme of regular monitoring of teaching and learning along with assessment and tracking strategies for each year group.
77. Resources overall are sufficient for the needs of pupils and are well maintained and managed. Aspects of ICT provide very good additional support for lessons - for example, the use of an interactive white-board in one class. However, ICT is not a consistent feature of mathematics teaching across the school.

Mathematics across the curriculum

78. This is a developing area of focus within the school's strategic plan. Numeracy is effectively planned into other subjects. The use of data handling skills is a feature in science investigations and ICT is used effectively to enable pupils to create mathematical charts and graphs.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a strong emphasis on investigational work
- Accurate use of scientific vocabulary is encouraged by teachers
- The subject leader has a good grasp of her subject and this is helping to raise standards
- There is a lack of challenge for more able pupils

Commentary

79. Standards in the 2003 tests at the end of Year 6 were well below average. Trends over time show a rise in performance from 1998 to 2001 but results have declined in the last two years. This is attributable to marked differences in cohort and the high level of pupil mobility. Boys and girls perform equally well and special needs pupils are ably supported by both teachers and assistants.

80. Current pupils' past work shows that most make good progress and achieve well. However, more able pupils are not sufficiently challenged to attempt more difficult work, in particular to solve problems by applying their scientific knowledge.
81. Year 6 pupils are studying the difference between scientific explanation and description, micro-organisms, weight, gravity, air resistance and electricity. At the end of units of work, pupils are encouraged to evaluate their own learning by ticking if they understand key statements. The lessons seen and the scrutiny of pupils' work during the inspection show that these pupils are on track to achieve average standards in the end-of-key-stage tests in 2004.
82. Pupils enjoy science and are keen and enthusiastic in their investigations. They demonstrate the ability to work together in pairs and groups and to use equipment safely. Year 6 pupils can draw circuit diagrams using scientific symbols and can explain what is necessary for a circuit to work. They can design their own circuits using multiple bulbs, batteries, buzzers and switches. Some pupils are able to understand parallel circuits. Year 5 pupils can identify differences in sound through the use of sound sticks and rods. They understand that sound travels through vibrations and that the strength of the vibration affects the sound.
83. Teaching is good. Teachers emphasise experimental work and encourage pupils to make statements about what they have learnt. Teachers have good subject knowledge and lessons are well planned with clear objectives. The quality of questioning is good and this helps pupils to think through their learning and correct mistakes. Scientific vocabulary is well used by teachers and pupils are encouraged to learn and apply it.
84. Improvement since the last inspection has been good. The school has clearly identified what should be taught and learnt in each year group. Recent improvements have been made in monitoring pupils' progress and attainment through tracking sheets which plot progress across the year groups. However, targets are not yet set for pupils' learning and achievement.
85. The subject leader has a good grasp of her subject and has clearly identified the improvements that need to be made. She has recently undertaken a question by question analysis of the 2003 tests in order to identify areas of weakness in pupils' subject knowledge. This will be used to improve planning further and raise standards.
86. In order to improve further the school needs to provide more challenging tasks for the more able pupils. These should include opportunities for pupils to design their own experiments and apply their knowledge in open-ended, problem solving investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) **good** and is a strong feature within the school's curriculum.

Main strengths and weaknesses

- Enthusiastic and capable co-ordinator
- New ICT suite and existing computer bay
- High standards of achievement
- Use of ICT across the curriculum
- Some PE lessons are videoed to show pupils their performance.
- Some members of staff lack confidence in use of computers.

Commentary

87. The last inspection found that the programmes of study were not being taught but this is no longer the case. Pupils are taught basic skills, including use of the Internet, and develop them in many areas of the curriculum. In this way they are learning the many uses of ICT.
88. Pupils across the school achieve a satisfactory or better standard in performance, and are able to explain techniques effectively. They are all able to load, retrieve and store their own files. In text management they can create and edit using the keyboard and mouse; they can also use the spell checker facility. They are able to input data to create graphs and pie charts. Using PowerPoint they are able to download animated images and noises to create visual and sound sequences.
89. The teaching of ICT is good. Most teachers are confident in the use of computers and their value in many areas of the curriculum. There are clear objectives for each lesson which are revisited as a plenary at the end. Planning identifies the stages which should be followed to ensure progression. Instruction in the ICT suite is given via the Emperor program which enables the first computer in the suite to control the others so that a teaching point can be made on the screen in front of the pupil instead of using a white-board. There is an interactive white-board in the ICT co-ordinator's classroom. He is more than willing to swap classrooms to enable other teachers to use this. Although the teaching is good, some teachers lack confidence in their ability to use computers and solve ICT related problems when they arise. The confidence and ability of these teachers would be significantly boosted through the opportunity to attend additional training or to work alongside a teacher who is skilled in using computers.
90. Recently a video recording was made of a PE lesson to enable pupils to see their own mistakes in order to improve performance. Learning in ICT is good because pupils are enthusiastic about the subject and are well taught. They behave well, and work well together, with the more able sharing skills with the less able.
91. The school is well resourced, with a new ICT suite, the older computer area and computers in every classroom. All are connected to the Internet.
92. The subject is well led by an enthusiastic co-ordinator in his second year of teaching. There are links with other schools in Andover, both primary and secondary. An ICT passport is being developed as a record of achievement for every pupil. This would accompany the child through the school and beyond.

Information and communication technology across the curriculum

93. ICT is used in science, for example, to reinforce work on simple circuits where the bulb will not light up on screen unless the circuit is correct. This can then be printed off to give a record of work done. In mathematics graphs are created to show relative population size. In design and technology use is made of ICT at the design stage to produce accurate drawings. In literacy ICT enables pupils to manipulate text without the need to write it out; this means that the less able can achieve well.

Example of outstanding practice

A group of 3 Year 6 pupils explaining how they use the PowerPoint program.

Expertly they started up the computers and logged on using their unique password. They loaded the PowerPoint program and retrieved their work.

"This is part of the class project on rivers," one explained as we watched a canoe being paddled noisily down stream. The image crossed the monitor screen. A cascading waterfall followed ... then more watery images.

"I've started one about space," another pupil said. And showed a picture of a rocket blasting off, followed by a shooting star, which moved diagonally across the screen. He then used the Internet to access the PowerPoint website. Animations were drawn down into the search box and up came several moving images. "Here's someone looking at stars," he exclaimed, and downloaded it into the file. He then typed in the word 'astronomer'. "If I click on twirl the word spins round," he said proudly. He next downloaded an astronaut in a space suit who was waving his hand and typed the word "Hi" next to it. "I wonder if that sound can be downloaded," he mused. Unfortunately it couldn't, but he tried other sounds. "The office noises sound like mission control", he announced, and inserted them into his presentation.

Unfortunately, the lunch break was coming to an end, so the pupils carefully saved their work and logged off.

"Wish we could show them in assembly," they chorused.

HUMANITIES

94. During the inspection the focus was on religious education which was inspected in full. Work was sampled in both history and geography but only one lesson was seen in history. It is therefore not possible to form an overall judgement about provision in these subjects. Comments are based on one lesson, on an examination of pupils' previous work, displays around the school and discussions with pupils and the subject co-ordinators. Pupils' work indicates that standards are broadly average. Able pupils are not sufficiently challenged.
95. In both history and geography the subject leaders are relatively new. A recent focus for their work has been on reviewing the range of planning and assessment currently used by teachers in both subjects. The subject leaders have begun work on more detailed medium-term planning. This includes end-of-topic assessments which will enable them to monitor pupils' learning more closely in order raise standards.
96. Work from all year groups was seen in history and geography, and pupils' achievement is satisfactory overall. In the planned work, learning objectives are clearly identified for pupils and marking recognises what has been good for example, "You listened well". There are secure links between both subjects for example, in Years 3 and 4 pupils study both the geography and history of Egypt. In Year 6, pupils study European rivers which, enables them to investigate the water cycle, features of rivers and the effects of flooding. There are close links with other subjects too, for example, Year 6 pupils have written river poems in English and painted rivers in art. Through their work in PHSE and the Rights of the Child programme, pupils are aware of the impact of a lack of water in some countries. Most pupils use books confidently, for instance, to accurately identify countries and rivers in an atlas. However, these research skills are not sufficiently extended through the use of ICT to enable pupils to find out more information. There are many opportunities for pupils to talk about historical events and features in geography such as the water cycle and features of rivers, through teachers' skilfull questioning. However, writing and recording are less well developed.
97. A range of visits helps to support the curriculum. For example, a visit to the Mary Rose helped pupils to understand what it would have been like to be a sailor in Tudor times. The range of resources supports the teaching of both subjects and in history resources are good. The

school uses the 'Hampshire Wardrobe', which provides historical resources, and Tudor costumes are currently on display in Year 5.

98. The single Year 4 history lesson observed was of satisfactory quality with some good features. The deputy headteacher dressed up as Howard Carter and captured the attention of pupils throughout by being in role. The pupils were able to ask questions of 'Howard Carter' which made their learning come to life. Through the effective question and answer process they demonstrated that they knew a lot about the Ancient Egyptians, Tutankhamen and mummification. Pupils were able to extend their knowledge of Ancient Egypt through handling replica artefacts which came out of the 'suitcase' of Howard Carter. The learning objectives for this lesson were clearly displayed and written by pupils in their books. However, following the enthusiastic question and answer session, insufficient time remained for pupils to write extensively about their experiences.
99. Some effective displays of pupils' work can be seen around school for example, Europe's rivers in Year 5 and Ancient Egypt in Year 4. The quality of these displays is good and they help to bring the subjects to life.

Religious education (RE)

Provision in RE is **satisfactory**.

Main strengths and weaknesses

- Pupils are encouraged to apply Christian values in their everyday lives.
- There is a lack of challenge for more able pupils.

Commentary

100. Standards of attainment seen during the inspection are in line with expectations of the Local Education Authority's agreed syllabus, 'Visions and Light'.
101. The quality of teaching is satisfactory. In the best lessons pupils are encouraged to examine their own lives to find examples that illustrate a general moral principle. In a Year 4 lesson the pupils talked about baby Jesus coming to earth on a mission to save us. The class teacher used good examples from her own life and her possible mission to help children to decide what their mission might be. All were reminded that they were special and had something to give that could bring happiness to others. The pupils were totally engaged during the lesson and worked at a very good pace, all completing their task.
102. Analysis of written work shows that pupils make satisfactory progress overall. Work is generally well presented and knowledge of other religions is extended sensitively as pupils progress through the school. The work provided for able pupils is not challenging enough, however.
103. The subject leader monitors the work in pupils' books and plans to make closer links with the school's work on the Rights of the Child.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

104. Art, PE and design and technology were inspected in full and music was sampled. During the inspection one lesson was seen in music, art and design and technology and four lessons in PE. Work was sampled in both art and design and technology and further account was of pupils' previous work, displays around the school and discussions with pupils and the subject co-ordinators. Standards are broadly average in art and PE and good in design and technology.

Music

105. In the one music lesson observed in Year 4, teaching was satisfactory, with pupils making satisfactory gains in their learning in terms of musical skills and knowledge. Pupils were observed using a range of percussion instruments to compose rhythms and tunes for the Christmas play, "Rock around the Flock". During the lesson most pupils behaved well and were enthusiastic when playing percussion instruments. Pupils were given appropriate opportunities to express their ideas and compare how different sounds are used.
106. The subject co-ordinator, along with a newly appointed teacher who is a musician, works hard not only to raise the profile of music but also to ensure that pupils enjoy it and engage with it. The school choir and recorder group were heard performing successfully at the school's annual Christmas Fair organised by the PTA. These groups are not only enthusiastic but have been carefully taught to performance standard. Music in assemblies is satisfactory, with most pupils singing willingly; they enter and exit calmly to recorded music. Many of the teachers play recorded music regularly to calm pupils and focus them on their learning throughout the day. This was observed to great effect during a Year 4 mathematics lesson.
107. The co-ordinator is active in writing the medium-term planning for teachers to ensure that each year group covers the appropriate learning objectives. Teaching is also monitored and evaluated to ensure that it is effective. There is a good range of resources available in school to support this subject and teachers are active in expanding pupils' musical experiences by means of visiting musicians and performing artists. The provision for music is satisfactory and the picture has largely been maintained since the last inspection.

Art and design

Provision for art and design is **good**. Although only one art lesson was observed there is sufficient evidence from the examination of pupils' work and from discussions with them to ascertain that they make satisfactory progress in this subject. This is an improvement since the last inspection.

Main strengths and weaknesses

- Pupils are enthusiastic
- Resources are good
- The quality of work is satisfactory

Commentary

108. Pupils attain satisfactory standards in art and with the exception of limited sketching skills, most are achieving as well as those in similar schools, and are making satisfactory progress. Pupils are encouraged to use art to record their learning in other subjects. Teachers work hard to display this work in classrooms and corridors so that pupils can look at each other's work and learn from each other.
109. Examination of the work identifies that pupils experience a range of art activities to develop their skills. The co-ordinator is effective in planning art into the current topics that pupils are studying. This enables some close links to be forged with subjects such as science, history and geography. Resources to support art are good and the co-ordinator has built up a number of paintings and artefacts to support teaching and learning. For example, portraits of famous people are used to show the symbolism which the artists applied in their work relating to the age they lived in. In a Year 5 class pupils dressed up in authentic Tudor clothes to draw sketches of each other and bring their art to life. Pupils study the work of famous artists, practising style, form and strokes, and the work produced generally shows satisfactory care. Sketch books used by older pupils contain a number of observational drawings where shading and pencil control have been the objective. However, it is clear that the achievement of many pupils in sketching is low; this is an area for further improvement which teachers are

concentrating on. This is done through pupils making preparatory sketches, evaluating them, developing their ideas further, then producing final sketches. Younger pupils are introduced to colour mixing, printing and modelling with clay. There are some well-crafted clay pots and "Tudor Roses" to be seen. Apart from in sketching, pupils are generally achieving as well as those in similar schools, and are making satisfactory progress.

110. Discussions with pupils clarify that they enjoy art and are positive about this subject. Pupils have some opportunities to explore three-dimensional work, observational drawing, printing and painting in the style of famous artists. There are effective displays of pupils' work around the school, particularly supporting design and technology and history. However, there were limited examples of pupils' painting, sketching and printing among the displayed work. Although pupils are making satisfactory progress overall and are acquiring the skills and knowledge expected in the subject, the quality of work presented varies, indicating inconsistencies in the teaching of art. The standards and the quality of provision have improved since the last inspection.

Design and technology

Provision for design and technology is **good**.

Main strengths and weaknesses

- Good framework of design planning, execution and evaluation
- Good use of ICT
- Residential visit had a design and technology theme

Commentary

111. Pupils gain a sound grounding in the principles of design for a purpose, in execution and in evaluation of the effectiveness of the design. In Years 3 to 6, work is planned based on national guidelines, such as designing and making musical instruments, moving toys, money containers, lighthouses, boats and rockets. Pupils are taught skills to improve their designs such as how to strengthen their creations or, in the case of boats, how to ensure that they are sufficiently watertight to float. Pupils are encouraged to be critical of their work and they carefully evaluate the outcomes of their designs to a high standard.
112. In all projects, the importance of design is brought out. For example, Year 4 pupils designing a money holder had to ensure that the pattern had tabs to enable the joining of pieces of material. Year 5 pupils skilfully used Aspex Draw to design musical instruments on the computer to great effect. The construction process involved many skills. Good examples were seen of cutting out and sewing together using back stitch and running stitch, boats made of polystyrene which had been shaped using tools, working lighthouses using batteries and bulbs, and moving toys on a cam shaft.
113. In the single Year 6 lesson observed teaching was satisfactory with some good features. Pupils were enthusiastic and worked well together using a variety of tools and resources to design and make a pair of slippers. The pattern shape had been obtained by drawing round the foot of the intended recipient. This was transferred to material, which was sewn around a plastic insert to provide a sole of the required size. Further decoration in the form of a design on felt was added. Pupils applied themselves fully to the task and made good progress. After construction the pupils successfully evaluated the effectiveness of the product against the design brief.

114. Pupils in Year 6 benefited enormously from attending a residential visit with a design and technology theme. Here they designed, built and tested model boats, balloon cars and rockets. The new learning resulting from this experience deepened their understanding of the subject and reinforced their technological knowledge appropriately.
115. Standards in design and technology are good. Pupils enjoy the process, and worthwhile items are produced. Teaching is effective. Pupils enjoy the subject and react accordingly. The subject is well led, and resources are satisfactory. Useful assessment which covers the whole process is undertaken on the completion of each task.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- The use of video to help pupils evaluate and improve their work
- Attention given to health and safety issues by teachers
- The insistence on high standards of behaviour
- Good use of time to ensure that pupils are active for the vast majority of the lesson
- Links made between PE and history, which provides the stimulus for pupils' dance.
- Pupils' gymnastic skills are not well developed

Commentary

116. Pupils attain satisfactory standards in PE and most make good progress and achieve well.
117. Improvement since the last inspection has been good. Work is well planned and there are opportunities for pupils to plan, practise and refine their skills and evaluate their own and others' work well. Video recordings of lessons are used to help pupils focus on their own skills and suggest improvements.
118. Teaching is generally good and teachers effectively use demonstration and questioning to enhance pupils' skills. A strength of the teaching is the balance and pace of lessons, which ensures that all pupils are active for the vast majority of the time. Teachers insist on good behaviour and there is appropriate emphasis on health and safety at all times. Resources are plentiful and are well used.
119. Dance lessons link to historical topics which provide opportunities for a wide range of dance interpretation. Pupils work well together in pairs and in small groups and are able to provide constructive comments about how the work of others can be improved.
120. Within games lessons tag rugby has recently been introduced and Year 3 pupils demonstrate good skills in passing and catching rugby balls.
121. Provision for swimming is good. The school targets Year 6 pupils for a six-week intensive period of swimming to ensure that most are able to swim before they leave the school.
122. Pupils' response to PE is satisfactory. Most enjoy the subject and take part enthusiastically. Many lack co-ordination skills and need carefully structured teaching to enable them to gain better control over their bodies,
123. The subject is well led. A long-term plan has been written which is based on national guidelines. Staff use this plus additional support from published schemes. Medium-term plans have recently been written and safe practice guidelines have been issued to staff. There are plans to

include more focused assessment to identify how well pupils' are performing. This work is being supported by the Hampshire Advisory Service.

124. Standards are monitored through watching videos of pupils' performance and feedback is given to staff. Class teachers have been advised to group pupils according to ability in order to promote their skills development. The school has identified the need to improve teachers' subject knowledge in gymnastics, and training has been planned.
125. A wide range of extra-curricular clubs is run, including football, netball and rugby. Pupils and parents are appreciative of these activities. During the inspection good links were seen with history when pupils performed dances that involved portraying the scene of the death of a pharaoh and a Tudor dance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **very good**.

Main strengths and weaknesses

- Outstanding teaching in one of the two lessons observed
- Clear links to the school ethos, moral development and the Rights of the Child

Commentary

126. Personal, social and health education is well planned with sufficient time devoted to it in all year groups. It is integral to the ethos and culture of the school and is a strength. The quality of teaching is very good overall; one outstanding lesson was observed which had significant impact on pupils' learning and the progress they made. During circle time older pupils share feelings which are reflected upon sensitively and sensibly. Younger pupils, through the Rights of the Child programme, contemplated the right of people around the world to clean water. During these very well-taught lessons, pupils considered responsible choices and right and wrong decisions.
127. The co-ordinator actively monitors teaching and learning by observing lessons, planning and pupils' written work. Recent initiatives include the school council which helps to increase pupils' sense of responsibility and their awareness of the school as an active culture. Pupils fully understand the need to be part of a community and that this involves rules and procedures they need to follow. The school places a strong emphasis on encouraging pupils to think about children in other countries, as well as leading healthy lifestyles by raising their awareness of eating healthy food, sex education, taking regular exercise, drugs and personal safety.

Example of outstanding practice

A year 5 PSHE lesson, circle time, based on discussion of the Rights of the Child – which is used as an integral part of school life.

This excellent lesson began with the class sitting in a circle on the carpet. The opening activity of passing a smile and a squeeze of the hand set the mood for the session. The atmosphere felt calm, happy and safe.

The Rights of the Child United Nations Convention was distributed to pupils and they were reminded of what they already knew about it and asked to consider if they felt that they were being denied any of their rights. There was an 'eerie' quiet as pupils gave their undivided attention to the task.

Pupils were then invited to talk about any of their thoughts. The teacher expertly interpreted the feelings of a boy in the class and helped him to realise that his mum had rights too and he had a responsibility to respect them. He was then able to say he understood and would try a different reaction next time.

Another pupil began to talk about her feelings about her home life and how she was blamed for her mother's problems and this made her feel angry and desperate. Some of the facts revealed were quite shocking. The teacher deftly used less dramatic extracts from her own childhood to explain how she had felt and what strategies had helped her. She sensitively interpreted the possible feelings of the parent. All pupils listened attentively and thoughtfully. The atmosphere was charged with expectancy. There was a tangible feeling of pupils taking hope and strength from the session under the expert guidance of their teacher.

The teacher's highly skilled use of interpretation, role modelling, questioning and advice meant that all pupils had their life skills extended. Throughout, pupils were thoughtful and showed respect for each other. The true value of the learning and support was immeasurable.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	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	4

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