

INSPECTION REPORT

Langrish Primary School

Petersfield

LEA area: Hampshire

Unique reference number: 115924

Headteacher: Mrs P Osborne

Lead inspector: Ian Naylor

Dates of inspection: 12–14 January 2004

Inspection number: 256692

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4–11
Gender of pupils:	Mixed
Number on roll:	207
School address:	Ramsdean Road Stroud Petersfield Hampshire
Postcode:	GU32 3PJ
Telephone number:	01730 263883
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Appropriate authority:	Governing body
Name of chair of governors:	Ms Caroline Hartley
Date of previous inspection:	27/4/1998

CHARACTERISTICS OF THE SCHOOL

Langrish is an average sized single form entry school. All pupils are from white British backgrounds. There are no pupils in public care, refugees or asylum seekers or pupils whose first language is not English. There are no Statements of Special Educational Needs, but seven pupils have special educational needs requiring School Action. Pupils are from family backgrounds representative of a cross-section of the community. Five pupils joined the school and thirteen pupils left the school before the end of the school year. Over two-thirds of the current pupils are not from the immediate area of the school and the school draws substantially from the Petersfield area. The school participates in Initial Teacher Training. It has received the DfES Achievement Award every year since 2001, the Healthy Schools Award in 2001 and the Football Association Charter Mark in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20906	Ian Naylor	Lead inspector	English Physical education Art and design Personal, social and health education
9079	Ann Moss	Lay inspector	
5565	Bimla Thakur	Team inspector	Mathematics Foundation Stage Religious education History Geography
25787	Edmond Morris	Team inspector	Science Information and communication technology Design and technology Music Special Educational Needs

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school, which has made very good improvements since the last inspection, especially to the quality of teaching and learning and to the curriculum. Inspirational leadership and very good teaching have meant that pupils achieve extremely well and standards are consistently high compared with national averages. The school gives very good value for money.

The school's main strengths and weaknesses are:

- The outstanding leadership, vision and high aspirations of the headteacher and senior staff.
- There is high quality teaching and learning that often have excellent features.
- The very high achievements by pupils leading to high standards in English, mathematics and science.
- Standards in music are exceptionally high.
- There is a very good school ethos with pupils' behaviour and attitudes that are often exemplary.
- There is a particularly effective curriculum, which is enriched by the wide variety of opportunities for pupils.
- Care and welfare of pupils is of a very good quality.
- There are no weaker areas.

The school has continued to develop very effectively. It has sustained the level of success noted at the last inspection with high quality results and performance year by year. In mathematics where standards and progress had been a weaker area, they are now very high. The organisation and timing of lessons have been enhanced. The quality of teaching and learning has improved dramatically so that there is now no unsatisfactory teaching. Examples are the staff expertise in music, which is now considerable, and the introduction of the National Strategies for Literacy and Numeracy, which has improved teachers' effectiveness. The school has invested well in the development of information and communications technology (ICT) and used government grants wisely. Accommodation has been improved to provide better support to the curriculum - for example, a new ICT suite and music and drama room.

STANDARDS ACHIEVED

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

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

Achievement is very good by the end of Years 2 and 6. Standards at Year 6 in English, mathematics and science have been sustained since the previous inspection at very high levels (A* means in the top five per cent of schools) compared with those of other schools nationally. In mathematics, standards remain very high, and in English and science well above average, when compared to standards in similar schools. There has been a slight dip in standards in reading by the end of Year 2 compared to the level in similar schools in the last two years. Standards in writing and mathematics have been broadly in line with national expectations. Inspection evidence points to an improved situation in pupils' work and in lessons and the school is on track to raise the level for reading in the national tests at the end of this year. Achievement of children in the Reception class is good. Pupils with special educational needs, including the gifted and talented, make very good progress. There are no significant differences between the performance of boys and girls.

Standards and achievement are very high in music. Achievement and progress are good in information and communication technology, physical education, art and design, history, geography and religious education. **Pupils' attitudes and behaviour are very good and often excellent. Their moral social, spiritual and cultural development is very good.** Attendance is very good.

QUALITY OF EDUCATION

The quality of education is very good. Teaching and learning are very good overall and never less than good. Teaching is very good in English, mathematics and science. Teaching is good in the Reception class, ICT, physical education and religious education. Very good attention has been given to improving teaching and learning styles. The school's spelling strategy is a good example of the effectiveness of this. Teachers have especially high expectations. They challenge pupils to perform to their best ability and insist on the highest standards of behaviour. Particularly good use is made of homework. Teachers give very good support in class to those pupils who have special educational needs. The curriculum is very good and provides excellent opportunities for pupils both during the school day and after school. There is a very high level of participation in sport, the arts and other activities. Many out of school clubs, visits and visitors make learning more relevant and fun. The care, guidance and support of pupils are very good and support pupils' learning very well. Health and safety procedures are very good. The partnership with parents and the links with the community are especially good. These, together with very good liaison with local schools, help to support pupils' progress and achievement by providing additional support and many interesting opportunities for learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. There is excellent leadership and vision by the headteacher, who is very ably supported by senior staff. The governors provide high quality support to staff and pupils. They are experienced, well informed and pro-active in ensuring high standards across all areas of the school. All legal requirements are met and the high quality procedures, policies and planning in the school give extremely effective support to teaching and learning. Financial procedures and administration are of high quality and there is an efficient and welcoming school office.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are highly satisfied with the school and the achievements and standards of pupils. They feel that the school is very well led. A small minority expressed the view that the school could do even more to give them information and had concerns about behaviour and levels of homework. Inspectors do not share these views. The school works hard to address any such issues. Pupils have an exceptionally high regard for their school and all the staff. They feel confident and happy in school and enjoy all the opportunities that are provided for them.

IMPROVEMENTS NEEDED

- There are no significant weaknesses. The school should therefore continue with its very good school development plan to secure future developments.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards and achievement are very high in English, mathematics and science by the end of Years 2 and 6.

Strength and weaknesses

- There have been consistently high standards maintained since the last inspection, especially at Year 6.
- Many pupils show exceptional ability in music.
- Significant value is added to the standards achieved as pupils move through the school, particularly between Year 2 and Year 6.
- Achievement of pupils in reading, writing and spelling is improving rapidly in Years 1 and 2.
- Pupils with special educational needs, including those who are gifted and talented, are well supported and make very good progress towards meeting the targets set for them.

Commentary

1. By the end of Year 6, standards in the national tests are very high compared to those of other schools nationally in English, mathematics and science and well above expectations when compared with those of similar schools. As a result of the consistently high quality of teaching, these very high standards of attainment have been sustained by pupils since the previous inspection; pupils' achievements have been very good and their progress often exceptional. Test results over the last four years are below the national trend at Year 2, but broadly in line by Year 6. Standards in national tests in Year 2 in writing and mathematics compared to those of all schools are above average, and in reading broadly average, but when compared to those of similar schools standards in reading drop well below average, whilst those for writing and mathematics are broadly in line. This dip at Key Stage 1 has largely been a consequence of instability in staffing which has affected the quality of teaching in recent years; a situation now rectified. In the Reception class most children meet the Early Learning Goals by the time they transfer to Year 1.
2. The achievement of pupils in Years 3 to 6 is very good. For many pupils the rate of progress is exceptional. This is because of the high quality of teaching and the school's careful monitoring and analysis of pupils' performances over the years. Lessons and the analysis of pupils' work indicate that standards in English, mathematics and science are on track to be maintained at least well above the national average in national tests by the end of Year 6. The school sets realistic targets and is consistent in meeting these and often exceeds them. In Years 1 and 2, achievement and progress are very good. Current standards attained during lessons and in pupils' completed work show a marked improvement on those of previous years because the quality of teaching has greatly improved. Owing to the increased emphasis by teachers on supporting reading and spelling and a more settled learning environment, it is likely that standards will be above national expectations in Year 2 this summer. In mathematics the standards in lessons are being maintained at above average. Achievement and progress in science lessons is very good. Achievement and progress are good in information and communication technology, physical education, art and design, history, geography and religious education. There are no significant differences between the performance of boys and girls. In the Reception class children achieve well.

3. In music, standards attained are above those expected at the end of Year 2 and very high at the end of Year 6. Some pupils achieve an exceptionally high standard in playing a musical instrument through the very good teaching, encouragement and support they receive. In sport, as a result of the opportunities created by the school both in curriculum time and after school, pupils achieve very well.
4. Pupils with special educational needs make very good progress as they move through the school. Indeed, all such pupils reach the nationally expected level in English, mathematics and science by the time they leave the school. This is because work in class is at a suitable level and they are very well supported by well-trained and effective learning support assistants. Individual Education Plans, written by the class teachers with advice from the special needs co-ordinator, are relevant and the targets are clear. Pupils know exactly what they have to do to improve. Those who have particular talents and who are the highest attaining also make very good progress because their needs are clearly identified and specific teaching and support are given.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.8 (16.7)	15.7 (15.8)
writing	15.5 (14.9)	14.6 (14.4)
mathematics	17.0 (18.3)	16.3 (16.5)

There were 31 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	30.1 (29.7)	26.8 (27.0)
mathematics	31.1 (30.7)	26.8 (26.7)
science	31.8 (32.0)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils, including the very youngest children, have very good attitudes to school. Behaviour in and around school is very good and some excellent behaviour was noted. Pupils have very good relationships with each other and with adults. They like their school very much and feel valued. As a result of the opportunities given to them to contribute to school life pupils' personal development is very good. Their spiritual, social, and moral development is also very good. Cultural development is good.

Main strengths and weaknesses

- The school very successfully nurtures and develops the pupils' self-esteem and their confidence.
- The school involves the pupils very well in taking responsibility for themselves and others, with excellent results.
- Very good adult relationships within the school are mirrored by the quality of relationships between pupils and between pupils and adults.
- The school stimulates the pupils' desire to learn and, as a result, they show a very keen interest in school life and the range of activities provided.

- Pupils' behaviour is very good, enabling teachers to concentrate on teaching and pupils to work hard.
- Pupils' spiritual, moral, social and cultural development is very well supported in many lessons and assemblies.
- High attendance levels and the punctual arrival of pupils contribute very well to their attainment.

Commentary

5. The school stimulates in pupils a desire to learn and sets high expectations for pupils' conduct. As a result, pupils have very positive attitudes to their work and co-operate very well with their teachers. They enjoy coming to school, respect their teachers and find their work interesting.
6. The very strong ethos of the school underpins the personal development of all pupils, which makes them feel valued members of the school community. The high quality relationships throughout the school, which are based on mutual trust and respect, make a significant contribution to pupils' good achievement. An example of these high quality relationships was seen in a Year 6 extended writing lesson when pupils shared their ideas and listened intently to each other. Adults and pupils work in partnership. Teachers are skilful in directing the pupils' natural enthusiasm into willingness to be enterprising, to take responsibility and to partake in the range of activities provided for them.
7. The few pupils with special educational needs who have identified emotional and behavioural difficulties are very well managed and supported by teachers and learning support assistants in class and at other times. The school ensures that these pupils are fully included in all activities and that their behaviour is not detrimental to their own learning or to that of their classmates.
8. Pupils' spiritual, moral and social development is very good. Spiritual development is supported very well in lessons and assemblies, and particularly through musical performances and sport. Pupils are developing self-knowledge through evaluating their efforts at the end of many lessons. They show a pride in their work and respect the work of others. There is a clear understanding that pupils will behave well and treat each other and adults with courtesy and respect. They play together very well and the older children readily accept responsibility for looking after the younger children and also those who have recently arrived at the school. They feel their views are listened to and are acted upon if appropriate to do so. This makes a significant contribution to pupils' achievement and gives them a very good understanding of fulfilling the responsibilities of living in a community. No instances of bullying or inappropriate behaviour were seen during the inspection. The pupils expressed no concerns regarding these issues and the vast majority of parents said that their children enjoy coming to school.
9. Pupils' cultural development is good and is very well supported through, for example, music, drama and the publishing of the school newspaper. Pupils extend their cultural awareness by visits to places such as art galleries and museums and through the regular visitors to the school, such as theatre groups.

Attendance

Attendance levels are very good, being well above the national average. There have been no exclusions.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.3
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good.

Teaching and learning are very good in Years 1 to 6. Teaching in the Reception class is good.

Main strengths and weaknesses

- Teaching is at least good, with the majority very good.
- The quality of teachers' planning is very high.
- Teachers have a good understanding of pupils' abilities and needs.
- Teachers make clear to pupils what they will learn and how.
- Assessment is good.

Commentary

10. Teaching has improved significantly since the last inspection. Teaching is at least good in all lessons and the majority of teaching is very good. Teaching and learning are very good in Years 1 to 6 in English, mathematics, science and art and design. Teaching is good in the Foundation Stage (Reception class), in information and communication technology and physical education. The very high standards in teaching and learning are the result of a carefully structured, whole-school approach. All teachers plan meticulously for lessons in a similar format, and longer-term planning is well constructed to ensure that pupils make regular and supported steps in their learning. Planning very successfully takes into account pupils' abilities and needs. Links to other subjects are included, as are references to the promotion of pupils' spiritual, moral, social and cultural education.
11. Parents express confidence in the very high quality of teaching. Pupils also state that they enjoy their lessons and feel that teachers understand them.
12. There are several particularly successful features of teaching. Teachers have very high expectations of pupils' standards, participation in activities and of their behaviour. They make very good use of the school behaviour policy and reward system, and behaviour is rarely a problem in lessons. Teachers establish good relationships and, by making the learning intentions of each lesson clear, share with pupils what they need to learn and how to achieve success. Pupils are expected to check their own understanding, progress and performance and to express views about those of others. Teachers constantly check pupils' understanding by very good questioning and this makes pupils think about what they are doing and learning. Opportunities for discussion in groups or with a partner are constantly encouraged. Activities are chosen well to engage and challenge pupils' interest and to test their powers of observation and perception.
13. Teachers make good use of humour and an enthusiastic approach in many lessons in a way that captivates pupils' attention. Consequently, teaching helps to promote pupils' imaginations and sense of enquiry and there is often a buzz of purposeful dialogue, thoughtful consideration and excellent responses by pupils during lessons. Pupils work very hard and concentrate very well on what they are asked to do. They show a very good desire to learn and enjoy the challenges presented to them. Teachers analyse carefully the ways in which pupils learn best; for example, in the construction of the spelling strategy adopted across the school, which focuses on the most successful ways of supporting pupils' assimilation and good recall of information.
14. Teachers give very good support in class to those pupils who have special educational needs. Work is well planned at an appropriate level to enable pupils to make very good progress. Teachers use the learning support assistants well and fully brief them about their role in each

- lesson. Learning support assistants are experienced and well qualified and bring their own range of talents, such as those in music, to the support that they offer pupils in lessons.
15. Assessment is good. Teachers track pupils' progress well and set individual targets, particularly in English, mathematics, science and personal and social education. Assessment is closely linked to the planning for lessons as well as to the resources that pupils need. Close attention is given by teachers to analysing the national test results in Year 2 and 6, so that information about those areas in which pupils have been less successful can be targeted for more in-depth teaching in future lessons. Teachers work together closely to monitor their own understanding of the levels of ability present in each year group against national standards, and they use samples of pupils' work as part of a moderating process, both internally and with other teachers from local primary schools. In the Reception class, staff give good attention to developing children's language and monitoring children's progress in activities. These assessments are later entered in children's own records and used to adjust teaching. The Early Years Profiles are in use and proving useful in refining the existing assessment procedures.
 16. Homework is used extremely successfully to support teaching and learning and to raise standards. It is set consistently in the key subjects of English, mathematics and science. Homework is marked well and used by teachers to help and to check pupils' understanding. Teachers make clear to pupils their expectations about the amount and quality of homework and that it is voluntary. They work closely with parents to ensure that pupils are fully supported.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3)	19 (54)	15 (43)	0	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

Langrish School provides a very good curriculum for its pupils. It is designed to stimulate the pupils' interests in a wide range of subjects and activities. The curriculum ensures that pupils of all abilities successfully acquire new skills and knowledge in a carefully structured way.

Main strengths and weaknesses

- There are excellent opportunities for all pupils to participate in many interesting and stimulating activities in school time and after school.
- The curriculum provides very well for pupils with special educational needs.
- There is a very well-planned programme for pupils' personal, social and health education (PSHE).
- The quality of the staff, accommodation and resources are very good.

Commentary

17. The curriculum fully meets statutory requirements, including the provision for religious education and collective worship. It is very well planned and gives pupils superb opportunities to sample and enjoy many experiences and activities over and above those included in the National Curriculum. There is a very high level of participation in sport, the arts and other activities. Many out of school clubs, visits and visitors make learning more relevant and fun. Pupils successfully participate in a number of competitive sporting events and sports clubs. They are also involved in musical and dramatic performances in school concerts and singing in the Petersfield Festival Hall and at other venues. Nearly half of the pupils in Years 5 and 6 go to the local secondary school every fortnight to take part in a science club that is great fun

and improves their knowledge and understanding through lots of hands-on investigations. The residential visits for older pupils enable them to take part in outdoor and adventurous activities as well as to learn to live in harmony with others in environments away from home.

18. Langrish is a school in which all pupils are highly valued and fully included in every aspect of school life. It is fully committed to treating its pupils with respect and consideration at all times. The curriculum provision for pupils with special educational needs is very good and, where possible, is linked to the targets in their Individual Education Plans. Pupils are given full access to the curriculum and receive good quality support from teachers and teaching assistants. Pupils with a particular aptitude in a specific area are given every opportunity to excel. For example, those with a talent for music are encouraged to have extra tuition paid for and provided by the school.
19. The curriculum for the Reception class is appropriately planned to provide a wide range of interesting and relevant activities, which are well matched to the children's needs. There is a good ratio of adults to children, ensuring that the needs of all children are well met. Classroom accommodation is tight, but outside facilities are good, particularly the use of the school grounds. The children have access to all the facilities that are used by Year 1 children, such as the computer suite, the music and drama room and the assembly hall. Children have a continuous access to a safe and secure outside area, and resources for outdoor activities are good.
20. The school has planned a very thorough and often innovative programme for the teaching of personal, social and health education (PSHE). It includes sex and drugs education. The school received a Healthy Schools Award in 2001 for healthy eating and physical activity and is currently working towards renewing this by instigating a programme to improve the emotional health and well-being of the pupils and the local environment. This programme is packed with ideas for assemblies, visitors and visits as well as class lessons to interest and inspire the pupils.
21. The school is very well staffed with a good mix of new and experienced teachers and learning support staff who have a range of expertise in different subject areas. Teachers willingly share their skills and knowledge with colleagues when planning the curriculum so that all aspects can be successfully taught. Learning support staff, many highly qualified in a range of subject areas, give very good general support and often work very effectively with pupils who have special educational needs. The school's accommodation provides a very good learning environment and is well maintained and attractive. The new music and drama room and the computer suite represent a considerable improvement since the last inspection and are used very effectively to improve learning. The developing outdoor ecological areas are proving to be a rich curriculum resource. Resources are very good and are used very well to support learning in all curriculum areas.

Care, guidance and support

The care, guidance and support of pupils are very good and support pupils' learning very well. Health and safety procedures are very good.

Main strengths and weaknesses

- Pupils feel very secure and well cared for in school.
- There are good induction and transfer arrangements.
- The school seeks pupils' views and acts on them when appropriate.
- There are very good opportunities for pupils to take responsibility.
- Child protection procedures are effective.

Commentary

22. Pupils feel very secure and well cared for and they have very good and trusting relationships with all adults. There are very good induction and transfer arrangements. There is good support for new arrivals to help them settle into the school. Class teachers prepare their class to welcome newly arrived pupils and they are soon integrated into the life of the school. The teacher in the Reception class liaises very effectively with the local playgroup so that the youngest pupils settle down quickly. As a result of the high quality curriculum with its many extras, the pupils are all fully capable of coping with the demands of the secondary school curriculum by the time they leave the school.
23. Staff know pupils well and any particular needs are well documented and met. All pupils have access to well-informed support, advice and guidance, which makes a significant contribution to their achievement. Pupils with special educational needs are identified early in their school life and are carefully tracked to monitor their progress. Their Individual Education Plans are reviewed regularly.
24. Liaison with outside agencies is very good and the school makes great efforts to ensure that pupils receive as high a level of care as possible. So good is the level of support that many pupils no longer require specialist help or Individual Education Plans by the time they leave the school.
25. All pupils are valued and the school's very good ethos promotes very good relationships and racial harmony. Pupils are involved in the life of the school by being given many opportunities to take responsibilities and they are encouraged to give their views. These views are acted upon when appropriate. There are good procedures for monitoring and promoting good behaviour and all staff make a significant contribution to providing a caring atmosphere in a safe and calm environment for all pupils. Parents describe the school as caring and pupils describe the staff as 'very nice and very kind'.
26. Appropriate staff are fully up to date in aspects of first aid and in child protection procedures. The education welfare officer is a regular visitor to the school and works very closely and effectively with the headteacher over any child protection concerns. Risk assessments are taken for all off-site visits. Arrangements for assessing and monitoring the personal development of the pupils, although informal, are very good. The information is used well to provide support, advice and guidance for all pupils and this raises their achievement.

Partnership with parents, other schools and the community

The partnership with parents is very good. Links with the community are also very good.

Main strengths and weaknesses

- The vast majority of parents are very supportive of the school.
- Very effective links with the community make a very good contribution to learning.
- Good information is given to parents about the curriculum and topics to be studied.

Commentary

27. The vast majority of parents are very supportive and are pleased with the achievement and standards of the school. They feel the school is well led and managed. They say that staff expect their children to work hard and parents feel comfortable about approaching the school with any questions, problems or complaints. Parents also say that their children are encouraged to become mature and responsible and confirm the views of the pupils that they like being at the school, are treated fairly and know that they can turn to an adult if they have any worries. However, although good information is sent out regularly to parents by the school, and there are 'open Monday' sessions when parents can call in to see members of staff, some

parents feel that they are not consulted or well-informed. The school recently consulted parents about the school trip to Austria. Inspectors feel that parents are offered very good levels of information. Nevertheless, some parents feel even more could be done and the school is already looking at ways to further extend their communication with all parents.

28. Some parents expressed concern that their child had been harassed or bullied, but no signs of oppressive or inappropriate behaviour were seen during the inspection period, nor was this confirmed by the pupils who were interviewed by inspectors. There are very good procedures to deal with any instances of inappropriate behaviour if and when they occur.
29. A small minority of parents expressed some concern about the large amounts of homework set for the pupils, especially during the holidays. The homework policy clearly states that homework is optional. Parents can discuss this at any time with the teachers. The standard of homework set by the school is very good, and the home link diaries are being used to improve the communication with parents. Parents and carers of pupils with special educational needs are kept fully informed about how their children are progressing and are always invited to attend review meetings. They are given a copy of their child's Individual Education Plan so they are aware of the targets set. Parents and carers are always welcome to discuss the provision for their children and how well they are doing in meeting their targets.
30. Links with the community are very good. There are strong links with the local playgroup and secondary school, ensuring that induction and transfer procedures are very good. Pupils from other schools come in for work experience. Students from King Alfred's College and University College Chichester gain valuable training in the school. Pupils from Year 6 are given the opportunity to work as reporters at the Newscentre in Portsmouth for a week. Pupils from Years 4, 5 and 6 took part in switching on the Christmas lights in Petersfield, entertained elderly people over the Christmas period, and sang carols on the local radio station.

LEADERSHIP AND MANAGEMENT

Leadership and management are of very high quality. The governing body plays a key role in ensuring high standards.

Main strengths and weaknesses

- There is a sustained very high quality leadership and excellent role models by the headteacher and senior staff.
- Governance is very good.
- There is very good strategic planning for staff performance and financial management.
- There is very good analysis and monitoring of the impact of teaching and learning on pupil attainments.
- There is very good opportunities for staff training.

Commentary

31. The headteacher's leadership is excellent because it has led to a sustained very high performance by the school since the last inspection and to the continuing significant levels of achievements by pupils. The school has also improved significantly against the issues identified at the previous inspection. The headteacher has a very clear view of the future development of the school, which is shared by staff, governors, parents and pupils. She consults and works with staff and governors as a team, and works hard to involve parents in all areas. Her energy and zeal provide a driving force that helps to motivate and encourage staff and pupils alike. She clearly has a very positive influence over all aspects of school life

and has developed the school extremely effectively over many years. Senior staff give very

good support to the headteacher and together through very high standards of leadership they provide outstanding role models to all other staff and to pupils.

32. Governors are very involved with all aspects of school. They are a very experienced and stable governing body with very good committee procedures. They evaluate and monitor information from the headteacher and staff, from whom they receive verbal and written reports, for example about curriculum areas. Governors maintain close contact with staff and there is also a suitable number of representative parent governors. Governors link themselves to curriculum areas such as literacy and numeracy. For example, the special needs governor is actively involved in monitoring the provision for pupils with special educational needs and reports regularly to the governing body to keep them fully informed about the progress of the pupils and any new initiatives. This enables the governing body to judge the impact of their special educational needs spending on standards. In this way they have a very good grasp of the strengths of the school and plan thoroughly to address weaknesses through school development procedures. Policies are reviewed regularly. Governors plan very well for health and safety and for maintenance and new building projects - for example, new toilets for the swimming pool. They maintain close liaison with the local education authority over finance and spending. Governors meet all their legal requirements. Governors, by insisting on regular evaluations on all areas of school life and in particular about pupils' attainment and performance, also provide good challenge to the headteacher and senior staff in particular and to all staff generally.
33. Management is also of a very high quality. There is no doubt that the school develops and prospers. Strategic planning is very effective. There is a very comprehensive and thorough school plan that sets out the school aims very comprehensively. It includes an analysis and projection, with related costs within the school budget, for all aspects of school, including detailed subject action plans. It clearly demonstrates very good support by the headteacher, staff and governors to the school management processes and sets out a clear vision for the future - both educationally and for the school community and buildings.
34. The senior staff operate very effective appraisal systems for staff, which set and review targets for improving overall pupils' performance and attainment. They have very good procedures for evaluating pupils' academic standards, analysing the results of national testing and for implementing suitable teaching programmes or provision to support the learning of pupils in any identified weaker areas. In this way the school has secured a consistently high standard and often exceptional level of performance from its pupils. There is very good provision of in-service training for all staff that is linked to the needs of pupils and is set as priorities in the school plan. The school offers placements for teachers in training and provides very good mentoring for them. This provides an invaluable reflection and awareness for staff of their own stages of development, strengths and areas for improvement.
35. Governors successfully set the school budget and delegate authority to the headteacher for day-to-day spending decisions. The headteacher provides very good management of school spending. There is highly effective use of government grants to enhance accommodation and provision, for example, by the addition of the music and drama room since the last inspection, which has greatly improved accommodation and gives excellent support to pupils' progress in music and the arts. There are very good financial procedures and an efficient school office. Very good attention is given to obtaining best value in the purchase of equipment and resources.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	557,974
Total expenditure	555,467
Expenditure per pupil	2,658

Balances (£)	
Balance from previous year	37,192
Balance carried forward to the next	39,702

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

Areas of learning in the Foundation Stage

36. Provision for children in the Reception class is good and has improved since the last inspection. Children are prepared well for the school and their transfer to Year 1. Useful professional links have been developed over time with the main feeder Nursery, and with a cluster of pre-school play groups. This helps teachers' professional development and ensures that children settle quickly to full-time schooling. The children enter the Reception class in the September before they are five. Currently four children are four-year-olds, and the rest are either five year olds or rising fives. All children have attended some form of pre-school provision.
37. Most children enter the school with standards that are average in literacy skills and in numeracy. All children achieve well because the teaching is consistently good in all areas of children's learning and in some aspects it is very good. By the end of Reception Year, nearly all children reach the expected standards in all areas of learning, with some children exceeding these.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children achieve well because of the very good emphasis on promoting these areas, and the high expectations that are set as part of the school ethos.
- Every opportunity is taken to enhance children's skills; all children are in line to reach the expected goals by the end of the year, with many exceeding these.
- Supportive relationships are being established, so children feel happy, confident and secure.

Commentary

38. The personal, social and emotional development of the current intake is generally as expected for their age. Children have good social skills, and conform to the high expectations that are set by staff. Children know the routines well and they settle down to tasks quickly. The very good teamwork of the adults gives the children very good role models for co-operation, and a rigorous approach to work. Children relate well to adults, and feel confident, safe and secure. They show interest in what they are doing, are enthusiastic in selecting and using resources, and are eager to learn. Children are developing well their skills of learning independently and show high levels of concentration in lessons and also during free choice activities. Children are confident in organising their own activities and they form good relationships with others when taking part in group activities. They are able to concentrate and persevere with their learning, even when not directly supervised. Children generally show very good behaviour as a result of the very good teaching seen in this area of learning. The good role models set by the adults ensure that the children know what is expected of them, so that they quickly learn how to behave.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- The teacher takes every opportunity to develop the children's language skills, and teaching is good.
- Reading, writing, speaking and listening are well integrated.
- Parents make useful contributions in supporting the children's reading at home.
- There is a good dialogue with the parents about how well their children are achieving, and how parents can support them at home.

Commentary

39. Early indication is that the majority of children are on course to meet the expectations in this area of learning. Children are making good progress as a result of the many opportunities they are given to talk and to listen. The teacher takes every opportunity during all activities to develop children's vocabulary through good questioning, and by ensuring that children listen to the contributions made by others. There are good opportunities to listen to stories and to talk about experiences at home and about their favourite toys and things. Most have the necessary confidence to talk in a large group and retell stories with interest. Children enjoy listening to stories and often read the big books with their teacher. They also enjoy reading books on their own in the reading area and make good use of the story tapes. They show good levels of concentration when they listen to a story tape, and go through the words in the book with their peers, without needing much adult support.
40. An examination of current planning and of children's work from this year and last year indicates that there is a good emphasis on the recognition of letter sounds to help children learn to read, and to write simple regular words. They hear and say the initial letter sound in a word, and find objects beginning with the same letter sound. Children's reading diaries show that parents provide very good support at home and they often write detailed comments about their child's progress. Learning targets are shared with the parents, and parents are given useful strategies to support their children with reading. The 'key words' are sent on a regular basis to be learnt at home, and this is proving a useful aid in reading sentences in familiar contexts. Library visits are encouraged. Children are encouraged to hold their pencils correctly and form their letters accurately while writing their names or practising writing letters.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The teacher plans a wide range of activities and resources to support learning which ensures children achieve well.
- Opportunities in all areas of learning are used to good effect to promote children's numeracy skills, and to develop their mathematical understanding.

Commentary

41. Teaching and learning are good. The planning shows a good range of interesting activities to promote children's mathematical understanding. There is very good use of resources to support the planned activities. Children are given number targets to share with their parents. There are many opportunities to count, sort, measure and compare objects, such as the children's favourite toys. Children show interest in timing some of the activities through using

an egg-timer. Adults use a variety of number rhymes and songs to help children count, and they count reliably to ten. They explore solid and flat shapes in and around the classroom. They make a pattern by repeating shapes. Most can sort and match familiar shapes and give their names, and 'what it looks like'. Most children are working at levels expected for their age, and some are exceeding these. Children's work from the previous year shows that they make good progress. The majority achieved all the expected learning goals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in different elements of this area.
- There is a good foundation for developing children's knowledge and understanding linked to science, history and religious education.
- Children have easy access to the classroom computers, and there are opportunities to use the computer suite, used by rest of the school.

Commentary

42. Teaching and learning are good, and children achieve well. Most are working at least at levels expected for their age; standards are above average in using ICT. A good variety of appropriate and interesting activities is planned to stimulate children's interests and to enhance their understanding. There was good teaching related to the concepts of 'toys then' and 'toys now'. Children were very enthusiastic about talking about the differences they had noted between toys typically used by a baby, a toddler and a five-year-old. They cut out from magazines pictures of toys that are more suitable for babies or toddlers. Some children created their favourite toys using a draw and paint program on the computer. They showed a good control of the mouse.
43. The teacher makes good cross-curricular links between science, history and mathematics, so that children's learning is more meaningful. Learning and progress are good as a result, and children develop a sense of the passing of time, and the effect of this on their own growth. They gain some chronological awareness and understand that children of different ages have different needs. Through listening to Bible stories on a regular basis, children have good opportunities to learn about their own religion, and share personal thoughts, ideas and feelings. There are fewer opportunities to become aware of other cultures, values and beliefs.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The teacher makes a good use of the school hall for structured lessons, which is helping to develop children's physical skills, confidence and independence.
- There is continuous access to an outside play area in all weather conditions, which is particularly useful for meeting the needs of the younger children.

Commentary

44. Teaching is good and all children are on line to meet the expected goals by the end of the year, with some exceeding these. During the lesson seen, children achieved very well. They explored different ways of moving and balancing on the floor and on the large apparatus, using different parts of their body at a time. They listened attentively to the teacher's instructions,

and observed carefully models of good performance, in order to practise and refine their own movements. Throughout the lesson, children moved confidently and safely, using the hall space well. Some managed to climb up on the ropes and ladders safely and with increasing confidence, and most managed to walk on the narrow plank with an increasing degree of balance.

45. The outside area is well organised and there is easy access to a range of activities and equipment. Children are free to use their small bikes and other wheeled toys, and play with sand to make different shapes. The teachers' planning, however, does not show the planned use of outside space in different areas of learning. Children develop their manipulative skills well by handling dough, scissors, glue and brushes, and use small construction equipment with dexterity. There are good opportunities to cut and paste pictures and materials, sort and thread beads, and to build with larger construction kits. This is helping to further enhance children's physical development.

CREATIVE DEVELOPMENT

Main strengths and weaknesses

- The teacher makes the most of the limited space in class to provide opportunities for role-play, to develop children's imagination, use of language, and to increase their knowledge and understanding of the world.

Commentary

46. No teaching was seen but the teacher's lesson plans were analysed. Activities seen during other lessons, children's work on display and work samples and records indicate that standards are at least as expected. Role-play is well organised to develop the children's imagination, language and their knowledge and understanding of the world. Children dress up in space suits and helmets, and rehearse going to the moon, pushing along the moon buggy and talking to ground control - down on the Earth. The laminated cards are used well to read the instructions, and the role-play is supported well by the adults. Children frequently sing songs and number rhymes and enjoy singing and listening to music. There are good opportunities to draw, paint, print, cut and paste using their own ideas. Children skilfully used a variety of materials and techniques to create their paper-plate 'puppet faces', such as pieces of wool, strings, buttons, sequences and pasta.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **very good**.

Main strengths and weaknesses

- Standards have been maintained at a very high level in Key Stage 2 and they are improving in Key Stage 1.
- Teaching is very good across the school and sometimes excellent.
- Achievement and progress are very good.
- The subject is very well led.
- The spelling strategy is very effective.

Commentary

47. At the end of Year 2, standards in the 2003 national tests in reading were broadly average and in writing above average when compared with those of all schools nationally. However, when

compared with those of similar schools, whilst writing was average, reading was well below average. Evidence in lessons and from analysis of pupils' work shows that there has been a rapid improvement in standards of reading and writing, due principally to better teaching and also to the introduction of the school spelling strategy. It is likely that standards this year will be at least in line with national averages, possibly higher, thus reversing the trend of the last two years when there has been a slight dip in the results, in reading in particular.

48. Achievement is very good in Years 1 and 2, with pupils building on the good literacy skills base that was established in the Reception class. They make particularly good progress in speaking and listening as a result of very good teaching, which provides a wide variety of opportunities for pupils to express themselves and careful questioning to illicit pupils' understanding, and which places value on pupils' responses. Therefore pupils are confident speakers when answering teachers' questions or engaged in discussion with other pupils and are able to make themselves clearly understood. Progress in reading and writing is good. Teachers encourage and challenge pupils to think about what they want to write and there is a high expectation by them that pupils will recall what they have already learnt and pay particular attention to spelling and punctuation. Teachers help pupils by explaining to them what they will learn and what they should know at the end of each lesson. Learning is therefore very good, since pupils know what they have to do to succeed, and understand the routines and the expectations of them.
49. All pupils are purposefully engaged and challenged by the activities provided. Higher-attaining pupils work successfully with a partner to find definitions of words in a dictionary and to write them out. They write in sentences. They understand adjectives and use them correctly. Lower-attaining pupils, including those with special educational needs, order words alphabetically. Handwriting is good and pupils practise regularly so that they successfully make the transition to joined up writing. Spelling is also good and pupils have benefited recently from the increased emphasis that has been placed upon this by the school spelling strategy. This, together with the regular homework that is set for reading and spelling and the very good support that teachers get from parents with their child's homework, is having a very positive effect upon achievement and progress this year. Pupils are well supported by learning support assistants who understand their individual needs and by the teachers' planning, which provides for different activities at different levels of ability. Teachers are skilful at managing behaviour so that good participation and performance are rewarded and activities interest and motivate pupils, thus reducing the chance of distracted behaviour.
50. Achievement is very good in Years 3 to 6. Pupils make rapid progress in Years 3 and 4. By the end of Year 6, this progress is accelerated even further, so that pupils obtain often superb results in the national tests. This is because of superb teaching that is very well focused, anticipates each pupil's needs, challenges and enables pupils to increase their attainments further. Learning is often very high because pupils are extremely responsive and have excellent relationships with staff and with one another. Lower-attaining pupils substitute nouns in sentences for pronouns and demonstrate successful writing skills. Booster classes are effective in helping to give them further practice and opportunity to increase their levels of attainment in reading and writing. All pupils are confident speakers, answer questions and express clear opinions that show a high order of thinking skills. Higher-attaining pupils and those who are gifted and talented produce examples of extended writing of a very high quality. They show understanding of different genres in literature when studying texts such as the 'Iron Man' and 'Goodnight, Mr Tom' and write their own imaginative stories in the same genre. They know how to recognise and use subordinate clauses. They very successfully use independent spelling strategies to further improve the quality of their vocabulary in their written work. Pupils use ICT well to support their work. Much of this is of a very high standard. For example, pupils in Year 6 produce a newspaper as part of an annual visit to a local newspaper. They collaborate with journalists, editors and technical staff to publish the *Langrish Seasons*. This has contributions from all age groups in the form of features, articles and photographs. It shows a very high standard of written work and use of desk-top publishing techniques.

51. The subject is very well led and there has been very good improvement since the last inspection. Resources are very good. All pupils have access to a good school library and most are also members of a local library. Drama is a regular feature of lessons and there are numerous opportunities for pupils to participate in a variety of school productions, all of which extend their confidence and ability to perform in public. There has been a very good improvement since the last inspection.

Language and literacy across the curriculum

52. There is evidence from lessons, analysis of work in the subjects and of teachers' planning that language and literacy feature very significantly in all areas of the curriculum. For example, in science pupils learn scientific vocabulary for their spelling homework; pupils use their speaking and listening skills to take an active part in discussions in the other subjects.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very good improvement since the last inspection; standards remain well above average year by year.
- Pupils achieve very well because of the very good teaching and learning.
- There is a strong emphasis on developing pupils' numeracy skills through using a variety of approaches.
- Literacy skills are promoted very well in lessons through using precise mathematical vocabulary and spellings, explaining reasoning and recordings.
- Pupils enjoy mathematics lessons and are enthusiastic about solving challenging problems in real-life contexts.

Commentary

53. Standards in mathematics in Year 2 are above average and in Year 6 well above average. Results in 2003 for pupils in Year 2 appertain specifically to the cohort and are not indicative of a general pattern. The value added on the basis of prior attainment is very high in mathematics. Overall, the school does very well for its pupils, with all groups making very good progress and achieving well. Pupils with special educational needs are well supported by teachers and learning support staff and therefore achieve almost as well as their peers. Boys and girls are currently making similar progress. The planning is very good and teachers provide suitably challenging work for different abilities, including extension work for more able pupils.
54. Since the last inspection, the school has worked very hard to raise standards in mathematics, especially in Years 3 to 6. The proportion of pupils achieving the expected levels has steadily risen as the quality of teaching has improved. Most pupils enter the school with average mathematical understanding and by Year 2 are working above the expected range for their age, developing a good knowledge and understanding of place value and recalling addition and number facts to at least 20. As pupils move up the school, the speed and range of mental calculations increase. By Year 6, pupils identify and use appropriate operations, including combinations of operations, to solve word problems involving money in real life contexts. They estimate and give an approximate cost of a menu, selecting different combinations of favourite foods and check how reasonable their answers are - without using a calculator. They give their reasoning, make mental jottings and use a range of recording methods.

55. Teaching is very good. Teachers have good subject knowledge, reflected in very good written planning, which they confidently translate into practice. There are clear learning objectives shared with pupils, which ensures that pupils remain focused throughout the lesson, and work hard towards achieving the objectives. There are good questioning techniques that extend pupils' thinking and assess how well they are progressing. Teachers make opportunities to explore different methods of calculation - mental, oral and written. There are overall high expectations conveyed through lessons, including homework. Marking is good; teachers' comments indicate to pupils how they can improve - conveying high expectations of work and presentation.
56. A few lessons had less challenge for a small number of very able pupils. Although work was differentiated, individual targets more specific to pupils' needs were not set. More able pupils had limited strategies to check their answers before moving on to the next task.
57. Teachers make good use of the National Numeracy Strategy as the basis for planning and this has made a significant contribution to the rise in standards. The curriculum has been strengthened since the last inspection, particularly in relation to number and its use and application. The subject is well led. There is a good supply of resources, including ICT software. Resources are used effectively and make a good contribution to the success of a lesson. The regular use of homework helps to involve parents in the children's learning and is helping to consolidate and extend the classroom work.

Mathematics across the curriculum

58. Pupils often use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. They make a good use of graphs and tables to record data in science and geography, measure materials in design and technology, and make good use of timelines in history to develop a sense of time. Literacy skills are extended well through whole-class discussions, through a focused use of mathematical vocabulary.

SCIENCE

Provision in science is **excellent**. All aspects are very successfully taught throughout the school and pupils achieve very well.

Main strengths and weaknesses

- Standards are very high.
- The quality of science teaching is very good. Pupils make very good progress.
- Pupils have a very good attitude to work and are very eager to do well.
- A very well planned curriculum helps pupils of all abilities to make very good progress.
- The subject is very well led and managed.

Commentary

59. Science remains a tremendous strength of the school. Pupils currently in Year 6 are showing every indication in their work that they will reach very high standards. Achievement is very good. Indeed, the school has achieved consistently very high standards in science for many years and is in the top few per cent of schools nationally. These exceptional standards are a direct result of the very good teaching the pupils receive throughout the school following a very well planned curriculum that has a good balance between investigative work and learning scientific facts.
60. The quality of teaching is very good. All the lessons seen during the inspection were good or better with three-quarters very good. Teachers have the highest possible expectations of their

pupils and constantly challenge pupils of all abilities to do their very best. Lessons are very carefully planned to build very successfully on pupils' prior knowledge and understanding. For example, in a very good Year 5 lesson about electricity the teacher challenged them to predict if more complex circuits than they had used before would work or not and then to construct them to find out. Learning is enhanced by the teachers' use of very good quality resources that stimulate and interest the pupils in lessons. Regular homework extends and reinforces what the pupils have learned in class.

61. Pupils respond very well to the many opportunities they are given to learn science. They have a very good attitude to their work and always present their findings neatly and accurately in their books. Pupils are eager learners and work together on investigations in an exemplary manner. They support each other, share resources fairly, and sensibly discuss their work and their findings. Pupils are justifiably proud of their achievements.
62. Science is very well managed. The science curriculum is very well planned to help pupils learn a wide body of scientific information and to become real scientists. The curriculum is further enhanced by the attendance of pupils at the British Association of Young Scientists club held fortnightly in the local secondary school. There has been a good improvement since the last inspection. The high standards have been maintained and the quality of teaching has improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**. Pupils are well taught and make good progress, and their attainment exceeds national expectations at the end of Year 6.

Main strengths and weaknesses

- The quality of teaching and learning is good. Pupils achieve well.
- Pupils have a very good attitude to their work.
- The subject is well led and managed.
- Good links are planned with other subjects.
- There is a good level of good quality resources.
- Pupils' keyboard skills are weak.

Commentary

63. By the time the pupils leave the school at the end of Year 6 they reach standards in ICT that are above those found nationally. The very good improvements to the resources for the subject and the improved skills and confidence of teachers have been instrumental in raising standards to this level. Pupils with special educational needs also make good progress as they are very well supported by teachers, teaching assistants and their classmates. Pupils' keyboard skills are underdeveloped and they often have difficulty in entering text at a reasonable rate. This frustrates them and limits their output in the available time.
64. The quality of teaching is good. All teachers manage their pupils very well and create a good working atmosphere in which pupils can concentrate and produce good work. In a very good Year 4 lesson designing questionnaires about Petersfield, the pupils were working with intense concentration to complete their tasks in the allotted time. Work is well planned at a level designed to help pupils of all abilities to learn effectively.
65. Pupils thoroughly enjoy ICT work and are very proud of their efforts, especially the Year 6 pupils who used control technology to operate their Christmas merry-go-rounds. They also work with a local newspaper to produce a school newspaper that is of an extremely high quality. Throughout the school, pupils have a very good attitude to their learning, display high levels of concentration and work extremely well together. The lunchtime ICT club in which

Year 6 pupils work with Year 2 is of benefit to both groups of pupils. Those from Year 2 learn new skills and the Year 6 pupils take their responsibilities very seriously. It is a good indication of the maturity of the pupils that this club, although in an open area, runs without the need for direct adult supervision.

66. The subject is well led and managed. The current and previous co-ordinators have worked very hard to ensure that the provision successfully meets pupils' needs. Resources are very good and used effectively to raise standards. The computer suite is used very effectively to improve knowledge and skills in a variety of subjects and make learning a pleasure for the pupils. There has been very good improvement since the last inspection. Resources are much improved, teaching is better and standards have risen since the previous inspection.

Information and communication technology across the curriculum

67. There are many well-planned links between ICT and other subjects. Nearly all the ICT skills are taught through carefully thought out work that is designed to improve pupils' knowledge and understanding of both ICT and the other subjects. For example, pupils research the Internet to find out about the Tudors and in mathematics they use spreadsheets to create and interrogate their own databases. Word processing is included in much English work and pupils are able to use ICT to present their work most attractively.

HUMANITIES

68. In humanities, work was sampled in **history** and **geography**, with only one lesson seen in each subject. It is therefore not possible to form an overall judgement about provision in these subjects or the quality of teaching. There is every indication from the pupils' work that the above average standards, reported in the last inspection, have been maintained, and there is an improvement in the quality of teaching.
69. In history, there is a good use of timelines and this helps pupils to develop a good chronological understanding and an awareness of the past events. Pupils in all junior classes are currently working on the same topic, life in ancient Egypt, although at different levels. Similarly, in geography, study of the local area is a focus throughout the school. This approach is useful in bringing the whole school community together, in working and in evaluating the learning outcomes. Good historical enquiry skills are being encouraged through the use of printed sources and artefacts and by pupils finding their own information on the Internet. Artefacts boxes are loaned from the central county sources and local museums. When suitable resources are available for younger pupils, such as real dolls used by their parents, grandparents, or even great-grand parents in comparing old and new toys, lessons are very successful in developing pupils' knowledge and understanding of the relevant historical concepts. But at times there is too much reliance on the use of published sheets, which limit learning because they do not inspire pupils' imaginations or interest in the same way. Pupils' written evaluations are well organised and show that they have enjoyed learning about different aspects of life in ancient Egypt, and looking for more information at home.
70. In geography pupils in Year 5 and 6 identify key features that give Petersfield its character. They follow a route on a map and describe features along the journey. Pupils in Year 6 plan a day out in Petersfield for a stranger, selecting the most important places to visit, describing features and giving reasons for their choice. Map work skills and general skills of enquiry are developing, although the lack of a comparative study means that pupils have fewer opportunities to extend their skills and gain a deeper understanding of places and environments. Literacy skills are well promoted in history and geography through using a variety of learning styles. Work is appropriately planned to extend children's creative writing and to develop the use of subject-specific terminology. Pupils recall, select and organise information well, communicating this in a variety of ways. In both subjects, a range of visits and visitors to school plays an important part in making the work interesting and relevant.

71. Subject co-ordinators monitor through examining teachers' planning and by sampling pupils' work and have a clear view of the standards of work, activities and experiences provided, and the level of progress made by pupils. There is a clear plan of action for developing both these subjects. There is an increasing use of ICT in pupils' research work, particularly in history.

Religious education

Provision in the subject is **good**.

Main strengths and weaknesses

- Achievement is good.
- Pupils discuss spiritual and moral issues and reflect on personal feelings, values and beliefs.
- Pupils develop positive attitudes to the subject and a respect for their own faith and those of others.
- Assessment and recording procedures are well developed and useful in developing a shared understanding of pupils' levels of achievement.

Commentary

72. Pupils achieve well and the curriculum meets the expectations of the locally agreed syllabus. There is good improvement in the subject since the last inspection, particularly in teaching. Only two lessons were observed, but this, together with pupils' written work and discussions with pupils, points to their achieving well throughout the school.
73. Teaching is good. Pupils are being given opportunities to discover the meaning behind religions as well as key features. They are gaining a good understanding of Christianity and of how Christian beliefs and practices might differ from those of Hinduism or Judaism. Pupils in Years 5 and 6 compare the Christian and Hindu stories of Creation and share their personal beliefs. They are beginning to ask questions such as 'If God made the world, who made God?' Pupils discuss with confidence their own views of responsibilities towards society, if they were to create a world. More able pupils are keen to share their views on issues such as peace and disarmament. Younger juniors compare the main features of a church with a synagogue, and learn about the importance of light in religious festivals, such as Christmas, Divali and Hanukkah. There are good examples of pupils learning about their own religion through stories from the Bible. Pupils in Years 1 and 2 listen to stories from the Old Testament and compare Christian and Jewish ways of celebrating the New Year. Assemblies make a good contribution to developing an appreciation and respect for pupils' own religion and for the beliefs of others.
74. The headteacher is managing the subject on a temporary basis. The curriculum is good. Good use is made of the visits to the local church and pupils participate in carol services. There are limited opportunities for pupils, however, to gain first-hand knowledge and experience of other religions through visits and visitors as a source of information. There is a developing use of the computer by pupils for research purposes and for word processing.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. One lesson was seen in music. Pupils were observed singing and playing in assemblies and recordings and videos of their work were scrutinised. Only one complete lesson was seen in art and design, but an analysis was made of portfolios of work, sketchbooks and completed work on display around the school. No lessons were seen in design and technology but teachers' plans and photographs were looked at as well as pupils' design books and some finished work.

76. Standards in **art and design** are average by the end of Year 2 and above average by the end of Year 6. Pupils achieve very well and make good progress in their skills. In Years 1 and 2, pupils' completed work shows that they experiment with a variety of materials, including textiles, and discover about line, form and the use of colour. They draw and sketch using pencil and charcoal and begin to understand proportion when making observational drawings. They use paint programs in ICT to make coloured patterns. By year 6 pupils paint landscapes in the style of famous artists such as Monet, Cezanne and Gauguin, comparing and commenting on the different work of such artists. They use examples of sketches by Renoir and Leonardo Da Vinci when refining their skills of line drawing. Many use different techniques of shading in charcoal and pencil and begin to understand how to get accurate proportions of the head and shoulders when making observational portraits of other pupils in the class. Pupils learn about famous artists and their work from visits to art galleries and this helps them compare and contrast different uses of media and techniques in art. Pupils' skills in drawing and painting are used very well to illustrate their work in other subjects and teachers value their work by displaying it prominently in classrooms and many areas of the school. There is some evidence of three-dimensional art, but the school is developing this area. The subject is well led, planned and resourced.
77. Planning and work in pupils' design books show that all aspects of **design and technology**, including food technology, are taught throughout the school. Pupils design their products in design and technology books and these books go with them through the school to build up a clear picture of the work they have done and the progress made. Skills are systematically built on each year so that by the time they leave the school pupils use a wide variety of techniques and tools safely and effectively. Pupils follow the correct design procedure, often deconstructing a commercial product such as a torch to see how it is made and operates, before producing their own designs. They are encouraged to evaluate their products and to suggest possible improvements they could make. There is evidence of some good quality work on structures, with pupils in Years 2 and 4 making bridges and towers from paper. The bridges are tested for load bearing and the towers had to exceed the height of the tallest pupil in the group. The pupils work well together and share ideas and expertise. Year 5 pupils experiment with gear mechanisms, as did the Year 6 pupils who made Christmas merry-go-rounds and operated them with electric motors linked to a control box. Pupils thoroughly enjoy their work and carefully record exactly what they have done.
78. Standards attained in **music** are above those expected at the end of Year 2 and very high at the end of Year 6. Music is a great strength of Langrish School and is given a very high profile. All pupils learn to play a tuned instrument and to read standard notation. They play the recorder and many learn other instruments, often to an exceptionally high standard. Gifted and talented pupils are actively encouraged to make the best possible progress and the school provides tuition for more able pupils free of charge. This is rarely found in primary schools and is a good measure of the importance the school puts on developing the musical talents of its pupils. The new music and drama room is a super addition to the school's facilities and is well used to give pupils opportunities to have class, group and individual music lessons in a spacious and welcoming environment. The quality of singing is often breathtaking. This was recently acknowledged by a local radio station, which recorded the choir singing carols and featured them on air daily over the Christmas holiday. Pupils also sing and play at local festivals and in school productions. They perform confidently and with obvious enjoyment. Many of the staff are talented musicians and their skills are all brought together by a very good subject co-ordinator, who also keeps a careful record of pupils' work and achievements.

Physical education (PE)

The provision for PE is **very good**.

Main strengths and weaknesses

- Teaching is good.
- Pupils' skills are extended by very good opportunities for sport outside school hours.
- External expertise promotes pupils' skills in soccer.
- There are good links to other schools for sporting events.
- Some opportunities are missed to support lower attaining pupils.

Commentary

79. Standards for pupils in Years 1 and 2 are broadly in line with national expectations. Achievement is satisfactory. In a games lesson on soccer skills, boys and girls made good progress in their ball control skills because a qualified soccer coach led the teaching. Pupils were keen to participate and showed great enthusiasm even on the wettest of days! Learning is good. Pupils know the skills-training routine well and follow instructions carefully. Pupils by Year 6 attain above the national expectation in physical education. Achievement and progress in gymnastics, hockey and soccer are good. Learning is good and pupils work hard to improve their performances. They work co-operatively, purposefully and with evident enjoyment at the tasks set for them. Pupils can analyse and evaluate their own and each other's performance. By the time they leave school all pupils have learnt to swim, with many gaining swimming and water safety awards.
80. Teaching is good. School staff are very ably supported by the qualified coaches bought in by the school specifically for soccer skills training. Planning is good and teachers have good subject knowledge, which they apply well. Occasionally there is insufficient interaction by teaching and support staff with the soccer coach and opportunities are missed to support lower-attaining pupils.
81. The subject is well led and resourced, with very good improvement since the last inspection. Sporting opportunities outside lessons are extremely good. Boys and girls take part successfully in soccer, hockey, netball and other team games against other primary schools in the county leagues. There are sports clubs at lunchtime or after school for soccer and netball. Pupils in Years 5 and 6 learn to ski on dry slopes and many participate in a skiing trip to Austria. The school received a Football Association Charter Mark from the Football Association and is now working to achieve the Active Mark accreditation in sport to recognise the very good support given by the school to sport and games both in the curriculum time and in after-school activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

Commentary

82. Only one lesson was seen in PSHE. This, together with evidence from pupils' work shows that achievement is good. Teachers' lesson and curriculum plans show that the school has effective systems that meet requirements for providing children with personal, social and health education. PSHE is playing an increasingly important part in the school's curriculum. There is no School Council, but pupils' views are canvassed through county surveys on pupils' attitudes to school and also through recently introduced 'Question Boxes' in each class and these encourage pupils to write and convey worries or problems anonymously. Issues are regularly discussed in circle time in younger classes and at suitable times during the day in Years 5 and 6, as well as during PSHE lessons.

83. Planning carefully includes support from other agencies and key visitors to school. These include, for example, the police, who provided Years 2 to 6 with a talk on 'Relationships' and a visiting theatre company specialising in an anti-bullying production. Pupils learn about keeping safe on the roads, for example, by taking lessons in cycling proficiency and road safety at school. The school has been successful in gaining a Healthy Schools Award, and the work done for this has helped influence pupils in choosing healthy eating and undertaking regular exercise through sport and PE, both of which feature highly in the school. PSHE gives very good support to pupils' personal, social and moral development across the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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