

# INSPECTION REPORT

## **ALVERSTOKE COMMUNITY INFANT SCHOOL**

Alverstoke, Gosport

LEA area: Hampshire

Unique reference number: 116169

Headteacher: Miss A Cousins

Lead inspector: Mrs Janet Sinclair

Dates of inspection: 8 – 10 December 2003

Inspection number 262911

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
Number on roll:	176
School address:	Ashburton Road Alverstoke Gosport
Postcode:	PO12 2LH
Telephone number:	02392 582403
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Caroline Winter
Date of previous inspection:	16 November 1998

## CHARACTERISTICS OF THE SCHOOL

Alverstoke is a smaller than average sized school located within the village community of Alverstoke. Pupils come from a predominantly white background, mostly of British heritage. There are no pupils for whom English is an additional language and only a few of mixed background. The proportion of pupils with special educational needs, two of whom have a Statement of Special Educational Needs, is broadly in line with the national average. There are a small number of Year 3 pupils who have remained an extra year in the school due to their educational need. Pupils' attainment on entry is mainly above average. The socio-economic circumstances of pupils are mainly advantaged, although the school takes almost half of its pupils from outside its catchment area. Three pupils joined and eight pupils left the school in the last year. This is a below average proportion. The school has recently been awarded 'Investors in People' status.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19824	Mrs Janet Sinclair	Lead inspector	Foundation Stage; religious education.
10329	Mr Brian Sampson	Lay inspector	
30438	Mr Roger Guest	Team inspector	Mathematics; information and communication technology; creative and aesthetic.
32401	Mr Nigel Minns	Team inspector	English; science; humanities; special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school** where children achieve well as a result of good teaching. Pupils are very well cared for through effective leadership and management. The school provides good value for money.

The schools main strengths and weaknesses are:

- Standards in the core subjects of English, mathematics and science are well above average and pupils achieve well.
- Overall provision in the Foundation Stage is very good enabling children to achieve well across all areas of learning.
- Good leadership and management of the headteacher, key staff and governors.
- Teaching and learning are good.
- Pupils are very well cared for and, as a result, behaviour is very good.
- Links with other schools are very good.
- Provision for pupils with special educational needs (SEN) is good because learning support assistants (LSAs) effectively support pupils' learning.
- Standards in religious education are not high enough because the agreed syllabus is not fully implemented.
- In some lessons 'Plan do and review' needs more detailed planning and a clearer focus on subject content.
- There is limited assessment in information and communication technology (ICT) and the foundation subjects of the National Curriculum.

The school's improvement since the last inspection has been good. Standards have risen well in reading, writing and mathematics. Behaviour has improved very well and is now very good. Provision for physical education has improved. However, there is still limited assessment of the foundation subjects.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	C	B	A	B
writing	B	B	A	B
mathematics	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 with similar percentages of pupils eligible for free school meals*

**Overall achievement of the school is good.** Current standards in reading, writing and mathematics are well above average and pupils are achieving well. Most children in the Foundation Stage will securely reach above average standards by the time they leave the reception classes and many will exceed them. Pupils with special educational needs make good progress in relation to their prior attainment due to the good support they receive. Standards in ICT are average. Standards in religious education do not meet the expectations of the locally agreed syllabus and pupils are not achieving as well as they should in this subject. The school caters well for its small number of Year 3 pupils and they achieve well.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils relate well to each other and to others in the school. They behave very well in lessons and around the school, have positive attitudes to their work and want to do well. They enjoy coming to school. Pupils are punctual, but attendance in the last reporting year was below the national average.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching is good,** particularly in English, science and mathematics, and in the reception classes. The particular strengths of the teaching are the good planning, level of challenge, good questioning and very clear learning intentions. There are very good relationships and staff meet pupils' needs well. In the reception classes teachers provide well planned and organised activities to meet the needs of children and use assessment well to inform their planning. However, teaching is less successful when work is not sufficiently well planned for in 'Plan, do and review' sessions. There is not always enough rigour in planning for these activities. The curriculum is unsatisfactory because it does not fully cover the syllabus for religious education; in all other respects it is at least satisfactory. It is appropriately planned to cover all subjects. Provision for pupils with special educational needs is good and their individual education plans provide clear directions on how to meet their needs. Procedures for child protection and health and safety are very good. The school has a good partnership with parents who are very supportive of the work of the school.

## **LEADERSHIP AND MANAGEMENT**

**Overall the leadership and management of the school are good.** This is ensuring that pupils achieve well in reading, writing, mathematics and science. The work of the governing body is good. Governors acts well as a critical friend to the headteacher and other staff, and ensure that all statutory requirements are met apart from a minor omission in their annual report to parents. The headteacher and key staff are working well together to improve standards and provision and in much of this they have been successful. They systematically monitor standards and take effective action. Teaching and learning are effectively monitored. Staff, parents and governors contribute to the school development plan, which is an effective tool in bringing about improvement. Financial management is good. Effective use is made of the principles of best value to judge the school's success.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have a high regard for the school. They particularly like the progress their children are making, the fact that the teaching is good and their children are becoming mature and sensible. They also appreciate the way that staff explain how they can help their children at home and feel comfortable about approaching the school with questions or problems. They are particularly pleased with the arrangements made to settle their children into school. Their children are also positive about the school. They know they have to work hard, but will be listened to and treated fairly. Most feel they can talk freely to an adult if they are worried.

## **IMPROVEMENTS NEEDED**

- Raise standards in religious education.
- Ensure all 'Plan, do and review' sessions have a clear subject focus.
- Improve assessment in ICT and the non-core subjects.

and, to meet statutory requirements:

- Remedy the minor omissions in the governors' annual report to parents.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Overall standards are above average in all areas of learning by the end of the reception year and well above average in reading, writing, mathematics and science by the end of Year 2. Achievement is good overall.

#### Main strengths and weaknesses

- Standards are well above average in reading, writing, mathematics and science at the end of Year 2 and pupils achieve well.
- Standards in religious education are not high enough.
- Pupils with special educational needs achieve well.

#### Commentary

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

Standards in:	School results	National results
reading	17.1 (16.6)	15.7 (15.8)
writing	16.3 (15.3)	14.6 (14.4)
mathematics	18.2 (18.1)	16.3 (16.5)

*There were 57 pupils in the year group. Figures in brackets are for the previous year*

1. Children mainly start school with levels of attainment that are approaching above average overall. By the time they leave the reception classes and enter Year 1, most children are likely to exceed the standard required to meet the learning goals expected for their age and reach securely above average standards in all areas of learning. Consequently, their progress during their reception year is good.
2. In the National Curriculum tests taken by pupils in Year 2 in 2003, results were well above average in reading, writing and mathematics. Teacher assessments for science were also well above average. Compared with similar schools, based on the number of pupils having a free school meal, standards were above average in reading and writing and well above average in mathematics. Teacher assessments in science were well above average. Standards have gradually improved over several years and at a faster rate than the national trend. There are currently no significant differences in the attainment of boys and girls as the school has worked hard to improve the achievement of boys in reading.
3. Pupils currently in Year 2 are likely to attain well above average standards in reading, writing, mathematics and science. In these subjects they are achieving well in lessons and over a longer period of time. This is because there is good curricular provision and inclusion for English, mathematics and science, assessment is used well to target individual needs, pupils are being taught well and sometimes very well. Pupils respond well; they have good attitudes, behave very well and are keen to work hard. There has been a good improvement in standards and achievement in reading, writing, mathematics and science since the previous inspection as a result of clear targets being set for pupils' learning.
4. Standards in information and communication technology (ICT) are average, but the new co-ordinator is working hard to bring about further improvements in standards through new



software, more regular use of computers and assessment to inform planning. Standards in religious education are below the expectations of the locally agreed syllabus and pupils' achievement is unsatisfactory because the subject is not covered in sufficient depth, particularly with reference to other religions, and there is no assessment in the subject to help guide learning.

5. Pupils with special educational needs achieve well throughout the school. This is because they have clear specific targets for learning, which are reviewed regularly. They are effectively supported in class by learning support assistants and fully included in all aspects of learning. This is a similar picture to that at the last inspection. Able pupils have specific targets set for their development and, as a result, they also achieve well.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes are good and behaviour is very good. Their spiritual, moral and social development is good whilst their cultural development is satisfactory. Attendance is unsatisfactory, but the school's action to promote good attendance is satisfactory. Punctuality and the efforts of parents to ensure the attendance of their children are satisfactory.

### **Main strengths and weaknesses**

- Behaviour is very good as a result of the way in which the school sets high expectations for pupils' conduct and works to achieve this.
- The pupils' confidence and self-esteem are very good.
- Provision for spiritual, moral and social development is good.
- Attendance is unsatisfactory because of the high number of holidays taken in term time in the last reporting year.

### **Commentary**

6. The pupils have good attitudes and their behaviour is very good. The school sets very high expectations for pupils' conduct and works hard to achieve them. The school's behaviour policy contains very relevant awards and sanctions and all pupils are aware of them. The pupils also discuss and amend class and school rules. The pupils are polite. They open doors ahead of you and ask if you are lost. They are proud of their school, which is a tidy place. During the inspection no litter, graffiti or vandalism were witnessed. The school has good procedures for dealing with very infrequent, bullying, harassment and racial disharmony. The pupils discuss incidents and how to deal with them, in assemblies and personal and social education. There have been no exclusions within the previous reporting year.
7. The majority of pupils are very confident and possess high self-esteem. This was evident from two little girls who gave their names to an inspector and asked if he had heard about them. When told, "Not really," they proceeded to talk about themselves and their friends. They are confident in their ability to learn and to contribute to the school. Almost all pupils say that they like being at the school and feel that they are trusted to do things on their own.
8. The school has satisfactory procedures to promote good attendance. In the very few instances where this has to be followed up, the school acts promptly. Attendance for the most recent reporting year has fallen considerably since the previous inspection and is now well below the national average, but the school is fully aware of the reasons for this and has acted sensitively. The efforts of parents to ensure the attendance of their children and the punctuality of most of them, is satisfactory and both parents and pupils say that pupils enjoy coming to school.
9. The spiritual and self-knowledge of pupils are good. They have a period of self-reflection and prayer in all assemblies and also at lunchtimes. There are many examples of wonder. For example, in one lesson, on witnessing the effect of marbling oil paint and water onto a piece of paper the pupils were spellbound at the rainbow colours. Lessons have, on occasions, been

adapted to conditions, such as a spider's web covered in dew, outside the school one morning in October. The respect for feelings, values and beliefs of others is also good. During a regular circle time session pupils have been discussing 'All About Me' and finding out that even within their own classmates everyone is slightly different.

10. There is amongst the pupils a good sense of right and wrong, even from the very youngest. This is as a result of the school's clear ethos and why all get on so well. The adults within the school are good role models. The pupils have a good awareness of their village community. Shopkeepers and a disabled person come in and talk as part of pupils getting to know the village. The pupils take responsibility for collecting and returning registers, setting up and operating overhead projectors for assemblies and tidying up their own classrooms.
11. Pupils are given good opportunities to develop personally and socially taking responsibility for collecting and returning registers, setting up and operating overhead projectors for assemblies and tidying up their own classrooms. Most of them show a lot of interest in all aspects of school life. They get on very well together and with the adults in the school. For example, in a Year 1 lesson observed, a group of boys and girls were talking about their favourite books. One boy offered his favourite to another who had been crying all through the lesson and said, "Here, take this, it will cheer you up"! The good, and sometimes very good, relationships between staff and pupils result in good commitment to work as was seen in a lesson in Year 2 when pupils were making glove puppets. Involvement in corporate projects is good. Pupils all participate in the annual Christmas production, which they perform in the local church. They learn about their own cultural traditions in history through a study of famous people such as Samuel Pepys and developing an understanding of how their grandparents lived. They learn about other cultures through celebrating festivals such as Chinese New Year when they eat Chinese food and have performances given by Chinese people.
12. Overall, the good attitudes, values and development of the pupils' other personal qualities are good. Apart from attendance, these aspects compare well with the previous inspection and, in the case of attitudes and behaviour, have improved considerably. Such aspects contribute highly towards the success of the pupils' learning.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided is good. The curriculum is soundly planned and enriched by a good number of visits and visitors. Teaching is good and pupils are very well supported by staff. There are good links with parents and the community.

### **Teaching and learning**

The quality of teaching and learning is good overall. Assessment of pupils' work is satisfactory overall, but good in English, mathematics and science.

### **Main strengths and weaknesses**

- Teachers plan lessons well and the learning intentions are made clear to pupils particularly in English and mathematics. LSAs are closely involved and support learning well.
- Very good relationships create a good working environment where children are willing to work hard.
- There are good teaching and learning in the reception classes through a well-planned and relevant curriculum.
- The information gathered from assessments in the core subjects are used effectively to meet pupils' needs.
- In some 'Plan do and review' sessions planning is not sufficiently rigorous.
- Teachers sometimes misuse time by allowing lessons to over-run and this eats into the time allocated for all subjects.

## Commentary

13. The quality of teaching and learning in the school is good; it is sometimes very good in Year 2. This is a similar finding to that of the last inspection when it was also considered to be good. Teaching is good in English, mathematics, science and physical education. It is unsatisfactory over time in religious education.
14. English and mathematics are taught as discrete subjects and these lessons are well planned ensuring good coverage of the curriculum as well as a clear structure to the lesson. In most of these lessons the learning intentions are shared with pupils and revisited during the lesson. This ensures that pupils are clear about what is expected of them and what they need to learn. Planning in these lessons takes into account the differing learning needs of all pupils, including those with special educational needs. LSAs make a good contribution to pupils' learning. They work effectively with small groups ensuring that they meet the requirements of the task and when working with pupils with special educational needs ensure that they make good progress in relation to the targets in their individual education plans (IEPs).
15. There is good planning in the reception classes for all areas of learning. The tasks are relevant and interesting, which engages the children's interest and enables them to achieve well across all areas of learning. For example, in the role-play area, children were very involved in preparations for Christmas through decorating the Christmas tree and setting the table for Christmas dinner. Staff are constantly reassessing their approach to teaching in order to fully meet the differing learning and emotional needs of the children.
16. Teachers have good relationships with pupils and in most lessons there is a good atmosphere and sensitivity to pupils' differing needs. Pupils settle quickly to their tasks and mostly sustain a good level of interest and enthusiasm. They have good opportunities to work collaboratively and this enhances their speaking and listening skills. Most pupils think that teachers are fair and will listen to what they have to say.
17. In some classes, the planning and provision for 'Plan do and review', which is where pupils plan their own work for a lesson from a selection of activities on offer, lacks detail. There are sometimes too many activities for pupils, which are not always clearly related to a specific subject. This makes it difficult for teachers to manage the sessions effectively or for pupils to get a good level of input to their activities. Occasionally, this results in unsatisfactory teaching, but it also reduces the effectiveness of teaching overall. Teachers do not always make the best use of time. Occasionally lessons start later than planned while others overrun. One common example is the ten minutes allocated daily to circle time, which inevitably takes longer and eats into the time allocated for the next lesson.
18. Good quality assessment procedures ensure that teachers build on what pupils know and can do in English, mathematics and science. In English and mathematics careful assessment of individual pupils enables teachers to find out what individual pupils know, understand and can do and monitor their progress as time goes by. This, in turn, also helps inform and sharpen teachers' planning through setting work for individuals, which will support or challenge them. Individual education plans for pupils with special educational needs are appropriate. The marking policy is relevant and in some core subjects there is marking that sets further learning targets for pupils. It is not evident that staff or pupils follow these up, however.
19. The co-ordinator has ensured that assessment practices are now more purposeful and rigorous. This is not the case in ICT and the non-core subjects. Teachers mainly monitor this through curriculum coverage and the identification of pupils who do not achieve the intended outcomes for a lesson. However, levels of pupil attainment are not effectively assessed or records of their achievement kept. The assessment co-ordinator has recognised the urgency of rectifying this in her plan for 2003/2004.

### Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (8%)	17 (63%)	7 (26%)	1 (3%)	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

The curriculum offered by the school is unsatisfactory because pupils do not receive their full entitlement for religious education. In all other respects it is satisfactory with some good aspects. The school offers a broad curriculum, which is soundly planned, and a detailed curriculum map is in place. Accommodation and resources are good.

### Main strengths and weaknesses

- Curricular provision in the Foundation Stage is good.
- Provision for pupils with special educational needs is good.
- Visitors and visits are used very well to enrich the curriculum.
- There are very good links with the junior school.
- The outdoor accommodation is good overall and used well to support learning.
- Religious education is not taught in sufficient depth.
- The number of different subjects available in some 'Plan, do and review' sessions make it difficult for the school to monitor individual pupil's involvement in order to ensure their curricular entitlement.

### Commentary

20. There is a well-planned curriculum in place for children in the Foundation Stage. It fully reflects all the areas of learning and provides a good balance between directed and self-initiated tasks. It is enriched by a variety of special events and visits; for example, A Teddy Bears' Picnic.
21. There is good support for pupils with special educational needs and lower attaining pupils. Pupils' IEPs are clear and detailed and are reviewed regularly. Records are very thorough. Support for pupils with special educational needs is significantly enhanced by the contributions of support staff who make a valuable contribution to pupils' learning. For example, a support assistant worked very effectively on a one-to-one basis to help a child to blend sounds to form words. Work in lessons is well matched to the needs of pupils and is carefully planned to extend their learning.
22. A wide range of visits and visitors enrich the curriculum, particularly the curriculum for the arts. The Bournemouth Symphony Orchestra visits the school and performs to the whole school. Pupils have also benefited from an arts festival in which they worked with other schools in their cluster. This included an artist in residence and a storyteller. Various theatre groups visit the school and run workshops for the pupils. Visits and visitors are also used to support learning in particular curriculum areas, while local visitors such as a policeman or the school nurse both support learning and help to develop links with the community. Although these visits help to enrich the curriculum, the school does not offer any extra-curricular activities, such as music or sport, either at lunchtime or after school.
23. The school is developing very good links with the junior school. Pupils spend two days at the junior school in the term prior to transfer to help them adjust to their new school. Curriculum co-ordinators from the two schools also meet to discuss progression and continuity in their subjects. There are also good social links. The pupils attend each other's concerts and Year 6 pupils have worked with children in the reception classes.

24. The school building is modern, well maintained, light and attractively decorated with many colourful displays of pupils' work. However, it is somewhat crowded for the amount of pupils. In addition there is currently no space for a specific library room or a computer suite. The well-sized hall accommodates assemblies, physical education lesson and plays, very well. Outside, although rather small, the playground is also well maintained and covered in painted games for use by the pupils. The school has a very attractive field with a small woodland area and a very popular and sturdy adventure trail. There are covered areas outside all classrooms, which are used well to teach the curriculum, and a very useful, well used area outside the reception classes.
25. The curriculum for Years 1 and 2 is soundly planned to cover all subjects and provides appropriately for continuity and progression. However, provision for religious education is unsatisfactory as the planned curriculum is not fully taught and, as a result, pupils are not reaching appropriate standards.
26. Teachers plan for many of the foundation subjects through 'Plan, do and review', a programme designed to develop pupils' independence and enthusiasm for learning. It succeeds in that pupils enjoy planning their work. However, in some classes, because of the number of activities taking place, it is difficult to monitor pupils' involvement in individual subjects to ensure that all pupils have equal access to the entire curriculum. The school needs to monitor this to assure their curriculum entitlement. Discussions with pupils in Year 2 indicate that they are developing a satisfactory knowledge and understanding of all subjects reported on.

### **Care, guidance and support**

The pupils' care, welfare and health and safety are very good. The provision of support, advice and guidance, received by the pupils is good. The school takes pupils' views seriously and acts upon them where it thinks them feasible.

### **Main strengths and weaknesses**

- The procedures to ensure that pupils' work in a healthy and safe atmosphere are very good.
- Pupils have very good and trusting relationships with adults in the school.
- The induction arrangements for pupils are very good.
- The school effectively consults pupils and acts on their suggestions.

### **Commentary**

27. The headteacher is the named and trained child protection person. She has ensured that all staff are relevantly trained. The school's written policy is clear and up to date. There is very good liaison with the local social services and all relevant documentation is securely locked away. There are no looked after, refugee or traveller children. The named health and safety person works closely with a specific governor to ensure that risk assessments are raised for all eventualities. All firefighting, portable electrical and physical educational equipment are in date, tested and emergency exercises are held twice a term. Escape routes are accessible and well marked. Accident and medicine procedures are caring and efficient. There are several trained first aid personnel. Very good use is made of outside professional help, such as, the police, school nurse and educational psychologist. The school utilises the county's computer Internet safety system. Meals are cooked and consumed in very hygienic conditions.
28. All pupils in the school are very well known by the staff and particularly their own teachers and LSAs. The pupils confirmed, in their questionnaires and from talking to them, that they knew exactly whom to turn to for advice and a kindly word. Their access to support, advice and guidance is good. The school's personal, social and health education programme, including circle time, covers every eventuality from personal problems to healthy eating, making friends and even 'talking to the squirrel', to get rid of doubts and frustrations.

29. The very caring induction arrangements, provided by the school, go a long way to ensuring pupil and parent self-confidence, on first joining the school. Initially, after having talked to parents in school, the head or foundation teacher visit all relevant nurseries and playgroups or homes. Parents are invited, with their children to story sessions in early summer. When children start in September parents have the choice of staying with or leaving their child. Then, at an open evening in October, staff talk to parents about the curriculum, home/school agreements and helping their child, at home, with, in particular, reading.
30. The school has a good rapport and dialogue with its pupils. By using questionnaires and assemblies well, it frequently takes their ideas on board, which become part of the school's strategic plan. For example, pupils confirmed that they had influenced the decisions to put more plants in the sensory garden and to paint Year 2 classrooms.
31. Overall, this is a very caring and secure school in which to learn. In their returned questionnaires pupils considered teachers to be very fair and good at listening to them. The various aspects of care and support compare very well with those witnessed at the previous inspection and the whole contribute significantly towards the success of the pupils' learning.

### **Partnership with parents, other schools and the community**

The school has very good links with its parents and other schools and colleges. Links with the community are good and links with other schools are very good.

### **Main strengths and weaknesses**

- Procedures to ensure satisfaction and to deal with any concerns or complaints are very good.
- The mechanism for transfer of pupils is very good.
- Educational links with other schools and contribution to wider partnership are very good.
- The school does not yet have a disabled access plan and this is a weakness.

### **Commentary**

32. Parents have very positive views about the school and the school provides satisfactory information to its parents. Each receives a prospectus, a governors' report and their child's report. The governors' report lacks detail on provision for the disabled, details of which the school is now well aware. Pupils' reports discuss all subjects, say what a pupil can do and give realistic targets. They are easy for parents to understand. Regular newsletters and parent notice boards keep parents up to date on what is going on. Parents are also invited to target setting meetings when pupils move up a class and various curriculum evenings. The school is good at regularly taking parents' views into account, whether by questionnaire or word of mouth, enhanced by the school's very 'open door' policy. Parents' ideas often influence the school's development plan. Complaints and concerns are dealt with very efficiently.
33. The school has a good response from parents who come in and help. So much so that they are required to be placed on timetables. Parents are keen to help with literacy, numeracy, computers and arts and crafts. Others help with administrative support, the library and visits out. At home parents are only too keen to help with reading, topics and projects. The school is indebted to its 'Friends of the School' who have raised considerable funds towards, computers, new books, the school gates and many other projects.
34. Links with the community are good. The local vicar comes in regularly and talks to children about baptism and the pupils visit the church as part of their village project, and for Christmas celebrations. Local shops provide prizes for Christmas and summer fayres. Pupils support several charities including Make a Wish and Guide Dogs for the Disabled. The local policeman also comes in, as part of personal and social education, and talks about his job.

35. There are very good links with other schools and colleges. The school is part of a ten-school cluster. It works very closely with its junior school and the mechanism for the transfer of pupils is itself very good. There are specific meetings between the infant headteacher and deputy with parents in the preceding spring. In the summer, Year 2 pupils spend two days in the juniors with their own and future teacher to get used to conditions and routines. The school welcomes work experience students from secondary schools and trainee teachers from a local college. A particularly close link has been forged with the nearby special needs school dealing with delayed development, and the school finds this particularly helpful.
36. Overall the school's partnership with parents, community and other schools is very good and compares well with the quality witnessed at the previous inspection. This aspect contributes significantly towards the success of the pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

The headteacher and senior staff provide good leadership and management of the school. They are supported and challenged by a developing governing body whose governance is good.

### **Main strengths and weaknesses**

- There is a sense of purpose and high aspirations for pupil development shown by the headteacher, deputy headteacher and key staff.
- The headteacher works hard to promote the professional development of all staff.
- Very good induction procedures are in place for all newcomers to the school.
- The governing body has a clear sense of purpose and vision for the school and is beginning to inform itself as a body from first hand experience.
- There is no clear monitoring of pupils' performance in subjects other than English, mathematics and science.

### **Commentary**

37. The good leadership of the headteacher and deputy head has been instrumental in developing a committed school team with a determination to raise standards in the core subjects in a sustained manner. Innovative ideas are welcomed and discussed with pupils' development in mind. Each individual in the school is treated with respect and concern. Pupils' ideas are considered and all staff provide good role models, treating each other and pupils with care, concern and respect. In this the school has a fully inclusive ethos.
38. With the exception of very minor omissions in the governing body's annual report to parents, which are easily remedied, the governing body is fulfilling its statutory role and is providing the headteacher and senior staff with good challenge and support. The committees actively participate in financial management, school development planning, monitoring and building provision. The finance committee applies the principles of best value well. With some inexperienced members the governing body's commitment to further training is good. The governors undertake focused and regular visits to inform their understanding of the strengths and weaknesses of the school at first hand. Their charter is appropriate and they have developed a willingness to challenge the headteacher and senior members of staff in an appropriate manner. A race relations policy, which was not in place before the last inspection, has been adopted, approved and implemented.
39. Senior management, led by the headteacher, carefully monitors performance in the core subjects of mathematics, English and science. This is instrumental in the school's achievement of high standards in these subjects. There is a good level of concern for inclusion. The school caters well for individual pupil's academic needs through individual education plans for pupils with special educational needs. Subject co-ordinators for English, mathematics and

ICT as well as the Foundation Stage co-ordinator are making a significant contribution to overall improvement in their areas. The school is at present less successful in developing this systematic approach to other subjects and this makes it difficult for standards and progress to be accurately measured.

40. The school is self-evaluative and feeds evaluations of its performance into the school development plan to prioritise future improvements. This is used well as a tool for improvement, but some indicators and targets for success are insufficiently clear on the plan. The headteacher actively promotes the professional development of all staff and the deputy head is the professional development co-ordinator. Professional development activities are well organised and actively encouraged. Courses attended are evaluated as to their impact on learning. Staff performance management, including that of the headteacher, is effectively managed. The school contributes to initial teacher training by receiving students at an early stage of their training to support classroom activities.
41. The school policies for induction of all new members of the school community are very good and effectively managed. All learning support assistants are effectively deployed, have a good knowledge of the needs of pupils having, in many cases, additional planning provided for them. The effectiveness of learning support assistants is instrumental in reducing teacher workload and making teaching more effective. The senior management of the school, however, has not monitored performance in subjects other than English, mathematics and science appropriately to ensure that all pupils have their entitlement and achieve well. However, pupils do achieve satisfactorily across most of these subjects.
42. Financial management is good. The monitoring and setting of the budget is competently achieved. The school secretary is enthusiastic about using technology to monitor ordering and spending and provides good support in financial management. The school plans for a very low carry forward figure this year and monitoring of expenditure related to budget headings is systematic and thorough. The principles of best value are applied well to financial matters by the governing body. The school has average unit costs and considering standards achieved by pupils and the quality of teaching overall, the school provides good value for money.
43. The factors suggested as possible barriers to learning noted before the inspection, namely restricted accommodation, some lack of parental support for education and budget limitations, would not appear to have a significant detrimental effect on standards at Alverstoke.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	458,357.00
Total expenditure	454,865.00
Expenditure per pupil	2,644.00

Balances (£)	
Balance from previous year	17,943.00
Balance carried forward to the next	3,492.00



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the reception classes is very good and achievement is good in all areas of learning. Children are developing positive attitudes about how to learn and how to behave, and by the end of the reception year they are very well equipped to work within the National Curriculum in Year 1. The provision in the reception classes is similar to that found at the time of the last inspection.

Leadership of the Foundation Stage is very good and ensures high quality provision overall. Good knowledge and a very clear sense of purpose ensure that all children have equal opportunities to learn in a well-managed, attractive environment with relevant and well-planned tasks. The children have a spacious and attractive environment, both inside and outside, in which to learn. Teaching remains at its previous good level with some aspects being very good. The children enter the reception classes in the year in which they become five. Autumn born children start full-time from September, spring term children from the end of October and summer term children from January. Children come from a wide range of backgrounds; many come from outside the school's catchment area. Attainment on entry is approaching above average standards overall and children are generally more numerate than literate on entry.

Teaching and learning are consistently good in all areas of learning, with a good range of practical and relevant activities, which support learning well. Occasionally, however, there are too many activities for staff to monitor effectively. Children learn and achieve very well in aspects of knowledge and understanding of the world, such as science and ICT, because of very good teaching of these aspects within the overall good teaching. Children are able to cope with a wide range of both directed and self-chosen activities in all areas of learning. Lessons are well planned and carefully resourced to provide a range of meaningful practical activities. Teachers deploy their learning support assistants and parent helpers well in most lessons, but occasionally less experienced staff would benefit from clearer direction in order to more effectively support small groups. The children's progress is monitored regularly and recorded carefully enabling a good range of information to be collected about all children. The use of this information to plan tasks to meet the needs of individual and groups of children is good, particularly in mathematical development and communication, language and literacy, contributing well to the above average standards reached. Good use is made of visits and special events to enrich the curriculum. For example, the annual visit to Itchen Valley Park, Chinese Cultural Week and a Teddy Bears' Picnic.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- The children achieve well because of good teaching, which provides effective opportunities for independent learning within a caring and supportive environment.
- Good relationships at all levels ensure that children are confident and happy and able to work and play independently.

#### **Commentary**

44. Teachers, other staff and helpers through their planning and the quality of their interactions provide a happy and secure environment where expectations are high and classroom routines are quickly and securely established. Most children already conform well to school routines, know what is expected of them and have learned the correct way to behave. All adults provide good role models and are very sensitive to the varying needs of the children within the classes. Children show a good level of interest in what they are doing and co-operate well with each

other on a range of tasks. They have regular opportunities to choose their own activities, which they do confidently. Children are likely to reach securely above average standards by the end of the reception year.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Early reading and writing skills are taught systematically and well and, as a result, children achieve well.

### **Commentary**

45. Sound recognition and letter sounds are taught regularly and consistently in both classes and, as a result, many children already have a good knowledge of initial sounds. They use this knowledge confidently in their attempts at writing, some using their knowledge of initial sounds and some writing by sounding out words with adult support. Expectations are high and children meet these well. Many opportunities are planned to use the children's writing skills in other areas of learning. For example, there are good quality writing resources in the writing and the creative play areas. Teachers make good use of topical events to teach writing skills, for example, writing letters to Father Christmas. Children are confident speakers and are being taught to listen attentively to each other. Teachers take every opportunity to develop clear speech and to extend vocabulary through careful questions and modelling of clear and correct speech.
46. Expectations of reading are also high and there are regular book sharing opportunities where children are carefully taught about reading conventions and aspects of punctuation. As a result, many already know about the title, the blurb and the use of the full stop. This was very evident during their classwork on the story of 'Mrs Wishy Washy', which they also enjoyed very much for its humour and repetitive text. Books go home regularly and parents give good support by hearing their children reading at home. There is also a very good ongoing dialogue between parents and staff on the children's responses to their reading experiences. Very good assessments of children's stage of reading have enabled staff to target the reading needs of all children accurately and this is giving children confidence and helping them to make good progress. The majority of children achieve well and are likely to reach above average standards in this area of learning.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- The range of well thought out practical activities ensures that early number work is well covered.

### **Commentary**

47. The children are provided with interesting practical tasks that help them to learn. For example, children put Christmas decorations on a Christmas tree that represented a number on a die, which they had rolled. Concepts of taller and shorter are taught well through practical activities such as measuring teddy bears. Children have made graphs to show their favourite toys and the number of birthdays in each month. They know the names of common two-dimensional shapes and have worked on this in a variety of contexts including printing with shapes and the

use of computer software. Teachers work hard to ensure that individual needs are met and children are carefully grouped for activities so that higher attaining children are working on addition of numbers and lower attaining children are matching numerals to numbers up to ten. As a result of good teaching and learning most children are likely to reach above average standards by the end of the reception class.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The number of computers and the very good use made of them.
- The very good opportunities for experimentation in the scientific aspects of this area.

### **Commentary**

48. The teaching and learning overall are good and most children are likely to reach above average standards. Their ICT skills are being particularly well developed. There are a good number of computers, which the children are keen and confident to use. As soon as they arrive in the morning, they rush to the computers and settle to using them. As a result, most use the mouse confidently when using a variety of programs, print their own work, and know how to use the space bar and text boxes. The children are provided with interesting practical tasks, which help them to learn. For example, in some very good science work, the children learned a great deal about the properties of water. They explored the movement of their boats through sloping guttering, barriers and locks, and discussed their findings. They learn about different places in the world by following the travels of 'traveller bear'. As part of their religious education they are learning about the Nativity and have drawn pictures of it.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Good use of the outdoor area for physical activity.
- Good teaching of skills.
- Good range of resources to support physical development.

### **Commentary**

49. Children achieve well in this area of learning due to daily opportunities to use the outdoor play area, which enables them to use wheeled vehicles to push, pull, ride and play together. As a result, they are competent in their use, learn to use space sensibly and improve their control. In the good physical education lesson seen children were able to follow rules, work co-operatively to put out the mats and improved their balance through a variety of relevant tasks.
50. A range of practical activities, such as sand and water, cutting, sticking and modelling, all help to develop children's physical skills. Good access to a wide range of building and construction equipment gives further support to physical development. Children reach above average standards by the end of their reception year. Good teaching, support and resources contribute to their good achievement.

## CREATIVE DEVELOPMENT

51. It was not possible to make an overall judgement of provision or standards in this area of learning, but the work seen was good. Children enjoy creating pictures and three-dimensional models, and tackle these tasks with enthusiasm. In the one good music lesson seen, they sang simple songs from memory, explored the different sounds of instruments and most were able to play their instruments quietly when requested. They enjoy role play, particularly preparations for Christmas such as decorating the tree and re-enacting the story of 'Mrs Wishy Washy', which was an extension of their literacy work.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision for English is **good**.

#### Main strengths and weaknesses

- Standards in speaking and listening, reading and writing are well above national averages and pupils achieve well.
- Teaching and learning are good.
- Resources are good.
- Leadership and management are very good and this is driving standards forward.

#### Commentary

52. By the end of Year 2, standards in English are well above average. This is good achievement based on slightly above average levels of attainment on entry to the school. In the 2003 National Curriculum tests, average point scores were well above those typically found in all schools and above those typically found in similar schools. A similar position is indicated by the standards seen in lessons. Standards have shown a good rate of improvement since the last inspection, when standards of reading were above average, and those of writing were average.
53. Standards of speaking and listening are above national expectations and above the standards typically found in similar schools. Pupils achieve well. Pupils speak clearly and confidently in whole-class discussions and share ideas well in paired and small group work. They listen attentively and show understanding. Standards in reading are high. Pupils in Year 2 are confident readers many of whom are already reading to a high standard. One pupil chose her book because it had 'chapters' in it. She was able to refer back to sections of the story to justify her comments and was clear about her thoughts on the main character in the book. Even lower attaining pupils read books competently and with few mistakes. Most higher and average attaining pupils use capital letters and full stops in their writing and are beginning to use a range of complex and compound sentences in their work. Spelling of common words is accurate and handwriting mainly joined.
54. Overall, the quality of teaching in English is good. They focus clearly on learning objectives, which they share with the children. In one very good lesson, the teacher not only focused on the learning intentions at the start of the lesson, but returned to them throughout the lesson and during the plenary at the end. This ensured very purposeful learning for pupils in which they successfully wrote a character profile. Teachers have high expectations and use questioning well to extend pupils' learning. Tasks set by teachers are well matched to pupils' ability levels. Teachers use learning support assistants well to support children's learning. Teaching is less effective when teachers do not focus in sufficient depth on the basic strategies for reading and when questioning does not encourage pupils to develop higher order reading skills.

55. Resources are good, with a wide range of attractive reading materials and effective resources to support learning. However, although the co-ordinator and a parent helper have developed an attractive new library area for Year 2, some of the books in the main school library are quite old and need to be replaced. The co-ordinator is aware of this and plans are in place to develop the library using funds raised by the 'friends of the school'.
56. English is very well led and managed. The co-ordinator has a very clear understanding of the strengths and weaknesses in the subject. She has very effectively monitored teaching and pupils' work and has planned very clear action to continue to raise standards in the subject. Many of these strategies are already in place and have had a significant impact on pupils' achievement and on the standards they attain. She has a very good overview of planning in the subject.
57. Overall, improvement since the last inspection has been good. Standards have risen, leadership and management of the subject are now very good and teaching remains good.

### **Language and literacy across the curriculum**

58. Literacy is used well to support learning in other areas of the curriculum and pupils' literacy skills are developed through other subjects. The school makes effective links between literacy and thinking skills and the daily 'thinking' time is used to reinforce literacy. The effective action taken to improve standards in writing, beginning in Year 1, is based on a cross-curricular approach. Pupils now benefit from a weekly writing lesson supporting and supported by other areas of the curriculum.

## **MATHEMATICS**

The provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are very good.
- Leadership in the subject continues to be effective in sustaining high standards.
- Teaching is good and, as a result, pupils learn well.
- Pupils' knowledge of how well they are doing and what they need to do to improve is weak.

### **Commentary**

59. Standards in mathematics by the end of Year 2 as evidenced by national test results are well above average in all aspects of the subject. Over 50 per cent of pupils achieved a level higher than nationally expected. These high standards are being sustained, but boys are performing at a lower level than girls. However, both boys and girls have good access to learning opportunities and are achieving well.
60. Good teaching and learning opportunities provided by teachers and learning support assistants resulted in a significant rise in standards in 2001, an improvement that has been sustained. Some very good teaching observed in Year 2 demonstrates well the ability of pupils to work mentally at a high level and to demonstrate very good knowledge and understanding of aspects of number work; especially counting in groups of twos, threes, fours and tens. Counting skills and swift recall of number facts are being well taught in the school. Pupils' written work demonstrated similar standards in this area. Many other aspects of mathematics were not seen through direct observation of teaching. However, pupils have a good knowledge of two-dimensional shapes and in a design and technology lesson were able to demonstrate knowledge of properties of triangles, through careful measuring and construction. In Year 1 some younger pupils demonstrated basic data handling, having worked on the number of vowels in a name and produced pictorial representation. Evidence of using and applying mathematics was not evident in pupils' work. However, the pupils' understanding of

mathematical concepts is well developed and test results show that this aspect is secure. Overall the mathematic provision shows an appropriate breadth of study.

61. Teaching throughout the school is good overall. It is never less than satisfactory and some teaching of mathematics is very good. Work is marked with targets for learning now being added to some marked work. There are assessment sheets in the front of pupils' books, which provide useful planning information for teachers. Results are analysed and teaching developmental points added to planning for pupils to achieve. Assessment is good and well used by teachers to plan carefully differentiated work; nonetheless, pupils awareness of their own capabilities and what they need to do to improve their own knowledge and understanding is insufficiently developed. Despite this their enthusiasm for the subject and willingness to apply themselves purposefully in lessons is evident in all classes. Many effective plenary sessions enhance pupils' knowledge and reinforce learning objectives of lessons.
62. The subject is well led and managed by an experienced co-ordinator with a good knowledge of the requirements of the subject. Lessons are well planned based on assessed needs of pupils and all pupils are fully included; often with the assistance of competent teaching assistants and other adults. Good levels of resources are used well to enrich learning. The subject has improved in a satisfactory manner compared with the last inspection report.

### **Mathematics across the curriculum**

63. Pupils do use mathematics in other subjects. This is exemplified by work seen during inspection where a class of pupils were all estimating and measuring accurately in centimetres to fulfil a set of design and technology tasks. Their ability to estimate and use a ruler was very good and they applied mathematics skills appropriately.

### **SCIENCE**

Provision for science is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well and attain standards that are well above the national average.
- Teaching in science is good.
- There are insufficient opportunities for the co-ordinator to monitor the curriculum.

#### **Commentary**

64. By the end of Year 2, standards in science are well above national expectations. In the 2003 teacher assessments, the percentage of pupils reaching the expected level was above the national average and in line with the proportion found in similar schools. The proportion of pupils achieving the higher level was very high when compared with all schools and with similar schools. This represents an improvement since the last inspection when the proportion of pupils achieving the expected level was well above the national average, while the proportion of pupils achieving higher levels was in line with the national average.
65. The school considers science to be a practical subject and teachers plan for science using a topic approach. Standards in the current Year 2 remain well above average. For example, pupils in Year 2 speak confidently about living things and their characteristics, about light and dark, electricity and healthy foods. Pupils in Year 1 competently create a circuit, which lights a bulb, and record this in the form of a labelled diagram.
66. Teaching in science is good. Lessons are most effective when specific teaching is followed by closely related science activities, matched to pupils' ability levels, which give pupils the opportunity to consolidate their learning. In these sessions, teachers have high expectations, focus clearly on objectives and insist on correct scientific vocabulary. They use questioning

well to develop children's understanding. Teaching is less effective in 'Plan do and review' when individual activities do not relate to the science teaching, have limited teacher input, or when science activities follow teaching in another subject.

67. Leadership and management of science are sound, although some aspects of work are good. A dedicated science week organised by the co-ordinator has raised the profile of science in the school, improved resources and helped to raise standards. The co-ordinator has developed an effective system of assessment. A good stock of resources is maintained, which is regularly reviewed and replaced. There is insufficient monitoring of the coverage of the curriculum, teaching and the time allocated to science in each class.
68. Overall, the rate of improvement in science since the last inspection is good. Standards have risen and the quality of teaching and learning is good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

*There was not enough evidence to make a full report on ICT as not enough teaching was seen.*

69. Observation of teaching of small groups by learning support assistants, demonstrations from pupils and consideration of the new scheme of work reveal that the subject is developing well under the leadership of an effective co-ordinator. The provision of new computers in the Foundation Stage and the recent provision of additional software to support curriculum areas other than literacy and numeracy are assisting in continuing to improve the subject.
70. In the group work seen pupils demonstrated good skills with the mouse, could access software themselves, were able to use text with ease and retrieve word banks. They were enthusiastic in what they were doing and generally were progressing appropriately. The school's scheme of work is appropriate, but is at an early stage of implementation. Areas of the subject where evidence was not found have in some instances not been covered yet. The plans of the co-ordinator to monitor the scheme and link the assessment of pupils' work to it are appropriate and the subject is well placed to continue to improve.
71. Resources are satisfactory, but the small suite occupying what is in effect a corridor does not lend itself to whole-class skills teaching. The mini suite in the Foundation Stage is a more effective aid to learning. New software to support learning in other subjects is a welcome addition to resources, but these have yet to be used. There are computers in classrooms, but these were not well used during the inspection to support learning. Even when used there was limited access to them for pupils.

## **ICT across the curriculum**

72. ICT appropriately supports mathematics and literacy from work done in the mini suite, but it is not always well used in class to support other areas of the curriculum.

## **HUMANITIES**

*There was not enough evidence to report on geography. In history and religious education some teaching was seen and discussions were held with pupils about their work.*

73. Standards attained by pupils in **history** are in line with national averages. Although little evidence of pupils' work was available, evidence gained from discussions with pupils shows that pupils are aware that everyday life in the past was different from today. Pupils' knowledge of significant historical figures is a strength. For example, they talk confidently about Samuel Pepys and Louis Braille, revealing a range of details about each.

74. Visits, including to the local area, are used well to support teaching in history. Pupils have visited Gosport Museum as part of their work on how their grandparents lived and have studied buildings in the local area, comparing, for example, old and new buildings.
75. The co-ordinator maintains a good stock of resources, including a good range of photographs, which are centrally stored and easily accessible.
76. Standards in **religious education** are below average and pupil achievement is unsatisfactory. During the inspection, only two lessons were observed, one of which was a very short introductory lesson. Additionally, pupils were spoken to in order to come to judgements about standards and achievement. In the lessons seen, pupils in Year 1 were learning about the use of the Advent ring by Christians. Some knew that Christmas was Jesus' birthday, but only one pupil knew what an Advent ring was. Some children were not even clear that they were celebrating Jesus' birth. Some thought it was God and some thought it was a time for presents. This was a very short lesson as it started late. The teacher questioned the children satisfactorily and explained the function of the Advent ring appropriately to them, although some found the concept difficult. The Year 2 lesson linked parts of the Christmas story to the story of St George. However, many of the activities following the short introduction were not related specifically to the learning objectives for religious education, so that overall, the planned objectives for religious education were not fully met, although the lesson overall was satisfactory.
77. Discussions with pupils in Year 2 show that they did not know the term 'religion' and some were not clear about the term 'Christian'. However, most had a good understanding about their recent work on christenings, the symbolism of water, and what christening means for the baby and godparents. They could not remember any stories that Jesus had told. They could only remember stories about 'Noah's Ark' and 'Jonah and the Whale'. None of them had heard of Hinduism, which is the other religion they are studying and was part of the autumn term's curriculum coverage in terms of water as a symbol. There is no assessment of religious education apart from checking coverage through monitoring teachers' planning so the school has no clear method of assessing standards with any degree of accuracy.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

*With the exception of physical education there was not enough evidence to report on these subjects fully, because not enough teaching was seen or there was not enough evidence to judge achievement.*

78. In **music**, the singing in preparation for the Christmas concert was good. It was tuneful and sung with developing expression. Singing in assemblies is also tuneful and pupils have a good repertoire of known songs that they sing with enthusiasm.
79. One good **art and design** lesson was seen in Year 1 when pupils learnt the skill of marbling. The teacher explained the process carefully to the pupils and then demonstrated it. The pupils were very excited at the results and achieved well in this lesson. Displays of artwork around the school are good. The large paintings, part of the apparently very good arts festival, looked impressive. Pupils talked well about their painting and sketching and have experienced drawing using chalk, pastels and pencil. They have some knowledge of the work of artists.
80. One good **design and technology** lesson was seen where pupils joined materials well and measured effectively in order to make a glove puppet. There was a good level of support for pupils who enjoyed the lesson and made good progress. Work on display shows that pupils in Year 2 have designed a food container and made ice cream sundaes. In Year 1 pupils have made a spider's web by sewing.



## **Physical education**

Provision for physical education is **good**.

### **Main strengths and weaknesses**

- There has been good improvement since the last inspection.
- Teaching is good overall.
- Leadership and management are good.

### **Commentary**

81. The subject has improved well since the last inspection when unsatisfactory aspects were noted. In particular, attention to safety when using equipment has now been positively embedded in the school culture and is a feature of all lessons. Pupils are now all properly changed for lessons and behaviour during lessons is much better
82. Teaching in the subject is good overall. Good teaching in the subject is characterised by pace, detailed and relevant planning and a good level of pupil activity. In one movement lesson the apparatus was quickly set out, pupils all worked sensibly and were given good opportunities to watch each other and discuss points for improvement. In another lesson, pupils were challenged well by the teacher to extend their skills and ideas. However, in one lesson pupils spent too long getting apparatus out and then had to wait some time for their turn to use it.
83. Lessons seen and analysis of photos of events, especially the mini Olympics, demonstrate that there is broad provision in physical education with movement, dance and development of games skills being undertaken by pupils. Standards in Year 2 are average overall, but there is evidence that standards are improving as a result of recent teacher training and the good work of the co-ordinator.
84. Pupils work with obvious enthusiasm and enjoyment. All pupils are fully included in lessons. A good feature is the common practice of pupils naturally choosing to work in mixed gender pairs. There was no system of assessing pupils' achievement to ensure that all pupils progress and have appropriate tasks.
85. Leadership and management of the subject are good. The co-ordinator has ensured that all staff have had training to improve their skills, the subject is well covered and the issues identified in the previous report have been rectified. The good hall with appropriate mats, gymnastics equipment and games skills equipment, stored in an accessible manner, means that the subject is well resourced.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

86. There was not enough evidence to report on this area fully. However, supported by teaching assistants and dinnertime supervisors, teachers provide pupils daily with good opportunities to discuss personal and social issues in a calm and supportive environment through a dedicated circle time. Some issues raised during this time are developed further in class. They also learn about healthy eating, have visits from the local policeman to learn how to take care of themselves when they are out and about, and talk to the squirrel to get rid of frustrations.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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