

# INSPECTION REPORT

**ALL SAINTS CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Winchester

LEA area: Hampshire

Unique reference number: 116326

Headteacher: Ms Nicky Osborne

Lead inspector: Miss Margaret Coussins

Dates of inspection: 29<sup>th</sup> November 2004 – 1<sup>st</sup> December 2004

Inspection number: 266292

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: Voluntary controlled  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 124

School address: St Catherine's Road  
Winchester  
Hampshire  
Postcode: SO23 0PS

Telephone number: 01962 853179  
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Appropriate authority: The governing body  
Name of chair of Mrs Ann Craig  
governors:

Date of previous 23<sup>rd</sup> November 1998  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

All Saints is a smaller than average sized primary school for boys and girls who are 4-11 years old. It has 124 pupils organised in five classes. The school is situated in the Highcliffe area of Winchester and the majority of pupils live close to the school. It serves families from a range of social circumstances, but taken together these are less favourable than the national picture. The proportion of pupils eligible for free school meals is above the national average. Overall, pupils' attainment when they start school is below that expected for their age, but this varies from year to year. Children in the current reception year started school at the level expected for their age, but pupils in Year 2 and Year 6 started school with attainment that was well below the expected levels. Thirty-six pupils, an above average proportion, have been identified as having special educational needs. These needs are largely moderate learning, speech, social or behavioural difficulties. The great majority of the pupils come from white British backgrounds. There are four pupils who are at the early stages of learning English as an additional language. In 2001 the school gained a Schools Achievement Award and it is currently working for a Healthy Schools Award. From 2000, when the headteacher was appointed, up until the term prior to the inspection, the school has had many supply and temporary teachers due to several long-term staff absences, but now has a full, permanent teaching staff.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16084	Margaret Coussins	Lead inspector	English, history, geography, religious education
9646	Geraldine Osment	Lay inspector	
20948	John Linstead	Team inspector	Mathematics, information and communication technology, design and technology, physical education, special educational needs, English as an additional language
27225	Anna Sketchley	Team inspector	Foundation Stage, science, art, music

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**All Saints is a good, effective school** with many strengths. The staff create a very positive environment for learning where pupils are happy, work hard and achieve well. The quality of teaching, leadership and management are good. The leadership of the headteacher is very good and she is supported well by an enthusiastic staff team. The school now has a full team of permanent staff, which has led to recent, rapid improvements after four years of major staff turbulence. The school takes very good care of its pupils and provides good value for money.

The school's main strengths and weaknesses are

- Very good leadership by the headteacher has led to many recent improvements in the quality of teaching and learning
- By Year 6, most pupils achieve well in English and science, but there are weaknesses in pupils' achievement in mathematics
- Pupils' attitudes and behaviour are very good because provision for their spiritual, moral and social development is very effective
- Work in mathematics and science does not always provide enough challenge for some more able pupils
- The presentation of pupils' work, including their handwriting and spelling, is not as good as it should be
- There are very good links with parents and the community and very good opportunities for pupils to extend their learning through activities outside lessons
- Information and communication technology (ICT) is not used well enough to support pupils' learning in subjects

**Since the last inspection, the school has made satisfactory improvement.** Standards have improved in English. The school has dealt with the key issues from the previous inspection and, by Year 6, standards in writing are satisfactory and improving, although standards in spelling and handwriting across the school are still not high enough. Standards in religious education have improved because the school now meets the requirements of the locally Agreed Syllabus and provision has improved. Every effort has been made to improve pupils' punctuality.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	C	C
mathematics	E	C	E	E
science	D	E	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

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

*The number of pupils who take the national tests each year is small and this makes comparisons, year on year, and with similar schools, unreliable.*

**Pupils' achievement is good.** When children start school, attainment is generally below that expected for their age. In the reception year, children achieve well because of good teaching and a good range of interesting activities, which stimulates their learning. Almost all children are on track to reach the goals expected nationally by the time they join Year 1. By the end of Year 2, pupils continue to achieve well overall, but there are variations between subjects. Standards in reading are average and reflect the recent drive to improve

reading skills. Standards in writing are not as high as they are nationally, but pupils' achievement is good, given their low starting point. This includes the pupils who have special educational needs, which is almost half of the Year 2 group. Standards in mathematics are below average and in science average. By Year 6, pupils achieve well overall because of recent improvements brought about by a permanent teaching staff. In English, standards are above average in speaking, listening and reading, and average in writing. Standards in mathematics and science are better than the results of the 2004 tests. The average standards reached in science represent good achievement. Standards are below average in mathematics and achievement is satisfactory. In all years, standards in the presentation of work and handwriting are not high enough. Standards are above average in history and religious education, and average in other subjects inspected. Pupils from all backgrounds and of all abilities achieve equally well, apart from occasions when more able pupils do not achieve well enough in mathematics and science.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** Pupils have very good attitudes to learning and their behaviour is very good. They are enthusiastic, confident, interested in the work they do and enjoy learning. Attendance is average. Most parents clearly make an effort to ensure that their children attend school consistently and arrive punctually, but a few pupils are taken out of school during term time, which interrupts their learning.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. The quality of teaching and learning is good.** Good teaching for children in the reception year is planned and organised well to develop all aspects of their learning. In Years 1 to 6, teaching is good, overall. Most lessons capture the pupils' interest and teachers make very good use of resources to encourage learning. Teachers have very good relationships with their pupils and manage learning effectively. Learning support assistants make a very good contribution to pupils' learning. Where teaching is very good, tasks are very well matched to pupils' needs, which ensures that they work hard and learn a lot. In a few lessons, although teaching was satisfactory, the pace of work was too slow or the activities were not challenging enough for some more able pupils. The curriculum is well planned. There is a very good range of well attended after school clubs. Opportunities are often missed to use ICT for learning in other subjects. The school provides very good care and support for its pupils and has created a very good partnership with parents and the local community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides very good leadership and is strongly committed to ensuring that all pupils derive the maximum benefit from their time in school. The leadership of subjects is generally good. The governing body is well organised and has a range of expertise which it uses well to assist and support the school. Governors have a good knowledge of the school's strengths and weaknesses. The management of the school is good. Plans to develop and improve the school are detailed.

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

Parents have positive views of the school and have great confidence in the school and the headteacher. Although some parents do not feel that they receive enough information about the progress their children are making, this is not the judgement of the inspection team. Pupils enjoy coming to school, think the teachers are fair to them, and have good trusting relationships with all the staff.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- Improve achievement in mathematics
- Ensure that more able pupils are consistently given challenging work, particularly in mathematics and science
- Improve the presentation of pupils' work and their handwriting and spelling skills
- Ensure opportunities are planned to use ICT to support pupils' learning

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is good overall and about the same as at the last inspection. In the current reception year, the children started school with the expected level of attainment for their age. They are making good progress and, by the time they join Year 1, most will reach the expected standards in all areas of learning. By the end of Year 2, standards in reading are average and standards in writing and mathematics are below average. As the Year 2 pupils started school with well below the expected level of attainment, this represents good overall achievement and satisfactory achievement in mathematics. In Years 3 to 6 pupils continue to achieve well in English and science. By Year 6 standards are above average in some aspects of English and average in science. This achievement is good because the Year 6 pupils started school with attainment well below the expected level. Standards in mathematics are below average by Year 6 and achievement is satisfactory. The overall picture reflects the effectiveness of the recent priority given to raising reading standards. Standards in handwriting and spelling are below average throughout the school.

#### Main strengths and weaknesses

- Children get a good start to school in the reception year
- Based on their attainment when they started school, pupils achieve well to reach the standards seen in English and science
- Standards in mathematics across the school are not as high as found nationally
- The presentation of pupils' work, including their handwriting and spelling, is not as good as it should be
- Standards in history and religious education are above expectations

#### Commentary

##### National test results

1. The number of pupils who take the national tests each year is small and this makes comparisons, from year to year and with similar schools, unreliable. However, the results of the 2004 national tests for pupils in Year 2 were above average in reading and mathematics, and average in writing and there was a marked improvement in reading and writing from the 2003 results. These results were lower than those reported at the last inspection in reading and writing, but higher in mathematics. Overall, the results were much better than those gained by pupils in *similar schools*\*.

*\*Similar schools are those with a similar proportion of pupils eligible for free school meals*

##### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	17.0 (15.0)	15.8 (15.7)
writing	15.1 (11.9)	14.6 (14.6)
mathematics	17.0 (17.1)	16.2 (16.3)

*There were 14 pupils in the year group. Figures in brackets are for the previous year.*

2. The 2004 Year 6 English results were average and much better than those reported at the last inspection when they were well below average. Results were below average for science, which is the same as the last inspection, and well below in mathematics, which is

not as high as the last inspection. In English, pupils did as well as those in other schools whose pupils gained the same scores in the Year 2 tests, but they did not do so well in mathematics and science. More pupils reached the higher Level 5 in English than they did in mathematics or science.

***Standards in national tests at the end of Year 6 – average point scores in 2004***

Standards in:	School results	National results
English	27.0 (27.0)	26.9 (26.8)
mathematics	25.6 (27.3)	27.0 (26.8)
science	27.9 (27.3)	28.6 (28.6)

*There were 21 pupils in the year group. Figures in brackets are for the previous year.*

3. Given that the pupils who took these tests started school with attainment that was well below average overall, these results represent good achievement and reflect well on the success of the extra support the school provided for these pupils whose learning had been affected by staff turnover. The standards of work seen during the inspection represent good achievement in English and science because the pupils' attainment when they started school was well below average and there are a significant number of pupils, almost fifty per cent, with special educational needs. Achievement is good because good teaching engages the interest of the pupils who want to learn and do their best.
4. In mathematics, standards are below average but achievement is satisfactory. There are some gaps in pupils' understanding and knowledge caused by past disruption to their learning. Pupils in the current Year 6 are on course to achieve better standards. The work planned for some of the more able pupils is not always sufficiently challenging to ensure they make the progress of which they are capable. They are not always encouraged sufficiently to solve problems independently using the different ways they already know. The school has identified this weakness and is ensuring that more able pupils are given challenging tasks. The whole staff are attending training to ensure that standards improve in mathematics.
5. By the end of Year 2, standards in reading are average and reflect the recent drive to improve reading skills. Pupils' interest in reading has increased with the introduction of a new reading programme, which means pupils have greater access to a wider range of good quality books. Teachers convey an enthusiasm for stories through the books they read to and share with pupils. The use of 'big books' shared with the whole class is particularly effective, as is the development of the use of 'story sacks' to engage pupils' interest and enthusiasm for reading at an early stage. Whilst standards are not as high as they are nationally in writing, pupils' achievement is good, given their low starting point. The school has focused on encouraging pupils to want to write for real purposes and giving them lots of practical experiences to write about. This is successful, as pupils who started school with a reluctance to write now enjoy writing and are keen to express their ideas. They have not yet, however, reached the stage where they can organise their thoughts in a clear way in different styles, which are appropriate to the purpose of the writing.
6. By the end of Year 6 standards in English are better than the 2004 national test results because of good standards in speaking and listening and reading, and average standards in writing. This is an improvement since the last inspection when standards in English were below average. Standards seen in mathematics and science were better than the results.

Pupils achieve well in science because of good teaching and a well planned and creative curriculum. The school has identified that standards in mathematics are not as high as would be expected and is dealing with this issue effectively.

7. Bearing in mind their starting points, pupils with special educational needs achieve as well as others because they are supported effectively, given lots of encouragement and fully involved in all aspects of school life. In Year 2, almost half of the year group has special educational needs. All pupils who have special educational needs achieve well because work is well matched to their needs and they make good progress towards attaining the targets in their individual education plans as a result of well-focused support by teachers and learning support assistants. Overall, all groups of pupils, boys and girls, pupils with English as an additional language, the more and the less able, achieve equally well except for some more able pupils in mathematics and science.

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

Pupils' attitudes and behaviour are very good. Pupils' personal qualities are developed very well. The attendance rate is in line with the national average and most of the pupils arrive at school on time. The school makes very good provision for pupils' personal development, including spiritual, moral, social and cultural, development.

### **Main strengths**

- The school expects high standards of behaviour and the pupils' response to this is very good
- Relationships between pupils and adults and with each other are very good
- Punctuality has improved since the last inspection

### **Commentary**

8. The inspection findings agree with the parents' view that the pupils are very well behaved. There have been no exclusions over the last three years and, during the inspection, there were no signs of unpleasantness or harassment. All teachers have high expectations of pupils' behaviour and the behaviour policy is very clearly structured with a range of rewards and sanctions that the pupils understand. Pupils and teachers devise their classroom rules together and, as a consequence, pupils have ownership of them and respond very positively to the interesting lessons that their teachers plan for them. Teachers prepare challenging activities that motivate the pupils who have very good attitudes to learning. Most lessons have challenging activities that motivate the pupils, which is a key reason why attitudes to learning are so good. For example, when Year 3 and 4 pupils were asked to separate stones and sand by filtration, they were totally engrossed in the practical tasks and learnt a lot.
9. Pupils are encouraged to work in pairs and small groups and they co-operate with each other very successfully in lessons. For example, during a Year 6 mathematics lesson, they worked together very well when they discussed ratios. Teachers and pupils have very good mutual, trusting relationships. In response to the pre-inspection questionnaire and in discussions during the inspection, pupils all said that their teachers are fair to them and there is an adult they can go to if they were worried. Break and lunchtimes are good-natured and pupils of all ages and boys and girls play happily together.
10. Pupils' spiritual awareness is promoted very well in assemblies and in many lessons. In a religious education lesson, pupils were encouraged to talk about what candlelight means for them. This was a very good opportunity to express their own feelings and to learn about empathy, and they listened well to what their classmates were saying. Pupils' awareness of social and moral issues is also cultivated very well. The weekly Friday celebration assemblies are used well to acknowledge pupils' successes. In 'circle times', when pupils gather in a circle to talk about their feelings and views, they discuss issues with their teachers. The school provides many opportunities for pupils to take responsibility for themselves and others, such as acting as office receptionists, through DARTS (the school council) and looking after younger children in the playground. Pupils collect for charities including Jeans for Genes and for the Chernobyl Children Lifeline.
11. Teachers provide good opportunities for pupils to appreciate their own heritage, including performances at the Theatre Royal in Winchester and visits to art galleries, museums, Winchester Cathedral and other churches. Pupils regularly visit All Saints Church for the Wednesday Club activities and for religious education lessons. Visitors are welcomed into school including the Mayor, the local Member of Parliament and lecturers from Nigeria. The school acknowledges that more could be done to teach pupils about the diversity of cultures in Britain today. However, the religious education curriculum has improved and pupils are now learning about faiths other than Christianity.
12. The rate of attendance is satisfactory which is not as good as reported in the last inspection when it was good, with little unauthorised absence. Due to the good procedures that the school has put into place to monitor absences and lateness, the punctuality of most of the pupils has improved. However, there are still some families who do not fully appreciate the importance of regular attendance, which accounts for the relatively high rate of unauthorised absence. The headteacher works closely with the education welfare service and the Canon from All Saints Church to encourage parents to bring their children to school regularly and on time.

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	1.2
National data	5.1	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 school provides a good education for its pupils. Teaching is good overall, often very good. The curriculum is good. Pupils are cared for very well. The school works very well with its parents and has very good links with the community. Assessment is good overall with some weaknesses in marking. Accommodation is unsatisfactory.

### Teaching and learning

The quality of teaching and learning is good. Good teaching for children in the reception year gives them a good start to learning at school. Throughout the rest of the school, teaching is good in English and science and satisfactory in mathematics. Teaching is good for other subjects where a judgement could be made. The good quality of teaching reported in the last inspection has been maintained.

### Main strengths and weaknesses

- Teachers make lessons interesting and fun and use resources very well to motivate pupils
- Pupils achieve well because they work hard and try their best and their very good behaviour helps them learn well
- The pupils' ability to work well together in pairs and groups is a strong feature of many lessons
- Teachers have very good relationships with pupils
- Learning support assistants help pupils to learn well, particularly pupils with special educational needs
- Assessment of pupils' attainment over time is generally good, but teachers do not always make best use of day-to-day assessment to let pupils know how they can improve their work or, in some cases, to plan appropriately challenging work

### Commentary

#### Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	8	12	7	0	0	0

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

13. Good teaching for children in the reception year is planned and organised well to develop all aspects of their learning. Staff provide good encouragement and support, which helps the children to make good progress. In a lesson on ordering numbers, pupils were immediately drawn into the lesson by the use of a Little Red Riding Hood doll, which captivated their interest and desire to know more. Throughout the rest of the school, most lessons capture the pupils' interest and teachers make very good use of resources to motivate and encourage pupils to learn. Pupils' very good attitudes and behaviour help them learn well and they always try their best. In a Year 3/4 science lesson, pupils received an email (set up by the teacher) presenting them with a problem to solve on filtration. This

'realistic' problem fired their enthusiasm and led to very good achievement and above average standards of work.

14. Teachers have very good relationships with their pupils and manage learning effectively. As a result, pupils learn confidently and work well on their own or in small groups. This was very evident in a Year 3/4 religious education lesson. The teacher re-arranged the classroom furniture to accommodate a 'circle-time' session to sensitively introduce pupils to a discussion on the theme of holiness based on images of the Madonna and Child. Teaching was very effective and enabled pupils to go on to work meaningfully and purposefully in small discussion groups. In a Year 6 English lesson, more able pupils worked very well together to discuss their responses to a challenging and complex text. They listened very well to each other and had the confidence to share personal opinions backed up by reference to the text, and so the quality of their discussion was very good.
15. Learning support assistants help pupils very well in class lessons and when they work with pupils out of lessons. They are usually very actively involved in whole-class sessions, either helping to engage pupils who may find it difficult to understand, or observing and recording the involvement and participation of individual pupils. In one lesson, the learning support assistant used a duplicate, smaller set of the resources the teacher was using with the whole class to very effectively support a small group who may otherwise have not been fully involved in the learning.
16. Where teaching is very good, tasks are very well matched to pupils' needs, challenging and planned well, which ensures that the pupils work hard and learn a lot. In a few lessons, although teaching was satisfactory, the pace of work was too slow or the activities were not challenging enough for some pupils.
17. Teaching and learning opportunities for pupils with special educational needs are good. Work in lessons is adapted well by teachers using individual plans as a guide. Teaching assistants provide very good support, usually taking groups in lessons as well as delivering extra help in developing numeracy and literacy skills. The quality of individual education plans, both in the setting of realistic targets and assessing how well pupils are progressing to meet them, is good. Additional support given outside of classes sometimes means pupils being withdrawn from lessons. In some classes observed, pupils missed important parts of the lesson when teachers were delivering the initial information and little subsequent help was given when pupils returned.
18. Scrutiny of pupils' books shows marking is effective in some classes but not in others. At best, teachers use assessment to share points for improvement with pupils. In some classes, this is helping pupils to understand what they need to do to work towards a higher level of attainment. In other cases, marking is cursory and is not supporting pupils' learning effectively. The overall effectiveness of marking is inconsistent.

### **The curriculum**

The curriculum is good and helps pupils to achieve well. This is similar to the judgement at the last inspection. It is enriched by a very good range of activities outside lessons. Resources are good but accommodation is unsatisfactory overall.

### **Main strengths and weaknesses**

- Good opportunities for speaking and listening help pupils to achieve well
- The curriculum is planned creatively so that good links are made between subjects
- Activities outside lessons are very good and support pupils' learning very effectively
- Provision for pupils with special educational needs is good; they are supported very well by learning support assistants and, as a result, achieve well

- Provision for pupils' personal, social and health education (PSHE) is good
- Learning is sometimes hampered by unsatisfactory accommodation

### **Commentary**

19. The school provides a good curriculum, which fulfils statutory requirements. This is an improvement since the last inspection when religious education did not meet requirements. The curriculum supports the good achievement of pupils. Opportunities for speaking and listening are particularly good across a range of subjects. For example, in science, pupils are expected to explain their findings, which they do well, and in music they give good reasons when assessing each other's work.
20. The curriculum has recently been under extensive review and is now planned in a more creative way. Subjects are very well linked to make them more meaningful and interesting, such as when pupils make bread in food technology and also learn about the scientific properties of yeast.
21. The curriculum in the reception year provides interesting activities, is planned well to cover all the six areas of learning and supports children's good achievement. Pupils have the opportunity to take part in a very good range of clubs that enrich the curriculum. All are exceptionally well attended as in the case of the 'Wednesday Club'. Pupils also enjoy computing, football, multi-sports, art, dance, recorders and 'Talkwords'. Visits and visitors provide expertise and experiences, which some pupils may not otherwise have, such as the Year 5 and 6 residential trip to Fairthorne Manor.
22. The school provides well-matched activities for pupils with special educational needs that are additional to the main curriculum. Skilled learning support assistants mostly teach these programmes, in both literacy and numeracy, so that pupils make good progress.
23. Provision for pupils' personal, social and health education is good and there is a strong emphasis on this aspect of pupils' development as part of everyday life in school. There are elements of PSHE in many lessons in all subjects. Opportunities in discussion times, planned sessions for pupils to reflect on their learning, and through subjects such as religious education or health education all help pupils develop the personal and social skills that support their good achievement in lessons.
24. Very well trained and deployed learning support assistants enable the curriculum to be taught effectively and ensure all pupils are included in all activities.
25. Resources are good overall. The development of ICT resources is partly hampered by the unsatisfactory accommodation for the junior pupils because it is not possible to fit interactive whiteboards into these parts of the building. This denies pupils the opportunity to progress with their use after Year 2. Other barriers to learning caused by the unsatisfactory accommodation are the inability to use the hall wall bars for physical education because the hall lighting prohibits their use and the disappointing way in which displays celebrating pupils' work are constantly spoiled by damp conditions in the classrooms. Although the overall accommodation is unsatisfactory, improvements have been made where possible, which have led to a better working environment for pupils and office staff. The school works hard to make the best use of the accommodation.

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

Procedures to ensure the care, guidance and welfare of the pupils are very effective. Achievement and personal development are monitored very well. The involvement of the pupils in the school's work and development is very good.

### **Main strengths**

- The school takes very good steps to ensure that the pupils are safe
- The very good relationships between pupils and adults help the pupils feel secure in school
- Pupils feel their views are taken seriously at school
- Pupils' personal and academic development is monitored very closely

### **Commentary**

26. The school's formal procedures for dealing with matters of health and safety, child protection and first aid are in place and well understood by staff. Health, sex and drugs education are well planned and, through 'circle times', assemblies and science lessons, the pupils are learning to keep themselves safe and healthy. The school nurse and road safety and police officers support the school well. The pupils are very well supervised at break times, and routines such as the way lunchtimes are managed are helping pupils to develop good social skills.
27. Very good relationships were seen between pupils and with adults. Teachers listen to pupils well during lessons and pupils feel they are valued. For example, during a Year 6 ICT lesson on the use of spreadsheets, pupils had the confidence to offer answers as the teacher teased out ideas from them to calculate the costs of a Christmas party. In 'circle times', pupils discuss concerns with their teachers and classmates and this is also helping to build strong and trusting relationships throughout the school.
28. Through the pupil questionnaire and discussions during the inspection, pupils expressed very positive views of the school. They feel that teachers listen to their ideas, they are trusted to do things on their own, they get help when they are stuck and they like being at this school.
29. There are good systems in place to monitor pupils' personal development. The rewards system and the celebrations during Friday assemblies are helping pupils to be proud of their efforts in school. During the inspection, teachers shared lesson objectives with their classes. This helps the pupils to understand what they will be learning and, when these are revisited at the end of lessons, the pupils have a good idea of how much they have learned. Targets for improvement in English and mathematics are negotiated with the pupils and shared with their parents during the termly consultations. Teachers refer to the targets during lessons and this helps to focus pupils on what they need to do next. However, when teachers mark work, they do not always write comments that could further help pupils understand the next steps they need to take in their learning.
30. Pupils with special educational needs are very well cared for. For example, pupils with physical or emotional needs receive sympathetic but appropriate help from learning support assistants so that they are able to play a full part in the life of the school.

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

The school has a very good partnership with the parents. Links with the community are very effective and relationships with other schools are satisfactory.

#### **Main strengths**

- The school very successfully encourages parents to be involved in their children's education
- Parents are very well informed about what is happening in school and how well their children are doing
- Very good links with the local community greatly enrich the curriculum

### **Commentary**

31. Responses to the pre-inspection parents' questionnaire and meeting were positive and show that parents have great confidence in the school and the headteacher. Parents show their support by attending meetings, productions and assemblies in high numbers, helping in classrooms and on trips, and through fund raising for the Friends of All Saints School. Funds are well used to enhance provision for all pupils, for example library books and computer software.
32. Although some parents do not feel that they receive enough information about the progress their children are making, this is not supported by the evidence gathered by the inspection team. Parents are sent reports on English, mathematics and children's personal and social development in the autumn and spring terms and in the summer they receive a full report on all subjects. All of the

reports have targets for improvement and the full report details how well children are achieving and the level they are working at. Parents are welcome to talk to teachers at the beginning and end of the school day and they are invited to termly consultation evenings where learning targets are shared. Open days are also held so that parents can see their children and the school at work. The school does more than many to keep parents well informed about their children's progress.

33. The school ensures that parents of pupils with special educational needs are kept informed of the progress of their children. They have opportunities to speak with teachers or the school's special needs co-ordinator at the termly parents' meetings. Staff are always available and parents take advantage of the many other informal opportunities they have to discuss things.
34. Other information to parents is well presented. The prospectus now contains all of the required information. The annual governors' report is very detailed and parents are sent regular newsletters that celebrate children's achievements and keep parents well informed about what is happening in school, such as the many staff changes last year. Class letters are sent home so that parents know what their children will be studying, and they are given homework guidelines and details of how they can help their children with reading. A literacy workshop was held for parents that many found very useful.
35. The school is an integral part of the local community. The pupils benefit from the very strong relationship between the school and the Canon of All Saints Church. Her support for religious education lessons, worship, mathematics teaching for the oldest pupils and the Wednesday Club expands the pupils' horizons. Pupils entertain senior citizens at Christmas by singing at the Salvation Army and St. Johns. The recorder group played with a group of retired adults and pupils take part in the annual Winchester Hat Fair. The pupils' lives are also greatly enriched by the work of the Community Secretary and the wide range of activities that she arranges for them through the After School Club. Community groups including Southampton Football Club, parents, artists, musicians and students from St. Swithun's School and Winchester College offer opportunities to take part in art, ICT, judo, football, chess and other school activities. Teachers use the local area very well to enhance the curriculum. For example, the pupils are taken to St. Giles Hill for science and the Drama Club performed at the Theatre Royal in Winchester. All of these experiences successfully enhance pupils' personal and social development.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The headteacher provides very strong leadership, supported well by the leadership team. Governance of the school is good. Governors give good support and are well aware of the school's strengths and weaknesses.

### **Main strengths and weaknesses**

- The headteacher has a very clear vision for the school and provides very strong leadership
- Senior staff have a real sense of purpose and high aspirations, although there is an uneven distribution of responsibilities
- There is a strong sense of teamwork
- There have been good improvements in the leadership and management of the school's provision for special educational needs

### **Commentary**

36. The headteacher has a very clear vision for the school and is strongly committed to ensuring that all pupils derive the maximum benefit from their time in school. She has high expectations of staff and pupils alike. She has successfully led the school through difficult times when problems of staffing posed serious threats to the quality and continuity of pupils' learning. Since her appointment, rigorous actions have been successfully introduced to improve teaching and the provision for special educational needs. There is now a stable

and settled staff with a strong sense of teamwork and purpose that is continuing to raise standards.

37. The governing body is well organised and has a range of expertise which it uses well to assist and support the school, for example in financial matters and providing training for staff on reading development. Governors have a good knowledge of the school's strengths and weaknesses. This is gained through the visits they make, detailed reports from the headteacher, presentations from senior staff and regular meetings between individual governors and the headteacher.
38. The management of the school is good. The school's performance management systems include all staff, whether teaching or not, and are used well to identify the training needs of individuals. These are linked to the improvement plans, and the school provides very good opportunities for the continuing professional development of all staff. For example, a recent focus on reading successfully raised standards in English and all teachers are about to undergo an extended course to develop the quality of their teaching of mathematics. In addition, training given to the school's learning support assistants means they have a range of expertise to help cater for the different special needs of the pupils they support.
39. All staff are involved in drawing up the plans to develop the school. These are extensive and detailed and provide useful information. Although staff and governors are aware of priorities, these are not clearly defined in the written plan.
40. The leadership of subjects is good because the headteacher provides very good support, particularly for new or inexperienced teachers. The work of the senior management team is good, but there is an unequal balance in the workload, which to some extent impedes the impact and influence of its work on the school's priorities. Senior teachers have a heavy workload and the checking on the quality of teaching and learning in some subjects is restricted. However, the school is active in dealing with the situation and training is on going to develop and improve the leadership and management skills of present as well as prospective subject leaders and senior managers.

41. The management of the school's provision for pupils with special educational needs is good and has been improved significantly. Teachers now have greater responsibilities for setting targets and assessing progress. Pupils are identified with needs at an earlier stage so that suitable work is provided when it will do the most good. The school's special needs co-ordinator manages resources, training and learning support assistants well. The school provides a good range of additional support to raise pupils' achievement.
42. The school's finances are well managed. The recent history of staff turbulence caused a severe strain on the school's financial resources, but governors budgeted well and this was coped with successfully. Governors keep a close eye on spending and ensure planned expenditure is linked to the school's plans to improve. Good strategic planning and prudent budgeting also mean the school is well placed to cope with the results of a possible drop in pupil numbers. The upkeep of the school buildings is a constant drain on resources that the school would rather spend on improving teaching and learning. Nevertheless, there is a programme of constant refurbishment and the school is still able to fund the continuing provision of computers and other ICT equipment. Day-to-day management of financial matters and the general smooth running of the school are undertaken by the welcoming and efficient office staff.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	503,395.14
Total expenditure	535,460.14
Expenditure per pupil	3,824.71

Balances (£)	
Balance from previous year	70,636.72
Balance carried forward to the next	38,580.04

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

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

43. Provision for children in the reception year is good. Attainment on entry this year is average although this is exceptional as it is generally below average and in some years, has been well below average. Standards have been maintained since the last inspection and the good, and sometimes very good, teaching results in all children, including those with special educational needs, making good gains in their learning and achieving well. The curriculum in the reception year is interesting and planned well to cover all the areas of learning and supports the good achievement that children make. Very effective induction and home visits and good communication with the playgroup situated in the church, ensures that children settle well into reception. Assessment procedures are good because adults know the children well and observe and record their learning daily. Accommodation is satisfactory in this part of the school and resources are good and used well.

#### **Personal, social and emotional development**

Provision in personal, social and emotional development is good.

##### **Main strengths**

- Adults praise good behaviour constantly, which encourages children to behave well
- Adults are very good role models for the children

##### **Commentary**

44. Teaching and learning are good and staff are very aware that development in this area has an important influence on children's ability to learn. In lessons seen, the teacher successfully used several small characters to engage the children and hold their attention. All adults ensure that children behave well by constantly praising good behaviour and indicating what is acceptable, especially during snack time. Entry into and out of the classroom is particularly good and very orderly. Adults are very good role models for children and are always smiling and polite. Children are encouraged to do their best by celebrating their work on a special board. Most children achieve well in this area of learning and all are likely to meet the standards expected by the end of the reception year.

#### **Communication, language and literacy**

Provision in communication, language and literacy is good.

##### **Main strengths**

- Opportunities for speaking and listening are very good
- Early reading skills are promoted very well
- Letter names and sounds are systematically taught

##### **Commentary**

45. Teaching and learning are good and opportunities for all pupils to develop their speaking and listening skills are very well planned and pervade all learning activities. During snack time children were split into three small groups and responded very well to a range of topics introduced by the adults to encourage them to talk and listen to each other. They were fully engaged and guided to recognise that print carries meaning when using the interactive whiteboard to teach about the story of Little Red Riding Hood. A new reading scheme has been introduced and all children are taking home a sight vocabulary associated with their reading book. This supports them well as they begin to learn to read. During a

lesson to help them learn their sounds, the teacher gained the full attention of the children by using "Inky" and his "sound box" to learn the sound of "w". This imaginative strategy held the children's interest fully and they responded well. Children achieve well and a significant number are likely to reach the expected standard by the time they leave reception.

## **Mathematical development**

Provision in mathematical development is good.

### **Main strengths**

- There are good opportunities for children to develop counting skills to ten
- The beginnings of mathematical vocabulary are taught well

### **Commentary**

46. Teaching is good in this area and there are good opportunities for children to learn to count to ten. As a result, they make good progress and all will meet the expected standard by the end of the reception year.
47. In a lesson learning to order numbers from one to ten, children were challenged to find the position of a number on a number line from one to ten as well as counting pictures of objects and saying the corresponding number. Their attention was successfully caught and held with the help of a "Little Red Riding Hood" doll. Using the number line to establish the biggest and smallest numbers extended mathematical vocabulary. When working in small groups in the writing corner, children wore "The Jolly Postman's" hat to encourage them to count the number of envelopes they were to deliver. Some children are already able to subtract one from another number.

## **Knowledge and understanding of the world**

Provision in knowledge and understanding of the world is good.

### **Main strengths**

- Children are provided with a varied and stimulating range of activities in order to find out about the world around them
- Information and communication technology is used well to support children's learning

### **Commentary**

48. Teaching and learning are good in this area because activities are well planned and interesting. Some learning is provided when children choose their own activities and some is taught directly by adults in large and small groups. This offers the right balance of support and challenge to extend children's understanding. Children go on autumn walks to see a view of the town from above. They take Barnaby Bear on holiday and make family trees using pictures of their families. All of these activities promote a good understanding of the world around them. They acquire new knowledge through the computer and the interactive whiteboards. Good links are made with these to other areas of learning. Most children are likely to reach the expected standards by the end of reception.

## **Physical development**

Provision in physical development is good.

### **Main strength**

- There are good opportunities for pupils to practise their physical skills

### **Commentary**

49. Teaching and learning are good in this area because during creative activities children are encouraged to use a variety of tools, such as paintbrushes, scissors, pens and pencils. Whilst making candles in response to an advent assembly, children carefully practised their cutting and sticking. This develops their small muscle skills appropriately. Large muscle skills are also developed well through regular physical education and dance lessons and

through playing outside. They enjoy using ribbons to dance to with music in the outside area. Most are likely to reach the expected standards by the end of reception.

## **Creative development**

Provision in creative development is good.

### **Main strengths**

- Children have access to a wide range of activities that promote this area of learning well
- Musical development is a special strength in this area

### **Commentary**

50. Teaching and learning are good in this area because creative activities such as painting, cutting and sticking, role-play and music are always available for children to use. They are taught to use equipment and musical instruments safely and skilfully. Children became engrossed in their re-enactment of the story of "Little Red Riding Hood" which supported their speaking and listening development. They responded exceptionally well to a music lesson when composing a lullaby. There were many good speaking and listening opportunities as they described the music the teacher played as "quiet", "sleepy", "slow" and "lovely". They were able to transfer the meaning of "softly" and appropriately play each instrument as the teacher skilfully welded their playing into a short but effective composition. Most children are likely to reach the expected standards by the end of the reception year.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is good.

### **Main strengths and weaknesses**

- Pupils' speaking and listening skills are developed well throughout the school
- In Year 2, standards in writing are below average
- The school's focus on boosting pupils' reading skills has improved standards
- Standards in spelling and handwriting are below average
- Teaching is good and carefully planned to meet all pupils' needs so that they achieve well

### **Commentary**

51. In the current Year 2, standards in reading are average but standards in writing are below average. In Year 6, standards in reading are above average and standards in writing are average. This represents very good achievement in reading and good achievement in writing, as pupils in both year groups started school with well below average attainment. Improvement has been good since the last inspection when standards were below average overall.
52. Results in the 2004 Year 2 national tests were above average in reading and average in writing compared with all schools. Compared with similar schools, the results were well above average. The discrepancy between the standards seen in the current Year 2 and the 2004 test results is not due to falling standards, but a reflection of a less capable year group where almost half of all the pupils have special educational needs, which is a much higher proportion than in the previous year. Results in the 2004 Year 6 tests were average compared with all schools and similar schools although, compared with similar schools, more pupils reached the higher Level 5 than was the case nationally.
53. By Year 6, speaking and listening skills are above average and are the basis of pupils' improvements in English. This represents very good achievement, as these skills are often

the weakest area of attainment when pupils start school. Class discussions provide many stimulating opportunities for sharing and developing ideas and understanding. Very purposeful discussion led to very good progress in a Year 2 lesson. Pupils worked in pairs sequencing photographs of them making pancakes, and the opportunity to talk with each other helped them order their thoughts. Their good attitudes meant they could politely disagree and express their views well, for example, *"This picture has to come after that one because you can't mix the flour and eggs together before you put them in the bowl"*. The learning support assistant gave very good support by reminding the class of key words to use, as in adding milk to the flour "gradually". A Year 6 group showed good responses to a range of classic texts discussing personal preferences. The ability to accommodate the views of others was a distinctive feature. Good speaking and listening skills are evident in lessons in other subjects and in pupils' ability and obvious pleasure to converse with adults and each other outside of lessons.

54. In reading, pupils in Year 1 and 2 learn sounds and letters through lessons that are fun and effective. The school has recently introduced a new reading programme, which is helping to improve standards by extending the range of books pupils read. Pupils like the new books and consequently enjoy reading from early in their school life. Guided reading sessions enhance pupils' progress and develop their skills and understanding through the detailed study of texts. By Year 6, many pupils are confident, fluent readers. They have well-developed tastes in literature, read regularly for pleasure, and recall enthusiastically what they have read.
55. Although standards in writing are below average by the end of Year 2, pupils achieve well because their attainment when they started school was well below average and half of the year group have special educational needs. In Years 1 and 2, writing skills are improving because of the emphasis on role-play and practical activities. This gives pupils ideas about what to write and they are keen to get their ideas down on paper. As a result, pupils who started school with a reluctance to write now enjoy writing and are keen to express their ideas. However, pupils do not always organise their writing well and many write as they speak because they do not have a secure understanding of the differences between spoken language and the conventions of written language. When Year 2 pupils were writing instructions for making pancakes, many had not yet grasped the features of that type of writing and were recounting what they did rather than writing instructions. In Years 3 to 6 writing skills build on the good foundations taught in Years 1 and 2 and, by Year 6, pupils write satisfactorily in a good range of styles and for many different purposes. The range of writing is wide, encompassing stories, poetry, description and technical writing, such as recipes, and pupils' own feelings and reactions. Pupils use dictionaries and thesauri well to improve their written vocabulary. Pupils have a good grasp of metaphors, similes and synonyms and understand that, when appropriate, their use can improve their writing.
56. Throughout the school, standards in handwriting and spelling are below average. Starting in the reception class, pupils learn to join their letters, but they do not have a good enough knowledge of size and space. For example, 'i' and 'l' and 'h' and 'n' are often all the same height and there is no uniformity in the size of ascenders and descenders. This makes their writing difficult to read at times and the presentation of their work often looks very untidy because of this. This untidy presentation is evident in older pupils' work too, and can impinge upon the quality of their work in other areas such as mathematics. Spelling is often inaccurate.
57. Teaching is good overall. Planning is thorough and teachers' knowledge of the subject and their pupils' needs is good. As a result, in almost all English lessons, pupils are challenged over the whole range of age and ability. Resources are very well chosen to make tasks

interesting and teachers plan many opportunities for drama, role-play and practical activities into their lessons, which help pupils learn well. Lesson objectives are clear and plenary sessions are used effectively so that pupils are clear about what they have learned and why. Assessment has examples of good practice, which clearly benefits pupils, although some inconsistency in this is apparent. In a few lessons that were judged satisfactory, the pace of learning was not efficiently governed by deadlines, or the tasks were not entirely appropriate for the full range of pupils. The teaching of reading through guided reading sessions is a focus for the school and is proving effective in helping to raise standards. The good practice seen, however, is not consistent in all classes.

58. Leadership and management are effective, even though there is currently no appointed English co-ordinator and the role is shared amongst senior staff. The drive to improve reading has been managed effectively and successfully. The school has identified the weaknesses in writing and has appropriate plans in place to raise standards. The work of learning support assistants is very well managed in class lessons and their impact, particularly for pupils with special educational needs, is substantial.

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

59. Reading, writing and particularly speaking and listening are developed well through work in other subjects. The technique of using 'think bubbles' to map out ideas was seen in several subjects. Substantial writing was noted in history and religious education. Pupils' very good attitudes mean that they are attentive and well motivated; they listen carefully and contribute readily to discussions.

## **MATHEMATICS**

Provision in mathematics is satisfactory.

### **Main strengths and weaknesses**

- The leadership and management of the subject are good
- Support for less able pupils and those with special educational needs is very good
- More able pupils are not always sufficiently challenged

### **Commentary**

60. Standards in mathematics are currently below average by Year 2 and Year 6. Pupils in these year groups entered the school with well below average attainment and around one half of the pupils in both year groups have special educational needs. Given their starting points, achievement is satisfactory. The school has already identified weaker aspects in the provision of mathematics, including the need for training for the new and inexperienced staff. It is dealing with these issues very effectively and, although it is too soon to see the impact on standards of these initiatives, they are clearly having an impact on pupils' progress in lessons. The results of the 2004 national tests showed that by Year 2 most pupils reached standards that were above the national average. This reflects well on the success of the extra support the school provided for these pupils whose learning had been affected by staff turnover. The discrepancy between the standards seen in the current Year 2 and the 2004 test results is a reflection of a less capable year group where almost half of all the pupils have special educational needs, which is a much higher proportion than in the previous year. The national tests in 2004 showed that by Year 6 the attainment of pupils was well below the national average. The work of pupils in the current Year 6 shows that they are on course to do better than this.
61. Pupils work accurately and are learning different ways of calculating with numbers, especially in multiplying and dividing. In all years, they have a good grasp of the value digits are representing. For example, pupils in Year 4 confidently explain how to mentally multiply and divide by multiples of ten. Pupils' knowledge of tables is appropriate, and they use this along with other strategies such as doubling to help their mental calculations. Teachers provide a good range of work in all aspects of the subject and pupils have a good sense of what mathematics means in the 'real' world. There are, though, some gaps in their understanding and knowledge caused by past disruption to their learning. Pupils do not present their work well. Teachers encourage pupils to make jottings and these do help them understand. There is, however, insufficient attention paid to the need to set things out in an ordered and careful fashion so that stages in calculations are clear.
62. Teaching and learning are satisfactory overall with some good lessons seen in both infant and junior classes. Teachers try to make activities as 'real' as possible. This helps pupils learn as they engage in practical work rather than just abstract ideas. These activities also gain pupils' interest so that they enjoy what they do and try hard to accomplish their tasks. For example, in one lesson, pupils made real fractions using sweets – with an implied expectancy that they might later eat them – and made good progress as they arranged them in different ways. In another, pupils used real money and reduced the price of genuine items in a sale. Pupils in another lesson pegged socks on a line as

a very visual representation of 'pairs'. Where teaching is good, teachers are lively and make the most of pupils' enthusiasm through encouragement and probing questions to deepen thinking. Learning support assistants provide very good support so that pupils make good progress. They work well with teachers and give unobtrusive support so that pupils are able to take part. The work planned for more able pupils is not always sufficiently challenging to ensure they make the progress of which they are capable. There is not enough rigour in the work set for these pupils and they are not encouraged sufficiently to solve problems independently using the different ways that they already know.

63. The leadership and management of the subject are good. The school has a new and relatively inexperienced staff that is being well supported, for example through weekly meetings and joint planning. Good use is made of the local authority and its advisers to support this development and all teachers are about to embark on an extended training course. Leadership is committed to raising standards with a clear vision of how things can be improved. This includes the improvement of planning to relate work better to the needs of pupils and extending the use of ICT, which is currently insufficient. The improvement since the last inspection is satisfactory. Attainment and teaching standards are broadly similar to those found then and the school has coped well to overcome staffing difficulties. The training provided for teachers has improved and the school's programmes to boost pupils' attainment are successful, as was seen in last year's results in the national tests for Year 2.

### **Mathematics across the curriculum**

64. Links with other subjects are satisfactory. For example, opportunities to develop mathematical skills are taken in science, especially in portraying data. In music, pupils use mathematical notation to indicate where sound might increase or decrease. Older pupils also use spreadsheets on computers to plan expenditure and calculate costs.

### **SCIENCE**

Provision in science is good.

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

- Teaching is good overall with some very good features
- The science curriculum is taught creatively and there are good links to other subjects
- More able pupils are not always sufficiently challenged
- Leadership and management of the subject are good
- Procedures for tracking individual pupil progress are not always effective

#### **Commentary**

65. The 2004 teacher assessments for pupils at the end of Year 2 were below average when compared nationally. Results for the 2004 national tests at the end of Year 6 were also below average. The number of pupils in both year groups was small, however, which means that results are not wholly reliable. During the inspection, standards of work seen were average overall and occasionally above average, which is the same as reported in the last inspection.
66. Good teaching and a well planned and creative curriculum mean that pupils achieve well overall, including those with special educational needs. Achievement is good by the end of Year 2 and Year 6.
67. Teaching is good with some very good features. Teachers plan stimulating lessons with a good range of practical activities so that pupils can learn and develop scientific skills through first-hand experiences. Pupils enjoy the interesting lessons and because of this they are highly motivated, keen to learn and their attitudes and behaviour are very good.

Pupils in a mixed Year 1 and Year 2 class developed a very good understanding of melting by observing what happened to real lollipops when left in the classroom over a period of time. The teacher encouraged discussion, extending the pupils' scientific vocabulary and offering them very good opportunities for speaking and listening. They entered into role-play with her when she bought the lollies with real money through the class shop. Throughout this lesson, pupils practised their literacy and numeracy skills well. By the time pupils reach Years 3 and 4, they conduct their own experiments. Whilst learning about filtration, they were encouraged to believe, through the clever use of an email, that they were helping to solve an important environmental problem. It is this creative approach to teaching that is a major contributor to raising standards. Year 6 pupils achieved well when learning about yeast as a micro organism because the teacher had previously made bread with them during a food technology lesson. Their learning took on a new dimension through this very good link. Mixed-ability groupings in science lessons support pupils with special educational needs very well, especially with the help of well-trained classroom assistants. However, the thinking of more able pupils is not always sufficiently challenged, especially when drawing conclusions about why things happen. Pupils' work is often untidy and not enough emphasis is placed upon the use of charts or formal ways of recording. ICT is not used enough for recording purposes, for example constructing graphs of results.

68. Leadership and management of the subject are good. Significant strengths include supporting teachers through guidance and demonstration of teaching skills in science. This makes a significant contribution towards raising standards. Although there are plans for tracking the progress of individual pupils, this is not yet in place, which hinders teachers' planning, especially for the more able pupils.

#### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

69. Too few lessons were observed to make an overall judgement about provision for this subject. Other evidence indicates pupils' attainment in Years 2 and 6 is in line with that expected for their age. Older pupils have used computers to present their work incorporating text and advanced graphics, for example to illustrate their work on 'ecology'. Pupils in most of the older years are familiar with the Internet and routinely use this as a research method. Most pupils are confident in operating the school's software programs and in Year 6 pupils give simple instructions to use spreadsheets for their desired purposes. In one lesson seen, young pupils made good progress as they learned how to give simple instructions to a floor robot. The teaching was good in this lesson because the teacher made use of a story pupils were reading, giving clear instructions and demonstrations. The robot was used to deliver letters to different characters in the book, which engaged pupils' interest and attention well. Older pupils made good use of spreadsheets to plan a Christmas party for the school with a given budget. This activity was well chosen as it was 'real' and the group producing the best plan would actually see it through, spend the money and stage the party. Pupils presented their ideas using a projected image to illustrate how they allocated their budget with their peers assessing how well they had done against specific criteria. The school's equipment has recently been improved and added to. This includes the provision of interactive whiteboards in two classrooms. In one of these rooms, children in the Foundation Stage and Year 1 pupils have made a good start in using the variety of functions this facility provides. Although the school is keen to install more of these, the poor state of repair of other classroom walls prevents this. Leadership and management are good. There is a helpful new scheme of work and appropriate training in school is provided to help teachers use new equipment and software.

## **Information and communication technology across the curriculum**

70. The school is developing the use of ICT as a tool for learning across the curriculum. Currently this is unsatisfactory and not a significant feature of pupils' learning. During the inspection, few observations were noted when computers were used in lessons. The co-ordinator is knowledgeable and well aware of the improvements needed to raise standards further.

## **HUMANITIES**

71. During the inspection, only two lessons were seen in history and no lessons were seen in geography and so it is not possible to judge overall provision or the quality of teaching in these subjects. On the evidence of work sampled, work displayed around the school, teachers' plans and discussions with pupils, both subjects are taught fully and the breadth and depth of study is good in history and satisfactory in geography.
72. An analysis of pupils' work in **geography** indicates that standards are as expected for their ages. At the last inspection, pupils were reported to make good progress. It is not possible to judge the impact of leadership and management of the subject as they are just developing due to the lack of permanent staff over recent years. There is, however, a clear view of improvements to be made, which includes an overview of the curriculum to make it more accessible and relevant to pupils and stronger links with other subjects. There are currently good links between geography and history, as seen in the work on seaside resorts in Victorian times.
73. In **history**, pupils' work indicates that by Year 6, standards are above average. This reflects the finding of the previous inspection. By Year 6, pupils show their ability to use a variety of historical sources to find out about the past, and they understand that sometimes events have been represented and interpreted in different ways. Pupils make effective use of their literacy skills to record their learning in a variety of ways, for example in reports and charts.
74. Teaching in both lessons seen was good and this is a significant factor in stimulating the pupils' enthusiasm for history and their good achievement. Teachers ensure that all groups of pupils are fully involved in learning. There is good support for pupils with special educational needs and, as a result, they achieve well. In one lesson, Year 5 pupils researched key facts about Henry VIII and his wives through using a variety of texts, some of which were more complex to provide challenge for more able pupils. A learning support assistant provided very good help and encouragement for a group of pupils with special educational needs. Although the opportunity was missed to use the Internet as a source of information, pupils achieved well and met fully the objectives of the lesson. This was reflected in their recording of information and through a 'hot seating' activity at the end of the lesson where pupils posed questions to someone in the 'hot seat' taking on the role of one of Henry's wives. Year 2 pupils linked their geography work on seaside locations to discuss if visits to the seaside are for the same reasons as the Victorians. The good resources helped pupils to approach this task as an investigation in which they were all active and engaged. They asked good questions and gave thoughtful, considered reasons for their conclusions, based on the evidence in front of them. The subject does not have a co-ordinator at present, owing to previous staffing difficulties, but there is a clear awareness of actions to be taken to develop history further.

## **Religious education**

Provision in religious education is very good.

## **Main strengths**

- Pupils achieve very well
- Pupils contribute well to discussions that advance their knowledge and understanding
- The subject is led well

### **Commentary**

75. By the end of Year 2 and Year 6, standards in religious education are better than those expected by the locally Agreed Syllabus and pupils achieve very well. This is an improvement since the last inspection. The subject strongly reflects the Christian ethos of the school as well as developing a good knowledge of other world religions. Pupils have a good understanding of the meaning and significance of festivals. For example, they know that Ramadan is a time of fasting for Muslims compared with Harvest being a celebration for Christians thanking God for the crops that are grown. Year 6 pupils show their understanding of the beliefs of Muslims by writing leaflets on 'How to be a good Muslim' in which they write with understanding on Islamic faith, culture and customs. In an excellent lesson, pupils in Year 3/4 explored the concept of holiness through the theme of the Madonna and Child. Pupils discussed their impressions of a range of photographs and art work. Their response to the sensitive and thought provoking questions posed by the teacher was mature and considered and the questions they asked showed that they were thinking about their own lives and other people in the community. Similarly, very good learning was seen in a Year 2 lesson when pupils were reflecting on their thoughts in response to what candles help them remember. This lesson linked very well with themes explored in collective worship.
76. Teaching and learning are very good. Teachers' know the pupils very well and how to capture and sustain their interest successfully. Resources are very good and teachers use these very effectively to capture the interest of the pupils. Lessons are very well planned and organised and teachers' subject knowledge is very good. Very good relationships between teachers and pupils generates a feeling of mutual respect which helps pupils learn well as they know their own feelings and opinions will be valued and so feel secure in expressing their views.
77. Leadership and management are good. The school is piloting the new locally Agreed Syllabus. The subject provides very good opportunities for pupils' spiritual, moral, social and cultural development and links well with the school's behaviour policy and pupils' personal development. The links with the Church are very strong. The Canon, who is a frequent visitor to school as a teacher and member of the governing body, works closely with the headteacher and pupils and her involvement has a significant impact on the pupils' religious education.

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

78. Only two lessons were seen in music and no lessons were seen in design and technology or physical education. It was not possible to gather any evidence to comment on physical education.
79. In **music**, standards are in line with those expected nationally. When practising carols, younger pupils were taught to sit well and sing out with smiley faces. They sang tunefully with expression and from memory. The teacher was confident and demonstrated very good musical expertise which, in turn, gave the pupils confidence to sing very well. Very good instrumental resources contributed significantly to pupils' ability to compose appropriate music to accompany the poem 'The Night Before Christmas'. The subject is well led and managed and the school also currently benefits from a teacher for half a day a week from the local authority's Music Service.

80. In **design and technology**, the school makes good use of national guidance as a basis to plan work, adapting this to suit its needs. Key skills are identified and focused on in the planning of lessons. These plans ensure the full range of curriculum opportunities are provided for pupils.
81. The leadership and management of the subject are satisfactory. New and inexperienced staff are well supported and pupils' work is beginning to be used to check on standards. The school is aware of where it needs to improve, for example in the assessment of pupils' progress and in the training of staff, and has made appropriate plans to deal with these.

### **Art and design**

Provision in art and design is good.

#### **Main strengths**

- Good teaching results in all pupils achieving well
- Good leadership and management make a significant contribution to standards
- There are good opportunities for pupils to learn beyond lessons

#### **Commentary**

82. By the end of Years 2 and 6, pupils reach standards that are in line with those expected. This is similar to the findings of the last inspection. They use a variety of techniques and materials, explore ideas and collect information in their sketchbooks, and adapt and improve their work.
83. Teaching and learning are good throughout the school. The necessary skills are taught systematically so that pupils achieve well year on year. Very good links are made with other subjects, which supports pupils with their ideas. Pupils in Year 1 and 2 drew Victorian seaside scenes. They set about their task with confidence and care because of the teacher's very good introduction, which included lots of historical photographs for reference. Years 4 and 5 used their sketchbooks very well when designing a Tudor fabric for Henry V111 or one of his wives. In one of a series of lessons involving this task, the well-organised resources and assistance encouraged the pupils to behave like real designers. Pupils had used a digital camera to take photographs of their designs, which helped them to evaluate the effects of what they had planned.
84. The subject is well led and managed. The co-ordinator coaches staff and models lessons confidently and this impacts directly on classroom practice. Standards are kept under review by referring to a useful collection of pupils' art, but there is not always enough information to indicate what level of the National Curriculum each piece of work represents. Resources are good. Pupils really enjoy participating in the after school art club and this makes a considerable contribution to standards in the subject.

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

85. No lessons were seen in this subject and it is not possible to make judgements about overall provision, standards or the quality of teaching and learning. The curriculum section of this report evaluates provision for pupils' personal, social and health education as good.

## 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	4
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 (ethos)</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
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	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
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).*