

INSPECTION REPORT

Ashford Hill Primary School

Thatcham

LEA area: Hampshire

Unique reference number: 115921

Headteacher: Mrs Susan Watson

Lead inspector: Mrs Christine Huard

Dates of inspection: 1st - 3rd November 2004

Deleted:

Inspection number: 266324

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 125

School address: Ashford Hill
Thatcham
Berkshire
Postcode: RG19 8BB

Telephone number: 0118 981 3822
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Appropriate authority: The governing body
Name of chair of Mr Peter Grayson
governors:

Date of previous 17th May 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Ashford Hill is a small village primary school on the outskirts of Newbury and Thatcham. It caters for pupils between the ages of four and eleven. It draws its pupils from a wide range of villages in the local area. Pupils come from a range of backgrounds, but in general terms the local area is above average in socio-economic terms. There are 125 pupils on roll and many more girls than boys. This imbalance is particularly acute in Years 1 and 2 where there are 26 girls and only 14 boys. Children join the Reception class in the year they are five, with the eldest starting in September and the rest of the intake being phased in during the term. Many children have attended nursery or pre-school and received some preparation for school. When they join the school attainment is broadly average, but varies from year to year. An above average number of pupils leave or join the school during the year. Few pupils come from ethnic minority groups and no pupils currently receive support with learning English. A below average percentage of pupils are eligible for free school meals. About 19 per cent of pupils have been identified as having special educational needs which is about average. Three pupils – about two per cent - have statements of special educational need; this is above average. The statements relate to pupils with autism and moderate learning difficulties. There are a few pupils who are in public care. Extra support is provided for pupils who have difficulties with learning, behaviour and speech and communication. The school is involved in the healthy eating initiative.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27290	Mrs Christine Huard	Lead inspector	English, art, music, physical education, special educational needs.
9646	Mrs Geraldine Osmend	Lay inspector	
27714	Mrs Sheila Wilding	Team inspector	Foundation Stage, history, geography, religious education,
32428	Mr Brian Ball	Team inspector	Mathematics, science, information and communication technology. (ICT) design and technology.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ashford Hill Primary School provides a good education for its pupils. Standards are above average in many subjects including English, science and information and communication technology (ICT). Pupils make good progress and achieve well in relation to their capabilities. The quality of teaching and learning is good overall. The leadership and management of the school are good, with a rigorous drive for further improvement. The school provides good value for money.

The school's main strengths and weaknesses are

- The leadership of the headteacher is very good and there is a very positive ethos in the school
- Standards in English, science, ICT, history and art are above average
- The teaching is good and enables pupils to learn effectively and achieve well
- There is good provision for children in the Reception class
- Assessments in mathematics are not always used effectively enough to make appropriate provision for higher attaining pupils in class mathematics lessons
- There is very good support for pupils with special educational needs
- The attitudes, behaviour and relationships between the pupils are very good as is their personal development
- Pupils do not gain sufficient awareness of growing up in a culturally diverse society
- The curriculum is broad and innovative and enriched by a wide variety of visits and visitors as well as a very good range of extra-curricular activities
- Pupils' work is often untidy and detracts from the overall good quality of the content

The school was last inspected in May 1999 and found to provide a satisfactory education for its pupils. A number of issues for improvement were identified, particularly in relation to teaching and learning. All the issues have been addressed, and teaching and learning have improved considerably. The use of assessment to match tasks more closely to the needs of higher attaining pupils has been addressed well in English, and also in mathematics when pupils are working in groups two days a week. However, in class mathematics lessons higher attaining pupils are still not always sufficiently challenged.

STANDARDS ACHIEVED

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

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

Overall achievement is good. In this school the groups of pupils taking the National Curriculum tests at the end of Years 2 and 6 is small, therefore year-on-year comparisons of the results have to be treated with some caution. Children in the Reception class achieve well and nearly all are likely to meet and some will exceed the Early Learning Goals¹ by the time they move into Year 1. Pupils in Years 1 and 2 achieve well. Standards in the national tests at the end of Year 2 were in line with those seen nationally in reading and writing and

¹ The Early Learning Goals refer to the six areas of learning covered by pupils in the Reception class.

they were above average in mathematics. The inspection findings show that standards in reading and writing are above average, although those in mathematics are generally in line with those expected. The differences reflect the change in cohort. The results of tests at the end of Year 6 showed standards to be above average in English, average in science and below average in mathematics. However, there were pupils with special educational needs in the year group who, although they achieved very well given their capabilities, did not reach the national average in either English or mathematics. When compared with their attainment at the end of Year 2, all pupils achieved well overall. In Years 3 to 6 pupils achieve well. From examining pupils' work, inspectors found that standards in Years 3 to 6 are above average in English and science and average in mathematics. Work in information and communication technology is good and standards are above those expected. Standards also exceed expectations in history and art.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils enjoy coming to school and have a real zest for learning. Pupils concentrate and persevere in lessons. They behave very well and have very good relationships with each other and adults. Their spiritual, moral, social and cultural development is very good overall but pupils do not have a sufficient awareness of the cultural diversity of the society in which they are growing up. Attendance is very good and well above the national average.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good.

The overall quality of teaching is good. Children in the Reception class receive a good start to their education. Teaching is good and is focused initially on developing personal and social skills in order that children can learn effectively. In Years 1 to 6, lessons are well-structured. Teachers question pupils skilfully to ensure that they understand and gain from what they are being taught and encourage them to discuss problems amongst themselves. This is developing pupils' independent learning skills very well. Support staff are well deployed by teachers and are effective in assisting pupils' learning. The teaching of pupils with special educational needs is very good. Pupils' very good attitudes to their work assist their learning, although their work is often too untidy. They are very keen to learn and highly attentive in class. Gifted and talented pupils benefit from challenging tasks well matched to their abilities. The school offers an exciting and innovative curriculum. A wide range of visits and visitors enriches pupils' learning. The very good range of extra-curricular activities enhances this further. Accommodation is sound and used very well.

There is very good provision for the care and welfare of the pupils. The school works very closely, and highly effectively, with parents and the local community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher is clearly focused on what she wants the school to achieve, and has high - but realistic - aspirations for pupils' academic and social development. There is a positive emphasis on improvement, which is pursued rigorously throughout the school. Subject co-ordinators manage their subjects well, although some are not yet fully confident in this role. The school values all pupils equally as individuals; its aims and values are embedded in the school and are firmly adhered to. The governors fulfil their statutory requirements and provide good support for the headteacher and staff. They challenge the school well and are fully involved in the school's strategic development. Spending is appropriately focused on actions taken to raise standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the work of the school and they are very happy with its ethos, aims and values. The pupils, equally, are very positive about their school. Their views are canvassed regularly, and taken into account, and pupils enjoy the training for the school council. They say they are expected to work hard and behave well. In general they enjoy their lessons and think they have very good relationships with their teachers.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Improve standards in mathematics by using assessment more effectively to ensure that higher attaining pupils are challenged sufficiently in class lessons
- Ensure that pupils have sufficient opportunities to develop an understanding of the multi-cultural society in which they live
- Insist that all pupils take care in the presentation of their work

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good throughout the school. Standards are above average in English, science, ICT, history and art.

Main strengths and weaknesses

- Achievement is good in English and science because of the good systems the school has in place to assess and track the progress of all pupils
- Standards in English and science are above average throughout the school
- Higher attaining pupils are insufficiently challenged in class mathematics lessons
- Standards in ICT, history and art and design are above average
- Children in the Reception class achieve well overall

Commentary

1. Pupils achieve well because the teaching has improved significantly since the last inspection and this has been instrumental in raising standards. Although documentation shows that the trend in improvement is below the national norm this is because the school welcomes all pupils and accepts some with severe learning difficulties. In a relatively small group of pupils this is, inevitably, reflected in the overall results as it was last summer. All pupils achieved well given their difficulties with results that were above average in English, average in science and below average in mathematics. The school sets challenging targets for its own future development. The targets set for this year were exceeded in English, although not met in mathematics. However, the percentage of pupils achieving the higher level 5 exceeded expectations in both subjects. Targets for results in 2005 are challenging. However, with the good teaching the pupils receive and the level of achievement already seen this term, the targets should be attainable.
2. The school successfully maintains good standards for all pupils, particularly in English and science, because of the consistent and regular assessment and tracking of pupils' achievement. These good systems enable staff to closely monitor the progress of the pupils in their class and compare performance and achievement because of the consistent way in which records are kept. This has a positive effect on standards because teachers can ensure that pupils' needs are met in all areas. In mathematics, the information from assessment is not always used sufficiently well to provide challenging tasks for higher attaining pupils. This means that pupils are not enabled to perform to their optimum potential in class lessons although they do in the group lessons they have twice a week.
3. Children in the Foundation Stage enter the school with a wide range of capabilities, although overall these are broadly average. Children settle quickly and are already achieving well, particularly in the areas of personal, social and emotional development, communication, language and literacy, numeracy, and knowledge and understanding of the world. They are achieving satisfactorily in physical development. Careful on-going assessments ensure that tasks set are clearly matched to each child's capabilities and the support provided by the classroom assistant is of high quality. The assessments made of the current Year 1 pupils show that they made good progress during their Reception year and most met the expected goals for their ages.
4. As at the end of Year 6, assessments at the end of Year 2 are affected by the number of pupils with special educational needs. However, the 2004 results are still average in reading and writing, and above average in mathematics and science. Inspection evidence showed

that standards in Year 2 are generally above average in English and science and average in mathematics. The main reasons for the good standards are that lessons are well structured and pupils achieve well because each lesson builds carefully on the one before, and on the learning by each pupil. Standards in speaking and listening are very good, and reading and writing are above average. In mathematics, the curriculum is varied and covers all areas of the curriculum thoroughly. However, pupils have few opportunities to solve problems and their independent learning skills are not yet fully developed. Standards in science are above average. The curriculum for younger pupils is firmly built around investigative work and from an early stage pupils learn to set up experiments and devise a fair test.

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

Standards in:	School results	National results
English	28.1 (28.4)	26.9 (26.8)
mathematics	26.6 (27.7)	27.0 (26.8)
science	29.3 (29.9)	28.6 (28.6)

There were 16 pupils in the year group. Figures in brackets are for the previous year.

- This good, broad learning continues into Years 3 to 6. At the end of Year 6, standards in English are above average. Pupils' writing is of a good quality and the examination of pupils' work shows how it develops as they move through the school. They write for a variety of audiences, read a wide range of genres and have ample opportunities to develop their speaking and listening skills through classroom debate and informal reporting back of work carried out. In mathematics, standards at the end of Year 6 are average. This is because higher attaining pupils are not always sufficiently well challenged in class lessons. Standards in science at the end of Year 6 are above average. Work is built around a programme of investigation and experimentation which effectively develops pupils' skills and knowledge side by side.

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

Standards in:	School results	National results
reading	16.2 (18.2)	15.8 (15.7)
writing	15.0 (15.9)	14.6 (14.6)
mathematics	17.1 (18.5)	16.2 (16.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

- Standards in ICT are above average by the end of Year 6 and the school is gaining considerable benefit from recently installed technology such as the computer suite and data projectors. Pupils achieve well in this area because they have ample opportunity to learn and experiment with new skills which are competently and confidently taught. Standards in art and design are above average, as are those in history. Pupils' work in all the other foundation subjects inspected, met the required standards. Standards in religious education met the requirements of the Locally Agreed Syllabus.
- Pupils with special educational needs are achieving well overall because work is effectively matched to their needs. Pupils who have been identified by the school as being especially gifted and talented in particular areas of the curriculum are provided with tasks which appropriately challenge them, enabling them to achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Pupils' personal qualities are developed very well. Pupils' spiritual, moral, social and cultural development are very good overall. The attendance rate is well above the national average and the pupils arrive at school on time.

Main strengths and weaknesses

- Pupils behave very well and have very positive attitudes to school and learning
- The school promotes pupils' personal development very effectively
- Pupils have an insufficient understanding of the culturally diverse society in which they live
- Attendance and the school's action to promote it are very good

Commentary

8. Parents are right in their belief that behaviour in the school is very good. The pupils and teachers devised the school and classroom rules together. As a consequence the pupils have ownership of them and standards of behaviour are very good in lessons and around the school. In many lessons teachers provide challenging and interesting activities that motivate the pupils and they are developing a love of learning. This was clearly seen in a good literacy lesson in Year 3 when the class was brainstorming poetry writing. All of the pupils listened well as the teacher explained the task clearly. Therefore they were able to complete the set work and remain involved all the way through the lesson. In a Year 6 literacy lesson, the teacher's inspiring and enthusiastic manner encouraged the pupils to work hard when they studied Shakespeare's Macbeth to look at the features of a play script.
9. The nurturing of pupils' personal skills has a high priority in the school. All adults who work with the pupils are kind and considerate towards them. This helps the pupils to develop an understanding of the needs of others. Pupils play harmoniously together at break and lunchtimes and co-operate well in groups in lessons. This was evident during a Year 3 ICT lesson when the pupils were working together and learning how to use a simulation game. Assemblies, where values are shared, and personal, social and health education lessons especially help to engender very good relationships. The very good provision in this area is begun in the Foundation Stage and helps the children to exceed the stated goals for personal, social and emotional development by the end of the Reception year.
10. The school makes very good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is good, which is an improvement since the inspection of May 1999. It is enhanced during assemblies and in learning during religious education, physical education, and personal, social and health education lessons. The school's success in promoting moral and social development is apparent in the way pupils behave and their attitudes to school and learning, their enthusiasm for the after-school clubs and team system and their willingness to take responsibility around the school. Teachers provide very good opportunities for pupils to appreciate their own heritage, including an archaeological dig at Tidgrove Warren, visits to Katesgrove, a Victorian school, and art galleries, and visits from theatre and dance companies. The school has very few pupils from other ethnic or cultural backgrounds and was criticised at the previous inspection for not sufficiently covering multicultural education. This provision has improved with better planning for religious education but there is still work to do in ensuring that all pupils are fully aware of growing up in a culturally diverse society.
11. The high rate of attendance is a strong indicator of the very good support from parents for the school. The pupils are also punctual for the start of school and lessons start promptly. Regular attendance is making an important contribution to pupils' personal development and their good standards of achievement.

Attendance in the latest complete reporting year 2003/4 (%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.2
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.

Exclusions

There have been no exclusions in the last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching is good overall. The school offers a broad curriculum which is very well supported by a wide range of visits and extra-curricular activities. The strong ethos ensures that good care, support and guidance are provided for all pupils. The school has established strong links with parents, partner schools and the local community and these have a positive impact on the learning of the pupils.

Teaching and learning

The quality of teaching and learning is good overall. Assessment is good.

Main strengths and weaknesses

- Teachers are confident and have good knowledge of their subjects and how to use resources most effectively to reinforce this
- Planning is good and ensures that in nearly all lessons all pupils are provided for, whatever their capabilities
- Lessons are conducted at a good pace, and teachers have high expectations of their pupils and challenge them well
- Pupils learn effectively because they are interested in their work and are inspired by their teachers
- Assessment is generally used well to help track pupils' learning and ensures that work is carefully matched to their needs. However, this is not always so in class mathematics lessons when higher attaining pupils are not always sufficiently challenged
- Pupils do not always take enough care with the presentation of their work

Commentary

12. The quality of teaching has improved since the last inspection when it was satisfactory overall. Many areas were identified for development and these have all been successfully addressed. Teaching is now lively and interesting and inspires the pupils to learn. The teachers are confident, willing to embrace new ideas and initiatives and use them to good effect. For example, the school has recently installed data projectors in all classes. The staff have quickly become familiar with these and use them well to enliven lessons and make them more interesting in order to help pupils learn more effectively. Teachers' subject knowledge is good. This enables them to confidently answer pupils' questions and ensure that pupils understand terminology and concepts. Pupils learn effectively because teachers want them to think round a problem for themselves. For example, in an English lesson in Year 6, the teacher wanted pupils to be able to fully understand how the witches' prophecy determines the future of Macbeth. They were encouraged to analyse the text carefully and think around the meaning of the words. The tasks fascinated the pupils, and they worked enthusiastically, with great enjoyment and with very good attitudes. The quality of learning was very good and pupils could explain what they were learning as the lesson progressed.
13. Teachers' planning is good. Resources are always well prepared and ready to hand. Teachers know exactly what they want their pupils to learn and share this with them. The introductory sessions are full of open-ended questions, encouraging pupils to think and solve problems for themselves. Where explanations are required they are very clear, and again backed up by questions to ensure understanding. The introductory session was never, in any lessons observed, longer than 20 minutes, which ensured that pupils' concentration and interest were sustained. Tasks are carefully prepared and may involve group discussion, and group or individual research. Pupils' record accurately, although the presentation of their work is often untidy and this detracts from the quality of the content

which is often good. Skills are taught well in English, science and ICT to ensure that the pupils have the means to carry out research for themselves. The sessions at the end of the lessons were used effectively for feedback, recounting what pupils had learned and, on occasions, establishing where pupils were not totally confident. This good self-assessment fed into the overall assessment of the lesson and influenced the planning for the next lesson.

14. Lessons were all conducted at a good pace. Time did not drag. Questioning was focused and often related to learning in other areas, which established natural links between subjects. For example, in a Year 6 art lesson, pupils were exploring how they could effectively evaluate features of their learning. The questions focused very well on the key elements of research, particularly the Internet and reference books. They looked at how technology, such as digital cameras, had been used to further their ideas. The ideas generated meant that pupils could show how all these other elements enabled them to take their work forward and evaluate it maturely and accurately.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	14	8	0	0	0

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

15. Pupils learn effectively and achieve well partly because they are being taught the right thing at the right time. The methods of assessment employed by the school are highly appropriate and not unduly complicated. There are good systems which track pupils' achievements over time and in all subjects. This ensures that if any changes are identified they are fully investigated. The school carries out a range of formal assessments which enables it to keep an eye on the 'big picture' throughout the school. On a short-term basis, marking is helpful and informative to pupils. Self-assessment takes place at the end of most lessons and pupils readily admit when they have not fully understood a concept or idea. The feedback from self-assessment and marking, which is regularly and conscientiously carried out, generally feeds into planning which is amended as necessary on a day-by-day basis. The one area where assessment is not used effectively enough is in mathematics, where higher attaining pupils are not always sufficiently challenged in class lessons. This means that they are not consistently performing at their optimum level.
16. Lower-attaining pupils and those who have individual education plans are well supported in their learning by teaching assistants. Steps in learning are carefully identified and teachers and teaching assistants effectively match work to the needs of these pupils. Pupils who have been identified as gifted and talented are usually well provided for and are given additional tasks and problems to solve in the areas in which they are particularly proficient. Pupils who are especially gifted in mathematics attend two problem-solving sessions a week with the headteacher which are designed to extend their thinking and their skills.

The curriculum

The school provides a varied and exciting curriculum. It inspires the children to learn effectively and is complemented by very good enrichment opportunities. Accommodation and resources are satisfactory.

Main strengths

- Many lessons make very good links between subjects
- Provision for pupils' personal, social and health education is good
- Very good use is made of visits and visitors to bring the curriculum alive

- Provision for pupils with special educational needs is very good
- Staff expertise is well used

Commentary

17. Curriculum planning is good and takes into account the needs of mixed-age classes. There has been good improvement since the last inspection. Over the last two years there has been a very successful emphasis on ensuring that the pupils receive a broader and more relevant curriculum. The very good links made between subjects enable pupils to reinforce skills learned in other areas. During the inspection, techniques for planning stories in literacy were successfully used to plan a programme for a game in ICT. Dance is used effectively in religious education to enable pupils to show their understanding of stories such as the Parable of the Sower and display their ability to interpret it through sympathetic movement. Policies and schemes of work give useful guidance to teachers. The school has fully addressed the issue from the previous inspection and religious education and ICT now fully meet statutory requirements. Pupils have good opportunities to learn about the impact of drugs on people's lives and there is an appropriate programme of sex and relationships education.
18. There is a rich variety of learning experiences which enhance the enjoyment of learning for the pupils. All classes regularly take the opportunity to visit museums and places of interest to make learning more exciting. Pupils particularly enjoyed visiting the local excavation of Roman artefacts and experiencing life as a Victorian child in a local Victorian schoolroom. Very good use is made of visitors, educational groups and local expertise. A good variety of clubs is provided including computer, French and art as well as a range of sporting activities.
19. Good provision is made for all pupils regardless of ability, gender or ethnicity. The higher attaining pupils are supported through work that meets their needs including some specific lessons in school especially in mathematics, as well as some additional provision from the local secondary school. The provision for pupils with special educational needs is very good ensuring their inclusion in lessons and in all aspects of school life. As a result, these pupils achieve well. Reviews of pupils' targets are completed regularly and pupils are appropriately involved in the review process. Trained learning support assistants support pupils with special educational needs very well.
20. The accommodation is satisfactory overall although storage space is still at a premium. Some improvements have been made since the previous inspection and more plans are in hand to extend the areas for the teaching of small groups and to develop the administrative area. Resources are satisfactory overall and the staff makes very good use of what it has. There is a satisfactory number of staff and the skills of both teachers and support staff are well utilised. For example, a teacher with specific skills in physical education teaches classes in Years 4, 5 and 6 while a colleague teaches religious education across these year groups. Teaching assistants support pupils well and make an important contribution to pupils' learning and their good achievement.

Care, guidance and support

Procedures to ensure the care, welfare health and safety of the pupils are very effective. The support advice and guidance through which pupils learn and mature are good. The involvement of the pupils in the school's work and development is good.

Main strengths

- Very good procedures to settle children into the Foundation Stage ensure they are eager to learn
- The school takes very good steps to ensure that the pupils are safe and happy

- The very good relationships between pupils and adults help the pupils feel secure in school
- Pupils' personal and academic development is monitored closely

Commentary

21. Parents commented positively on the arrangements for helping their children settle in when they start school. The Reception teacher works closely with the Ashford Hill Playgroup and the children have opportunities to spend time in the Reception class prior to starting school. In addition, the teacher visits the children in their homes and meetings are held for parents so that they can discuss any concerns that they might have. It was obvious during the inspection that the youngest children are very happy in school.
22. 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. Child protection procedures have improved since the inspection of May 1999. Health, sex and drugs education are well planned and involvement in the healthy schools' initiative is helping the pupils to understand how to keep themselves safe and healthy. The pupils are very well supervised at break times and routines, such as the way lunchtimes are managed, allow pupils to develop good social skills. Pupils in public care are monitored carefully and those pupils who join the school during the school year are inducted well and their progress monitored.
23. During discussions with the oldest pupils they all said that they could easily talk to their teacher if they had any problems. Teachers listen to pupils well during lessons and pupils feel that their opinions are valued. For example, the headteacher regularly surveys the views of the pupils and reports the issues and her responses to them. In the light of the most recent survey, the pupils are suggesting ideas for new playground equipment. In personal, social and health education lessons and 'circle times,' pupils are able to discuss concerns with their teachers and classmates and this is also helping to build strong and trusting relationships throughout the school.
24. During the inspection teachers were seen sharing lesson objectives with the class. This helps the pupils to understand what they will be learning. Teaching assistants are well used to ensure that pupils get the most out of their lessons. Personal and academic targets are discussed with the pupils and their parents and progress on these targets is reported on the end of year reports. There are very good systems in place to monitor pupils' personal development and the awarding of merits, team points and Gold awards is helping pupils to be proud of their efforts. Systems to track the individual progress of pupils are highly effective and pupils' academic progress is carefully monitored to ensure they are receiving appropriate provision.

Partnership with parents, other schools and the community

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

Main strengths

- Parents have very positive views of the school
- Parents are encouraged to be full partners in their children's education
- Very good links with other schools help prepare pupils for the next stage of their education
- The school makes very good use of the local and wider community

Commentary

25. Responses to the pre-inspection questionnaire and meeting were overwhelmingly positive and reflect parents' confidence in the school and the headteacher. Although some parents at the pre-inspection meeting felt that there were inconsistencies in the setting of homework this was not borne out during the inspection. Pupils in Year 6 said that they get homework regularly and teachers were seen setting and collecting in homework.
26. The school works hard to involve parents as partners in the education of their children. The headteacher regularly canvasses the views of the parents and responds through the newsletters. Parents are involved in school developments, for example they were invited to discuss priorities for development and the school's website. A wide variety of meetings and workshops are held for parents so that they can understand many aspects of the school's work; for example, how literacy

and numeracy are taught, thinking skills, transition between key stages, what is involved in the National Curriculum tests and how sex education is delivered to their children. Parents feel welcome in the school and show their support by attending meetings, assemblies and church services in high numbers; helping in classrooms, on trips and with after-school clubs, and taking part in social and fund-raising activities organised by the Parents and Teachers Association (PTA).

27. Written information is well presented. The headteacher's newsletters are very detailed and the recently introduced children's newsletter, produced by Year 6 pupils, provides very good information to parents about the topics pupils are studying throughout the school. The annual reports to parents are of a very good quality. They contain very good information about what the pupils know, understand and can do and their achievement levels in English, mathematics and science. They also show the progress towards the targets that were set with the parents and pupils earlier in the year. Parents are invited to termly consultations with their child's teacher, an open day in the autumn term and drop-in sessions to look at their child's work and discuss any matters arising with the teachers.
28. Pupils have opportunities to take part in sporting activities against other schools; including football and netball. They also participate in music and country dancing festivals. Parents are happy with the ways in which their children are helped to start school for the first time. A close partnership with Ashford Hill Playgroup helps the youngest children to settle happily into the Reception class. Pupils from Years 5 and 6 are able to spend time in the main receiving secondary schools. They are invited to drama productions and discos and Year 5 pupils took part in a science quiz and in a taster day at The Clere Technology College. Trainee teachers from St. Alfred's in Winchester are welcomed into school, as are work experience students from the secondary schools.
29. The school uses the local and wider community very well to enrich the curriculum. A local clergyman leads assemblies in school and pupils visit St. Paul's Church to support the religious education curriculum and for services. Harvest gifts are collected for senior citizens in Ashford Hill and Headley. The children's librarian from Tadley Library supports the school well by visiting and talking to the pupils. Volunteers from the local community listen to readers, some school events are sponsored by community members and pupils are welcomed on a local farm. All of these very good opportunities enhance pupils' personal and social development.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. There are particular strengths in the leadership of the headteacher. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has a clear vision in prioritising for school improvement
- There is a rigorous programme of observation and evaluation of teaching and learning
- Communication between the whole school team is good
- The governors are actively involved in monitoring the work of the school
- Some co-ordinators are not yet fully confident in their leadership role

Commentary

30. Overall, the quality of leadership and management in the school is good, and underpinned by very good management and leadership from the headteacher. The headteacher has real vision and enthusiasm for the development of this school. She is driven by a philosophy that children deserve the best, and that there must be strong links between all subjects and opportunities for pupils to learn in different ways according to their individual needs. The school is well on the way to achieving this philosophy. Team-building is having a positive impact on planned change, as a result of the very good monitoring and evaluation by the headteacher and improving management amongst other leading staff in the school. Subject co-ordinators show satisfactory leadership overall. Although leadership is good in

many subjects this is not universal across the school and some co-ordinators are not yet fully confident in their monitoring role. Leadership in the Foundation Stage is good.

31. The school has an efficient and knowledgeable co-ordinator for special educational needs. Good liaison between the co-ordinator, teaching assistants and teachers has the positive effect of ensuring that pupils receive well-planned support and, therefore, make good progress. Teaching assistants, who feel valued by the school, work well with teachers. Governors have a clear picture of how the special needs support operates in school; they are aware of its strengths and monitor provision effectively as part of their overall monitoring programme.
32. Overall, the governing body is effective in fulfilling its responsibilities and members work hard to maintain and develop their role. It effectively fulfils its statutory requirements. It has an appropriate policy for racial equality and this is carefully monitored by the school and governors. Governors maintain a clear monitoring programme, fostering good links with the community. Many governors are regular visitors to the school and know about its daily working. One of their particular strengths is their role in shaping the direction of the school as they have a good understanding of its strengths and weaknesses.
33. School development projects have been carefully prioritised, and give particular attention to developing high standards in the school. As a result of very good monitoring and evaluation of teaching and learning, the school has been successful in raising the achievement of writing at the end of Year 2, and science at the end of Year 6.
34. The arrangements for staff development and performance management are good and are linked to helping all staff to evaluate and develop their own performance and that of their pupils. This includes good training opportunities focused on teaching and learning. The headteacher monitors teaching and learning effectively for core subjects. Monitoring of teaching and learning by co-ordinators is satisfactory overall with a positive start having been made in difficult circumstances due to a small team and a large number of responsibilities to be allocated. There is a very good recognition of the school's strengths and weaknesses, as the key issues for development from this inspection are also clearly recognised by the senior staff, and evident in the school's improvement plan. The action taken to meet the school's targets is good.
35. The budget is set to support the school's development plan to good effect, with additional finances allocated to improving resourcing and staff non-contact time across the whole school whilst also addressing ongoing school development. The decision to employ additional staff and increase non-contact time for teachers is resulting in improvement in subject leadership and management and improved provision for pupils. The governors monitor the budget conscientiously and have developed a strong financial knowledge base. This knowledge is used to good effect when assisting the headteacher in prioritising and spending. Although there is currently a comparatively large surplus, the school is currently undergoing a building programme and funds have been appropriately set aside to complete this successfully. The day-to-day administration is very efficient and gives very good support to the workings of the school. The budget is controlled and monitored very effectively by a very knowledgeable bursar / senior administrator who works very closely with both the headteacher and governors. The school has a very good 'Best Value' statement and ensures that this is implemented in all spending decisions.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	469,746	Balance from previous year	30,771
Total expenditure	469,890	Balance carried forward to the next	30,627

Expenditure per pupil	3,773
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PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision for children in the reception class is **good** overall. Children make good progress during their first year at school and most will reach the expected goals for their learning by the time they enter Year 1. About a third of the children are likely to exceed these goals. This represents good achievement. The attainment of pupils when they enter the school varies greatly from year to year although most children enter school with average skills and knowledge. Teaching and learning are good overall and children are well supported by a teaching assistant which means they can receive more individual help. Teaching is successful because it enables children to learn through interesting activities. Information from assessments is used well to plan for children's learning. Those with special educational needs receive good, focused support which helps them to make good progress. The interesting curriculum is planned to provide a range of activities for the children although the dedicated outside area is underused and has limited equipment for the development of physical and creative play. The Foundation Stage is well led and managed; the co-ordinator demonstrates a good knowledge of the improvements required and has already started to address them through her action plan. The school has maintained the standards identified at the previous inspection.

Personal, social and emotional development

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

Main strengths

- Children are encouraged to choose activities for themselves
- Children work very independently and effectively

Commentary

37. Children enter the Reception class with sound personal, social and emotional skills. Good teaching, which focuses on being encouraging, promoting positive self-esteem and valuing children highly, contributes strongly to ensuring that children settle quickly, develop confidence and feel safe. Children make good progress in this area because of good teaching and clear, well-established routines. By the end of the year most are likely to exceed the standards expected because they have well developed personal and social skills. Children understand routines because they are carefully explained, verbally and pictorially, on a regular basis. They are able to choose an activity independently and record their choices on the class recording board. The vast majority can concentrate on an activity for a sustained length of time even when they are unsupervised. They relate well to each other and adults. Children happily share and take turns. Behaviour is very good and children are kind and courteous to each other.

Communication, language and literacy

Provision in communication, language and literacy is good.

Main strengths

- Children listen well and speak confidently
- Children are given a good range of opportunities to write independently

Commentary

38. By the end of the Reception year, most children will have achieved and some will have exceeded the early learning goals relating to speaking, listening and reading. Standards in writing are slightly lower and are judged to be average. Teaching is good. Opportunities for children to use their skills are incorporated into every area of learning, and high quality planning is a very strong component of the teaching, which ensures children achieve well. During whole-class teaching children are willing to listen carefully and eagerly answer questions. They are beginning to recognise letter sounds and apply them to other words. Children enjoy looking at books and understand that print expresses meaning. They have opportunities to practise their letter sounds and writing and many can now write their own names. In the role play area they are able to write for a range of purposes and, for example, 'record' telephone messages independently. Children are making good progress because of the good teaching and the range of activities provided.

Mathematical development

Provision in mathematical development is good.

Main strength

- A range of practical activities encourage learning through enjoyment

Commentary

39. By the end of the Foundation Stage, attainment in mathematics is average. The majority of children should achieve the early learning goals and some should exceed them. The teaching is good in this area of learning and very clear assessments of children's achievements are regularly made. Children are encouraged to use a variety of equipment, including number lines, to reinforce learning. Well-planned whole-class and group activities ensure that the breadth of mathematical development is covered. Children achieve well in mathematics. This is because the teaching is good and children enjoy learning because teachers present activities to them in a way which excites and motivates them. Adults working with the children reinforce counting skills whenever possible, and number rhymes are frequently used, making mathematical development fun. Children sing number songs – such as 'five currant buns' - which helps them with subtracting one from a given number. The data projector is used imaginatively to help them learn to count and add numbers using animated teddies. Adults reinforce learning well by questioning the children whilst engaged in a variety of tasks, constantly encouraging mathematical language and understanding.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is good.

Main strength

- The children are provided with a wide range of learning opportunities

Commentary

40. The children are on course to attain the expected standards in this area. A range of activities is provided for the children, and the teaching is good enabling children to achieve well. It is lively and interesting and makes links with many areas of the curriculum. There is very good interaction between the adults and children, with lots of encouragement and praise which motivates and encourages the children to do well. Children have investigated the outdoor environment in order to find and create a new home for the 'three little pigs'. They make gingerbread men and use blind tasting to ascertain the taste and smell of food

when investigating the senses. A good use of visitors brings the curriculum to life particularly when the local fire brigade visited to talk about people who help us. The school makes appropriate provision for the teaching of religious education in the Foundation Stage.

Physical development

Provision in physical development is satisfactory.

Main strengths and weaknesses

- A good range of activities promotes children's development
- Children use large apparatus in the hall very confidently
- The outdoor area is under-used and there is a shortage of climbing equipment

Commentary

41. Children achieve satisfactorily in this area and most will achieve the expected goals by the time they move into Year 1. One physical education lesson was observed in the hall. In this the teaching was good and the lesson was lively, and well matched to the children's needs. The children learned how to move in a controlled way and improved their co-ordination when moving round, over and under apparatus. Children can manage to dress themselves independently and manage shoe fastenings, socks and buttons competently. However, children have too few chances to use the outside area. Although there is a reasonable range of wheeled vehicles, there are few opportunities for the children to climb and clamber over apparatus. The outdoor area is not planned for, or used, sufficiently.

Creative development

42. It is not possible to make a judgement for provision in this area. However, from planning and photographic evidence, it is clear that children's creative development is appropriately catered for. Children have opportunities for painting and experimenting with a range of media such as clay and other modelling materials. In addition, the role play area provides opportunities for children to use their imagination and play out situations.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is good.

Main strengths

- Pupils achieve good standards in English
- The quality of teaching is good
- Leadership and management are good
- The good standards of literacy that pupils achieve enable them to fully access the other curriculum areas
- Pupils with special educational needs are enabled to achieve well in English because of the support they receive

Commentary

43. Standards are above average at the end of Years 2 and 6. This shows significant improvement since the last inspection. Although standards have generally improved, test results fluctuate from year to year. This is due to the small sizes of the year groups and the differing abilities within these, including the number of pupils with special educational needs. Higher attaining pupils are recognised and suitably challenged, and the progress of

pupils with special educational needs is good due to the good support they receive both within the class and through additional support when they are withdrawn. During the inspection there was no noticeable difference between the achievements of boys and girls. All pupils have equal access to all aspects of the subject. Pupils' achievements overall are good.

44. Speaking and listening skills are very good. In lessons in English and other subjects, teachers use questioning very well to encourage pupils to explain what they have learned and to express their opinions. In a very good lesson in Year 6, pupils answered questions about Macbeth, voluntarily giving reasons for their answers without having to be asked. This illustrates how pupils are encouraged to think their work through and develop logical thought processes.
45. Pupils achieve well in their reading, because younger pupils are given a very good basis in learning their letter sounds and other strategies to help them. Additional reading opportunities are provided for those who need more help. Teachers are careful to provide pupils with a good range of fiction and non-fiction reading material. Pupils are confident readers and enjoy reading books from a range of genres. They understand very well how to use books for research and many use the local library to research different topics. Parents contribute fully to their children's reading development.
46. Pupils achieve well in their writing. Pupils have the opportunity to write for a range of audiences and a variety of purposes. Regular handwriting practice for younger pupils builds up skills so that work is well presented and writing is well formed. The very structured approach to building up writing skills ensures that pupils are secure in what is expected of them and produce good work. However, the presentation of work for many older pupils is often untidy and this detracts from what is otherwise good work. Those of average and higher ability produce imaginative work, with mainly accurate spelling and punctuation. Pupils with special educational needs are given well targeted support which helps them achieve to their full potential.
47. The significantly good feature of teaching is that teachers have very good knowledge of the curriculum and are careful to build up pupils' knowledge and skills in an organised and progressive way. Care is taken to make clear what is required so that pupils can achieve success. On-going assessment is used well to identify targets for development, for a group as a whole and for individual pupils. Work is adapted to meet the needs of different pupils, and higher attaining pupils are well challenged. The pace of lessons is very good and maintains pupils' interest. Topics are chosen which stimulate and interest pupils and are relevant to their experiences. Pupils with special educational needs are given support which helps them to achieve well.
48. Leadership in the subject is good. The co-ordinator has worked with the headteacher to develop the subject and both continue to look for areas in which the subject can be improved. Assessment procedures provide very good information for setting targets for improvement. There has been good improvement since the previous inspection and the subject has developed well.

Language and literacy across the curriculum

49. The good standards pupils achieve ensure that they are able to participate fully in the other subjects of the curriculum. They have good research skills and there is a good cross-over in subjects, so that, for example, writing is used well for pupils to record in science, history and geography. Opportunities for pupils to use ICT to draft and word process work are satisfactory.

MATHEMATICS

Provision in mathematics is satisfactory.

Main strengths and weaknesses

- Pupils with special educational needs receive good support and achieve well
- Assessment is not always used sufficiently well to plan appropriate tasks for higher attaining pupils
- Pupils' attitudes are good and they enjoy their lessons

Commentary

50. Results of this year's National Curriculum tests show attainment at the end of Year 2 to be above average in comparison with national averages and broadly in line with similar schools. Results for Year 6 show attainment to be below average compared with national averages and similar to those schools who achieved similar grades at the end of Year 2. Although standards were below average at the end of Year 6, when compared with pupils' attainment in their tests at the end of Year 2 they achieved satisfactorily. The school has identified mathematics as an area of concern and is investigating why standards are lower than in other subjects. Inspection evidence suggests that although analysis of data is as comprehensive as in other core subjects actions taken are not as effective. For example, higher attaining pupils are not always sufficiently challenged in class lessons although they do benefit from group lessons twice a week where they are set appropriately challenging problems to solve.
51. The quality of teaching and learning is satisfactory overall and this enables pupils to achieve satisfactorily. Teachers employ questioning skills appropriately and in some cases use them well to take pupils through a logical sequence of steps in basic number operations when working either with the whole class or in groups. Lesson planning is detailed with clear objectives linked to longer term aims. There was some evidence of planning being evaluated, annotated and modified to meet pupils' needs and enabling them to learn appropriately. Although work was generally matched to meet pupils' needs, higher attaining pupils were not always sufficiently challenged by the tasks provided in class lessons. Limited evidence of problem-solving was observed and what was observed focused on generic thinking skills rather than challenging mathematical content. Although teachers make some use of assessment, it is clear that assessment data collected is not used efficiently enough to target areas of specific need for higher attaining pupils in class lessons. Pupils with special educational needs are catered for well with learning support assistants being used to provide encouragement and support. This enables them to achieve well overall. Presentation of pupils' work is generally satisfactory although pupils do not always give enough care to clear layout and presentation. Marking is satisfactory and, in Year 6, pupils were given time to read the teachers' comments and respond to them through their work. This is a good example of engaging pupils actively in their own learning.
52. An examination of pupils' work showed that by the end of Year 2, most pupils have covered the full range of the curriculum satisfactorily. As well as developing basic numeracy skills most pupils are confidently using tally charts with some simple graphs being developed. Work on shape identification and symmetry is in evidence along with basic work on fractions. At the end of Year 6, most pupils reach the standards required across the curriculum although there was only limited evidence of problem solving activities. They have a clear knowledge and understanding of the four aspects of number. Pupils work on fractions, percentages and decimals and it is clear that the majority are able to identify the

relationships between these three areas. Pupil knowledge, and appropriate use, of mathematical language was good.

53. Pupils' attitudes to mathematics are very positive and they respond well, participate actively and enjoy their learning both in whole class question and answer sessions and in smaller groups. Co-operation between pupils is very good. They articulate very clearly what they are doing and in many cases explain why and what they believe they would be learning.
54. The leadership and management of mathematics are satisfactory. The co-ordinator works closely with the headteacher to ensure a detailed data picture is compiled of pupil attainment, pupil achievement and the quality of teaching. Some observations have been undertaken in conjunction with the school governors and pupils' work has been examined. Improvement since the last inspection has been satisfactory overall.

Mathematics across the curriculum

55. There are some sound opportunities for pupils to use mathematics as part of their work in other subjects. There were many examples in science where pupils used graphs and tables to record data. In addition pupils are beginning to realise the importance of correct measuring in subjects such as design and technology.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- Standards in science are above average
- There is a good focus on experimental and investigative skills
- The quality of teaching is good and enables pupils to learn effectively and achieve well
- ICT is not fully integrated into the science curriculum

Commentary

56. Standards in science are above average throughout the school and the examination of pupils' work confirms this. Pupils make good progress in their learning and achieve well. This good achievement is because teaching is good. In the most recent national tests, all the pupils in Year 6 attained the nationally expected level 4. The percentage of pupils achieving the higher level 5 was average. Overall, the progress made in Years 3 to 6 remains good. At the end of Year 2, teacher assessment shows that, although a below average percentage of pupils attained the expected level 2, a well above average percentage attained the higher level 3. These results reflect the high percentage of pupils with special educational needs in the year group.
57. Throughout the school pupils are taught the principles of fair testing. In a good lesson in Years 2 and 3, pupils investigated floating and sinking and what happened when a range of materials were immersed in water. The pace was brisk and practical activities motivated the pupils. They were invited to predict which materials would float or sink and why. They discussed well amongst themselves which would sink and how best to word their results. Some mentioned the presence of air inside, for example, a sponge. Lesson observations and an examination of work show that, by the end of Year 6, pupils have a good understanding of scientific investigation principles. Pupils in Years 4 and 5 eagerly investigated the conditions necessary for plants to grow. They independently devised a fair test to discover all the conditions required in order for a plant to grow. They worked in groups, deciding on variables, the conditions to be measured, how to record results, and how they will evaluate results. Pupils participate with enthusiasm in science lessons, often learning independently through questioning and discussing theories and ideas. Planning in

science is sound and scrutiny of work showed a good range of activities and methods of recording used by pupils. Nationally approved schemes of work have been adapted appropriately to ensure that pupils cover the full range of the curriculum.

58. There is satisfactory evidence of pupils applying literacy and numeracy skills in science. Good speaking and listening skills were observed which fostered scientific understanding in key areas. An examination of pupils' work revealed a satisfactory variety and use of scales and calibrations in the measurement of time and temperature in addition to tally charts and relevant graphs.
59. The leadership and management of science are good overall. There has been good improvement since the last inspection. There is a good focus on the quality of teaching and the quality of pupils' work. Assessment arrangements are good and carried out regularly by class teachers. The information from these is being used effectively to compile a detailed picture of pupil attainment. ICT is not fully integrated into the science curriculum and this is an area for development. There are some good links made with other subjects and there is good use of the school wildlife study area to enhance the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is good.

Main strengths

- Pupils have good ICT skills and work confidently and competently
- The leadership and management of the subject are good
- Information and communication technology is used well across other subject areas

Commentary

60. Standards are above average for pupils at the end of Year 6. This represents a significant improvement since the last inspection, when provision was unsatisfactory. The school is now well resourced with computers available in all classrooms and in some shared areas. These computers are networked and have Internet access, which is used effectively by pupils for research in order to enhance their learning. Classrooms are also equipped with data projectors, which are used effectively. Teaching is good enabling pupils to achieve well. Those pupils with special educational needs receive good support enabling them to perform as well as their peers. The knowledge and understanding of the teaching staff have improved considerably. Teachers make good use of the resources available to develop pupils' skills and understanding in the use of information and communication technology. The school is now in a strong position to further raise standards.
61. Pupils are confident in using the computers and see information and communication technology as a means to help them make their work more interesting. Pupils in Year 6 demonstrated above average knowledge when using Power Point animations. They spoke knowledgeably and with enthusiasm about using software to control their fairground models made in design and technology. Throughout the school pupils have learned to utilise the Internet successfully for enhancing their work, particularly by researching information connected with the topics being explored. Pupils in Year 2 have good mouse control and have a good understanding of some of the tools and how to use them. They experiment with a range of software including paint programs and are developing competent keyboard skills.
62. The subject co-ordinator provides good leadership. She is working hard to ensure that teachers and support staff, throughout the school, develop confidence in the use of information and communication technology, by providing training and support in the areas

where they lack confidence. She is aware of the areas that require improvement. The extension and improvement of equipment, such as providing a mobile bank of basic laptops and installing interactive whiteboards, is an on-going aim. Teachers assess pupils' work effectively. Pupils also maintain a good electronic record of their work including photographs as well as writing and drawings; this enables progress to be judged easily.

Information and communication technology across the curriculum

63. The teachers make good use of ICT in a range of classroom-based subjects, and this is having a positive impact on learning. Information and communication technology is used well across the curriculum and there are some good examples of its useful application. For instance, is it used to very good effect in art and design, it provides effective research material in history, and is an integral part of design and technology projects.

HUMANITIES

64. **Geography** and **history** were not a focus of this inspection and there is insufficient evidence to make a judgement on overall provision and teaching. Pupils' work was examined, teachers' planning and assessment scrutinised and the co-ordinators' files examined. There are good policies for both history and geography, and the scheme of work ensures that all elements of the subjects are covered. From a scrutiny of pupils' work there is evidence that pupils at the end of Year 2 achieve the nationally expected standards in history and geography. At the end of Year 6, pupils attain the standards expected in geography, but exceed expectations in history. Pupils gain a satisfactory understanding of the subjects and begin to develop appropriate skills as well as knowledge and understanding.
65. In **geography**, good use is made of the local environment so that field trips enhance pupils' learning and enjoyment of the subject. There has been sound improvement since the last inspection in the use of assessment to check pupils' progress although presentation of pupils' work is not always to a high enough standard. Leadership and management of the subject are satisfactory. In **history**, good improvement has been made since the last inspection when attainment was found to be in line with that expected. In Year 6, the use of ICT and independent research enable pupils to interpret the importance of historical events accurately. Visits to historical sites and museums bring the subject to life for the pupils. Leadership and management are good because the co-ordinator is actively involved in monitoring the subject and ensuring assessments are carried out at the end of each unit.

Religious education

Provision in religious education is satisfactory.

Main strengths

- Statutory requirements are fully met
- Good use of links to other subjects
- Good use of thinking and reflection time
- The revised curriculum enables pupils to receive broader and more balanced opportunities

Commentary

66. Pupils in Year 2 and 6 attain standards that are in line with those expected by the locally Agreed Syllabus. Achievement for all pupils, including those with special educational needs, is satisfactory. This is an improvement since the last inspection when standards in Years 3 to 6 were unsatisfactory.
67. Pupils have a good understanding of the Christian religion and have explored stories from the Bible, the church and the life of Jesus. Pupils are developing their understanding of

other religions and can explain some of the religious practices associated with Judaism and Islam but this area of the revised curriculum has yet to be embedded. The revised programme for assemblies ensures that there is planned coverage for a variety of religions and personal and social education which will further help to embed pupils understanding of other religious beliefs. Religious education lessons are closely linked with those for personal and social education. This helps pupils to develop social, moral and cultural awareness. Pupils show good ability to apply their social and moral knowledge in their class discussions.

68. The overall quality of teaching and learning are satisfactory. Two lessons were observed during the inspection. Good links are made to other subjects such as when drama was used effectively in a lesson to help the pupils understand the significance of making a journey. Teachers make good use of thinking time to allow pupils to reflect on their learning and to think about their next steps. On one occasion the pupils were not sure what they were learning to do because the learning outcome for the lesson was too complex and not simplified for the pupils. The marking and presentation of pupils' work are not always of a consistently high standard.
69. The subject is led and managed satisfactorily. There is an action plan for the subject area which recognises the developments required but monitoring is not carried out with sufficient rigour. During the inspection the subject was not celebrated through display. Resources are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. Only two lessons were seen in art and design, one in design and technology and none in music. It is not possible therefore to make a judgement about provision in these areas. However, it was possible to evaluate completed work in art and design, and design and technology, and to talk to pupils and examine co-ordinators' files.
71. From the work examined in **art and design** it is evident that pupils experience a wide and varied curriculum and standards are above those which might be expected. From the evidence of pupils' work around the school it is clear that pupils have experiences of working with a wide range of media, such as clay, printing materials, pastels and paint. Pupils explore the work of other artists; for example, pupils in Year 6 studied the work of William Morris and created their own 'rooms' using their own observational drawings, digital cameras and appropriate ICT programs. Younger pupils in Years 2 and 3 experimented with printing techniques using fabric which they had previously tie-dyed. The effects were lively and interesting and pupils showed imagination in the blocks they had created and good technique to obtain a good quality finished article.
72. In **design and technology** pupils gain a good understanding of a range of techniques and materials. From the work observed it is clear that standards are broadly average. From early on, pupils learn the design process and how to evaluate and improve their designs. They learn a range of skills to enable them to complete their work successfully, and a good emphasis is placed on accurate planning, measuring and completion of a task. This could be seen in the fairground rides that pupils in Year 6 had constructed. They incorporated the use of an ICT program in order to control their movement and carefully evaluated the success of the project.
73. There were few opportunities to evaluate the quality of **music** in the school. However, it is an integral part of school life and taught regularly. The pupils were heard singing in assembly. This was tuneful, clear and they maintained the pitch of the songs well. They

have a very good sense of rhythm. Pupils listen to music from a range of cultures and also participate in a range of dramatic productions involving music.

Physical education

Provision in physical education is good.

Main strengths

- The quality of teaching and learning in the different aspects of physical education is good overall
- The pace of lessons is good and pupils fully understand what is required

Commentary

74. Standards are above average by the end of Years 2 and 6. The provision of a broad and balanced physical education curriculum, and the wide range of opportunities offered outside the school day, contribute to pupils' enthusiasm and to the success which they achieve. Regular use of local facilities means that the great majority pupils swim 25 metres by Year 6, with some swimming much further. Each class plays a wide variety of games, according to the season. Boys and girls of all abilities enjoy football, netball, hockey and other ball games. Those who enjoy competitive sport have achieved considerable success. Good cross-curricular links mean that performance in dance can be celebrated during school performances.
75. Teachers set a purposeful and authoritative tone in physical education lessons. Lessons regularly begin with effective warm-up sessions which combine initial exercise with an element of fun. Pupils understand the importance of warming-up and having regard for health and safety issues. Teaching assistants play useful roles in supporting teachers in physical education activities and in helping younger pupils to change into suitable clothes. Teachers conduct physical education activities at a good pace, which ensures close involvement by pupils. The teachers ensure that all pupils, including those with special educational needs, are able to fully participate in lessons. Teaching and learning are good overall and pupils achieve well. Where teaching and learning were very good, pupils were clear about expectations and they co-operated purposefully to produce dance sequences of high quality. Their performance improved after identifying strengths and weaknesses in each other's work. There is some specialist teaching by the co-ordinator in the two top classes from which these pupils benefit.
76. The leadership and management of the subject are good. The school has been successful in maintaining a good, broadly-based range of learning opportunities. An action plan for improvement has been produced to develop the subject, but as yet little effective monitoring procedures are in place to evaluate the quality of teaching and learning and pupils' performance. There has been a sound level of improvement since the last inspection. Standards and achievement levels have remained similar, but extra-curricular provision has improved.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. This curriculum area was sampled through specific lessons in personal, social and health education, and through an observation of an assembly and discussions with pupils. The co-ordinators file was also sampled.
78. The school has ensured that pupils have opportunities to be taught about sex and relationships and how substances such as drugs can affect people's lives. The focus on healthy eating and living are key elements in the good citizen programme the pupils' experience. The school has established a clear moral code and good opportunities for

pupils to use their initiative particularly by increasing their involvement in school life. It is effectively developing the use of the school council by ensuring that all teachers are trained for its use and developing class councils before broadening it to encompassing the whole school.

79. In the lessons seen clear ground rules for discussion were established. Pupils opinions were well articulated, pupils listened well to each other's responses and respected others views. Teachers used questioning sensitively and effectively to draw out responses from the pupils. In one lesson pupils responded well to drawing up a behaviour charter for their class. Good use was made of speaking and listening skills during both whole class and group teaching. In both lessons seen teachers were trying to teach too much in too short a time so that the intended outcome was not completely achieved in each session.
80. Pupils are involved in assemblies through responding to questions and by acting out various roles to bring stories to life. The school has been developing the use of thinking and reflection time and this was seen in both the assembly and a number of lessons during the inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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