

# INSPECTION REPORT

## **BINSTED CHURCH OF ENGLAND PRIMARY SCHOOL**

Binsted

LEA area: Hampshire

Unique reference number: 116271

Headteacher: Miss Gillian Blackmore

Lead inspector: Mr Declan McCarthy

Dates of inspection: 16-18 November 2004

Inspection number: 266427

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: 74

School address: Church Street  
Binsted  
Alton  
Hampshire  
Postcode: GU34 4NX

Telephone number: 01420 23200  
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Appropriate authority: The governing body  
Name of chair of governors: Ian Yarrow

Date of previous inspection: February 1999

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Binsted and is attended by pupils from Binsted and nearby villages. The school is much smaller than most primary schools with 74 pupils on roll including 11 children in the reception year. Nearly all pupils are of white British heritage and there are very few pupils who speak English as an additional language. Mobility varies from year to year. In the 2003-2004 academic year mobility was high in Year 6, but it is currently average. The percentage of pupils with special educational needs is broadly average, and the percentage with a statement of special educational needs is also average. Nearly all pupils' special educational needs arise from moderate learning difficulties and a few have physical disabilities or Asperger's syndrome. The proportion of pupils eligible for free school meals is well below average. Pupils come from relatively advantageous backgrounds. Attainment on entry to the school fluctuates from year to year and is currently broadly in line with the national average. The school is committed to its Christian ethos and it has strong links with local parishes. The school is involved in the Leadership Development Strategy in Primary Schools and it also has links with Reading University and University College Winchester for initial teacher training and a variety of other professional development.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23886	Declan McCarthy	Lead inspector	English as an additional language English Information and communication technology Geography History Religious education
9756	Ken Parsons	Lay inspector	
23067	Dee Brigstock	Team inspector	Foundation Stage Special educational needs Mathematics Science Art and design Design and technology Music Physical Education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school. Pupils' achievements are good because teaching and learning are good. Pupils have very good attitudes and behave very well in school as a result of the very good ethos, reflecting Christian principles, and the high quality of care provided by the school. The headteacher provides very good leadership and the school is well managed. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are above average and pupils achieve well, particularly in writing, because teachers have high expectations for learning and assessment is very good.
- Planning in mathematics is over-reliant on a published scheme of work and this is restricting some pupils' achievement.
- The purposeful leadership of the headteacher has led to strong teamwork and a shared commitment to school improvement.
- The achievement of pupils with special educational needs is good because the school provides good support for their learning and ensures they are included in all activities.
- Access to all available resources for learning literacy in the reception class is restricted and lessons in literacy are too long.
- Planning in the Foundation Stage within single subjects restricts children's opportunities to make links in their learning, and planning for use of the outdoor classroom for children in the reception class does not include enough links to all areas of learning.

There has been good improvement since the school was last inspected in February 1999. The key issues identified then have been well addressed. Leadership and management are now good and this has led to good improvement in the quality of teaching, learning and pupils' achievements. There has been good improvement in the curriculum with more opportunities to enrich pupils' learning, and there are now good levels of learning resources, including improvements in information and communication technology (ICT). There has been excellent improvement in assessment since the last inspection, which is now very good. The school is well placed to improve further under the very good leadership of the headteacher.

### STANDARDS ACHIEVED

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

*Key: A\* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - very low. Similar schools are those with similar numbers of pupils entitled to free school meals.*

Pupils' **achievement** is **good**. In 2004, the school's test results in Year 2 were well above average in reading and writing and above average in mathematics, compared to schools

nationally. In comparison with schools with similar numbers of pupils entitled to free school meals, the 2004 Year 2 tests results were above average in reading, well above average in writing and average in mathematics. The 2004 Year 6 test results were very high in English (in the top 5 percent), very low (bottom 5 percent) in mathematics and well below average in science, compared to schools with similar numbers of pupils entitled to free school meals. However, there were only 9 pupils in this Year 6 group and care must be taken when interpreting these results, as they vary significantly from year to year. For example in 2003, national data shows that pupils in Year 6 made very good progress in English and mathematics and good progress in science, representing very good overall progress in the core subjects based on their previous performance in their Year 2 tests. Currently pupils' achievements are very good in English, satisfactory in mathematics, good in science and good in religious education. They are satisfactory in all year groups in ICT. The achievement of pupils with special educational needs and the very few pupils who are at an early stage of learning English is good. Therefore, overall pupils' achievements throughout the school are good. Children in the reception class achieve well in communication, language and literacy and in personal, social and emotional development. Their achievement in mathematical development is satisfactory. By the end of the reception year, nearly all children reach and some exceed the goals expected of their age in most areas of learning. Use of accommodation and aspects of teachers' planning restrict children's achievement, which is satisfactory overall.

**Pupils' personal qualities and their spiritual, moral, social and cultural development are very good.** They have very good attitudes to learning, very good relationships with others and their behaviour is very good. Attendance is very good and punctuality is good.

## **QUALITY OF EDUCATION**

The school is providing a **good quality of education**. **Teaching is good** and as a result pupils' learning is good. Teaching is very good in English but is only satisfactory in mathematics because of an over-reliance on a published scheme of work which limits learning and pupils' achievement. Assessment is very good. There is a very good range of clubs and educational visits to promote pupils' learning. The school cares for its pupils very well. There are good links with other schools and the community. Links with parents are good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides very good leadership. Subject leadership is good and school governance is satisfactory. The governing body has a good knowledge of the school's strengths and weaknesses and ensures that all statutory requirements are met. Although governors support the school's work through its committees, they have not yet fully developed their monitoring role. The school is well managed and runs smoothly.

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

Parents hold the school in high regard and acknowledge the warm and welcoming ethos of the school. They recognise the good quality teaching and the high quality care provided by the school. Pupils enjoy being at school; they believe other pupils are friendly and they respect staff.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- to improve teachers' planning in mathematics so that it does not rely on a commercial scheme
- to improve overall planning in the Foundation Stage and develop the use of the outdoor classroom to include learning in all areas of the curriculum
- to reduce the length of single literacy lessons in the Foundation Stage and provide more access to curriculum resources.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are above average and pupils' achievements are good. Children's achievements in the reception year are satisfactory. Pupils with special educational needs and those at an early stage of learning English achieve well. There are no significant differences in the achievements of boys and girls.

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

- Children in the reception year are on course to meet, and some will exceed, the goals expected for their learning.
- The results of national tests in 2004 were well above average in Year 2 and in line with national averages in Year 6.
- Pupils throughout the school are achieving well: their achievements in English are very good as standards in English are well above average.
- Pupils with special educational needs and the very few pupils who are at an early stage of learning English are achieving well.
- Weaknesses in teachers' planning in mathematics and in the reception year sometimes limit learning and achievement.

#### **Commentary**

1. Children enter the reception year with average attainment in literacy and numeracy and above average attainment in personal, social and emotional development. By the end of the reception year, most children are expected to achieve the early learning goals in all areas of learning and some will exceed them. This represents satisfactory achievement overall; teaching is good, but significant weaknesses in curriculum planning and the planned use of the outdoor accommodation limit children's achievement. Good support is provided for children with special educational needs.
2. Although care must be taken when interpreting the results because groups of pupils are small, there was a substantial rise in the Year 2 national test results in writing in 2004 compared to the 2003 results. Results were well above average in reading and writing and above average in mathematics compared to schools nationally. In comparison with schools with similar numbers of pupils entitled to free school meals, pupils' results were above average in reading, well above average in writing and average in mathematics. This is mainly due to a much more rigorous approach in teaching writing, which has been the main focus of the school's work. National data shows that the rise in standards, over the last five years, was above the national trend.
3. The 2004 Year 6 results in national tests were very high, in the top 5 percent nationally, in English. However they were well below average in mathematics and below average in science, compared to schools nationally. The 2004 Year 6 test results were very high in English (in the top 5 percent), very low (bottom 5 percent) in mathematics and well below average in science, compared to schools with similar numbers of pupils entitled to free school meals. Pupils who took the tests performed less well in mathematics than predicted from teacher assessments because the school reports that many of them had negative attitudes to taking or completing the tests on the day. The trend in the school's performance over the last five years was below

the national trend. However, the school's own analysis of 'value added' indicates good achievement, which is also confirmed by LEA monitoring and inspection findings. This inspection shows that in Year 2, standards in English are well above average, standards in mathematics are broadly average, and standards in science are above average. In Year 6 standards are currently well above average in English and above average in mathematics and science. Good achievement and rising standards are also confirmed by the school's performance against its own targets. In 2004, the school fell short of its targets for Levels 4 and 5 in English and mathematics because of high pupil mobility and the refusal of some to pupils to take or complete the tests. The school is also on course to meet its challenging targets in 2005.

4. Currently, pupils of all capabilities in Years 1 to 6 are achieving well because teachers have secure subject knowledge and set high expectations for pupils' learning. Pupils' achievements in English are very good and pupils are also achieving well in science and religious education because teachers have high expectations for learning. However, pupils' achievements in mathematics are only satisfactory because there is too much reliance on a published scheme of work, which limits learning. Pupils' achievements in ICT are satisfactory as they are attaining in line with expectations for their age because teaching and learning are satisfactory.
5. Pupils with special educational needs generally make good progress in relation to the targets set for them and are provided with good levels of support from their teachers and the learning support assistants. Pupil targets are regularly evaluated and reviewed, and new targets are set to aid progress, when required. These targets need to be more specific with appropriate timescales to help to ensure that good progress results in mathematics for pupils in Years 5 and 6, and this has been identified by the special educational needs coordinator (SENCO). Pupils are removed from the school register for special educational needs when they have achieved the required standards. There is good provision for pupils with special gifts and talents, not only in English and mathematics but also in other areas of expertise, for example in sport. Pupils' progress is monitored closely and challenging targets and enrichment activities are provided well, resulting in well above average standards being attained for this group. The very few pupils who are at an early stage of learning English also make good progress and are achieving well because teachers and support staff support language development through the use of visual methods linked to the development of language.

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

Pupils have very good attitudes to school and their behaviour is also very good. Their attendance is well above the national average and their punctuality is good. Pupils' spiritual, moral social, and cultural development is very good.

### **Main strengths and weaknesses**

- Pupils have a very positive approach to their education and are very keen to take part in school activities.
- Behaviour is very good in most lessons and contributes considerably to the learning taking place.
- The school has a very strong ethos which involves very clear expectations of behaviour and effective procedures to support pupils in meeting them.
- Relationships are very positive and pupils are proud to be part of the school.
- Pupils' attendance is very good.
- The school fosters an excellent spirit of community.

## Commentary

6. The school has a very strong ethos which values each pupil as an individual and provides very clear expectations for staff and pupils alike. Pupils rise to the challenge and display a very strong interest in their lessons and everything else the school has to offer. They are very pleasant young people whom it is a pleasure to meet. They have a strong sense of belonging and feel very secure in the school. It is a friendly community, with very good relationships between the children and both teaching and non-teaching staff. The small size of the school means that everybody knows everybody else and they look after each other. This is combined with an acceptance of newcomers such as the traveller children in the school. Pupils have a very positive attitude to their teachers and their work. All adults are effective in helping pupils to develop into mature and responsible individuals and providing an atmosphere in which they can thrive.
7. This positive ethos is the key to the very good behaviour in lessons and around the school. Pupils work well in all lessons and little time is lost through teachers maintaining order. The pupils are encouraged from a very early age to take responsibility for themselves, for example, even the youngest children are expected to organise themselves at the start of the day. Behaviour around the school is very sensible, with no pushing or shoving. There are hardly any bullying incidents, and then only name calling, but there are procedures in place to deal with any that might occur. There have been no exclusions in recent years. The school is well supervised and recently arrived reception children do not feel threatened by the school environment. Pupils with special educational needs have positive attitudes in lessons and hence benefit from the high level of support that they receive. They enjoy good relationships with their support assistants and work effectively as individuals or in small groups. They try hard and are happy to be withdrawn from lessons to work with the SENCO, when required to do so. The school's written behaviour policies were produced a long time ago and are too vague in terms of the guidance they provide; they contribute little to the very positive results the school actually achieves.
8. The school has a very clear set of moral values to help pupils distinguish right from wrong. Pupils respect the feelings and beliefs of others and are able to work well as part of a group and when contributing towards a common goal; these values are fostered early in the reception year. There are many opportunities for pupils to take responsibilities, ranging from acting as a reading buddy to a younger pupil, taking the register to the office, or organising hymn books for assembly. The school's strong set of social values emphasise working as a community. There is particular encouragement of concern for others through support for charities. A few pupils do experience some difficulties relating to their peers; the school is acting effectively to address these issues.

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

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.1
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.*

9. The school provides a daily act of collective worship for pupils through assemblies and there is a stimulating programme planned through the year to support the exploration of religious, moral and social issues. Pupils have very good self-knowledge and older ones are able to talk about the values of the school and their own contributions to them in a very mature way. Spiritual awareness is evidenced in work such as pupils' poems about the New Forest. Many of the walls of the school provide a varied display of pupils' work, whilst there are regular

opportunities for pupils to develop their self-confidence, such as the very popular residential trips for Year 5 and 6 pupils to Calshot. Topics in religious education help pupils to develop their views on the world and provide very good opportunities for reflection, as seen for example when pupils reflect on guardian angels in their topic on angels. Personal, social and health education (PSHE) provision benefits from the way it is delivered by year group rather than by class and contributes well to pupils' development as individuals. Pupils' appreciation of their own and others' cultural traditions is very good: they learn about features of various cultures, including a range of beliefs. A particular feature is the use of ICT to provide a wider perspective from rural Hampshire; pupils communicate by e-mail with an Indian village, they have "talked" to a walker on the Inca Trail in South America in real time, and they have taken virtual tours of a mosque and a synagogue. Pupils are prepared well for life in a multi-cultural society.

10. Pupils want to come to school. Parents are cooperative in ensuring their child's good attendance, with few taken out of school by parents for holidays in term-time. On occasions, problems with the school coach cause some pupils to arrive a few minutes late in the morning; otherwise there is a prompt start to the school day.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. There are very good opportunities for enrichment and all pupils are included well. Teaching and learning are good. Pupils are very well cared for and there are very good links with the community. Links with parents and other schools are good.

### Teaching and learning

Teaching and learning are good. As a result, pupils' learning and achievement are good. Assessment is very good overall.

### Main strengths and weaknesses

- Teachers' high expectations for pupils' learning result in pupils' good achievement.
- The teaching of English across the school is very good.
- Teachers promote literacy very effectively within subjects and are using ICT increasingly to support teaching and learning.
- Teachers maintain very good relationships with pupils and manage their behaviour well.
- Good teaching support is provided for pupils with special educational needs and the very few pupils who are at an early stage of learning English.
- Very good use is made of assessment information to promote pupils' learning and achievement.

### Commentary

#### *Summary of teaching observed during the inspection in 25 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	10	7	0	0	0

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

11. Overall the quality of teaching is good throughout the school, which is a good improvement since the last inspection. Teaching has improved because the headteacher effectively monitors teaching and learning in lessons on a regular basis, providing good support and good opportunities for professional development where weaknesses have been identified. Good teaching was seen in most subjects throughout the school. Although no unsatisfactory lessons were seen, the quality of teaching in mathematics is not as good as in other subjects. Teachers' good subject knowledge, particularly in English, ensures that pupils acquire new knowledge and skills quickly and achieve well. Teaching is better in Year 2 and in Years 3 to 6 because planning is more highly developed in most subjects. However in mathematics and in the Foundation Stage there are some weaknesses in teachers' planning. For example, the literacy lesson is too long for children in the reception year and teachers are over-reliant on a published scheme of work in mathematics, which restricts learning. Teachers challenge pupils' thinking and set high expectations for learning and achievement. As a result, pupils work very hard in lessons and concentrate on their learning. Parents and pupils confirm good teaching throughout the school, both in their questionnaires and in discussions. Pupils agree that lessons are interesting, teachers help them when they get stuck and teachers expect them to work hard.
12. English teaching is very good across the school and has resulted in very good achievement of all pupils. Particular strengths include the very effective use of the literacy hour structure with a sharp focus on setting clear objectives, providing rich and stimulating group activities and consolidating learning and evaluating pupils' progress at the end of lessons. Teachers also make very good use of assessment information to inform literacy targets and closely monitor pupil progress against these so that they learn very effectively.
13. Literacy is very effectively promoted by teachers across the curriculum. For example, teachers invariably provide good opportunities for discussion through group work and for extended writing. Teachers and support staff are also increasing their confidence in using ICT to promote teaching and learning as a result of effective training. Although good use is generally made of ICT to support teaching and learning in most subjects, in pupils' work in mathematics and science it is under-developed.
14. Teachers have high expectations for good behaviour and manage pupils' behaviour very effectively. Consequently, pupils are generally very well behaved in lessons. In some lessons, where teaching was satisfactory, lessons either lacked pace or were a little too dull and, as a result, pupils became distracted from their learning. However, when teachers insist on high standards of behaviour, pupils quickly respond by refocusing on their learning. Teachers maintain very good relationships with pupils and, as a result, pupils listen carefully and follow instructions.
15. The teaching of pupils with special educational needs and the very few pupils who are at an early stage of learning English is good overall. Pupils learn effectively at their own pace because of the good quality individual learning programmes that are provided by the SENCO, and the support that they receive from teachers and learning support assistants within lessons. The learning support assistants are very effective because they liaise closely with the SENCO and feel part of a professional team. They give good support to both individuals in their care and to groups of pupils within

lessons. The one area where this support is not as effective is in mathematics in Years 5 and 6. The SENCO plans to work with this group in the near future to re-assess their individual learning programmes and provide additional support. Pupils with special gifts and talents have challenging extension activities set for them in each year group. These activities are effective in raising their attainment even further.

16. Assessment systems and their use by teachers are very good, with excellent improvement since the last inspection. At that time assessment was identified as a key issue for improvement. Teachers generally use information from pupils' learning to carefully match activities to individual needs so that lessons are usually well planned to accommodate the needs of different groups of pupils. As a result, pupils of all attainment levels are achieving well. Target setting is now very well developed. Statutory targets are set for groups of pupils in English and mathematics and individual targets and group targets are set in other subjects. As a result, pupils generally have a clear idea of how well they are achieving and what they need to do to improve their learning. Annual reports to parents on pupils' achievements are very informative with a clear indication of the National Curriculum levels pupils are reaching. Very good assessments systems are also in place to record children's achievements in the reception year.

## **The curriculum**

Curriculum provision is good overall. It is broad and enriched by a very good range of extra-curricular activities, particularly in sport. Accommodation and resources are good overall, although they are satisfactory in the Foundation Stage.

## Main strengths and weaknesses

- A very good range of clubs, educational visits and visitors enriches the curriculum.
- The planned curriculum for pupils in the Foundation Stage needs to be more focused on the Early Learning Goals.
- In the Foundation Stage, planned learning activities for the outdoor area are unsatisfactory.
- The school provides good support for pupils with special educational needs, including those with special gifts and talents.
- Planning for pupils' personal, social and health education is good.

## Commentary

17. A comprehensive programme of clubs, visits and visitors enriches the curriculum very well and this marks a very good improvement since the last inspection. Extra-curricular provision includes clubs for football, netball and tag rugby. In addition, pupils have opportunities to take part in the school recorder groups, drama and embroidery classes. A planned programme of visits and visitors enriches the curriculum in each year group. For example, pupils in Years 5 and 6 make an annual residential visit to Calshot as part of their geographical, ICT, scientific and physical education studies and pupils in Years 1 and 2 explore their local area as part of their work in history and geography. There is a good range of visitors to the school, including environmental specialists, the police and fire service. The school also organises special focus weeks such a science fair in partnership with the Hampshire Business Partnership. These varied experiences provide pupils with good opportunities for learning. Statutory requirements for the National Curriculum are met and the National Literacy Strategy has been effectively implemented, contributing to the well above average standards in English seen in Year 6. Although the structure of the National Numeracy Strategy is in place, teachers have yet to develop and implement their own planning for numeracy in order to extend pupils' learning.
18. Children in reception and pupils in Year 1 share the same classroom and teacher. Currently, planning for both groups of children includes objectives from both the Foundation Curriculum and the National Curriculum. This results in some areas of the Foundation Curriculum, particularly in knowledge and understanding of the world, being planned in single subject areas, such as history, geography and science, rather than children's exploration, in a wide variety of contexts, of the world around them. This is limiting the youngest children's progress in making meaningful connections between areas of learning.
19. The outdoor area for children is attractive and used daily by reception children for some physical activities, such as playing with hoops and balls, or for practising their skills in riding large wheeled toy vehicles. It is used well for learning about some aspects of knowledge and understanding of the world, such as observing the changing seasons. However, it is not used well enough as an extension to the classroom, or for regular planned activities in other areas of the curriculum. There is no covered area for use when the weather is wet.
20. Provision for pupils with special educational needs is good and they achieve well. Clear procedures are in place, which closely follow the Code of Practice. Pupils' individual

education plans are all prepared by the SENCO, are of good quality and are reviewed each term. Care is taken to ensure that the work provided for these pupils is closely matched to their needs. Pupils with statements are provided with the most suitable support, in line with the requirements indicated, and their statements are reviewed annually. All pupils with special educational needs are involved in the full range of school activities. Their needs are identified early in their school life and suitable individual programmes of work are set for them. As pupils progress through the school, they receive very good support from learning assistants within lessons, and when withdrawn to work as individuals or in small groups. Pupils with special gifts and talents are set more challenging tasks in order for them to achieve well, for example in attending 'master classes' in writing at other local schools. On some occasions, gifted and talented pupils are withdrawn from their classrooms to receive small group teaching from the SENCO, who reviews and evaluates the progress they are making. She has very high expectations of their achievement, which they strive to meet. The school also monitors the progress of pupils talented in sport and the creative arts, in order to improve this good provision further.

21. There is good planning for pupils' personal, social and health education. The school has developed a policy and scheme of work that includes an appropriate level of sex, drugs and race education. Personal, social and health education is taught effectively as a discrete subject and all classes experience regular 'circle time' sessions, where emerging problems can be discussed. Pupils participate in the national 'Fruit and Vegetable' scheme.
22. The school grounds are very attractive, interesting, well planted and contain well-designed conservation areas including a large pond, which is surrounded by a fence. Pupils have access to playground areas that provide an attractive and stimulating environment. Classrooms are attractive and clean areas for learning. However, access for people with physical disabilities is restricted due to the nature of the building, one classroom being only accessible via a flight of stairs, and corridors and doorways are narrow. Some classrooms, particularly the one used by the youngest children, are cramped. The school has plans to construct a mezzanine floor in this room to improve the amount of space available. The quality and quantity of resources is good overall and they are stored and labelled well.
23. There are good induction procedures for children in the reception class, including a home visit by the headteacher to each new entrant. New parents are provided with packs of information about the school and the curriculum, and children have a staggered beginning to school life to enable them to adjust well. Links with other schools are good, so that pupils are well prepared when they move onto the next stage of their education.

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

There are very good arrangements to ensure pupils' care, welfare, health and safety. The school provides pupils with very good support, advice and guidance and involves them well in its work and development.

### **Main strengths and weaknesses**



- Pupils have very good and trusting relationships with their teachers and other staff.
- Pupils have access to well-informed advice and guidance when they need it.
- Health and safety and child protection procedures are effective.
- Very good induction procedures ensure that pupils have a smooth start to their formal education.

## **Commentary**

24. The school provides a safe working environment. Risk assessments are thorough and also cover school trips. Routine safety procedures are all in place, with appropriate support from the local education authority. Year 6 pupils are encouraged to be aware of such issues through attendance at the Think Safe Event organised by the local police and fire services. Child protection procedures fulfil requirements and are effective; staff are regularly briefed on their responsibilities and appropriate records are kept. The school works well with agencies such as social services to ensure that pupils get additional help when they need it.
25. Pastoral care of pupils is very good. It starts with very effective induction arrangements for reception children, with the headteacher visiting all these children in their homes and opportunities for the children to visit the school several times before entry. Teachers and other staff know their pupils very well. Relationships are very good and pupils are confident that there is an adult they could go to with a problem. Although largely informal, there is a very effective system to monitor pupils' personal development based on the strong relationships and teachers' very good knowledge of their pupils in this small school. This enables staff to pick up problems quickly and also to recognise success. The very good assessment procedures in the school ensure that the teachers have a very clear view of each pupil's achievement and they use this knowledge very well to provide additional help and guidance when it is needed. There is well-planned additional support for pupils with special educational needs, targeted at their specific needs, so that the children involved can progress in line with their peers. Clear records are kept, and effective monitoring by the coordinator and class teachers contributes to the good progress of pupils with special educational needs. They are identified at an early stage of their school career; regularly assessed and a wide variety of information is recorded to help identify pupils' current attainment. The information gained is used most effectively to provide suitable new work for individual pupils.
26. The school does not have a formal school council but again its size means that it is effective in ascertaining pupils' views in less formal ways. Much of its success depends on the way that children are encouraged to articulate their views and the way that teachers are sensitive to the pupils' feelings and needs.

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

There are good partnerships with parents and other schools. There are very good links with the local community.

## **Main strengths and weaknesses**

- Parents are supportive of the school.

- There are good links with other schools and Binsted contributes very well to wider partnerships.
- The information provided to parents is comprehensive and generally gives them a good level of detail on how their children are achieving.

### **Commentary**

27. Parents are generally supportive of the school and think that their children are receiving a very good education; they think the staff help to encourage pupils to become mature and independent. They think that the school staff are approachable and hence any issues are resolved quickly. Parents are kept informed about what is going on in the life of the school through regular letters and for younger pupils, reading diaries are actively used as a two-way means of communication. In addition, the school is quick to contact parents if their child is having problems. Parents have regular opportunities to discuss their children's progress at annual parents' evenings in the spring term; parents feel that these discussions show how well teachers know their child. There is an informative and well-produced written report each year. Each term parents get the opportunity for their children to show them their work on "Look at Work" days.
28. The school receives good support from parents whose children have special educational needs. Parents regularly attend review meetings to contribute to their children's learning and are generally happy with the level of support that the school provides.
29. Parents support the school well through the Friends of Binsted School, who are very active in organising a range of social and fundraising events; for example, the children have recently benefited from the playground fort structure that they have funded. The school works closely with other schools in the area as part of the local cluster and there are good transfer arrangements with the secondary school to which most Year 6 pupils go. The school is an important part of its local community. There are particularly good links with the church, with the local vicar conducting an act of worship once a week. The school makes use of its local community facilities to support the curriculum and local people are supportive of the school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The headteacher provides very good leadership and subject coordinators are fulfilling their roles effectively. Management is good and school governance is satisfactory.

### **Main strengths and weaknesses**

- The very good leadership of the headteacher has led to a very good ethos for learning and achievement and strong teamwork among staff.
- Coordinators are developing their subjects well and this has resulted in good teaching and learning.
- Effective management has had a positive impact on school improvement.

- The governing body effectively supports the school's work but has yet to formalise monitoring arrangements within subjects and aspects of the school's work.

## Commentary

30. The headteacher has worked very effectively to develop strong teamwork among staff and develop good inclusion for all pupils in the school, since the last inspection. She enjoys the full confidence of staff, governors and parents alike and she has successfully established a very good ethos for learning and achievement by setting high expectations for all pupils across the school, providing a very good role model for teaching and taking a strong lead on developing the curriculum. For example, she has worked energetically and very effectively with the English and assessment coordinators to raise standards in pupils' writing, and improve assessment, by focusing on the quality of teaching and learning. As a result, standards in writing have vastly improved and there has been excellent improvement in assessment and its use by teachers to improve learning. The headteacher has also established strong links with establishments of higher education and the county, not only for initial teacher training but also for the ongoing professional development of staff, for example, in developing further training in using ICT to support teaching and learning. The headteacher combines her teaching and leadership and management roles very effectively for the benefit of staff and pupils alike.
31. Subject coordinators provide good leadership and management overall. They show a commitment to raising standards and improving teaching and learning in monitoring planning and the use of assessment planning. However, leadership of the Foundation Stage and mathematics is satisfactory as a more rigorous approach is needed to improve planning in these areas. Furthermore, monitoring in mathematics is not yet in place. The SENCO is knowledgeable and manages this aspect well. She has clear procedures for dealing with pupils with special educational needs and a good understanding of the Code of Practice. She works well with other teachers and the learning support assistants. She keeps very clear records of the progress of pupils over time. Her action plan rightly pinpoints the need to provide additional guidance and support for staff and pupils in Years 5 and 6.
32. Overall governance is satisfactory. Governors ensure that statutory requirements are met and they support the work of the headteacher and staff. Although governors challenge the school's work through governors' committees, formal arrangements for monitoring and reviewing subjects with coordinators are not yet in place. However, the governing body has a very good knowledge of the school's strengths and weaknesses, and they visit the school regularly, for example, assemblies, classrooms and school performances.
33. Management is good and the school runs smoothly on a day-to-day basis. Very good analysis of performance data by the headteacher has led to improvements in teaching, learning and pupils' achievements, particularly in writing, through the setting of challenging whole-school targets for pupils' performance in national tests. Furthermore, as a result of this analysis, the headteacher rightly recognises the need to improve planning in mathematics. The headteacher has also implemented performance management well in the school, and it is closely linked to development planning and continual professional development. There are good arrangements for

monitoring the school's work, particularly in the systematic monitoring of teaching and learning in all classes, which have been effective in bringing about school improvements and in the school's own recognition of the issues of this inspection. The budget is managed effectively and the school receives good support from the finance officer, who prepares regular budget statements for the governing body's finance committee to scrutinise. Although the proportion of the budget carried forward to the current financial year appears high, a high proportion of this has been set aside for capital expenditure for improving the school's resources and strategic planning, with a small proportion set aside for contingency. The school is effective in achieving best value in its spending decisions.

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

Income and expenditure (£)	
Total income	316,826
Total expenditure	276,627
Expenditure per pupil	3,593

Balances (£)	
Balance from previous year	3,039
Balance carried forward to the next	43,238

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

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

34. The provision for children in reception is satisfactory, as it was at the time of the last inspection. Four-year-olds are admitted to the school each September and all of them have had some form of pre-school experience. The year groups are small, and children's attainment on entry can vary quite widely from year to year. It is average overall for the eleven children currently in reception.
35. The planned activities are stimulating and hold children's attention well. Although there are weaknesses in curriculum planning which restrict children's achievements, overall teaching is good because lessons are stimulating and lively with good opportunities to promote children's achievement. Furthermore, strong teamwork with teaching assistants and very good relationships promote children's confidence in learning. The teacher is the coordinator; her management skills are good, as shown in her organisation of teaching assistants and the accuracy of the assessments she makes on what children know and can do. These assessments provide very valuable information on what children need to learn next to improve further. The teacher's leadership skills are satisfactory. She has a good knowledge and understanding of the Foundation Curriculum but has not had the opportunity to lead curriculum development since the last inspection. Planning documents, for example in knowledge and understanding of the world, focus on individual subject teaching such as science, geography and history and as a result the delivery of lessons with a single subject focus is restricting children's opportunities to make links in their learning; this is why, overall, children's achievement is satisfactory rather than good.

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

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

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

- The quality of teaching is good and assessments are accurate and up to date.
- Relationships between staff, children and parents are very good.

#### **Commentary**

36. Most children are expected to exceed their goals in this area of learning by the time they leave reception. Children are well mannered and polite to adults and usually to each other. They know how to take turns and freely express their opinions, although they are not all mature enough to share resources well. They put and take off their own coats and hang these tidily on their own pegs. They confidently visit the toilets alone and know that they should wash their hands before returning to the classroom. Children choose activities with increasing independence and are confident to ask for support when required.
37. The quality of teaching is good. The teacher provides good learning opportunities, which successfully promote pupils' achievement. A good example of this is her introduction of a weekly planning sheet. At times during the day, children are allowed to choose their learning activities independently. They mark their individual planning sheets when they have, for example, played in the water tray, or used the playdough to make models. The teacher tracks which activities they have avoided and then actively encourages them to explore and learn from these in future lessons. This system gives children a say in their management of time, and the choices they make, and contributes positively to their increasing maturity. The

teacher's assessments are up to date and accurate and they are used well to plan the next steps in children's learning. For example, she is now concentrating on encouraging children to share resources as this was identified as a weaker area.

38. The teacher and learning support assistants provide very good role models for children to follow. This successfully raises children's expectations on how to behave and leads to very good relationships between children and adults in the room. Parents are welcomed every morning and afternoon and have confidence that the teacher values their views and concerns.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Most children's speaking and listening skills are above average and they achieve well because the quality of teaching is good.
- Literacy lessons are too long and held in the school hall. This is unsatisfactory.
- The teacher's partnership with parents is an important factor in children's good achievement in reading.

### **Commentary**

39. Children have good speaking and listening skills. Most speak in clear sentences and engage well in conversations with adults, listening to responses and then replying. They express their likes and dislikes clearly and with reasons. Children are beginning to learn to write, and some 'write' their own letters and notes in the writing corner using recognisable letter formations. They recognise their written names and can copy their first names onto their work and are learning letter sounds and shapes rapidly because of good, focused teaching. They are on course to meet the Early Learning Goals in the elements of writing and reading and are likely to exceed them in speaking and listening. Their achievement is good within this broad band.
40. The quality of teaching is good. Teachers and other adults provide good role models and listen intently to children. The learning activities the teachers provide are well planned to take children's learning forward at a good rate and teachers' assessments are accurate and up-to-date. These assessments are used well to plan the next steps in learning for individual children.
41. In the mornings, the headteacher takes the reception children into the hall for focused teaching in literacy skills, while pupils in Years 1 and 2 use the classroom. Lessons in the hall contain a wide range of learning activities including recognition of letters, practising writing skills, drawing, singing rhymes and shared and individual reading of Big Books. This good and, on occasion, very good, focused teaching is a factor in children's good achievement. Those children, particularly the youngest, with less well-developed speaking and listening skills benefit from being in a small group as the teacher has additional time to encourage them to use a wider range of vocabulary with increased confidence. However, the lesson is an hour long and children are learning literacy skills in isolation from other areas of the curriculum. In addition, the chairs and tables they use are too big, so their feet do not touch the floor. The daily use of the hall and the length of lessons are unsatisfactory, and need to be reviewed.
42. There is a good range of books in the classroom which children access freely when doing independent activities. Parents help children's learning through sharing books and practising the new words at home. The home/school book, which goes daily from school to home and back, contains comments and assessments from parents and the teacher, and this partnership is successful in ensuring children's good achievement.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- The quality of teaching is good and children learn well through practical activities.
- Not enough use is made of the outdoor area for learning.

### **Commentary**

43. Although children enter school able to count, several of them do not recognise numbers. Their above average skills in language help them to learn quickly but their achievement is limited by their lack of practical pre-school learning activities. For example, when investigating aspects of capacity in the water tray, some children regularly over-filled containers because they did not understand that containers of the same height but a different width could hold more or less water. Currently their attainment is average, and their achievement is satisfactory. They are on course to reach the goals expected in this area of learning.
44. The quality of teaching is good. The teacher is broadening children's knowledge and understanding of early mathematical concepts through the provision of a wide range of good, practical learning opportunities. For example, in one lesson, children learned how to use scales to find out which teddy bears were heavier or lighter than others. At the beginning of the activity several children predicted that the largest bear would be the heaviest, but by the end, they had learned not to confuse size with mass. The teacher directed their learning through good focused questioning with two children at a time and in this activity children's achievement was good. At the end of the activity, the teacher recorded her accurate assessments of children's learning. This is a well-established system, and ensures that assessments are very accurate and up-to-date.
45. The outdoor area is not used well for planned mathematical activities such as counting and sequencing. Although there are number lines and patterns on the playground, children play, rather than learn, on these resources.

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

46. It was not possible to make an overall judgement of provision or standards in this wide area of learning. Children are confident in using a simple computer program to make patterns and can use some of the functions to alter these patterns. They can load, play and listen to audiotapes independently using a tape recorder. They also investigated plastic objects when learning about the properties of materials. However, the objectives in this activity were not fully met as the children confused visual and tactile observations instead of the properties of plastic. The lesson's scientific focus had no links to other areas of learning, and the learning objectives were too challenging for such young children.
47. The curriculum plans focus too much on single subject areas such as science, history and geography, and have more in common with the National Curriculum than the Foundation Curriculum. This limits children's opportunities to make meaningful links in their learning.

## **PHYSICAL DEVELOPMENT**

48. This area of learning was sampled as only part of one lesson was seen. This session was held outdoors and supervised by a classroom assistant. Children could ride large wheeled toy vehicles well and could accurately throw a ball through a hoop. They could all cooperate in a game of 'What's the time Mr. Wolf?' and knew and understood the rules of the game.

Children's behaviour was very good. The session had no clear learning objectives and no assessments of children's learning took place.

49. Children refine their fine motor skills in the classroom through activities such as drawing, painting and tracing activities or through manipulating play dough. Their skills in physical development are average for their age and they are on course to meet the Early Learning Goals in this area.
50. Children's outdoor education is not developed well enough and planning for learning is unsatisfactory. Although the grounds are used for investigating areas of knowledge and understanding of the world such as 'minibeast' hunts, or observation of the four seasons, there are no regular planned activities to enhance children's learning in other areas of the curriculum such as mathematical development. The play area is painted with a good range of patterns, such as a track for riding wheeled toys and a number line, and there are tables and benches for children to use, but there is no covered area to use when the weather is wet.

## **CREATIVE DEVELOPMENT**

51. This area of learning was sampled. The coordinator has rightly identified this to be an area of development and has begun to plan some links in children's learning, for example, designing and organising a teddy bear's picnic, making a cup from clay and making a hat for a teddy. However, as with children's learning about the wider world, the planning is currently split into National Curriculum subjects for music, design and technology, and art and design rather than the Foundation Curriculum for creative development. This is limiting children's opportunities to make links in their learning.
52. Children can sing quite tunefully and know a good range of nursery rhymes and songs. They have a good sense of rhythm for their age. They have used ICT to create patterns, and use role-play areas appropriately although the current focus on a 'launderette' does not link to any current theme of work.

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

### **ENGLISH**

Provision in English is **very good**.

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

- Standards well above those expected, particularly for reading and writing.
- Teaching and learning are very good, which ensures that all pupils achieve very well.
- There are very good opportunities for extending the learning of higher attaining pupils.
- Very good inclusion ensures all pupils with special educational needs and the very few who are at an early stage of learning English achieve as well as other pupils.
- Very good leadership has ensured that the quality of pupils' writing has improved significantly throughout the school.

#### **Commentary**

53. Standards vary considerably from year to year because the numbers of pupils in year groups are small. In 2004, standards reached in national tests were well above average in reading, writing, speaking and listening at the end of Year 2 and



exceptionally high in all aspects of English by the end of Year 6. The 2004 Year 6 results show very good improvement compared with Year 6 pupils' performance in the 2003 tests, which were broadly average. Pupils currently in school continue to reach well above average standards in Year 6 and in Year 2.

54. Pupils' achievement, based on their prior attainment, is very good overall. The younger pupils make very good progress in Years 1 and 2. By the time they reach Year 6, pupils achieve much more now than they did at the time of the previous inspection, particularly in writing, because there has been very good improvement in teaching and learning as a result of very good leadership. Teachers' planning is thorough and fully reflects the requirements of the National Literacy Strategy. Teachers have very good subject knowledge and deliver lessons at a brisk pace, making very good use of resources to promote literacy. Very good relationships between adults and pupils and strong teamwork with teaching assistants ensure that all pupils are engaged in learning and are well motivated. Pupils concentrate and do their best in lessons because teachers have high expectations for learning and make very good use of assessment in lessons to develop pupils' learning. Whole school, individual and group literacy targets are set for all pupils and these are clearly displayed so that pupils know exactly what they must do to improve their learning. Effective use is made of ICT to support teaching and learning. There are many examples in pupils' work showing very good use of ICT, for example in bringing pupils' poetry alive and producing journalistic styles of writing which impact on the reader.
55. Reading is very effectively taught throughout the school. Pupils read each day and teachers group pupils by ability, guiding reading by focusing on specific skills that enable pupils to read a variety of texts with good levels of comprehension. In a good shared reading activity in Year 6, pupils read difficult texts with expression, pausing at commas and full stops and using accurate intonation for question marks, exclamation marks and speech marks. The teacher challenged pupils to maintain fluency and the support assistant provided very good encouragement and constant feedback for pupils with special educational needs so that they enjoyed their reading. Younger pupils in Years 1 and 2 develop a good understanding of fiction and non-fiction texts and they are provided with very good opportunities to read these on a daily basis. Pupils are also encouraged to read daily to parents, which is regularly recorded and monitored so that pupils quickly gain in confidence with reading.
56. There are very good opportunities for developing speaking and listening and these activities are regularly planned as part of the literacy hour. Speaking and listening skills are extended through drama, such as the performance of a play 'Where The Wild Things Are'. As a result, all pupils develop confidence in speaking and listening. Speaking and listening activities are linked very effectively to writing. Pupils are encouraged to write for different purposes and teachers have high expectations and provide imaginative opportunities for pupils to develop their writing skills. For example, in Year 1, pupils completed writing journals, pupils in Years 3 and 4 wrote shape poetry and checklists of features which identify fiction and non-fiction texts, and pupils in Years 5 and 6 wrote complex sentences using imaginative words and clauses; they produce standard business letters, lists, instructions and very good examples of persuasive writing. Teachers' marking provides pupils with specific feedback on how they can improve their writing. As a result, pupils' written work is neatly presented,

letters are formed correctly, words are evenly spaced, spelling is accurate and pupils pay careful attention to the correct use of grammar and punctuation.

57. The most able pupils are involved in a very good initiative involving Hampshire Business Partnership to promote their writing skills. This term they are participating in a journalism course, attending a local junior school, and learning how to extend their writing with pupils from other schools of similar ability. As a result, they are reaching very high standards.
58. Pupils with special educational needs and those very few pupils who are at an early stage of learning English enjoy full access to the curriculum and are fully included in all activities. As a result, they achieve very well and often exceed expectations in National Curriculum tests because they are identified early, they receive very good support for literacy and their progress is very effectively monitored.
59. Leadership and management are very good and have led to very good improvements in the curriculum, teaching and learning and consequently pupils' achievements, since the last inspection. As a result of careful monitoring and evaluation of pupils' attainment, highly effective whole school approaches have been developed to improve pupils' writing. For example, the action research project 'Talk For Writing' in Year 1 links speaking and listening through activities to writing for a purpose. There has been excellent improvement in assessment, which is now very good. At the time of the last inspection it was unsatisfactory. The coordinator now monitors teachers' assessment records to check that targets are set for all pupils and they are on course to achieve them. The coordinator has also ensured very good improvement in the use of ICT to support teaching and learning and has produced a very clear action plan to develop this further.

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

60. The promotion of literacy skills across the curriculum is very good. There is a very good emphasis on speaking and listening; through discussion, key subject-specific words are clearly identified within topics and these are explained carefully so that pupils learn to read and write them accurately. There are examples of extended work in history, geography and religious education. In science, pupils write up experiments in a scientific way and in design and technology, pupils follow instructions in how to make things, which they do accurately.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- The work for pupils with special educational needs in Year 6 is too difficult.
- Teachers are over-reliant on a published scheme of work.
- Learning support assistants make a very good contribution to pupils' learning.
- Assessment systems are very good.
- ICT is not used sufficiently to support teaching and learning in mathematics.

#### **Commentary**

61. Provision in mathematics is satisfactory, as it was at the last inspection, with satisfactory improvements since then. Standards in mathematics tend to fluctuate because of the small number of pupils in each year group. In the 2004 national tests for pupils in Year 2, results in mathematics were above average. Results in Year 6 were well below average and this represented poor achievement for this group of pupils. The school's explanation is that several pupils did not attain the higher level 5 standard expected of them because they refused to complete the tests on the day, and that teachers' assessments of overall higher standards were more accurate. However, compared to schools nationally, results in mathematics have been below average since 2002.
62. Currently Year 2 pupils are attaining average standards and their achievement is satisfactory. Standards in Year 6 are above average because there is a large group of higher attaining pupils in this year group and achievement for most pupils is satisfactory. Pupils with special educational needs are generally well supported by learning support assistants and the SENCO and their achievement is good, apart from in Year 6, where it is unsatisfactory, because the work planned for them is too difficult. The SENCO has rightly identified the need to work with this group of pupils in her action plan for the future. Currently her good influence extends to Year 4, where she not only supports pupils with special educational needs in their learning but also pupils with a talent in mathematics. Achievement for this group of talented pupils is good throughout the school. The school has recently bought additional textbooks for pupils in Year 6 to extend their learning and raise standards further. It is too early to judge the impact of this investment.
63. The quality of teaching is satisfactory overall. One very good lesson was seen. In this lesson, led by the coordinator, pupils in Year 1 enjoyed a lively mental starter; practising counting skills using a hundred square as a visual guide. In the main part of the lesson, the teacher clearly told the pupils what they were going to learn to do, modelled the task well using practical apparatus, and then closely observed the pupils using the same apparatus, questioning them very well on what they were doing and why. Pupils' learning was very good as they and the teacher stayed focused on the task. By the end of the lesson, when pupils re-capped on their learning, they were confident to explain why number sentences such as  $3+5=8$  and  $8-5=3$  were connected. This represented very good achievement within the lesson.
64. All other lessons seen were satisfactory. In some lessons, the final part, the plenary, was too short and pupils did not have the opportunity to evaluate their learning. Other lessons were overly reliant on a published scheme of work and worksheets. In some cases, the use of these published activities detracted from pupils' learning. For example, in a lesson in Year 2, pupils were learning how to record larger numbers using tens and units. The activity required them to construct a shape of a figure using 10 interlocking cubes. Whilst most of the pupils achieved the objective of understanding place value, a minority spent more time trying to build the shape than completing the task. The scheme of work guides learning support assistants well, as it gives a framework and activities for each learning objective in the numeracy strategy. Whilst this is useful, particularly as there are mixed-age groups in each class, teachers need to plan, or at least edit, these pre-prepared lesson plans to reflect the specific needs of current pupils in each teaching group. This overuse of a published scheme is the main reason why achievement is satisfactory rather than good in lessons. Regular homework for all classes supports learning in mathematics well.
65. Teaching assistants make a good contribution to pupils' learning. They assist teachers very well through leading lessons of some small year groups, or working with pupils with special educational needs or with groups of gifted and talented pupils. In Year 6, a learning support assistant taught a small group of higher attaining pupils how to use a calculator efficiently to solve complex problems, and because of her expertise, these pupils learned new skills well and their achievement was good.
66. There is good use of assessment and data analysis to ensure that pupils' progress is monitored closely and that support is targeted appropriately. The school makes good use of

information from tests to set targets for improvement for both teachers and pupils, and pupils now have individual targets for them to reach in mathematics. Analysis of these tests shows that the weakest areas in mathematics are problem solving and data analysis. The school is addressing these by setting mathematical challenges to pupils each week.

67. The coordinator has a good knowledge and understanding of the national numeracy strategy and is well trained. She has appropriate plans to improve provision in the subject. However, she has not taken part in monitoring the quality of teaching and learning within the school and that is why her leadership and management are satisfactory rather than good. She is aware of the need to extend the use of ICT to support teaching and learning in mathematics.

### **Mathematics across the curriculum**

68. Pupils make satisfactory use of mathematics as part of their work in science and ICT, for example, in recording data in graphs. However, as at the last inspection, mathematics software is not used well to support numerical work.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- By Year 6, standards are above average and pupils' achievement is good.
- A strong emphasis on investigative work develops pupils' thinking skills well.
- Leadership and management are good.
- Very good assessment systems pinpoint areas of strength and weaknesses for individual pupils very well.

- The curriculum is enriched well.
- The use of ICT to support pupils' learning is underdeveloped.

## Commentary

69. No science lessons were seen on inspection days in Years 1 and 2, so a judgement on teaching and pupils' achievement cannot be made. The results of teachers' assessments in 2004 were average compared to schools nationally and from evidence of work in pupils' books and discussions with pupils about their learning, standards are average for the current pupils in Year 2. Pupils talk about the safe use of electricity confidently, and can clearly list the conditions the plants need to grow. They have a good understanding of the principles of a fair test.
70. The results of tests in 2004 were below average in Year 6 and pupils' achievement was unsatisfactory. Currently standards are above average and pupils' achievement is good. This is partly due to the increased proportion of time given to pupils' investigative work and to good teaching and learning in this aspect. In addition, there is a large group of higher attaining pupils in this year group.
71. The quality of teaching is good in Years 3 to 6. Pupils' work is marked constructively and teachers diagnose possible misconceptions in pupils' understanding. Pupils are urged by their teacher to consider the criteria against which they are drawing their conclusions. Teachers have higher expectations than at the last inspection, and drive pupils' learning forward through providing challenging and interesting tasks which capture pupils' interest and motivate them to learn. In a good lesson for pupils in Years 5 and 6, pupils were considering whether or not yeast was a micro-organism. They had made their own bread and could see, through observations using magnifying glasses, how changes in the structure of the bread had been made. They discussed their ideas with maturity and confidence and did not accept explanations uncritically, using their advanced skills in speaking and listening to verbalise their thoughts and reasons for their decisions. As a result of these discussions and focused questioning by the teacher, pupils made good gains in their learning. The lesson was part of a series and pupils were clearly informed about what they were going to do in the next investigation, which would focus on the conditions that yeast needed for growth. Teaching and learning were also good in a lesson for pupils in Years 3 and 4. Here, very good relationships between adults and pupils combined with well-planned practical activity and good questioning resulted in pupils attaining a well above average understanding of the functions of different parts of a plant, extending to a basic understanding of photosynthesis for the highest attaining pupils.
72. Leadership and management are good. The coordinator has been instrumental in altering the curriculum to include more investigative work and there is now a good planned programme for this. She has adopted a nationally recommended scheme of work and constructed very good medium term planning documents which take the needs of mixed-age classes into account and include very good, clear assessment tables that are used to record the achievements of each individual pupil, resulting in a very good analysis of pupils' strengths and weaknesses which is used well to plan the next steps in pupils' learning. Due to these actions and to the increased number of curriculum enrichment activities, improvement since the last inspection is good.
73. A good variety of visits, including residential visits for the older pupils, and visitors, enrich the curriculum well. Links with the local community, such as The Hampshire Business Partnership, result in science fairs and 'Think Safe' events. Links with the police, the local fire service and day visits to places such as the Gilbert White Study Centre all contribute well to pupils' learning about science in the wider world.
74. Although there are some examples of the use of ICT in science, this aspect of the provision is not developed well. Pupils record their findings from their experiments in graphs using ICT on

occasion, but science software is not used often to promote learning. This is an area that needs development. Other resources are of good quality and they are stored and labelled clearly. There is a fenced pond and wildlife area which pupils use in the summer months and this area and the grounds around the school provide a useful resource for learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Good improvement in ICT has impacted positively on pupils' achievements.
- Teachers make very good use of assessment to promote learning.
- Resources have improved significantly since the last inspection as a result of effective leadership.

### **Commentary**

75. In Year 2 standards for most pupils are in line with national expectations. In Year 6 all pupils at least meet expectations for their age and some exceed them, which represents good improvement overall since the last inspection. Pupils' achievements are satisfactory throughout the school and this is due to the quality of teaching and the significant improvement in the school's resources. Pupils in Year 2 control a mouse with confidence, open and close files, and use simple word processing to write simple sentences and create a story using a variety of fonts and styles. For example, pupils now write, send and retrieve electronic mail as a result of improved teaching and more opportunities for using the internet. For instance, pupils in Years 3 and 4 produced a guide of the school and sent this as an e-mail attachment to pupils from a more ethnically diverse primary school in Portsmouth. Pupils in Years 5 and 6 use spreadsheets for such activities as party planning, and using a budget to order new animals for a zoo. They used multi-media software to produce a talking book for children in the reception year, utilising microphones, taking their own digital pictures and importing clipart from the internet. Most aspects of the subject are now adequately covered, including control technology, and good use is made of digital cameras, although the use of sensing equipment in science has yet to be fully developed.
76. Assessment in the subject is very good. Pupils' progress is regularly tracked and their achievements are systematically recorded against National Curriculum levels. Samples of pupils' work are moderated and as a result teachers are accurate in their judgements about standards and pupils' achievements. For example, the school's own analysis concurs with the inspection findings. Outcomes of assessment are then used to further develop planning in the subject. Reports to parents about pupils' achievements in ICT are very informative. Overall teaching and learning is satisfactory. In a satisfactory lesson with pupils in Year 1, pupils took turns working in pairs in using a word bank of scientific vocabulary to create simple sentences. The teacher provided good support for pupils' learning, reminding them to hold down and drag the mouse. Although the teacher made good use of resources in the lesson, there were insufficient computers in the classroom for all pupils to learn at the same time, so that learning and achievement were satisfactory overall. However the teacher made very good use of an ICT objectives checklist to record pupils' ongoing achievement in the lesson. In a good Years 5 and 6 lesson, pupils were encouraged to use ICT to design a variety of different banners. They imported clip-art and the teacher guided them in how to use this within text boxes to produce different effects. One pupil produced a graphically designed stained glass window when the teacher showed him how to use symmetry for an interesting effect. Pupils are well motivated, settle quickly to given tasks and work co-operatively with each other. Those with special educational needs and the very few pupils who are at an early stage of learning English are supported effectively so that they make the same progress as other groups of pupils.

77. At the time of the previous inspection there were insufficient resources for ICT. There has been substantial improvement in resources and staff confidence with the use and application of ICT as a result of effective leadership. For example, there are now two data projectors that are well used in two classrooms, and all classes have their own e-mail addresses with effective security built in. There is also a range of interactive Big Books, which are used effectively to support literacy. All staff now use ICT for planning, assessment, record keeping and report writing and staff in Years 3 to 6 have received training on control technology and databases. A clear action plan has been developed for the subject and the school has rightly identified the need to investigate the costs of suitable interactive whiteboards for the school and to extend the use of ICT to support teaching and learning in all subjects. All classes have two or three computers, connected to the internet with a clear policy for its use in place, and laptops have been purchased for staff.

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

78. In many lessons seen and in pupils' work, some good use of ICT was made to support learning in other subjects, such as word processing in English, history, geography and religious education and the use of graphics programs in design and technology. In religious education pupils use the internet to experience virtual tours of different places of worship in world religions, in geography they use the computer to research weather data, in art and design they research pictures in the style of famous artists and in history they research settlements. During their residential visits to Calshot, older pupils make good use of ICT to carry out research and present their findings. Links with ICT and other curriculum areas are mostly identified in planning and pupils have some good opportunities to access digital cameras and tape recorders independently, downloading images to the computer for use in all subject areas. Pupils access specific websites for mathematics and geography, although the use of ICT to support teaching and learning in mathematics and science has yet to be fully developed.

## **HUMANITIES**

*Religious education is reported in full below. History and geography were sampled.*

79. In **geography**, pupils have good opportunities to investigate their local area. Through this they develop mapping skills and the use of scale and aerial photographs to design routes for orienteering and to identify human and geographical features. Teachers make good use of assessment to 'level' work against National Curriculum criteria and records show that many pupils exceed national expectations by the end of Year 6. Teachers also set homework to extend pupils' learning. For example, older pupils completed their fieldwork reports on land use in Binsted in 2004. Teachers make good use of ICT to extend learning. This includes research on the Internet, word processing and using e-mail. Literacy skills are supported through geographical report writing and numeracy is developed through drawing and interpreting graphs and using co-ordinates. The coordinator is currently investigating ways of extending pupils' learning by enriching the humanities curriculum through the LEA 'Excellence and Enjoyment' initiative.
80. In a good **history** lesson seen in Years 2, pupils visited Field Marshall Montgomery's grave in the local parish church as part of their topic on Remembrance Day. This very effectively promoted their personal development as they learned how Montgomery was remembered as a war hero and how society never forgets those who gave their lives in war for freedom. Literacy was well promoted as pupils wrote their own poems about Remembrance Day. Pupils develop a sense of the past through topics on

invaders and in contrasting the lives of the Romans and the Celts. For example, pupils in Years 3 and 4 researched Celtic designs and then drew their own to decorate pots, jewellery and coins in the Celtic tradition. The coordinator is providing clear direction for the subject and is currently involved in the LEA's initiative to investigate ways of enriching the humanities curriculum.

## Religious Education

Provision for religious education is **good**.

### Main strengths and weaknesses

- Standards are above expectations and pupils across the school achieve well because of good teaching.
- There are good opportunities for promoting personal development in lessons.
- The new locally agreed syllabus has not had time to have an effect on standards.
- Good quality leadership and management have ensured improvement to the range of resources.

### Commentary

81. Standards are above the expectations of the established locally agreed syllabus for pupils by Years 2 and 6. A revised syllabus is currently being introduced this term and this very new syllabus has not yet had time to be fully embedded. Pupils' achievement throughout the school is good because of the consistently good teaching. All teachers have good knowledge of the subject and ensure that high standards are set for learning. As a result, pupils throughout the school achieve well. By Year 2, pupils show a good understanding of Christianity and Judaism; for example, they label Jewish artefacts correctly and they compare Christian and Jewish places of worship and teachers make good use of the computer to show pupils images of a synagogue and Jewish life. Teachers use every opportunity to promote speaking and listening through discussion in lessons.
82. Teachers build effectively on pupils' earlier experiences as they move through the school so that by Year 6 pupils deepen their knowledge of Christianity and have a good knowledge of Islam. For example, they examine Luke's version of the nativity and write extensively about the Christian story of Zacchaeus from Matthew. They accurately identify Christian and Muslim symbols and they learn from both religions of the importance of living in a community and why it is important to worship together. In a very good lesson for Years 5 and 6 pupils delivered by the local vicar, pupils deepened their understanding of Communion as a focus of Christian celebration. Pupils were challenged to think of the times in the year in which they celebrate and very good links were made between Christian symbols and Christian celebration. Literacy was very effectively promoted as pupils extended their knowledge of the different words to describe Communion. For example, they learned that 'Eucharist' is a Greek word meaning 'Thank You'. Speaking and listening skills were very well developed in the lesson as pupils re-enacted the Last Supper. All pupils were very interested and showed a high level of enthusiasm and motivation to learn.



83. Very good opportunities for promoting pupils' personal development include opportunities for reflection. For example, in a good Year 2 lesson seen pupils were given opportunities to explore and reflect on their own ideas about angels as messengers of God. They understood that a guardian angel is a protector and the teacher enhanced literacy skills well by reading an extract from the Tale of Tobias in which a stranger turns out to be a guardian angel. Pupils also consider ethical issues which affect people's lives, for example Year 2 pupils consider what is permitted and not permitted during Shabbat. The use of ICT deepens pupils' knowledge and understanding of major world religions, which is good improvement since the previous inspection. The school uses assemblies effectively to develop pupils' awareness of different beliefs and give opportunities for personal reflection. For instance, the local vicar regularly leads assemblies and often delivers lessons on Christian themes.
84. The good quality and enthusiastic leadership is ensuring effective implementation of the new locally agreed syllabus. The subject leader has already made good improvements to the range and quality of resources, particularly religious artefacts of major world faiths. These support the new scheme of work effectively and are also a good improvement since the previous inspection.

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

*Art and design, design and technology, music and physical education were sampled.*

85. One **art and design** lesson was observed. In this very good lesson, pupils learned a new skill of weaving using paper and then ribbons to make a calendar. Their learning was very good due to the targeted support they received from the teacher and a parent helper, who encouraged pupils very well in persevering with the task, which, initially, they found very challenging. By the end of the lesson, all pupils shared an obvious sense of pride in their very good achievement. From a scrutiny of displays of completed work around the school, pupils in Year 6 are working at an above average standard. They have designed, painted and constructed life-like three-dimensional models of different species of ducks and made very good drawings of them using pastels. Their progress in learning new skills, such as making printing blocks and using them, is recorded very well in interesting and informative sketchbooks which are a good tool for assessment. Pupils in Year 2 have experimented with printing scenes of the school grounds using a good variety of printing tools and have recorded all stages of their work. The member of staff who leads this subject is currently in training to become a qualified teacher. She clearly has a very good level of expertise and is very enthusiastic about her developing role.
86. One **design and technology** lesson was observed. In this good lesson in Year 6, pupils attained above average standards and their achievement was good in designing, using ICT, a cover for a booklet about the village of Binsted.
87. One very good lesson in **music** was observed for pupils in Years 5 and 6. The lesson was very well planned, had a brisk and lively start and pupils were quickly engaged in the learning activity, resulting in well above average standards in composing music using chords. The teacher's expertise was obvious and this was an important factor in pupils' very good achievement. Singing in assembly is tuneful and regular extra-

curricular activities take place, including two recorder groups. A choir is formed for special occasions and festivals.

88. Two lessons in **physical education** were observed in games and one part of a lesson in dance. All were for pupils in Years 5 and 6. One lesson focused on improving tennis skills and the other on hockey skills. In both lessons, the quality of teaching and learning was satisfactory and pupils were attaining average standards. Also, in both lessons, the state of the playing surfaces was not ideal; the playground was slippery in parts and the grass on the field was too long and soggy. These playing surfaces limited pupils' achievement. Pupils in Year 6 were learning how to 'line dance.' They enjoyed this activity a lot and quickly learned the moves required for the dance, ably demonstrated by the teacher. Most pupils in Year 6 exceed the standards expected in swimming. The majority of pupils can already swim before they have lessons in school and, because of the additional coaching available at the swimming pool, progress rapidly to practising early life-saving techniques, plus improving their styles of swimming using different strokes. Pupils in Years 5 and 6 have good opportunities for taking part in adventure activities such as rock climbing and archery during the residential visits they undertake.

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

*Provision in personal, social and health education and citizenship was sampled.*

89. Provision for pupils' personal, social and health education (PSHE) permeates throughout the school and is enshrined within the rights and responsibilities of the child within the United Nations convention and Christian values of consideration towards others. Pupils learn to live in a community, respecting the values and feelings of others through the daily experiences of school life. For example, pupils are encouraged to take care of others through shared reading opportunities. Older pupils act as monitors and help younger pupils during wet play times. Year 6 organise a 'bring-and-buy' sale to raise money for charity and they collect shoeboxes for Romania. In assemblies pupils learn to recognise the importance of good manners through, for example, saying 'please' and 'thank you'. The subject is well planned to include drugs, sex and relationships education and pupils have very good opportunities to extend their learning through activities such as the Young Lifesaver awards and cycling proficiency tests. In two very good lessons seen, teaching ensured that expectations for learning were high. In one lesson pupils reflected on the characteristics of good parenthood and were given very good opportunities to work together in groups to produce a poster advertising for a mother or father, highlighting the most desirable qualities. In the other lesson, the teacher made very good use of St John's Ambulance Brigade resources and very well-conceived role play in a topic about the emergency services. As a result pupils quickly learned about the importance of providing as much information as possible so that the correct emergency service could respond with the right resources to deal with a particular emergency. Literacy was very effectively promoted as pupils developed their understanding of the key words used in emergencies, such as hazards, accident, fatal and injury.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	2
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	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
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).*