

# INSPECTION REPORT

## **BORDON INFANT SCHOOL**

Bordon

LEA area: Hampshire

Unique reference number: 115865

Headteacher: Ms Madeleine Knight

Lead inspector: Jo Cheadle

Dates of inspection: 14<sup>th</sup> – 16<sup>th</sup> March 2005

Inspection number: 266456

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
Number on roll:	192
School address:	Budds Lane Bordon Hampshire
Postcode:	GU35 0JB
Telephone number:	01420 472358
Fax number:	01420 477708
Appropriate authority:	The governing body
Name of chair of governors:	Chris Smith
Date of previous inspection:	February 1999

## CHARACTERISTICS OF THE SCHOOL

Bordon is an average sized infant school situated in an area of predominantly army housing. The school caters for 192 boys and girls between the ages of 4 and 7. Children are predominantly from white British backgrounds, but a few children come from other backgrounds (Bangladeshi, various black backgrounds and other white backgrounds). Almost half of the children come from military families based in housing adjacent to the school. As a consequence of frequent reallocation of families to the base, the occurrence of children joining and leaving the school at times other than would be expected is high. Around 4 per cent of the pupils come from homes where English is not the first language spoken. No pupils are currently at the early stages of learning to speak English. The proportion of children eligible to receive free school meals is also lower than the national average, but this does not give a true reflection of the economic status of most families, many of whom receive low incomes. The proportion of single-parent families is high, at around sixteen per cent. The percentage of pupils who receive support for their special educational needs is above average at twenty-seven per cent. Three pupils have a statement of support for their needs. A Children's Centre, The Chase, is situated adjacent to the school. The centre provides support for children and their families and plays an important role in many children's on going learning and well-being. Children's skills and knowledge when they start school are varied, but generally below those expected for their age.

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Bordon Infant School's current effectiveness is satisfactory.** Standards in Year 2 are below nationally expected levels. Overall, pupils achieve satisfactorily given their starting levels. Teaching and learning are both of a satisfactory quality. The headteacher leads the school well and the school is managed in a satisfactory manner. Governance of the school is satisfactory. The school provides satisfactory value for the funds it receives.

The school's main strengths and weaknesses are

- The provision for children in the foundation stages of learning is good, and children achieve well in their first year at school
- The headteacher leads the school well, and is encouraging the improvements necessary to make a difference to pupils' learning
- The provision for pupils with special educational needs is good; the majority of these pupils achieve well and there are close links with parents and outside agencies that ensure effective support
- While the school collects a reasonable amount of information about how well pupils are doing, it is not used effectively enough to fine tune what children learn and the way lessons are taught
- As a result of flaws in the use of assessment information, the school's curriculum and teaching methods do not always match the needs of all pupils, which affects how well they behave and learn
- The layout of the classrooms in Years 1 and 2 makes it hard for teachers to supervise group activities successfully and for pupils with weak concentration to learn well

The school was last inspected in February 1999. Since the appointment of the new headteacher in January 2003, there has been a determined effort to move the school forward and provide a good education that meets the needs of all pupils. **Overall, improvements have been satisfactory.** A large amount of money saved in previous years has now been spent effectively on changes to the accommodation and resources for learning. As a result, the foundation stage classrooms and the outdoor area are now of a very good quality and this has had a good impact on children's learning. Work has been carried out throughout the school to encourage good strategies for managing pupils' behaviour, and special provision has been made for those pupils who find it particularly difficult to behave and concentrate well at all times. New ways of tracking how well pupils are doing have been introduced, and changes are now taking place to make sure that gaps in learning are filled and the curriculum becomes more suitable to the needs of all pupils, although the school recognises that it still has some way to go with this. The school now works well with outside agencies and liaison with the junior school is positive and productive, especially to meet the needs of pupils with a range of learning and behavioural difficulties.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	C	E	D	D
writing	C	D	C	C
mathematics	C	E	C	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those where a similar proportion of pupils are eligible for free school meals.*

**Pupils' achievements are satisfactory overall.** Most children have had some pre-school experience, but of varying type and quality. When they start school, their skills are below those expected of children of this age, especially in the areas of language and communication and

personal and social development. Because provision for children in the foundation stage is now good, children achieve well and the majority are on track to meet the goals for their early learning by the time they finish in the reception year. Pupils in other year groups started Year 1 at a lower level, with fewer skills, so have achieved satisfactorily even though standards remain below the expected levels by the end of Year 2. Standards in English, mathematics, science and information and communication technology are lower than those expected. In religious education, standards meet the expectations of the locally agreed syllabus. The school's more able pupils generally reach the higher standards expected of them. Pupils with a range of special educational needs are supported successfully and achieve well.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are developed satisfactorily.** Generally, pupils have reasonable attitudes to their work and many enjoy learning. Pupils' behaviour, although satisfactory overall, is too inconsistent for children to do well. A few pupils find it very difficult to behave well and concentrate in lessons. They are managed most effectively when lessons are interesting and meet their needs well. The school's nurture group provides well for this group of pupils. Rates of attendance are below the national average.

### **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education for its pupils. Teaching is satisfactory** and has positive features that encourage good learning in some lessons. When teachers work with pupils in carefully organised groups and make good use of support staff, time and resources, pupils of all abilities learn effectively. Teaching is good most often for children in the reception classes. Good provision is made for pupils with special educational needs and the 'Nurture Group' provision is having a positive impact on learning for the pupils who are involved. There are suitable ways of gathering and recording information about pupils' progress, but as yet, the information gathered is not used effectively to change what is taught or how lessons are planned. The current accommodation for pupils in Years 1 and 2 is unsatisfactory. Rooms do not have a large enough space for the whole class to sit together and there are too many hidden corners that entice pupils to misbehave when they feel they are out of sight. Moreover, there are no boundaries between classrooms, so pupils feel able to wander between areas and the noise from adjacent teaching areas is very distracting. Pupils are well cared for and good links with parents support their learning well.

### **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher leads the school well. She has kept a sharp focus on the priorities for developments since her appointment. Staff at the school are committed to improvement, but generally, subject leaders are only now beginning to fulfil their roles developing their subjects and pupils' achievements across the whole school. Planned, long-term developments are appropriate and day-to-day management is satisfactory. Finances are kept in good order, and the school has begun to measure the impact of spending on pupils' learning. It is difficult for the school to find and appoint governors. Those in place have a good understanding of the school's strengths and weaknesses and ensure that the school meets its statutory requirements. Overall governance is satisfactory.

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

The majority of parents are happy with the school. Some parents have found change difficult, such as more scrupulous attention to attendance procedures, and express this in their current views about the school, although they have no particular issues that cause them concern. Some parents are rightly concerned about the behaviour of certain groups of pupils. Pupils are happy at the school. The majority enjoy their lessons and say that they think the school is great.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are

- Make better use of assessment information to plan learning and teaching that meets the needs of all pupils effectively
- Improve the accommodation for Years 1 and 2, so that it effectively supports learning and teaching for all pupils



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are below nationally expected levels by the end of Year 2. Pupils achieve satisfactorily given their starting levels.

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

- Children in the foundation stages of learning achieve well
- Most pupils with special educational needs achieve well
- Many pupils do well in reading, but speaking and listening skills are less well developed than expected
- Pupils' skills in ICT are weaker than would be expected

#### **Commentary**

1. From starting levels that are lower than usually found on entry to the school, children in the reception class make good gains so that the majority reach the goals children are expected to reach by the end of reception. Children's language and communication skills and their personal and social development are weakest on entry to the reception classes and remain the weakest aspect of learning on entry to Year 1. Children have varied experiences prior to starting school. The school uses good systems and applies professional knowledge well to make the right start with each child. Children quickly gain confidence and learn the expectations of school life. They settle well to work in an orderly and productive environment, and achieve well as a result. The few children whose skills are better when they start school also do well and are able to move on to early work from the National Curriculum before they join Year 1.
2. Results in national tests in 2004 reflect the performance of a year group that began at the school with slightly better skills than other year groups. The proportion reaching the expected level is similar to that found nationally in writing and mathematics. Predictions for test performance for the current Year 2 group are not as high. Comparison of test results with schools where there are similar proportions of pupils who are eligible for free school meals is not useful to the school, as many parents are not able to claim this entitlement while receiving the minimum national wage in army employment. The number of free school meals is not indicative, however, of the true needs and economic situation of many families. The school's test results are also affected significantly by the high incidence of pupils joining and leaving the school other than at the normal times. This too is indicative of the large proportion of pupils from army families.

#### **Key Stage 1**

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

Standards in:	School results	National results
reading	15.5 (14.4)	15.8 (15.7)
writing	15.0 (13.7)	14.6 (14.6)
mathematics	16.1 (15.1)	16.2 (16.3)

*There were 63 pupils in the year group. Figures in brackets are for the previous year.*

3. The school has a high proportion of pupils with a range of learning and behavioural difficulties. They are accurately identified and good overall provision is made for their learning needs. Pupils have well constructed individual education plans (IEPs) that contain clearly identified and relevant targets for improvement. The co-ordinator for special needs has a good understanding of specialised programmes to support particular individuals,

especially those with behavioural needs that affect their learning. The majority of pupils with clearly identified needs achieve well. In a few instances, pupils with identified emotional and behavioural needs do not always do well enough overall. The school has effective support strategies that work well outside of the classroom, including an afternoon nurture group and individual or small group sessions with the co-ordinator for special needs. However, the achievements of this group of pupils are not consistently reinforced in lessons, because work set for them does not always match their academic levels, social and personal needs or their learning styles.

4. The school provides well for the development of pupils' reading skills and, in general, pupils achieve well with the learning of phonics, comprehension skills and their attitudes to books. From the reception class onwards, reading sessions are well used to develop an enthusiasm for reading that supports pupils' achievements. Pupils' spoken language is less well developed. Many pupils begin school with poor diction and limited vocabulary. The school is working with growing success to develop the way that pupils speak, but nevertheless, many pupils use inaccurate grammar and sentence structure. They find it difficult to explain what they think and know because they do not use a wide range of words regularly. Significant numbers of pupils find it hard to listen carefully and for very long. This has an adverse effect on their ability to remember new vocabulary and correct ways of saying something to use in their own answers.
5. The school has identified the need to improve pupils' skills in ICT, which are below those expected, as an appropriate priority in its development plan. Currently, ICT is used to provide an additional task for rotating groups in lessons, mainly reinforcing spelling skills. This is not supporting pupils' achievements in ICT effectively and they learn few new skills.

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

Pupils enjoy coming to school and have satisfactory attitudes to their work and school life. Behaviour is satisfactory overall and is good in the Foundation Stage. Attendance is slightly below the national average, which is unsatisfactory although a measure of success in the context of the school. Punctuality is satisfactory. The school makes satisfactory provision for pupils' personal, including spiritual, moral, social and cultural development.

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

- Children in the Foundation Stage behave well and are resourceful and co-operative
- Relationships between pupils and adults are good
- Pupils with identified needs grow in self confidence as a result of attending the 'nurture group'
- The school has worked hard to secure attendance at just below national average levels
- Pupils in key stage 1 do not always behave well enough to learn well
- Provision for pupils' personal development in key stage 1 does not focus sufficiently on helping them develop key learning and social skills

#### **Commentary**

6. Children in the Foundation Stage are happy and busy. They enjoy the interesting range of activities on offer and are confident to work with other children and to manage the resources they need. They behave well because staff set clear expectations and tailor the personal and social education curriculum to their particular development needs. A good example was using the role-play area to run a 'garden centre'. Through taking turns to be shopper and cashier, negotiating prices and packing, children practised speaking and listening, co-operation and taking turns enthusiastically.
7. Pupils enjoy good relationships with adults in the school. Pupil surveys carried out by the school and the local education authority show that pupils enjoy coming to school. Parents agree. Adults take time to listen and treat children with respect and kindness. In some

lessons, pupils work well together as, for example, in a dance lesson where they evaluated each other's work sensibly. Too often, however, pupils find it hard to listen to each other and to work co-operatively in pairs or groups. This is the impact of work that does not entirely match their needs and learning styles and due to general distractions in the classroom.

8. The 'nurture group' is used effectively to help pupils with poor social skills grow in self-confidence. Pupils look forward to activities chosen to stimulate their interest and attention and learn to take turns, answer questions and behave calmly. However, they do not always transfer what they have learnt to their own classes, because the curriculum is not always adapted to the way that pupils need to learn or their stages of personal development and academic levels.
9. Attendance is slightly below national averages and unauthorised absence slightly above. The school has worked hard to raise attendance, notifying parents where their children's absence fell below 95 per cent in a term. This was not accepted well by some parents in the context of an infant school serving a garrison community, where army families may take leave before or after a tour of duty. The school has taken on board that compromises need to be made in this context and support given to pupils to help them catch up. The school rewards good attendance and works closely with the education welfare officer where pupil attendance is a significant concern with no clear explanations.

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

Authorised absence		Unauthorised absence	
School data:	5.3	School data:	0.7
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.*

10. Although pupils in Years 1 and 2 are generally keen to learn, some have short attention spans and regularly fidget, chat and distract one another. Some pupils have significant behavioural problems that can affect both the quality of their own learning and that of other pupils, particularly where lessons are not well planned for their needs. Most staff use a good range of behaviour management strategies, but pupils can be slow to respond. Behaviour and concentration are not well supported by the classroom accommodation in these year groups. Playtimes are energetic and pupils engage in a good deal of physical contact, most of which is good-natured, although some pupils can find it overwhelming. Exclusion is unusual, but the school's use of appropriate procedures resulted in three fixed-term exclusions in the year before the inspection.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	149	3	
White – any other White background	6		
Asian or Asian British – Bangladeshi	1		
Black or Black British – Caribbean	1		
Black or Black British – African	1		
Any other ethnic group	1		

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

11. Overall provision for pupils' personal development is satisfactory. In the Foundation Stage the relevant curriculum, stimulating environment and high expectations help children to develop good learning and social skills, and become mature and confident. The 'nurture group' helps an identified group of pupils grow in self-confidence from shaky starts. Assemblies, personal, health and social education lessons, including 'circle time' (occasions where a whole class can discuss issues personal to the whole group) and teachers' conversations with pupils, all contain appropriate social and moral messages. Nevertheless, pupils in Years 1 and 2 do not have enough opportunities to develop and practise the listening, speaking, concentration and co-operative skills which provide the platform for the more complex skills of reflection, respect for feelings and beliefs and an understanding of roles within a community. Provision for spiritual development is unsatisfactory because pupils do not have enough opportunities to explore values, beliefs and feelings, nor to reflect on what they have learnt.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education for its pupils. While the curriculum for children in the Foundation Stage is good, overall the school's programme for learning does not meet the needs of all pupils and is unsatisfactory. Teaching and learning are satisfactory overall. Pupils are well cared for. Good links with parents and the local community, and satisfactory links with other schools support their learning suitably.

### Teaching and learning

Teaching and learning are satisfactory. Satisfactory assessment procedures are used to gather information about how well pupils are doing, but this information is not used well enough to plan what should be learnt next and how it should be taught.

### Main strengths and weaknesses

- In too many lessons, work is not well enough planned to match the academic and personal needs of pupils closely enough
- When effective teaching methods are used that meet pupils' needs, learning is good
- Teaching in the Foundation Stage is more consistently good and children learn well
- The pace of lessons is sometimes too slow and teachers use too many time-filling activities where the emphasis is not wholly on what pupils are learning
- In good lessons teachers make effective use of learning support assistants to help pupils learn well

### Commentary

12. Relationships with pupils are positive, and teachers are committed to improving their work. During the inspection good teaching and learning was seen in each year group. However, the occurrence of good teaching is not consistent enough, and this means that pupils do not always make good progress. The result is that some pupils add decisively to what they know and can do, so the standards reached at the end of Year 2 remain below those expected. The two major weaknesses in teaching are
- Limited use of the information gathered about how well pupils have done in the past, to make sure that lessons totally reflect what they need to learn now
  - Limited attention to the way that pupils learn best to make sure that lessons always have a balance of written and practical activities equally focussed on the same learning intentions

### Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (4 %)	14 (43%)	17 (53%)	0	0	0

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

13. Teaching in the Foundation Stage is mostly of a good quality. Here, teachers have a clear understanding of children's starting levels and plan work that is interesting and makes sufficient demands of the children. As a result, children learn well. Work is well matched to academic and social needs, and pupils who arrive with difficulties in their behaviour or concentration, soon learn the expectations of school life and settle quickly to their work. The Foundation Stage staff work very effectively as a team and provide consistency in their expectations of attitudes to work, behaviour and relationships with each other. Work is well planned and all staff are secure in their roles and responsibilities. As a result children learn well and build skills effectively. Steady progress enables them to cover good ground in a short space of time to develop social, personal and academic skills that benefit their future learning.

14. In some lessons in Years 1 and 2, work is not matched closely enough to the needs of individual pupils, despite there being clear and detailed information about difficulties that they have and strategies that may benefit their learning. This is particularly the case for pupils with behavioural and emotional needs and those who lack good concentration skills. Learning is adversely affected when
- Teachers talk too much and pupils are kept on the carpet for overly long periods
  - Work is planned for a particular ability group, with limited opportunities for the majority to make a positive contribution
  - Tasks are too long and too similar, so pupils become bored (such as when they are required to write in one lesson after the other)
  - The pace of lessons is too slow and pupils become restless
  - Activities are used as 'holding tasks', so that the teacher can concentrate on a particular groups, rather than planned carefully as learning opportunities for all
- Where one or more of these weaknesses is present, behaviour deteriorates and learning slows considerably. This is further compounded the classroom accommodation that makes it easy for pupils to be quickly distracted by noise and activity beyond their own work - space. As soon as there is something potentially more interesting to look at or listen too, certain individuals take this opportunity to wander from place to place. Some pupils, especially those with emotional and behavioural needs, miss out on learning as a result.
15. When teaching is good, pupils' needs are met, not only because appropriate work is set for them, but also because the lesson organisation is entirely suited to the nature, maturity and behavioural needs of all pupils. This was seen in an effective mathematics session for pupils in Year 2. Once per week, while one half of the class attends assembly, the other half works in small groups with their teachers and learning support assistants to undertake very focussed activities that are specifically matched to their needs. The 'process' is then repeated with the other half of the class. This is good teaching, as the needs of pupils are met with work pitched at the right level and with good, individual support. When the whole class is finally reunited, all pupils are able to return to the mathematics work they began in smaller groups successfully, because they have a clear understanding of what they are expected to do and have effectively learned the skills to carry out the tasks. In these lessons pupils made good progress. Learning support assistants played a significant part in pupils' learning and demonstrated skill in managing groups of pupils, posing questions to deepen thinking and motivating pupils to do their best.

### **The curriculum**

The curriculum is unsatisfactory overall because it does not meet the personal and learning needs of all pupils and there is not enough depth of coverage in science and information and communication technology. However, the curriculum and accommodation for children in the Foundation Stage is good and the support for pupils with special educational needs is also good. Accommodation of children in Years 1 and 2 is unsatisfactory, as it is inappropriate for their academic and personal needs.

### **Main strengths and weaknesses**

- Provision for science is unsatisfactory
- Not all aspects of the National Curriculum in information and communication technology are covered fully enough
- The provision for children in the reception class is good and they do well
- The provision for pupils with special educational needs is good and the majority achieve well
- There are good levels of enrichment, but not enough opportunities for older pupils to use their intellectual and creative thinking skills in lessons
- The accommodation does not support good teaching and learning in Years 1 and 2

## **Commentary**

16. Provision in science and information and communication technology is unsatisfactory because not all aspects of the National Curriculum are covered thoroughly enough. Currently, these subjects are taught through topic themes, generally linking them to the work in humanities. However, there is no programme for the particular development of skills in either subject, and this means that learning is not systematic and gaps arise. All other subjects are covered in a balanced way that meets the requirements of the National Curriculum. Recently, teachers have begun to review and revise the curriculum and are now drawing on national schemes of work to develop subjects. A positive start has been made, but it is too early to comment on the impact on pupils' learning. Statutory requirements for the teaching of sex education and the provision for a daily act of collective worship are in place. There are satisfactory arrangements for personal, health and social education covering drugs awareness for the older pupils, and pupils are made aware of their roles and responsibilities as citizens. However, this provision is not yet well enough established to ensure that all pupils develop personal and social skills as quickly as they need to before the end of Year 2. A good range of visits and visitors enriches the curriculum, but there is no provision for clubs or after school activities. Appropriate homework is set for children in all year groups.
17. The provision in the reception classes is good. The curriculum is well balanced with a good mixture of direct teaching and children's own initiated choice and learning. Planning is very detailed and there is a good balance between adult-led activities and children learning through play. The layout of the Reception classes supports the opportunities for pupils to develop their own activities and independence. There are good spaces for small groups to work with adults, free from interruption. Very good use is made of the secure outside play area, adding a further, very stimulating, dimension to the planned curriculum for these children.
18. The specialist provision for the needs of pupils who require support for educational, behavioural or social reasons is good and pupils generally make good progress. Pupils have well-written and clear IEPs where their needs are identified accurately and appropriate strategies are suggested. Pupils are supported well in individual sessions with the special needs co-ordinator and a selected group receive effective support through the school's nurture group. Good liaison with parents and the junior school next door encourage consistency in attitudes and responses to individual needs. The provision for pupils in lessons, however, does not always match their identified learning and behavioural targets, and progress, particularly for pupils with behavioural needs, is sometimes slow.
19. The layout of the classrooms makes teaching and learning difficult in Years 1 and 2. Although the school is visually attractive and of a good size, the way that classrooms are constructed makes it difficult for teachers to work with a whole class in small class bases. Partition walls and central 'activity areas' restrict teachers' vision. This means that too often teachers and other adults have to physically leave the groups they are teaching to monitor the work of the other children. This is a particular problem in Years 1 and 2. The quality of accommodation and level of resources have, however, both been significantly improved since the previous inspection, and the school is ensuring that the best use is made of extra space while there are smaller numbers on roll. The Foundation Stage accommodation is now very good and makes a very positive impact on children's learning. The school makes good use of its grounds to enrich learning and give pupils a variety of activities at playtimes.

## **Care, guidance and support**

The school makes good provision for the care and welfare of its pupils, particularly those with specific individual needs. The quality of academic and personal support is satisfactory. Arrangements for involving pupils in the life of the school are satisfactory.

## **Main strengths and weaknesses**

- The school provides a safe and secure environment for learning and working
- Child protection arrangements are understood well
- Pupils enjoy caring relationships with adults at the school
- Good induction arrangements help pupils new to the school make a settled start
- Assessment information is not yet used to focus support and guidance for pupils

## **Commentary**

20. The school ensures that children feel safe and secure. It is kept scrupulously clean by the caretaking team. Good health and safety procedures are in place and governors are involved in an annual inspection of the site. The school is implementing meticulously the recommendations of a recent local authority health and safety audit, as these issues are given high priority. Risk assessments have been carried out to meet the needs of pupils with particular medical conditions, but not in relation to generic risks. Good arrangements have been put in place to meet pupils' medical needs. Healthy eating has become an important focus as part of the 'Healthy Schools' initiative. School milk has been reintroduced and the nutritional quality of the midday meal improved. Child protection arrangements have a high profile within the school and staff know the procedures and, with the exception of office staff, have received recent child protection training.
21. The school has a caring ethos and provides a secure and supportive environment for pupils. Parents agree. Adults, including teaching assistants, take time to listen to pupils, get to know them well and are responsive to their needs. Pupils with special educational needs and others with particular needs are cared for well, including through the 'nurture group' designed to develop their self-esteem. The school works closely with health, educational and social services professionals to provide integrated support for pupils with individual needs. Good liaison with the adjacent Chase Children's Centre provides access to additional support for pupils and their families.
22. Good induction arrangements for children into the Foundation Stage help them to settle quickly into school. Home visits, a programme of school visits and parents' meetings help children and their parents become familiar with the routines and expectations of school. The timetable for children starting school has changed this year so all are full time by the autumn half term. Pupils who join the school during the year are immediately assessed by the special needs co-ordinator and allocated a pupil 'buddy' to so they can start learning quickly. Teachers know their pupils well and respond to their needs, but do not regularly use assessment information to plan for pupils' academic needs and guidance and personal development. Pupils use their literacy and numeracy targets suitably during lessons.

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

The school has good links with parents which support pupils' learning well. There are good links with the local community that provide effective support to pupils and their families. Links with the feeder junior school and local pre schools are satisfactory.

## **Main strengths**

- The school provides parents with good information about their children's progress and school life
- Links with the Chase Children's Centre and other community services are used well to support families
- The school has responded effectively to issues raised by parents in parental surveys

## **Commentary**

23. The quality of information provided for parents is good. Reports are clear and contain helpful information about standards pupils have reached and targets for the future. Parents



are offered regular opportunities to talk to staff about their children and to learn more about the work that their children cover. Curriculum meetings have been introduced but are not very well attended. Consultation evenings are well supported. In addition, teachers are available one afternoon a week to talk to parents and parents are invited to weekly celebration assemblies. Many parents support their children's learning at home by hearing them read and practising spellings; some do not. Some parents and former parents help in school regularly. A small but committed group of parents run the parent teacher association well and money raised has been used to buy story sacks.

24. The school's good links with the adjacent Chase Children's Centre gives access to a range of courses and activities to support children and their parents. A monthly parents' coffee morning, hosted in school by the school nurse and also attended by the Family Inclusion Worker, a crèche worker and the special needs co-ordinators of both Bordon Infant and Junior Schools, builds good links with parents and provides them with access to informal support and advice. Pupils make a number of visits outside the school in the local area, including a spring walk and visits to the library. Representatives of the fire and police services visit. The school has been disappointed not to establish better links with the army garrison, in spite of making concerted efforts to do so.
25. The school is responsive to parental views and has introduced changes as a result of surveys on issues including healthy eating, reports, inclusion and induction into the foundation stage. As examples, school milk has been reintroduced and all children are now full time in the Foundation Stage from the autumn half term. While some parents have small concerns about things that have changed at the school, and long memories about past problems, the vast majority say they are happy with the school overall.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are satisfactory overall. The leadership of the headteacher is good and the Foundation Stage well managed. Governance is satisfactory and all statutory requirements are met.

### **Main strengths and weaknesses**

- The headteacher leads the school well and there is a strong sense of teamwork which is encouraging positive improvement
- The Foundation Stage is well led and managed
- The provision for pupils with special educational needs is well led and managed
- The roles of subject leaders have been broadened but are still at an early stage of development

### **Commentary**

26. The leadership of the headteacher is good. She has a clear vision of how the school is to develop and has made a good start in bringing this about. Development plans are well focussed on raising achievement and standards. She has encouraged and enabled senior managers and subject leaders to play more meaningful roles in the school. This has brought about a renewed sense of purpose for staff with responsibilities, although some members of staff have found it more difficult than others to adopt 'new' ideas. There is a strong sense of teamwork and all in the school, including teachers, learning support assistants and non-teaching staff, feel valued and work well together. The siting of the Foundation Stage classes has been changed to its advantage and stronger links with the junior school forged.
27. Governance of the school is satisfactory. The recruitment of new governors is a problem, as the local community is heavily representative of military families who may not be based in the area for long periods and the range of potential candidates is narrow. The school has tried hard to recruit governors from other sources, but competition with other local schools is fierce. This means that established governors have a heavy workload and there is a high proportion of school staff on the governing body. This is positive because it means that governors are knowledgeable and well informed about the school, so know its strengths and areas for development. However, there is little opportunity for an unbiased view of how the school is working and this is sometime detrimental to the speed that changes and improvements happen and it is sometimes hard to be rigorous when evaluating progress. Governors are very supportive and play their part effectively in identifying and checking on the progress of the school's plans to improve.
28. The management of the school is satisfactory. The headteacher ensures that all staff contribute to the drawing up of plans to improve. These plans are effectively compiled and provide a useful tool for raising standards. The school's performance management systems now include learning support assistants. These systems are used to set targets and identify staff development needs. The headteacher ensures that training needs are effectively met through her monitoring of teaching and learning to establish strengths and areas for development. Good assessment of the impact of training has meant the school has improved the quality and scope of the training it provides. For example there is now more emphasis on whole staff training rather than courses attended by individuals.
29. Subject leaders now produce plans to improve their subjects and some have begun to check on learning through work sampling and pupil interviews. There are good systems in place for staff to meet and discuss ideas and 'problems' and to plan work together. The strategies to change and develop the roles of subject managers are still at an early stage. As yet very few have had the opportunity to observe lessons, although plans to introduce this 'next step' are in hand. The Foundation Stage provision is well led and managed and

this has had a positive impact on children's achievements. The provision for pupils with special educational needs is also well organised and led. Developments are established on very firm understanding of pupils' needs, good expert knowledge, effective use of external support systems and good partnerships with parents and other schools. This is all positive for pupils' learning.

30. The school's finances are well managed. The arrangements for ensuring the propriety of the school's day-to-day transactions are good. Expenditure is carefully thought out and linked to the plans for improvement. Administrative staff are effective and spending is monitored and reported on appropriately. Governors have used the significant funds that have accumulated over past years very effectively. The large sums involved have enabled the school to continue to provide good levels of staffing and this has had most significant impact on children in the Foundation Stage and those with special educational needs. An additional learning support assistant has enabled the 'nurture group' to function regularly and pupils who are part of the group gain much from this additional support. Funds have also been set aside to enable the school to carry out its obligations for 'workforce reform'. These include the provision of cover for teachers so that they can plan and prepare work.

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

Income and expenditure (£)		Balances (£)	
Total income	£781,562	Balance from previous year	£83,286
Total expenditure	£731,763	Balance carried forward to the next	£49,799
Expenditure per pupil	£3,274		

**Particular aids or barriers to raising achievement and their impact**

31. The school has a very high rate of pupil mobility that tends to disrupt pupils' learning. The school copes well with this enabling all pupils to achieve satisfactorily. The accommodation in Year 1 and 2 is unsatisfactory and not conducive to good teaching and learning. The layout of classrooms makes it difficult for teachers to supervise and 'home bases' are too small for the numbers of pupils who have to use them.

**OTHER SPECIFIED FEATURES**

**Community provision**

The school offers effective educational and support programmes to school families and their children through its partnership with the Chase Children's Centre, school nurse and Family Inclusion Worker.

**Main strengths and weaknesses**

- Courses offered by the Chase Children's Centre meet identified local needs
- Courses are of good quality and are valued by parents and the school
- The Family Inclusion Worker and school nurse offer valuable informal support which benefits children and their families
- The work of the Chase is not yet effectively enough integrated in the whole school provision to raise pupils' achievements

**Commentary**

32. Courses offered by the Centre are part of the Adult and Community Learning Partnership with the school and are targeted to meet the needs of parents and pre school children in the local community. Courses include parenting skills, first aid, English language and information and communication technology. Less formal drop in sessions are also organised in which parents and their children enjoy the excellent indoor and outdoor play facilities. Much of the local population is transient, particularly the army families, including

those from overseas, and the Chase provides a community focus and access to a range of other services, including counselling and social services. The school values the Chase very much and refers parents to the Centre for support and advice. Many parents take up the services offered. Courses observed during the inspection were well run in a pleasant and relaxed environment and were popular with the wide cross section of parents attending. Centre staff said they had observed improved behaviour in the children of some parents who had attended the 'Confident Parents, Confident Kids' course.

33. The monthly coffee mornings run in school by the school nurse and attended by the Family Inclusion Worker, a crèche worker and the special needs co-ordinators of both the infant and junior schools are growing in popularity and provide valuable access for parents to informal advice and, if necessary, other support services. Staff provide advice and ongoing support to parents, particularly those with children with special educational needs which is of particular help at key times including transfer to junior school or where pupils are at risk of exclusion. Although initiatives in the school improvement plan draw on provision at the Chase, the school does not have an overall vision of how these services are integrated into its educational provision in order to raise achievement.

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

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

34. Provision for children in the Foundation Stage is good. On entry to reception children's knowledge and experience are below expectations for their age in their personal, social and emotional development, communication, language and literacy and mathematical development. Good teaching, coupled with a wide range of practical activities, ensures that children make good progress on these entry levels. Teachers give clear explanations and emphasise in their planning and introductions what children are expected to learn. The programme for the day is reinforced through 'picture timetables' where tasks are shown in illustrations. This ensures that children know what the day holds as soon as they enter the classroom and without adult input. Teaching assistants are completely involved as part of the team and the consistent approach across all three classes gives pupils a real sense of security. Teachers have sound strategies to assess what children know and assessment information is used effectively to provide specific support and challenge for all children. National guidance is used successfully to plan the curriculum and there is a good balance of adult-led and child-initiated activities. The accommodation is spacious and bright; the layout is used very flexibly to support a range of teaching methods and learning styles. There are places for children to develop their creative skills and quiet areas for reading and group activities. The area outside provides very good opportunities for pupils to develop their learning. A range of play equipment encourages good development of children's physical skills. Improvement since the last inspection has been good, with the provision of a very good outdoor area that enriches the children's experience in an enjoyable and secure environment.

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

Provision for this area of learning is good.

#### **Main strengths**

- There are good strategies to promote a sense of security, confidence and independence
- Strong promotion of good behaviour extends children's concentration levels

#### **Commentary**

35. Teachers work hard to make their rooms attractive and welcoming. This ensures that children enjoy coming into class. At the start of the day they settle quickly into the tasks and activities set out for them and follow the routines of registration and choosing their lunch well. Under supervision, they take responsibility for taking the registers to the office. Resources are carefully arranged so they are easily accessible, enabling children to select confidently, use sensibly and tidy away resources independently. A calm and ordered atmosphere supports the children well in becoming confident about school. Children respond well to staff and to each other. They listen attentively, are keen to learn and behave well. They play well together, sharing ideas and equipment, which has a positive impact on their development. Children have good levels of independence and put their coats on and off and get ready for PE without help. Children achieve well given their different starting levels and, because of the consistent and good routines are on track to meet the goals expected by the time they enter Year 1.

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

Provision in this area of learning is good.

#### **Main strengths**

- Teachers extend children's vocabulary successfully
- There is good promotion of early writing skills

### **Commentary**

36. Children are keen to talk about things that interest them but use a limited range of vocabulary. Teachers have good strategies to promote the development of a wider range of vocabulary, for example having key words on display, to which reference is made frequently. Teachers and teaching assistants work sensitively to help children use the correct vocabulary and grammar, gently but firmly correcting mistakes, prompting and asking questions to help children develop their skills in language. Teachers model language well in both the written and oral form for children to follow. They try to ensure that all children listen carefully to instructions and, in vocabulary work, to the sounds of the words and the letters. This helps children learn well. Varied literacy activities ensure that children make good progress in writing and understand how it conveys meaning. Group and individual sessions give children a good start in learning to read. As a result, children are on track to meet their learning goals in reading and writing, but not in speaking and listening, by the end of the reception year.

### **Mathematical development**

Provision in this area of learning is good.

### **Main strength**

- The children's achievements in numeracy are good

### **Commentary**

37. Sessions are clearly focused on mathematical understanding. Teachers place a strong emphasis on developing mathematical vocabulary and use practical demonstrations to ensure the children understand the key ideas and achieve well. A good range of practical number activities ensures children have a secure grasp of numbers before they practise writing them. Planning includes the teaching assistants and this ensures that key words and ideas are reinforced in follow-up activities by all staff. This supports and consolidates the learning so children make good progress. There are opportunities for children to develop their understanding of capacity and shape in the "play" activities with water and construction toys. Charts and posters help children develop their understanding of number and shape. Most children are expected to meet the goals expected in mathematical development by the end of the reception year.

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

Provision in this area of learning is good.

### **Main strengths**

- Very good use is made of the outside area to study the environment
- A wide range of activities extends children's awareness of their world

### **Commentary**

38. Children have good opportunities to develop their senses to extend their knowledge and understanding of the world around them. Teachers make good use of the outdoor area to help children recognise signs of spring. For example, they are encouraged to use their eyes and ears as they take a walk around the school and use appropriate vocabulary to explain what they see. Teachers use questions carefully and support the children's responses through good use of praise and sensitive correction where there are mistakes. The resources for information and communication technology are used regularly, and children enjoy the challenge of games and activities that reinforce their understanding in number work and language activities. They treat all the equipment responsibly. They enjoy the chance to browse through books at the start of the day and understand that they are a

source of knowledge. Children achieve well and are likely to reach the expected standards in this area of learning by the time that they join Year 1.

### **Physical development**

Provision in this area of learning is good.

### **Commentary**

39. The Foundation Stage base was moved recently in order to provide the children with a more suitable space for outdoor play. Children now benefit from a large outside space that is very attractive and has a good mix of hard surface area that allows children to ride a variety of wheeled toys safely and a soft grass area for play. The hall and drama room also allow children to develop their physical skills through a variety of activities including dance. Teaching encourages children to learn new ideas and consolidate their existing skills. There are good opportunities for children to learn to control small pieces of equipment and hold pencils, brushes and scissors correctly. They show good control and they use pencils and crayons with care.

### **Creative development**

Provision in this area of learning is good.

### **Main strength**

- Imaginative role-play supports learning well

### **Commentary**

40. Children play well together in role-play situations, such as acting out their versions of visits to the flower shop that are part of their work on spring. Well-organised resources help them learn to choose which role they will play. They discuss their shopping and pay at the till! Good teaching by the teaching assistants ensures that the opportunities to develop knowledge, understanding and language are taken. Children achieve well and are likely to meet the expected goals in this area of learning by the end of the Foundation Stage.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

The provision for English is satisfactory.

### **Main strengths and weaknesses**

- Reading skills are developed effectively and pupils learn well
- Speaking skills are weak for many pupils and this affects their overall achievement
- The subject is well managed
- Resources for learning are good

### **Commentary**

41. The 2004 national task and test results showed that the proportion of pupils reaching the expected Level 2 or higher were similar to the national figure in writing, and slightly below in reading. These results are not typical of all school cohorts taking tests in Year 2, but were indicative of a year group who started from a slightly higher level than is generally the case at the school. Pupils achieved satisfactorily on these levels. Standards in the current Year 2 are below expected levels. Pupils' achievements are satisfactory given starting levels that are below those expected, in general. As a rule, pupils do better in reading than they do in writing. There are no significant differences between the achievements of boys and girls, although test results do show that girls do slightly better than boys in writing. It is difficult to track trends in results, as the school is affected by frequent changes in number on roll, with some pupils leaving or joining the school immediately before tests are taken. The school is

now gathering evidence to show that achievements are at least satisfactory and pupils who begin with higher levels reach the higher Level 3, as expected of them, in tests. Current standards show that fewer pupils than in 2004 are expected to reach or exceed the expected level in 2005 tests.

42. Pupils' reading skills are developed well. The 'culture' of literacy and books is not the norm for all pupils, but they quickly gain skills and, most importantly, an enthusiasm for reading that serves them well in future learning. Teaching in English, which is satisfactory, is strong in the development of basic phonic skills that enable pupils to decipher text and gain meaning. Pupils are excited by this and grow in confidence and accuracy at a good pace. Pupils respect books and handle them carefully. They enjoy having stories told to them and like to read aloud. Learning, while satisfactory overall, is good in the development of reading skills. Pupils speaking skills are generally weak, a fact that is clearly recognised by the school. There is a clear and appropriate focus on developing oral contributions and current development plans place speaking and listening in high priority. Some pupils have specific spoken language difficulties that the school addresses well through IEPs and external support. In general, however, pupils' speech is poorly constructed and very ungrammatical. They use a limited range of vocabulary and regular employ 'thingy' and 'whatsit' in the gaps for words that they would like to use, but cannot recall (or do not know). They mimic the speech pattern they hear and employ slang and colloquialisms as if this is the only way to speak. Through reading, pupils begin to meet new vocabulary and learn to use it in new contexts, but the 'catch-up' period between encountering a new word, learning it, using it in conversation and then writing it, is too long before the end of Year 2, For this reason, pupils' writing suffers and many cannot express themselves well in writing.
43. The subject is managed well in that all strengths and weaknesses are clearly understood and used to create good development plans to improve the provision. Resources, which are of a good quality, have been improved to provide stimulating and exciting materials for learning. Books are in good supply and are well looked after. Work has been monitored and the co-ordinator has collected samples of moderated work. All teachers have been observed teaching English and worked to overcome weaknesses. The role of the co-ordinator is growing and whole school accountability developing. Leadership is currently satisfactory, as new responsibilities and expectations of the role are taken on more assuredly, the impact of improvements measured more accurately and future work planned more rigorously. The role is handled with enthusiasm, good subject knowledge and a commitment to improve.

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

44. As a priority in the school improvement plan, the development of pupils' language and literacy skills is incorporated in most lessons. Planning details the specific focus needed to improve pupils' speaking in particular. In good lessons, this is done successfully and pupils are given good opportunity to contribute in their own way, listen to demonstrations of how to make a good and accurate sentence and try to do this themselves. This is not the case in all lessons, however, and emphasis is not always placed on ensuring consistency in practice so that improved standards in speech can influence the subsequent quality of writing produce by pupils.

### **MATHEMATICS**

Provision in mathematics is satisfactory.

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

- Work is not always suitably matched to pupils' abilities
- There is inconsistency in the quality of teaching
- Teachers make good use of resources



- Learning support assistants play a significant part in pupils' learning
- Pupils have positive attitudes when given appropriate work

### **Commentary**

45. The results of the national tests in 2004 showed that by Year 2 most pupils reached the nationally expected level. Standards in mathematics in the current Year 2 are below the nationally expected level, which reflects the overall attainment levels of the present cohort. Pupils' achievements are satisfactory as they enter the school with skills and knowledge below those that would be expected. Pupils with special educational needs make good progress because of the good levels of support provided by learning support assistants.
46. Pupils' computational skills are generally below those expected of pupils this age. For example, many pupils in Year 2 struggle to count in two's accurately. They are not confident in adding two to a number without the support of resources. In Year 1 pupils are unsure of counting backwards and forwards. Only more able pupils are confident and their number skills are developed appropriately with suitable ways of calculating mentally. For example they can double two digit numbers and use their knowledge of 'tables' to solve problems.
47. Teaching and learning are satisfactory overall. Teachers are aware of the need to provide lots of resources and practical activities to help pupils learn better by providing interesting work. In the lessons where this is done well, pupils become engrossed in their work and try hard. In lessons in Year 2 for example, pupils were motivated by the wide range of imaginatively provided resources to support their work. This included dried fruit, buttons, teddies and tiles. The patterns created meant pupils could see physical representations of the number sentences they had written and so helped them understand the concept of multiplying. Where teaching is good, as in the Year 2 lessons that made good use of split assembly times so that pupils could work in small groups with very focussed teaching, learning is good. In other lessons, however, work is not matched closely enough to pupils' abilities. For example in one lesson pupils were required to count in four's when they were unable to carry out an earlier task of counting in two's. Teachers use satisfactory assessments of pupils' progress, but do not always use this information well enough to plan work. For example in some lessons, more able pupils were not provided with work that was hard enough and kept them busy. Some became listless, as they were required to carry out work they could clearly do easily.
48. The leadership and management of mathematics are satisfactory. The subject leader has only recently appointed and has had insufficient time to make an impact on standards. She has though produced, a good action plan that clearly shows where improvements are needed. The subject leader plans to carry out lesson observations, but none, as yet, have been carried out. Teaching and learning are presently checked on through the scrutiny of pupils' work and talking to pupils.

### **Mathematics across the curriculum**

49. The school makes sound use of mathematics in other subjects. In science lessons for example, pupils measure the distances cars travel down ramps and registrations are used to develop counting skills. Some use has been made of the computer to produce simple graphs and pictures to illustrate 'symmetry'.

### **SCIENCE**

Provision in science is unsatisfactory.

### **Main strengths and weaknesses**

- The teaching of science is not given sufficient time and priority as a core subject to raise standards
- Assessments are not used effectively to plan work for the range of abilities

- Teaching, based on investigations in science, enables pupils to make links with other subjects

### **Commentary**

50. In 2004, teacher assessments showed the proportion of pupils reaching the expected level or above in science to be below the national average percentage. Attainment at the higher Level 3, was similar to the national average. In the current Year 2, samples of work, work in lessons and discussions with pupils indicate that standards are generally below expected levels, although there is a small proportion of pupils working towards Level 3. Bearing in mind the levels of attainment when children start school, this signifies satisfactory achievement.
51. Science is currently taught as part of topic work. While this enables the children to make links to other subjects, there is insufficient consideration of the need to develop children's understanding of scientific skills in a planned way. Teacher's planning is not rigorous enough to ensure that pupils have the opportunities to develop key scientific principles, concepts and skills.
52. No full lessons were observed, but in an afternoon topic session pupils made wheeled vehicles as part of a design technology project that had links to science. Talking with pupils showed that they had developed good ideas for improving their vehicles, based on science principles. In another session, the teacher worked with a group with a focus on developing fair tests for vehicles on a ramp. Children showed that they understood the principles of how changes to the height of the ramp would alter the distance travelled by the vehicle and were beginning to use this to predict answers. Teachers give pupils good support in recording what they see. However, pupils did not persevere with investigations and ask meaningful questions, partly because the classroom set up does not support this way of working. The way that science is taught, within a host of other activities in a noisy atmosphere, means that children do not get the opportunities to engage in good scientific discussion or reflect on their learning and much of the impact of the teaching is lost. Adults do not help children enough by writing new words on the board for them to see and then using them in discussion to strengthen everyone's confidence and skills.
53. The management of science is satisfactory. The co-ordinator has not had many opportunities to observe other teachers' lessons but has begun to put in place actions to raise standards, such as a file of moderated work that will enable teachers to make accurate assessments. She has also compiled targets for children to achieve that will help in raising standards. Leadership of the subject is unsatisfactory. Currently there are no new initiatives or development plans that indicate a clear educational direction for this subject.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

54. No direct teaching and learning in ICT were seen during the inspection. Therefore, it is not possible to judge the overall provision. However, the school does not plan enough regular lessons to develop specific skills in ICT. Computers are often used within lessons in other subjects. For example in mathematics, pupils have created pictures to illustrate 'symmetry' and simple pictograms on 'transport to school.' In other lessons some pupils have added labels to their pictures and made greetings cards. However, overall the range of experience children have is unsatisfactory since it is not enabling pupils to acquire the skills and understanding expected.
55. Lack of assessment means that teachers are not clear about what pupils can do or need in order to progress. During the inspection pupils were seen using software programs, for example in numeracy and literacy lessons. These were not always suitable, as pupils did not understand what to do or why it is relevant to the work they are doing in the lesson. Pupils were often left too long unsupervised and so made little or no progress.
56. The school has a good stock of software and sufficient equipment to provide pupils with the opportunities they need to develop their skills. At present though, pupils have no e-mail facilities or access to the Internet. All teachers have been provided with laptop computers and there are plans to add to the school's one interactive whiteboard to add interest to learning and encourage a varied range of teaching methods.

## HUMANITIES

57. No geography lessons or lessons in religious education were seen during the inspection and only one lesson was observed in history. Samples of work were scrutinised in all subjects, teachers' planning was seen and discussions held with subject co-ordinators and pupils. In all subjects, statutory requirements are met and pupils have suitable opportunities to learn about the subject. Work samples, discussions with pupils and planning seen in **religious education**, show that pupils' achievements are satisfactory and standards are in line with levels expected by the locally agreed syllabus. Religious education is well planned and incorporated into all topics, so that the syllabus is covered effectively. Resources for the subject are well organised, plentiful and of a good quality. In the **history** lesson seen, planning and delivery were good, but learning suffered, and was only satisfactory, as a result of noise distractions from adjacent work areas. In their work, pupils attained standards in line with expectations. The subject is appropriately planned and incorporates all necessary aspects of the national requirements. Work in **geography** is an integral part of topic themes. While work is regularly covered linked to these such as the environment, there are no indications that geography skills are taught and learned systematically, so progress in aspects other than knowledge of geography themes is hard to assess. This is also the case in history.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

58. No lessons were seen in art and design. Two lessons were seen in design and technology and only one in music. It is therefore not possible to judge the overall provision in any of these subjects. In **art and design**, discussions with pupils and work seen around the school indicate that standards are in line with those expected nationally. Teachers use opportunities to develop children's work through the illustration of work done in humanities. Displays of pictures about the Great Fire Of London show children developing a good sense of colour and form. Other work shows that children have the opportunities to develop work in three dimensions and develop their understanding of shape, form, texture and style. The school is bright with examples of collaborative work. In **design and technology**, groups of pupils took part in making activities as part of other lessons. In these tasks their skills were at the expected levels. Pupils constructed a simple car from their own designs and then explained how they would improve it next time. Pupils in these groups were given good support from learning assistants. In the one full **music** lesson seen, the teacher showed a good understanding of the subject. Pupils developed their listening and performing skills well, but the key objectives of the lesson were not fully met, as time was too short. Good resources support children's musical development and the use of the drama room for music lessons enhances the opportunities available to the pupils to play instruments without disturbing others. Pupils take very good care of instruments and try hard to produce a good performance of their work. They enjoy singing in assembly, although delivery lacks the liveliness that most young children show when they sing. No music appreciation took place during the inspection, so it is not possible to comment on the pupils' ability to discuss the different music they hear.

### Physical education

The provision in physical education is satisfactory.

### Main strength and weakness

- Pupils listen and respond well, are well motivated and try hard
- There is insufficient attention to improving the quality of pupils' movements

### Commentary

59. During the inspection, three lessons were seen in dance and one in gymnastics. These indicated that by Year 2, pupils' skills in dance are in line with those expected. In lessons

pupils remember their past work well, and so know and perform a variety of moves, often with a partner. They respond appropriately to the music accompanying their movements, for example in its different rhythms and patterns. In the one gymnastic lesson seen in Year 1, pupils' coordination skills were below those expected. For example they found it difficult to jump in unison with a partner or to skip.

60. Teaching and learning are satisfactory. Pupils respond well to their teachers, they listen attentively and try hard to carry out and improve the tasks they are given. Pupils volunteer to demonstrate their work when asked and cooperate well with their partners. Teachers build on previously learned work appropriately so that new moves in dances for example, are learned. Too little attention is paid though to the quality of these moves. For example pupils are required to perform a jump but there is little help given to enable them to improve the shape, variety or landing of these. Pupils therefore have an appropriate repertoire of movements but with little quality in them. In one gymnastic lesson however pupils' skipping was much enhanced because the emphasis of the lesson was on improving the quality of this skill. In this lesson the individual components of skipping were broken down and practised. The teacher paid very careful attention to how well each part was being done and gave pupils appropriate development activities so that they made good progress.
61. The leadership and management of the subject are satisfactory. Planning ensures all elements of the programmes of study are covered.

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

62. No full lessons were seen in PHSCE so it is not possible to make an overall judgement on provision. Comments on the quality of work in PSHCE are included in various sections of this report. The school has in place a scheme of work, based on guidance from the local Education Authority (LEA), and includes work on drugs awareness and relationships. The school has introduced work to support its drive to improve behaviour by ensuring that children have the opportunities to develop their thinking and understanding about rights and responsibilities as part of the community. Children are given opportunities to take responsibility, make choices and develop their social skills from the time they start school and this reinforces the messages they are given in lessons. Teachers make use of sessions called 'circle time' when children are given opportunities talk about issue relevant to them and reinforce positive messages and expectations. Those circle time sessions observed were generally of a satisfactory quality.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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