

INSPECTION REPORT

BREAMORE C OF E PRIMARY

Breamore, Fordingbridge

LEA area: Hampshire

Unique reference number: 116275

Headteacher: Mrs Ruth Conway

Lead inspector: Mrs Alison Cogher

Dates of inspection: 7th – 8th March 2005

Inspection number: 266481

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: 132

School address: Salisbury Road
Breamore
Fordingbridge
Hampshire
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Telephone number: 01725 512286
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Appropriate authority: The governing body
Name of chair of governors: Mr Paul Millard

Date of previous inspection: 1st February 1999

CHARACTERISTICS OF THE SCHOOL

Breamore C of E Primary School is a popular small school in the village of Breamore near Fordingbridge in Hampshire. The school admits pupils from four to eleven years of age. The school has grown in size since the last inspection with above average mobility of pupils into the school. Attainment on entry to the school is above average. The percentage of pupils known to be eligible for free school meals is well below the national average. The percentage of pupils identified as having special educational needs is broadly average. Their needs are varied and include moderate learning difficulties, speech and communication difficulties, visual impairment and autism. Less than three percent of pupils belong to ethnic groups other than white UK heritage and the number of pupils in each of the four other groups is very small. A very small number of pupils have English as their second language. The socio-economic characteristics of the area are above average. The school was awarded Investors in People in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24805	Alison Cogher	Lead inspector	English Religious education History Geography French Personal, social and health education and citizenship English as an additional language
14066	Gill Hoggard	Lay inspector	
18703	Christine Canniff	Team inspector	Mathematics Information and communication technology Music Physical education Special educational needs
23010	Loretta Watson	Team inspector	Foundation Stage Science Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school. It provides good value for money. Very effective leadership, management and governance, together with very strong teamwork ensure the school is clearly focused on continuous improvement. Pupils achieve well and attain standards that are well above average. As a consequence of very good teaching pupils learn very well. Exemplary relationships, very high quality care and the active support of parents combine with the excellent attitudes and behaviour of pupils to produce an exceptionally good learning environment in which all pupils thrive.

The school's main strengths and weaknesses are:

- Under the excellent guidance of the headteacher the school is very well led and managed.
- Governance is very good and supports the work of the school very well.
- Standards are well above average and pupils achieve well.
- Pupils learn very well as a result of very good teaching, the very effective use of assessment information and their involvement in the evaluation of their own learning.
- The creative and innovative curriculum provides pupils with a very wide range of experiences that motivate them to learn.
- Exemplary relationships, very effective teamwork and the excellent ethos of the school support pupils' good achievement in all aspects of their development.
- The care, welfare and guidance provided for pupils are excellent and pupils become mature and responsible individuals as a consequence of being involved in all aspects of the school's work.
- The school is highly regarded by pupils, parents and the community.
- Pupils have insufficient time in science lessons to use their investigative skills and too few opportunities are provided for pupils to learn from first hand experiences about the ethnic and cultural diversity of British society.

Improvement since the last inspection has been very good. The school has addressed the minor points for improvement that were raised and secured further improvements in many aspects of its work. These include the quality of teaching and learning and the use made of assessment information. The curriculum has improved as has the provision made for pupils' personal development and their care and welfare. High standards have been maintained in the core subjects and have improved in religious education. New accommodation has improved the learning environment.

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	B	B	B
mathematics	A	A	A	A
science	A	A	A	A

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

Pupils' achievement is good. Children in the Foundation Stage achieve well and almost all exceed the goals they are expected to reach in all areas of learning. They are well prepared for their work in Year 1 in all subjects of the National Curriculum. Pupils in Years 1 and 2 achieve well and they attain standards that are well above average. These well above average standards are maintained in Years 3 to 6 and pupils continue to achieve well. These high standards have been maintained since the last inspection despite the school having grown significantly with many of the pupils being admitted into Years 3 to 6. Although good, standards in investigative science could be improved further. There is no difference in the achievement of boys and girls, pupils with special educational needs, those with English as an additional language or those who are very able.

Pupils' personal development is very good overall. Their spiritual, moral and social development is excellent and their cultural development is good. Pupils' attitudes and behaviour are excellent and they are fully involved in all aspects of the school's work. Their personal development is extremely good. Although pupils' cultural awareness is good overall, they have few opportunities to learn from first hand experience about the ethnic and cultural diversity of British society. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is very good. Pupils throughout the school learn very well because of some key features in teaching that are consistently implemented in all classes. Assessment information is used very well by teachers to plan lessons that motivate and enthuse pupils to learn. They build on pupils' prior learning and take full account of the different ways in which pupils learn most effectively. Very good use is made of target setting and involving pupils in evaluating their own learning. Consequently pupils are able to take some responsibility for their own learning and are very clear about what they need to do to improve. The very good curriculum ensures that pupils experience a wealth of worthwhile learning experiences. It is greatly enhanced by a broad range of additional activities, visits and visitors. Very high quality provision is made for the care and welfare of pupils and they receive extremely good guidance and support. The school maintains very productive links with the community, including the church. Links with other schools are good. The school's partnership with parents is very productive and supports pupils' learning very well.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides excellent leadership and provides all staff with the support and guidance they need to carry out their roles very well. Governance is very strong and ensures that the school complies with statutory requirements. Governors and all staff are very strongly committed to continuous school improvement through innovation and teamwork.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils are extremely happy with their school. They appreciate the way they are involved in the work of the school and consider they learn well because school is fun. Parents hold the school in very high regard and value the education it provides for their children. Inspectors agree with parents' very positive views of the school.

IMPROVEMENTS NEEDED

In the context of this very successful school, and reflecting its strategic improvement plan, the most important things the school should do to improve are:

- Ensure pupils have sufficient time in science lessons to fully develop their investigative skills.
- Explore ways to increase the opportunities for pupils to learn from first hand experiences about the ethnic and cultural diversity of British society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Throughout the school all pupils achieve well. Standards in English, mathematics and science are well above average.

Main strengths and weaknesses

- Very effective teaching based on very good assessment information ensures pupils achieve well in lessons and over time.
- Pupils' extremely positive attitudes and their involvement in their own learning promote good achievement and high standards.
- Standards in speaking and listening, reading, writing and mathematics in Year 2 are well above average.
- Standards in English, mathematics and science in Year 6 are well above average.
- Pupils' attainment is supported by the very good links made between subjects and the extensive programme of enrichment activities.
- Standards in religious education are above those expected.
- Although they are good, standards in investigative science could be improved.

Commentary

1. Children start school with standards that are above those normally found. Very good teaching and the very well planned and imaginative curriculum ensure that they all achieve well. As a result, by the time children enter Year 1 most children have exceeded the goals they are expected to reach in all six areas of learning. They have benefited from a very broad and relevant range of learning experiences that prepares them very well for their work in Year 1 in all subjects of the National Curriculum.

2. All pupils achieve equally well and very good assessment procedures allow the school to monitor rigorously the progress being made by individual pupils. Challenging targets are set for individuals and groups of pupils. Pupils are very aware of these targets and have a very good understanding of what they need to do next to improve. They work very hard to achieve the targets they are set. Teachers use assessment information very effectively to plan lessons that enable pupils to build successfully on what they already know. Lessons are presented using a wide variety of teaching methods that enable pupils who learn in different ways to learn new skills and acquire knowledge quickly. The very good links made between subjects and the many enrichment activities that are planned provide pupils with the opportunity to practise what they have learned in a variety of contexts. This very good practice gives pupils a real purpose for learning that supports their good achievement and the very good standards they attain.

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

Standards in:	School results	National results
reading	17.9 (16.0)	15.8 (15.7)
writing	16.0 (15.1)	14.6 (14.6)
mathematics	19.2 (16.5)	16.2 (16.3)

3. Although the number of pupils in each year group is still relatively small, the school has grown in size by over a third since the last inspection. Many of these pupils have been admitted into Years 3 to 6. High standards have been maintained as a consequence of the school's commitment to improving teaching and the quality of the curriculum so that the learning needs of all pupils are met.

4. Pupils have many opportunities in lessons and during other activities such as assemblies and when involved in the school council, to practise their skills in speaking and listening. As a result standards in speaking and listening are high across the school. Standards in reading and writing are correspondingly high. A few pupils in Year 6 demonstrate standards in writing that are far above those expected. These pupils are provided with additional challenges in lessons and through the Literacy Club to ensure that they achieve well. Pupils who have special educational needs or are learning English as an additional language receive well-targeted support and they too achieve well. Within lessons pupils of different abilities are very well catered for as teachers plan activities that take account of their previous learning.

5. Standards in mathematics present a similar picture to those found in English. Very able pupils are given the opportunity to extend their learning through the maths club and enrichment activities organised with the local secondary school.

6. Standards in science in Year 6 are well above average. Pupils throughout the school achieve well in lessons particularly when they are given the opportunity to become fully involved in investigations. The school has recently focused on improving the opportunities provided for pupils to work in this way. Inspection evidence acknowledges the recent improvements in this area and agrees with the school's evaluation that even more could be done to raise the standards attained by pupils in this aspect of science.

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

Standards in:	School results	National results
English	28.9 (28.5)	26.9 (26.8)
mathematics	29.5 (29.6)	27.0 (26.8)
science	31.1 (31.1)	28.6 (28.6)

There were 19 pupils in the year group. Figures in brackets are for the previous year

7. Standards in religious education have risen since the last inspection and are now good. The rise in standards is a consequence of better monitoring that has clearly identified areas for improvement that have been tackled successfully. Consequently, teaching and the links made between religious education, and Christianity in particular and other subjects have improved. Pupils achieve well and transfer what they have learned from religion, most notably their respect and tolerance of others and their moral values into every aspect of their lives at school. These values underpin their exemplary behaviour and extremely positive attitudes to all their experiences at school.

8. Standards in information and communication technology (ICT) are broadly in line with those expected nationally. Pupils achieve well and inspection evidence indicates standards are rising as a consequence of improved provision and the opportunities pupils have to use their ICT skills in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are exemplary. Their spiritual, social and moral development is excellent and their cultural development is good. Attendance and punctuality are good.

Main strengths and weaknesses

- Pupils' behaviour and attitudes to learning are excellent and support their learning very well.
- Pupils' personal development is very strong.
- Insufficient opportunities are planned for pupils to develop their understanding of the ethnic and cultural diversity of British society.
- Above average attendance supports pupils effective learning.

Commentary

9. Breamore pupils are, above all, lively and enthusiastic young people who respond very well to the many opportunities they are offered. They develop into mature, responsible individuals who are keen to learn. Initiatives such as the "brain gym" and "latch on to learning" ensure they are motivated and keen to start work at the beginning of the day. Teachers ensure pupils understand the learning objectives for lessons and involve them in learning reviews. Consequently, pupils understand what they are doing, and why they are doing it. As a result of stimulating teaching and quietly consistent behaviour management, pupils' behaviour is excellent overall, whether they are in classes, assemblies or moving around the school.

10. Pupils' personal development is a significant strength of the school. Spirituality pervades the life of the school, both in the taught curriculum and through everyday activities. The use of candles and dimmed lighting help to create an atmosphere of calm and reverence during Christian based assemblies that reinforce the principles of a loving and tolerant society. Pupils respond with wonder during lessons, for example children in reception were hugely excited to see bulbs light up when making electrical circuits. Pupils' self-knowledge and self-awareness is very apparent in the way they conduct themselves and respond to each other. They frequently have the opportunity to reflect on who they are, the meaning of events, and what they have learned.

11. Pupils' social and moral development are also extremely strong. Staff act as excellent role models for pupils and warm, caring relationships are apparent at all levels in the school. Partnerships between older and younger children build confidence, extend friendships and develop genuine bonds that last into secondary school. Year 6 pupils, for example, willingly help out at dinner times and on playground duty. They relish being given responsibilities and speak very highly and proudly of their school. Through their work for charity, such as their support for children in the Ukraine and tsunami victims, pupils learn about others less fortunate than themselves. Links with the Hampshire Regiment mean they regularly meet and talk to older people and learn from their life experiences. Cultural development is good in that pupils learn about the various different faiths in religious education, art and music. However preparation for life in the ethnically and culturally diverse society of Britain is less evident. Although visitors from other cultures visit the school, pupils do not visit places of worship other than Christian ones and this limits their ability to learn from first hand experience. The school recognises that it needs to improve its provision in this area.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	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.

12. Attendance and punctuality are both good. Pupils come very willingly to school and very few are late for lessons. Consequently pupils miss very little of their education, and continuity of their learning is secured. This effectively supports their learning overall. There have been no exclusions in the last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching is very good and staff, are strongly committed to ongoing improvement in all they do. The very good curriculum is enhanced by an extensive range of additional learning opportunities. Pupils receive care, guidance and support of the highest calibre and are fully involved in the work of the school. Links with parents and the community are very strong and the school works effectively with other local schools. The ethos for learning is excellent.

Teaching and learning

Teaching and learning are very good throughout the school. Assessment procedures are very effective and pupils have a very good understanding of their own learning.

Main strengths and weaknesses

- All staff have high expectations of what pupils can achieve.
- Comprehensive assessment information is used very effectively to guide teachers' planning and involve pupils in their own learning.
- Very productive relationships ensure all pupils receive the support and challenge they need to learn very well.
- The range of teaching methods used takes full account of pupils' different learning styles and enables them to learn very effectively.

Commentary

13. The very good quality of teaching throughout the school reflects the very positive views pupils have about their lessons. They say that they have lots of fun in lessons and learn at the same time. They also say that they have to work hard but are given help and shown how to improve. The quality of teaching has improved since the last inspection. This is a result of improvements to teachers' subject knowledge, the use made of assessment, the involvement of pupils in their own learning and the variety of teaching methods used. These improvements reflect the aspirations of the headteacher and all staff who are very strongly committed to providing a quality of education that enables all pupils to achieve their potential. Very effective teamwork is a significant factor in the success of lessons, the achievement of pupils and the standards they attain.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	9	5	0	0	0

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

14. Teachers have very good subject knowledge and plan lessons that have clear objectives based securely on what pupils have already learned. Consequently, pupils' learning builds very successfully on what they already know. At the start of lessons teachers ensure that pupils understand what they are going to learn and at the end of lessons pupils review their learning. This practice ensures teachers are able to gauge day-by-day what pupils have learned and make informed decisions about the content of future lessons. This ongoing assessment information together with the results of tests and evidence from pupils work provides a very clear picture of the achievement and progress being made by every pupil. Teachers use this knowledge to set targets for pupils that accurately reflect what they need to do next to improve. Pupils know what these targets are and respond very positively to being empowered to take some responsibility for their learning by working very hard to achieve them.

15. Relationships between staff and pupils and pupils themselves are very productive and help to secure an extremely positive learning environment. As teachers know very clearly what pupils need to learn next they are able to provide the support and challenge all pupils need to learn very well. Teachers plan lessons that motivate and enthuse pupils to learn and activities are varied to take account of pupils of different ability. Consequently pupils develop extremely good attitudes and learn very well. Pupils with special educational needs receive specific support that reflects their own very particular needs and so they achieve well in relation to their individual targets. Learning support staff who work very closely with teachers provide much of this very effective support that enables these pupils to take a full and active part in all lessons. Pupils with English as an additional language also receive the support they need to achieve well from adults, but are also often supported by other pupils in lessons. Pupils' willingness to help each other is very productive in terms of their overall learning and reflects the excellent ethos of the school. Very able pupils achieve well because they are provided with challenging activities in lessons and have access to a range of enrichment activities such as the Literacy and Mathematics Clubs.

16. As part of the school's commitment to continuous improvement teachers have sought to improve the effectiveness of their teaching. In response to monitoring information they have embarked on a creative approach to teaching and learning. In addition to improvements in the curriculum they have adopted an approach to teaching that takes account of how pupils learn most effectively. The result of this work is reflected in the variety of methods used by teachers to support pupils' in lessons. Teachers ensure that what they want pupils to learn is presented visually, through discussion and through practical activities. In addition pupils are helped to evaluate their own learning. The consequence of these strategies, although early in their implementation, is evident in pupils' good achievement, their enjoyment of lessons and their strong motivation to learn.

The curriculum

The very good curriculum enables pupils to achieve well. It is greatly enhanced by a broad range of interesting visits and visitors, which extend pupils' learning. Accommodation and resources are satisfactory and are used well to support pupils' learning.

Main strengths and weaknesses

- The curriculum is imaginatively planned with a very good range of interesting and exciting activities, which are tailored well to pupils' needs.
- The school makes very good use of visits and visitors to widen and enrich pupils' learning experiences.
- The school provides very successfully for pupils of different abilities and the provision for pupils with special educational needs is very good.
- Planning for the development of pupils' computer skills as a tool to support learning in the classroom is good.
- There has been good improvement to the accommodation since the last inspection.

Commentary

17. The school provides a very good range of worthwhile learning experiences in all subjects and includes the teaching of French to all pupils in Years 3 to 6. Very knowledgeable subject leaders monitor the curriculum very effectively and this ensures all subjects are continuously improving. Curriculum planning is very good because teachers take full account of the different ways pupils learn and organise activities that help them to understand new ideas and methods of working. This ensures that their skills, knowledge and understanding have secure foundations. The commitment and vision of the staff has resulted in an imaginatively planned curriculum where links between subjects are fully pursued. Pupils respond enthusiastically to this creative approach to learning. The whole school enrichment weeks held each half-term are particularly enjoyed by pupils. During these weeks subjects are linked exceptionally well within stimulating themes that generate in pupils a real interest and excitement for their work that supports the high standards they attain. Enrichment weeks make a significant contribution to pupils' personal development as well as to their knowledge and understanding. For example, while exploring the theme of Colour, pupils took part in a traditional dragon dance as part of their learning about the Chinese New Year and the whole school took part in a Tai Chi session.

18. The school organises a very wide range of visits and visitors, which greatly enhances pupils' learning in many subjects. The very good opportunities pupils have to take part in practical workshops and outdoor activities, and to work with specialists and visitors from the local community help to bring about new insights into the world and themselves. These opportunities support the school's commitment to, and strong emphasis on giving pupils experiences outside their normal daily lives. Teachers make very good use of the local places of interest such as the Red House and Electricity Museum to increase pupils' understanding of the historical and environmental features of the area in which they live. Pupils can also pursue their interests at a number of out-of-school clubs that further extend the skills they acquire in lessons. However, opportunities for pupils to develop their awareness of the ethnic and cultural diversity of British society through first hand experiences are not fully pursued.

19. Great care is taken to ensure that the curriculum is relevant to pupils' needs. The very effective arrangements for tracking pupils' progress provide teachers with the information they need to plan work that enables pupils to access the curriculum at the level that is right for them. The provision for pupils with special educational needs is very good and consequently these pupils make good progress and achieve well in relation to their own individual targets. Pupils' difficulties are identified early in their school life, and teachers produce detailed individual plans to support their learning and ensure they take a full part in all school activities. Pupils are fully included in all lessons as a result of the good match of work to pupils' individual needs and the sensitive and well managed support they receive from teachers and the well trained learning support staff.

20. Teachers make effective use of ICT to support pupils' learning in other subjects. Links are identified in curriculum plans and opportunities for pupils to use their skills are maximised. Since the last inspection the introduction of laptop computers, and computerised whiteboards in all classrooms has provided pupils with good opportunities to use the computer as a tool to improve their own learning. For example, pupils make good use of the Internet for research and for presenting their work in many subjects.

21. Since the last inspection a great deal of work has been completed to improve the accommodation. Four new spacious classrooms provide a much-improved learning environment for pupils. The very recent conversion of the school house has provided rooms for small group support, music teaching and a room for staff to meet in. A new hall has been created from a former classroom and good use is made of this space for whole school meetings and physical education lessons. Although it is rather small it enables physical education lessons to take place on the school premises. There is continuing improvement to the school grounds. Although the school lacks its own playing field the school makes good use of community resources and those available at the local secondary school. Consequently pupils are able to experience the full range a physical activities.

Care, guidance and support

Provision for pupils' care, welfare and safety is excellent and pupils receive very high quality support and guidance. Within this warm and caring environment pupils are respected and consulted which leads to their becoming articulate and confident learners with high self esteem.

Main strengths and weaknesses

- The headteacher sets a very high standard for the quality of the school's practice.
- Pupils are fully consulted and involved in the work of the school and their learning.
- Staff work very closely together to promote the welfare and development of all the pupils in their care.

Commentary

22. From the outset the school takes the trouble to listen to its pupils, care for them and challenge them to grow and learn. Pupils are given the opportunity to make choices from an early age and are encouraged to care for each other. For example, reception children choose where to sit in the dining hall and are linked with a Year 6 partner, who looks after them at playtimes. Many opportunities are offered to pupils to express themselves and influence the work of the school. For example, they write their observations and ideas in a book in the school's entrance lobby suggesting aspects relating to health and safety that need attention and put forward suggestions for the weekly school council discussions. The school council members operate with maturity and commonsense and clearly enjoy the responsibility of discussion and feedback to their own classes. The school council plays a significant role in building pupils' confidence through active citizenship. When the school introduces new ideas, such as the 'brain gym', pupils are asked for their views, which are listened to, treated with respect and acted on. They are encouraged to evaluate their own learning and formulate their own targets for improvement. The result of being given these very valuable opportunities is that pupils grow into happy, confident people who have no difficulty in expressing themselves, or listening to and accommodating others' suggestions.

23. The headteacher has very high expectations of the quality of care, welfare and support provided for pupils and leads by example. She knows every pupil as individuals and is constantly checking that their needs are being met. As a result of extremely effective staff teamwork, pupils are nurtured and cared for to enable them to achieve their potential, both academically and personally. Daily routines are well thought out and sensible, and procedures such as those for child protection, health and safety, and first aid are efficient and well managed. Pupil involvement contributes considerably to the smooth running of the school in this aspect of its work. For example, pupils belonging to “The Rainbow Patrol” help other pupils to resolve disputes and make sure no one feels left out at playtime. All pupils feel a valued part of the school and develop very strong and productive relationships with staff and each other. These continue after pupils have left the school with ex-pupils frequently returning for informal visits. The school secretary is an extremely efficient administrator who reflects the school’s values as she warmly welcomes visitors and deals sympathetically with pupils who fall ill. Pupils with special educational needs are very well cared for and fully integrated into the life of the school.

Partnership with parents, other schools and the community

The school’s links with parents and the community are very positive and mutually beneficial. Links with other schools are good.

Main strengths and weaknesses

- Parents’ hold the school in high regard and they are fully consulted about its work, though some written communications could be more detailed.
- There are good transition arrangements for Year 6 pupils.
- The local community is very positive about the school and makes a positive contribution to pupils’ learning.

Commentary

24. Parents are extremely positive about the school and this is reflected in the number of parents who make the decision to enrol their children despite living some distance away. The reasons given by parents for bringing their children to the school include the quality of teaching, warm and approachable staff and the tremendous enthusiasm for learning that their children develop. Parents of children with special educational needs think their children are extremely well looked after and that they have a very positive experience in school as a result. All parents consider the caring family atmosphere in the school to be one of its’ great strengths. A number of parents help the school in tangible ways such as clearing the ground in preparation for making a spiritual garden, running fund-raising events and assisting with sports. The school makes every effort to involve and consult its parents, taking their opinions seriously and working hard to respond to their concerns. Day-to-day communication with parents is managed in an extremely helpful way by the school secretary. Written documentation is often of a high standard and includes the informative and well-presented prospectus. However, the annual pupil reports to parents, while generally helpful, could be referenced more clearly to National Curriculum levels.

25. Transfer arrangements for Year 6 pupils to a number of different local secondary schools is handled well. Pupils go on introductory visits and meetings between key personnel at the schools ensure information about pupils is transferred effectively. Parents are also fully involved in the process. Sensitive handling allows pupils with special

educational needs to transfer smoothly. The result of this good practice is pupils move confidently onto secondary school and are happy and settle well.

26. Breamore is a small village and the school is at its heart. There are strong links with the church through the monthly family services and visits by the vicar to take assembly. Local artists work in the school, for example, to build willow structures in the spiritual garden. Local residents attend school fetes and school performances. The school actively pursues opportunities to link with the wider community, including the European community. For example, as a result of the Comenius project Breamore School is linked with schools in Norway, Germany and the Czech Republic. The teaching of French to Pupils in Years 3 to 6 has stimulated pupils to learn more about French culture. The overall result of these productive links is pupils who are confident, outward looking and keen to contribute to their community.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher, very ably supported by all staff provides excellent leadership. Governance of the school is very good.

Main strengths and weaknesses

- The headteacher has exceptionally high aspirations for all aspects of the school's work.
- Governors are very well informed and make a very good contribution to school improvement.
- An extremely clear vision and educational direction for the school has been established.
- Priorities for improvement are clearly identified and all staff work very effectively as a team to achieve them.
- Subject leadership and management are very good.
- Under the excellent guidance of the headteacher staff and governors understand how to ensure that every pupils' needs are met, and are successful in doing so.

Commentary

27. The headteacher articulates clearly her extremely high aspirations for all pupils and the work of the school. She is clearly focused on continuous improvement for the benefit of pupils and has communicated this vision very clearly to all those involved with the school. She works very closely with governors and they share a very productive relationship based on common values and goals. She has created a very strong team of teachers and support staff who all share the school's objectives of helping all pupils to achieve as well as they possibly can and to develop into mature and responsible young people within a very caring and supportive environment

28. Governors receive very good information about the work of the school that allows them to check on the quality of education provided. They have a clear understanding of the school's strengths and those areas that could be improved further. They are fully involved in the strategic planning process and make a very valuable contribution to setting the direction for the school. They manage the school's finances well and ensure that financial decisions reflect the priorities identified in the school's strategic plan and then monitor the impact of the school's investment. For example, money spent on improving ICT provision has improved pupils' skills and confidence in the subject. Governors apply best value principles to their financial decision making process.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	430,485	Balance from previous year	35,002
Total expenditure	434,966	Balance carried forward to the next	30,521
Expenditure per pupil	3,295		

29. The school's budget has been distorted over the last three to four years due to rising pupil numbers and the monies allocated for the significant amount of building improvement that has been carried out. This accounts for the apparently large budget surplus. The school is also in receipt of small school support funding as expenditure per pupil in a school of this size is above average. However, given that pupils' achievement in relation to their personal development is high and they achieve well to attain high standards in subjects the school provides good value for money.

30. The headteacher has driven improvements made to the curriculum and staff have worked very effectively as a team to bring about the innovative changes. The very good quality of what is a lively and creative curriculum is helping to secure improved pupil achievement and the standards they attain. Very good subject leadership and management based on very effective monitoring and evaluation procedures identifies clearly what is going well and what needs to be improved. The information collected is collated and prioritised within the school's strategic plan so all involved have a very good understanding of the school's focus for improvement. This very effective practice ensures the school does not become complacent and is continually improving.

31. The school makes a very good contribution to teacher training and teachers new to the profession are supported very well. The headteacher manages the recruitment and retention of staff particularly well and works hard to find members of staff who will meet the school's needs. She also ensures they receive professional development opportunities that encourage them to remain at the school. She has created an atmosphere within the school where teamwork is very effective. The overall quality of leadership and management has improved since the last inspection not least because of the headteacher's personal commitment to providing the highest quality education possible.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. Overall, the attainment of children admitted into the reception class is above average in all areas of learning. All children, including those with special educational needs, achieve well and almost all exceed the goals they are expected to reach by the end of reception in all areas of learning. Very good teaching ensures children learn very well. Assessment information is used very effectively to plan activities that are well matched to children's interests and abilities and that take account of how children learn in different ways. Consequently children are motivated to learn and they develop very positive attitudes to their work. The very well planned curriculum and teachers' imaginative use of resources provide extensive opportunities for children to engage in a wide variety of stimulating learning experiences that prepare them very well for their work in Year 1. Teachers and support staff work very effectively as a team to support children in their learning. Good improvement has been made in relation to the quality of provision overall since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships ensure children feel confident, secure, happy and motivated to learn.
- Staff, have high expectations of what children can achieve.
- There is a strong emphasis on encouraging children to become independent, responsible learners.

Commentary

33. Children achieve well and almost all exceed the expected goals in this area by the end of their reception year. Very good teaching ensures children learn very well and develop the skills they need to play and work together very well. They develop very productive relationships with staff and each other and become confident and very keen to learn. Children are helped to develop good levels of independence and to take some responsibility for their learning by being given regular opportunities to select their own equipment and make decisions about which activities they will become involved in. Children take turns, share resources and discuss their ideas with staff and each other. Staff act as very good role models and children respond positively to their high expectations and are polite and behave very well. This area of learning is very well planned for and consistently integrated into all the activities children are involved in. The quality of provision, and the standards attained by children have improved since the last inspection.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Every opportunity is pursued to develop the children's spoken communication skills.
- Children confidently recognise letters and the sounds they make.
- Children develop very positive attitudes to reading.

Commentary

34. Very good teaching and the planning of a stimulating range of activities ensures that children learn very well and almost all exceed the expected goals by the end of their reception year. All children achieve well. Staff treat children with respect, constantly engage them in conversation and listen carefully to what they have to say. Consequently children's speaking and listening skills develop very well and they become confident communicators and attentive listeners. Focused adult led sessions ensure that children learn about letters and the sounds they make very well and most are able to give examples of words that start with specific sounds. They receive very good support as they learn to write and form most letters correctly. Children have many opportunities to listen to stories and demonstrate very positive attitudes to reading. They understand that text conveys meaning and eagerly join in with and discuss stories they know well. They are beginning to read simple books. The very well organised classroom ensures children have regular access to a wide range of reading and writing materials that enable them to practise their skills in a range of contexts.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- A wide range of practical activities support children's learning very well.
- Children learn and use mathematical vocabulary very confidently.
- Resources are used very effectively to support children's counting and calculation skills.

Commentary

35. Children achieve well and most exceed the expected goals by the end of their reception year. Children count accurately and begin to understand computation through the games and practical activities they engage in and as a consequence of the very effective questioning of staff. For example, when counting ducks in the water tray children were able to say how many were left when some were removed. Children correctly recognise and record numbers. Staff take every opportunity to develop children's understanding of mathematical vocabulary and children quickly become confident in their use of terms such as more than and less than. Through activities such as those in the water tray they develop a good understanding of capacity. They understand that large containers will hold more water than smaller ones and that different shaped containers may hold similar amounts. Creative activities such as decorating clay pots support children's understanding of shape and pattern very well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A very good range of interesting activities support children's learning very well.
- Staff use questioning very effectively to enhance the children's knowledge and understanding of the world about them.

Commentary

36. Almost all children exceed the expected goals in this area by the end of their reception year. Teaching is very good and fully supports children's curiosity by providing them with many opportunities to explore and investigate their world and as a result children achieve well. Staff make very good use of questioning to guide children's thinking and encourage them to give reasons for why things happen and how they work, for example, when deciding which materials will stick to magnets. Children experience a sense of wonder, when acting as scientists they investigate light and dark, and are thrilled when a simple electric circuit is completed and the bulb lights up. When exploring in the role-play "Bear's Cave" with torches children are quick to understand that in order to see they need a light source. Children make increasing use of ICT to support their learning and demonstrate good mouse control when using a program designed to reinforce their understanding of subtraction. Children develop a good sense of time and place through visits and discussions. For example, after a visit to Salisbury, including the cathedral they have a greater understanding of old and new.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children develop good control over their bodies because activities are well planned and stimulating.
- The outdoor area is used well to support children's learning.
- Staff challenge children to improve their skills whilst also providing them with the support they need to achieve well.

Commentary

37. Very good teaching ensures children achieve well and almost all exceed the expected goals by the end of their reception year. Children learn quickly because teachers plan activities that take account of what children can already do. They are also provided with ample opportunity to practise what they have learned and so gain the confidence to use their skills to support their learning in other areas. Children are challenged to improve their skills for example, when throwing and catching balls. They rise to the challenge secure in the knowledge that they will be well supported and their effort will be celebrated. Good use is made of the school hall and outdoor space to enable children to use a good range of large and small equipment. Consequently they develop a good awareness of space and each other, are well co-ordinated and know how to use equipment safely. They have good control over tools such as staplers and scissors, which they use confidently in their free play, and adult led activities.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children's imaginations are stimulated because activities are very well matched to interests.

- Many opportunities are provided for children to express and communicate their ideas and feelings.

Commentary

38. Very good teaching ensures that children learn very well and almost all exceed the expected goals in this area of learning by the end of their reception year. Children achieve well because teachers plan a wide variety of stimulating activities that appeal to children. For example, when playing in the role-play “Bear Cave” children create their own adventure and sustain their involvement without the input of adults such is their enthusiasm for their play. Resources are very well organised and children are encouraged to develop their own ideas and to explore and respond to a wide range of media and materials. They work confidently with clay and create their own books from paper and card. They readily communicate their ideas and feelings when working in small and large groups. For example, they expressed great sympathy for a “hurt teddy” in a story. Children enjoy moving to music and they sing tunefully and enthusiastically, with a good sense of rhythm.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in Year 2 and Year 6 are well above average and all pupils achieve well.
- Very good teaching ensures lessons are challenging but fun and pupils are motivated to learn.
- Pupils know how well they are doing and what they need to do to improve.
- Pupils apply their literacy skills very well in other subjects and make good use of ICT to present their work.

Commentary

39. High standards have been maintained since the last inspection despite numbers having grown in the school with many pupils arriving in Years 3 to 6. All pupils, including those who have special educational needs, those with English as an additional language and those who are very able achieve well. There is no difference between the achievement of boys and girls. These significant strengths have been secured as a result of improved teaching, the involvement of pupils in their own learning and the links made between English and other subjects of the curriculum. Pupils' attitudes and enthusiasm for learning have also improved and are often excellent. Improvement since the last inspection has been very good.

40. Throughout the school pupils' speaking and listening skills are well above average. By Year 6 pupils are articulate and confident speakers who use complex sentences and a wide vocabulary. They are quick to organise their thoughts and present their ideas in a clear and coherent way. Pupils adapt their speaking to suit different circumstances and during discussions they take turns and make relevant contributions. Adults provide very good role models for pupils as they listen carefully, and engage them in conversation and discussions in lessons. Pupils are given many opportunities to use their speaking and listen skills in lessons and at other times such as assemblies and when involved in school council meetings. The consequence of these varied opportunities is that pupils achieve well and enjoy conversing with each other and adults.

41. Standards in reading are well above average in Years 2 and 6. Pupils read a wide range of fiction and are equally interested in the non-fiction texts they use for gathering information to support their learning in other subjects. The school successfully promotes reading as an enjoyable activity and as a result pupils achieve well. The school library, and collections of books in each classroom provide pupils with a good range of books to choose from. Pupils are supported well by their parents at home. All these factors help to secure pupils' good achievement and the standards they attain. In lessons adults act as good role models and provide very effective support for pupils of all abilities and backgrounds that focuses clearly on how they can improve. By the time they are in Year 6 pupils read with fluency and expression. They give opinions about the books they are reading and their analysis often goes beyond the literal, as they are able to infer and deduce reasons for events from the text.

42. Standards of writing in Years 2 and 6 are well above average. All pupils achieve well because they receive the support and challenge they need to learn very well. Pupils' writing reflects their very good speaking and reading skills. They use and increasingly varied vocabulary that makes their work very interesting, so as to fully engage the reader. Pupils are very aware of the purpose of their writing and organise it very well. Spellings and the use of punctuation are accurate and pupils present their work very well. When appropriate, for example when publishing their poetry or diaries for others to read pupils make very effective use of ICT to present their work. Pupils enjoy writing and are very productive. Older pupils have well-developed editing skills and draft and re-draft their work to produce final pieces of very good quality.

43. Very good teaching is based securely on very good assessment information. Teachers have very good subject knowledge and plan interesting and motivating lessons that are very well structured and presented, to enable pupils who learn in different ways to succeed. For example, very effective use is made of discussion, modelling and visual aids to motivate and enthuse pupils. Teachers ensure pupils understand fully the objective of each lesson and involve them in reviewing their learning at the end of each lesson. Teachers use this and other assessment information to gauge pupils understanding and to guide the planning of future lessons. Pupils are very clear about what they need to do next to improve as a result of teachers' marking of their work and the personal targets they are set. Pupils of all abilities are supported and challenged very well by teachers and support staff and as a result they work very hard and achieve well. Older pupils of very high ability are provided with well-targeted additional challenges in lessons and through the Literacy Club. Pupils' attitudes and their behaviour in lessons are often exemplary and reflect the enthusiasm they have for learning and the quality of the teaching they experience.

44. The subject is very well led and managed. Monitoring systems are very effective and the information gathered is used very well to guide developments in the subject. Despite the very good standards attained the school is not complacent and is seeking to raise pupils' individual achievement, particularly in writing. A clear vision has been established and all staff are working towards this goal by improving the way in which teaching enables pupils to learn more effectively. Although in the early stages of implementation this commitment to a new approach to teaching and learning was a strong feature in the very successful lessons observed.

Language and literacy across the curriculum

45. Opportunities for pupils to use their literacy skills across the curriculum and other aspects of the school's work are very good. Pupils speaking and listening skills are promoted very well in, for example, assemblies, school council meetings and discussions in lessons. Reading is a regular feature of pupils' work in other subjects and the very effective links made between subjects gives pupils' written work a real purpose. For example, in geography in Year 2 pupils write instructions for routes to take to get from one place in school to another and in Year 6, pupils write non-fiction texts about plants, as part of their work in science.

FRENCH

46. Insufficient evidence was gathered to report fully on this subject. However, one lesson in Year 3 was sampled and pupils' views were taken into account. In the lesson seen teaching was very good and pupils made very good gains in their learning. The very effective use of games and puppets to engage pupils' interest ensured they worked hard

and responded with great enthusiasm. The provision of French for all pupils in Years 3 to 6 supports pupils' personal and cultural development well and is an innovative extension of the curriculum. Pupils express positive views about learning French as they say they are learning about another country and having fun at the same time.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good so pupils achieve well and attain high standards.
- Teachers present work in interesting ways and take into account the different ways pupils learn.
- Pupils enjoy their work and work very hard.
- ICT is used well as a tool to support learning in mathematics.
- Leadership and management are very good.

Commentary

47. Standards in Years 2 and 6 are well above average and all pupils achieve well. High standards have been consistently maintained since the last inspection. In Year 2 more pupils are now attaining the higher level 3 because teachers plan good opportunities for pupils to extend their skills and think through problems for themselves. This is the result of the school's strong commitment to improving the provision made so that all pupils achieve their individual potential. Teachers frequently assess pupils knowledge and understanding and use this information very well to identify groups and individual pupils who can be challenged at a higher level or need additional support in specific areas. Teachers then plan lessons that successfully meet the needs of all pupils, including those with special educational needs and those who are particularly able or have English as an additional language. Pupils' mathematics targets are adapted so pupils of all abilities can monitor their own improvement when they evaluate their own learning.

48. Teachers have high expectations of pupils and plan lessons very effectively to take pupils' learning forwards in small manageable steps. They regularly check pupils' understanding to ensure that it is secure before moving on. Teachers use their very good subject knowledge to give clear explanations and demonstrations and as a result pupils become confident in the use of an increasing range of skills. Teachers explain how the mathematics activities feature in people's day-to-day lives so that pupils understand the relevance of their learning. Lessons are presented in exciting ways that take into account the different ways pupils learn. Pupils are fully involved in lessons through short, sharp and varied activities. For example, Year 2 pupils practise their multiplication tables as part of an outdoor ball throwing activity, and Year 6 pupils learn about angles by moving their bodies through different degrees of turn. Teachers constantly challenge pupils with well-focused questions to encourage them to think in a mathematical way. Pupils enjoy their lessons and work very hard and, as a result, make good progress in their development of mathematical knowledge and skills. At the end of lessons, teachers check what pupils have learnt and use this information to adapt, if necessary, the following day's lessons. This very effective practice contributes significantly to pupils' good achievement and the standards they attain.

49. Teachers plan good opportunities in lessons for pupils to use their ICT skills to support and enhance their learning in mathematics. Interactive whiteboards are used

effectively to directly involve pupils through recording and also to demonstrate new skills and reinforce learning. By Year 6 pupils are confident in their use of ICT so that they make good progress when using computer programs that, for example, help to improve their ability to estimate and create given angles. They develop good data handling skills through the use of spreadsheets and by recording and interpreting data on computer generated graphs.

50. Leadership and management of mathematics are very good. The subject leader is very well informed and has a very clear understanding of what happening throughout the school as a result of very effective monitoring and evaluation practice. Rigorous analysis of statutory tests and half-termly assessments give teachers a very good understanding of pupils' strengths and weaknesses and prompt action is taken to support or challenge pupils further. Target setting is well established as part of the very good procedures for monitoring pupils' progress. The involvement of pupils in evaluating their own learning is very effective in helping pupils to understand what they do well and what they need to improve. This is also ensuring that pupils develop good levels of independence as they take some responsibility for their own learning.

Mathematics across the curriculum

51. Mathematics is integrated well into other subjects of the curriculum. For example, pupils in Years 2 to 4 use and improve their counting skills when playing ball games during the early morning outdoor activities. In Year 2 pupils use their knowledge of directions and co-ordinates when writing a series of instructions for following a route and plotting the movement of a programmable toy. Older pupils make good use of their data handling skills in science and geography to record and interpret information on spreadsheets and graphs.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average.
- Test results are analysed very well to highlight pupils' strengths and weaknesses and this information is used very effectively to guide future planning.
- Teaching and learning are very good and all pupils achieve well.
- There is very good emphasis on the use of scientific vocabulary.
- Improved opportunities for pupils to develop their investigative skills are beginning to have a positive impact on their learning.

Commentary

52. Teacher assessments and inspection evidence indicate that by the end of Year 2, pupils attain standards that are well above average overall. Standards in Year 6 are also well above average. These high standards have been maintained since the last inspection. All pupils, including those with special educational needs and those with English as an additional language achieve well. There is no difference between the achievement of boys and girls.

53. Pupils' investigative skills are improving and they have a very good understanding of scientific terms. They have very good attitudes towards learning. When carrying out

investigations pupils in Year 2 make sensible predictions based on their previous learning. For example, they give reasoned predictions for how long it will take ice cubes to melt in different places. Pupils in Year 3 have a very good understanding of different materials and what they can be used for. They have a clear understanding of forces such as friction and gravity and their effect on movements. Pupils plan their work well and understand the importance of fair testing. They present their work clearly and suggest ways in which they could improve the work they have undertaken. By Year 6 pupils have a very clear understanding of their own knowledge and use this very well when meeting new challenges, for example, when studying plant life in greater depth. They are very keen to learn and this enthusiasm is reflected in the quality of homework they produce. For example, they produce detailed diaries to show the progress made by plants grown as a holiday project and record their investigations into the elasticity and absorbent qualities of different types of paper. They make good use of their ICT skills to present their work.

54. Teaching and learning are very good. Lessons are very well planned, challenging and stimulating. Resources are very well organised and used creatively to promote learning. Support staff are deployed very effectively to ensure all pupils are able to participate fully in discussions and investigations. Pupils are encouraged to systematically develop their understanding in all aspects of their work by using what they already know to support their current work. Teachers have a very good understanding of the subject and a clear vision of the learning they want to facilitate. However, the time allowed for pupils to carry out investigative work is not always sufficient for them to learn as much as they could from this aspect of their work. Opportunities are provided for pupils to continue their learning at home, for example, by thinking about factors which affect pulse rate, so that their ideas can contribute to future lessons on healthy living. Pupils' work is regularly marked and teachers write constructive comments that challenge pupils to extend their knowledge and understanding.

55. The leadership and management of science are very good. The subject leader is very knowledgeable and knows what needs to be done to move her subject forward. The analysis of test results is used very well to guide teachers' planning so they focus clearly on weaker areas of the curriculum to raise standards further. Assessment practice is very good. Teachers assess their pupils very carefully and share with them the ways in which they could improve their learning. Good improvement has been secured since the last inspection most notably in the improved quality of teaching and learning and the breadth of the curriculum. Inspectors agree with the school that opportunities for pupils to improve their investigative skills could be developed further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Well-planned lessons interest and motivate pupils and enable them to achieve well.
- Very effective subject leadership and management have brought about good improvements in the provision.
- An effective programme of skills teaching is in place and ICT is used well to support pupils' learning in other subjects.

Commentary

56. Pupils achieve well and by the end of Years 2 and 6 standards are broadly in line with those expected nationally. Although standards are similar to those reported at the last inspection the careful planned improvement of ICT resources and the curriculum have brought about an improvement in pupils' confidence and proficiency when using computers. They also have a greater understanding of how computers are used in the wider world. Pupils' work indicates that standards are rising. Pupils in Year 6 are working securely at the expected level and in some aspects, such as multimedia presentations, they are attaining beyond this.

57. Teachers plan lessons that pupils find interesting and enjoyable. There is a good balance of skills teaching and the provision of opportunities for pupils to apply what they learn in different contexts. Teachers present lessons in an exciting way that stimulates pupils' imaginations and as a result pupils are enthusiastic and keen to learn. Effective questioning extends pupils' understanding, and pupils of all abilities, including those with special educational needs are actively involved in learning at all times. Teachers use computerised whiteboards very effectively to demonstrate skills and involve pupils directly in using the technology so that they have a clear understanding of what they are to learn and how to proceed with the task.

58. Leadership and management of the subject are very good. Staff are very well supported and the subject leader has taken effective action to improve provision and this is beginning to raise pupils' achievement and the standards they attain. Since the last inspection, improvements to the building have created more space in some classrooms so that more computers can be accommodated and pupils have greater access to them on a regular basis. The purchase of laptop computers is very effective in providing pupils with the opportunity to incorporate the use of ICT into their day-to-day learning. The subject leader has evaluated curriculum planning and assessment so that teachers have a clear picture of pupils' progress and maximise opportunities for pupils to use their ICT skills.

Information and communication technology across the curriculum

59. Teachers plan very effectively to link ICT to pupils' learning in other areas of the curriculum. These opportunities not only improve pupils' achievement in ICT but also support their learning in other subjects. For example, pupils enhance their data-handling skills in mathematics using spreadsheets and a range of graphing programs. In English, pupils use ICT to draft and edit writing and to publish their work in a professional format. ICT is used well in subjects such as geography and history to research information from the Internet and the digital camera is widely used throughout the school to enrich and record pupils' work.

HUMANITIES

60. Religious education was inspected and is reported on in full below. No lessons were observed in geography and one lesson was observed in history. No judgements can be made about provision in these subjects. School planning documents and displays were studied and discussions were held with subject leaders.

61. Pupils' work and displays show that good links are made between **geography** and other subjects. For example, pupils in Year 2 use their literacy skills to annotate maps with captions and labels, and in Year 4 pupils record their research findings when comparing and contrasting two localities. Pupils make good use of ICT to support their learning when studying the weather patterns. Visits are used well to enrich pupils' experiences in geography by providing opportunities for them to learn through first hand experience. For example, Year 6 visit Southampton to complete surveys and study the facilities available in cities.

62. Good use is made of secondary sources of information such as photographs to support pupils learning in **history**. In the lesson seen in Year 2 pupils interrogated photographs of the Titanic to learn which gave them the best information about the ship. Pupils showed high levels of enthusiasm for this approach to learning and generated many questions, which they worked hard to answer. Pupils have many opportunities to visit places that enhance their knowledge and understanding in history. For example, Year 3 visit Rockbourne Roman Villa as part of their study of Roman Britain and Year 2 pupils visit Old Sarum to support their knowledge and understanding of castles.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards in Year 2 and Year 6 are above the expected standards of the Agreed Syllabus.
- Teachers plan lessons that engage pupils' interest and motivate them to learn.
- There is a strong emphasis on encouraging pupils to look beyond the factual elements of their learning.
- Visitors and links with the local church support pupils learning about Christianity very well.
- Opportunities for pupils to learn about other religions from first hand experiences are not fully pursued.

Commentary

63. Pupils achieve well and attain standards above those expected of the Agreed Syllabus. Pupils with special educational needs and those with English as an additional language achieve as well as other pupils. This is because teachers plan lessons that take their needs into account and they receive very good support from teachers and support staff.

64. Teaching is good overall. It is very good in lessons where teachers use a wide variety of resources to stimulate pupils' interest and a good balance between teacher input and pupil activity is achieved. In these lessons pupils learn very well because they are

learning through their active involvement. Pupils are able to explore how they feel about religious beliefs and how they impact on their own and others lives. For example, when learning about the importance of the Paschal Candle to Christian worship at Easter, pupils expressed through drama their own feelings about moving from “darkness into light”. Pupils’ knowledge and understanding of Christian worship was greatly improved and their own spirituality was developed very well. Pupils’ understanding of Christian values is strongly reflected in the extremely productive relationships they develop with staff and each other and in their attitudes and the way they conduct themselves whilst at work and play.

65. Visits and visitors make a very good contribution to pupils’ understanding of Christianity. Lively assemblies and strong links with the local church reflect and reinforce the school’s aims as a church school. However, opportunities for pupils to learn about other religions from equally productive first hand experiences are not fully pursued. Consequently pupils’ knowledge and understanding of other religions that are evident in British society is not as well developed as it could be.

66. Religious education is very well led and managed by a knowledgeable subject leader who provides very good support for her colleagues. Very effective monitoring of the subject has highlighted the need to improve resources and opportunities for pupils to learn more about religions other than Christianity. These priorities for the subject form part of the current school strategic improvement plan. Good improvement has been secured since the last inspection as leadership and management have improved and standards have risen.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. Too little evidence was gathered during the inspection to make overall provision judgements for art and design, design and technology, music and physical education. One lesson was observed in each of the subjects and discussions were held with subject leaders.

68. Pupils’ work in **art and design** is well displayed throughout the school and indicates that standards have been maintained since the last inspection and are average overall. However, the high standard of work seen in Year 6 indicates that this year group are particularly talented. Pupils are given opportunities to study a wide range of artists and to produce examples in similar styles. They use a variety of materials and develop a satisfactory sense of colour, proportion and perspective. The curriculum is enriched by dedicated ‘Art days’, the Art Club and expertise offered by parents. Very good opportunities are pursued to link art and design with other areas of the curriculum. For example, whilst learning about the weather, pupils study Turner’s weather paintings and successfully produce their own examples, and in the good lesson seen, pupils created three-dimensional human forms linked to their work in science.

69. Curriculum planning for **design and technology** is good. Pupils in all year groups work with a good range of materials including food, fabrics and an assortment of construction materials such as card and wood. In the very good lesson seen the teacher explained very clearly how pupils were to use their previous experience of assembling a simple figure with moving parts, to design and make their own mythological creature. Pupils listened very well and produced sensible practical designs. They were very keen to learn, evaluating and adjusting their designs as their work developed. Pupils of all abilities were well supported and this ensured their very good achievement in the lesson.

70. Planning for **music** ensures an appropriate range of opportunities to develop pupils’ key musical skills. The development of pupils’ musical knowledge and practical music

making activities are suitably integrated. However, pupils do not have enough opportunities to take responsibility for developing their own creative musical ideas, and this limits their progress in composing. Pupils use an appropriate range of technology in their work and the subject leader has identified this as an aspect of the music curriculum to be improved further. A specialist, who also teaches violin in the school, teaches music to all classes. He has very good subject knowledge and, in the one lesson seen developed and managed the performance of a class composition effectively. Pupils understood the part they had to play and how to conduct themselves in a performance. They accurately followed the teacher's directions, playing the musical instruments with good awareness of other performers so that the sound was balanced and variations in volume well controlled. In whole school singing sessions pupils sing with great enthusiasm and manage their independent parts well. Pupils regularly take part in musical performances, including participation in performances in the local community. Pupils extend their skills by learning to play a range of musical instruments. Interesting opportunities to see musical productions and visiting musicians enhance the music curriculum very well.

71. In **physical education**, the school plans appropriately for the development of pupils' physical skills and the curriculum covers all key areas. All pupils take part in regular indoor and outdoor physical education activities, and there is a planned programme of swimming lessons. Since the last inspection the school has improved the accommodation for indoor physical education by providing a hall on site. Although the hall is rather cramped for use by older pupils and the school does not have a dedicated playing field the school does well to overcome these shortcomings by making good use of the facilities available at the nearby secondary school and the local swimming pool. The school makes very good use of visiting coaches so that pupils have good opportunities to take part in a wide range of physical activities. This and the good provision for sport outside the school day enhance the curriculum and pupils' learning well. Pupils take part in competitive matches with local schools and their success in these tournaments is a tribute to the school's commitment to providing good quality physical education experiences for all pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. Insufficient evidence was gathered from across the school to give an overall judgement on provision in this area. However, one lesson in Year 2 was observed, discussions were held with pupils and the headteacher and school documents were scrutinised. The school considers pupils' personal development to be at the heart of its' work and aims to help pupils to develop into confident, tolerant and responsible people who are able to make the most of their lives and contribute positively to the society in which they live. Provision is made through specific lessons, the very good use of visits and visitors, through other subjects and by teachers pursuing opportunities as they arise in lessons and around the school at other times. The exemplary relationships found in the school and pupils' extremely good attitudes and behaviour together with the school's excellent ethos reflect the effectiveness of the school's provision. In the very good lesson seen pupils of different abilities worked very constructively together to agree rules for staying safe in places such as in a car or at a swimming pool. The quality of their discussions and ability to listen to and respect the views of others was exceptional. This quality of personal development is also reflected in the way pupils on the school council discuss items on their agenda and are able to agree a way forward. The headteacher sets the very high standard for this area of the school's work as she supports and encourages every pupil to achieve their best both personally and academically. All other staff are equally committed to providing the best possible support for pupils and this is clearly demonstrated in the way they plan lessons to meet pupils' individual needs and in the way they care for and respect pupils. Pupils talk in glowing terms of the support they receive and are confident that the

school provides them with the information and opportunities they need to stay safe and make the most of their lives.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	1
Attendance	3
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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