

# INSPECTION REPORT

## **BURYFIELDS INFANT SCHOOL**

Odiham, Hook

LEA area: Hampshire

Unique reference number: 115933

Headteacher: Ms S J Croft

Lead inspector: Judith Charlesworth

Dates of inspection: 25<sup>th</sup> – 27<sup>th</sup> April 2005

Inspection number: 266540

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	185
School address:	King Street Odiham Hook Hampshire
Postcode:	RG29 1NE
Telephone number:	01256 702 667
Fax number:	01256 702 667
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. Victoria Hotham
Date of previous inspection:	November 1998

## **CHARACTERISTICS OF THE SCHOOL**

Buryfields Infant School is a smaller than average school for pupils aged four to seven years. There are currently 185 pupils on roll in eight classes, including three for Reception age children. The school is situated in the picturesque village of Odiham and serves a socially mixed community. About half the pupils' families are in the air force or army and live on the local Royal Air Force base. This causes instability in the school population as many pupils enter and leave the school other than at the usual times. Numbers of pupils from minority ethnic groups, with English as an additional language and entitled to free school meals are low. The percentage of pupils with special educational needs is around average this year, but fluctuates. Attainment on entry to the Reception class is average for pupils' age. Buryfields gained a national School Achievement Award in 2001, and Investor in People status in 2002. The current headteacher took up her post in January 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21501	Judith Charlesworth	Lead inspector	Science; art and design; geography; history; foundation stage; special educational needs; information and communication technology;
9121	Heather Danpure	Lay inspector	
10269	David Figures	Team inspector	English; personal, social, health and citizenship education; music; religious education
32580	Judith Pemberton-Bennetts	Team inspector	Mathematics; design and technology; physical education

The inspection contractor was:

Penta International  
Upperton House  
The Avenue  
Eastbourne  
BN21 3YB

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>[ ]</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>[ ]</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>[ ]</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>[ ]</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>[ ]</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGE 1</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>[ ]</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Buryfields is an **effective** school which provides a sound quality of education and **satisfactory** value for money. Teaching is satisfactory overall, although much is good. Pupils' academic achievement is satisfactory and the standards they attain are comparable to those in similar schools. Pupils' personal development is very good. The school's effectiveness is improving well because of good leadership and management. Around 50 per cent of pupils come from Forces families, and the constant turnover of pupils affects their performance and is a barrier to a steady improvement in standards.

The school's main strengths and weaknesses are:

- The care and support given to pupils creates a very good climate for learning;
- Parents hold the school in high regard and their involvement has a very positive effect on the work of the school;
- Pupils' attitudes, behaviour and willingness to learn are very good;
- The leadership of the headteacher and contribution of the governors are good and support school improvement well;
- The achievement of pupils with special educational needs, and in reading, religious education and art and design in Years 1 and 2, and in personal, social and emotional development and physical development in Reception is good;
- Provision in Reception is satisfactory overall, but is insufficiently challenging in some areas;
- School self-evaluation is over-positive;
- Assessment to improve learning is not rigorous enough in subjects other than English and mathematics;
- Curriculum developments are good, but implementation sometimes lacks continuity throughout the school.

School improvement since the last inspection has been satisfactory. The decline in standards has recently been halted; the curriculum has been developed, and the performance management of staff implemented which includes the monitoring and evaluation of teaching. The provision and resources for religious education have been improved to the extent that pupils now reach standards above those expected. Child protection meets requirements and good quality curriculum information is provided for parents. The school still has work to do on assessing pupils' developing skills to support their learning; improving individual education plans and reports to parents, and ensuring that the governors' annual report for parents meets requirements.

### 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	A	C	B
writing	C	C	D	C
mathematics	C	B	D	C

*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*

In comparison to schools nationally, there has been a decline in pupils' results in the Year 2 national tests over the past four years. Statistically, last year's results were low, but in reality, the year group was unusual in that 33 per cent of pupils had joined the school other than at the usual time, and 30 per cent had special educational needs. Nevertheless, several measures to improve standards were successfully implemented by the new headteacher this year. Achievement is **satisfactory** in all year groups, and the standards and achievement of current pupils in both Years 1 and 2 are improving all

the time and set to improve further. Pupils with special educational needs achieve well because of the good support they are given. Pupils' personal development is **very good**, and their attendance and spiritual, moral, social and cultural development are **good**. Pupils achieve well in reading because of the refreshed focus on this area, and in religious education and art and design because of good teaching and curriculum provision. Promotion of the Reception children's personal, social, and emotional development is well threaded through the school day, and their physical development is well-supported by structured lessons in the hall and the use of the outside areas. Standards attained are above average in these subjects and areas of learning. However, work for Reception children in some communication, language, literacy and mathematics lessons is insufficiently challenging.

## **QUALITY OF EDUCATION**

The quality of education is **satisfactory**. Teaching and learning are both **satisfactory** overall; although nearly half the teaching observed was good or better, a very small proportion was unsatisfactory. Teaching is consistently good in Year 2, and much is good in Year 1. Provision, teaching and learning are satisfactory in Reception. Assessment is satisfactory. It is very good in English and mathematics, and informs planning very well. However, in most other subjects, assessment is not sufficiently fine-tuned to help teachers plan for better learning. Pupils' individual education plans (IEPs) are not well enough written to underpin planning and support within the classrooms. The curriculum is satisfactory, and interesting plans are in place for its development. There are good opportunities for enrichment, especially in the arts, which are a particular strength. The school makes wide and effective use of visits and visitors to bring learning to life. The accommodation and resources for the curriculum are satisfactory, although the school grounds are an excellent and well-used resource. The care and consideration for the welfare, health and safety of pupils are very good, as is the provision of support and guidance. Links with parents are very good. Links with other schools are satisfactory overall, but are good with pre-school groups. The school is working hard to extend its working practices and develop stronger links with the adjacent junior school.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good**. The headteacher provides good leadership and manages the school effectively, aided particularly well by the acting deputy head. The governing body makes a powerful contribution to the school through both support and challenge, and the school is improving well as a consequence. However, recent self-evaluation indicates an unrealistically positive view of the school since at the same time, the senior managers have recognised weaknesses and implemented a number of measures to improve them, and acknowledge that there is more to do. Nevertheless, the senior managers' grasp of the school's strengths and weaknesses means that the school's capacity to improve further is very good.

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

Parents are very pleased with the school and do a great deal to support it. Pupils, too, say they like school, and this is reflected in their very positive attitudes, relationships and behaviour.

## **IMPROVEMENTS NEEDED**

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

- Develop assessment procedures to better inform curriculum planning and planning for individuals;
- Develop the curriculum in Reception, and Years 1 and 2 to combine the innovation and rigour seen in practice in different parts of the school.

and, to meet statutory requirements:

- Ensure that the Governors Annual Report to Parents contains all the required information.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The 2004 national test results show standards by the end of Year 2 to be average in reading, but below average in writing and mathematics in comparison to all schools. They are around average in comparison to similar schools. Pupils' achievement is satisfactory in all three year groups.

#### Main strengths and weaknesses

- Both standards and achievement in Years 1 and 2 are improving;
- Reception children could achieve more in communication, language and literacy and in mathematical development;
- The achievement of pupils with special educational needs, and in reading, religious education and art and design in Years 1 and 2, and personal, social and emotional development and physical development in Reception, is good;

#### Commentary

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

Standards in:	School results	National results
reading	15.8 (17.1)	15.8 (15.7)
writing	14.2 (15.2)	14.6 (14.6)
mathematics	15.6 (17.2)	16.2 (16.3)

*There were 60 pupils in the year group. Figures in brackets are for the previous year*

1. Over the past four years, there has been a downward drift in the standards pupils reach in the national tests at the end of Year 2. Results in 2004 were particularly low, but for very good reasons.
2. Firstly, because almost half of the pupils come from Forces families, the school has a constant turnover as families move in and out of the RAF base. Those moving in have had various educational experiences prior to joining Buryfields, and do not always achieve as well as they might. While this is a constant factor for the school, 2003-4 was particularly disrupted by families' involvement in the war with Iraq, and the effect it had on those left behind, including their children. Thirty three percent of last year's Year 2 joined the school at other than the usual time. The school has good measures in place to support these pupils but often does not have them for long enough to make up for lost time.
3. Secondly, the number of pupils with special educational needs varies from year to year, and in 2003-4, there was an unusually high number with special educational needs in Year 2 (30 per cent). Whilst these pupils achieved well, the standards they reached were lower than average for their age which affected the published statistics.
4. Nevertheless, the achievement of most pupils who started in Reception and stayed until the end of Year 2 has still only been satisfactory until recently. Exceptions to this are the higher attaining pupils, and those with special educational needs. Both groups have work well matched to their needs, and good additional support is given to the pupils with special educational needs. Analysis of the information available shows that while children's attainment on entry to Reception varies considerably, it is average overall. By the end of the year, their standards of attainment show a similar pattern to those on entry. The majority achieve the early learning goals in all areas of



learning, with some variation above and below this average. Achievement, therefore, has been satisfactory overall, although good in personal, social and emotional, and physical development. The school's ethos of support and care ensures that the children's personal, social and emotional needs are well met, and they benefit from the structured lessons in physical education and the use of the extensive grounds. However, observations indicate that some activities are not challenging enough in communication, language, literacy and mathematical development, and as a result, some children mark time.

5. Data analysis for 2003-4 and 2004-5 shows that the progress of pupils in Years 1 and 2 has also been satisfactory, with the majority making expected progress from their starting point, although last year, progress was slower during Year 1 than in Year 2. The school's senior managers, spearheaded by the new head teacher, recognised that pupils should achieve more. Several strategies were successfully implemented to bring this about. Achievement in mathematics improved first, followed by reading in both year groups. Standards now are better than in previous years, and look set to be above the national average in reading. Standards in art and design and religious education are also above expectations for pupils' age due to good quality provision for these subjects. Provision in information and communication technology has been affected by the loss of a dedicated member of staff to teach the subject and a lack of resources, but action to improve the situation has begun successfully.

6. Pupils with special educational needs achieve well because of the effective programme of support they receive. They enjoy the individual attention and the clear evidence of their own success which helps them gain confidence in their abilities.

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

Pupils' attitudes, behaviour and their other personal qualities are very good. Their spiritual, moral, social and cultural development is good overall, and attendance and punctuality are good.

### **Main strengths and weaknesses**

- Provision for pupils' personal development is very good;
- Pupils behave very well in and out of the classroom;
- Pupils have very good attitudes to school and to learning;
- Pupils are mature and responsible: relationships are very strong.

### **Commentary**

7. This area was found to be strong in the last inspection, and has improved further. Pupils behave very well in lessons and around the school partly because they like school and want to do well, and partly because they are well supported by the school's strategies to manage pupils' behaviour. The school places great store by supporting pupils' personal development. Pupils who need particular help are allocated an adult for support, which contributes very well to the strength of relationships in the school. Teaching assistants have been trained in techniques of positive behaviour management and the consistency of this approach from all adults has a very good effect on pupils' behaviour. Staff promote the *Rights, Responsibilities and Respect* initiative and the positive school ethos is underpinned by a range of awards such as the STEP award (sorry; thank you; excuse me; please) the headteacher's award, smiley faces and a seat at the top table at lunchtime with a chosen friend. The *Golden Book* is a particular motivator; it stays open in the corridor and pupils can be seen looking in it for entries about themselves and their friends. Pupils' successes in various aspects of their school life are given recognition at the weekly celebration assembly and recorded in the *Golden Book*. Parents are invited to these assemblies and so share in their children's success, which they value. There have been no exclusions in recent years. Pupils' social and moral behaviour is very good and behaviour is better than it was at the time of the last inspection.

8. The pupils' very good attitudes to learning are demonstrated by their ready involvement in lessons and their eagerness to offer ideas. They work well together, for example, in pairs as "talking partners." After listening carefully to the teacher's instructions, they move to their allotted tasks quickly and efficiently and get on without a fuss. A Year 1 English lesson succeeded particularly well because pupils worked together - as they put it - 'as a team'. In a very good personal, social and health education lesson, pupils willingly joined in the discussion, patiently waited for their turn to speak and showed sensitivity and respect to the few who did not want to say anything.

9. The school gives pupils very good opportunities for taking responsibility and for caring for others, such as by becoming a member of the *Playground Squad*, or becoming a *Caring Kid*. Playtimes are happy occasions with pupils taking part in a variety of activities. Pupils conscientiously put their litter in the bins provided and they are quick to look after each other. A nominated *Caring Kid* brought a girl who had hurt herself straight to an adult and another pupil took her, arm solicitously round her shoulder, to receive first aid. Pupils enjoy the responsibility of being a member of the new school Council. Whilst keen to speak about their own likes and dislikes, they nevertheless listen well to each other, allowing everyone to make a contribution. Relationships at all levels are thus mature, relaxed, sociable and trusting, justifying parents' positive view of their children's personal development, and confirming the school's particular success in promoting pupils' moral and social development. The school is aware of the importance of promoting pupils' spiritual development and specifically creates opportunities to do this. For example, butterflies hatched in the classroom are ceremoniously released with all the children watching as they make their way into the sky, and the beautiful grounds include areas where the pupils can commune quietly with nature. Pupils' cultural development is also well promoted by visits and visitors, and the school strives to ensure that the almost exclusively white school population is aware of the diversity of culture in the local and wider society. This point was very successfully reinforced in a religious education lesson for Year 2 pupils. In this, they learned how religion for Hindu people is brought into their homes and daily lives by the worship of different *Murti* (figurines of gods), each with a different purpose.

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

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.3
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. Most pupils attend school regularly and arrive on time. Parents are aware of the importance of regular attendance and do their best to support it.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a satisfactory quality of education. The quality of teaching, learning and the curriculum is satisfactory. Pupils are very well cared for and the school grounds and very effective links with parents support the work of the school very well.

**Teaching and learning**

The quality of teaching, learning and assessment is satisfactory.

**Main strengths and weaknesses**

- Teaching in Year 2 is good;
- The strong ethos of support creates a very good climate for learning;
- Teaching in ability groups helps pupils learn well;
- Information gathered on pupils' developing English and mathematics skills is very thorough and used very well for grouping, but the same cannot be said for assessment in many other subjects.

## Commentary

### **Summary of teaching observed during the inspection in 27 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	8	14	2	0	0

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

11. Overall, the quality of teaching is similar to the time of the last inspection, although the quality of teaching in Reception is now satisfactory rather than good and teaching in science does not always have a sufficiently scientific focus. Pupils achieve well in Year 2 due to consistently good teaching. This is characterised by several factors. There are very good relationships between staff and pupils. Teachers really care about helping their class to achieve well. They have good subject knowledge, and so take time to explain ideas carefully and in different ways to different groups and individuals to make sure they understand and learn. This is not always reflected in teachers' plans, however, and less effective teachers in the school do not always plan work carefully enough for pupils of different ability. Consequently, some pupils are not sufficiently challenged. Whilst pupils with special educational needs achieve well because of a well-planned programme of support carried out by withdrawing pupils from class, their IEPs are not well-enough written to underpin suitable planning for them in class. In teaching that is good or better, explanations are well illustrated by interesting, well used resources. In turn, pupils really want to please their teachers. They behave, listen and contribute well, apply themselves diligently and try hard. In English and mathematics in Year 2, teaching is underpinned by very good assessment of pupils' skills, and the information is used very well to target questions, activities and support that accurately matches pupils' needs, and challenges them to take the next step forward. Support staff are skilled and contribute very well to this positive ethos.

12. Throughout the school, the effort put in to supporting the pupils' personal and emotional development, safety and welfare creates a safe and secure environment in which pupils are happy and thrive. This sets them up well to concentrate on learning; given good teaching and resources, and motivating subject matter, they do this well.

13. In recognition of the need to improve pupils' achievement in English and mathematics, teaching in these subjects was re-organised in each year group so pupils with comparable skill levels could be taught together. The effective assessment system has been important in informing the groupings. In both English and mathematics, pupils' levels of attainment are frequently assessed against national benchmarks, and predictions made (and revised) of where they will be by the end of each year. Individual support, extra lessons and materials, and ability groupings have been put into place to ensure that pupils meet and exceed these targets. Ability groupings have enabled teachers to penetrate deeper in their teaching rather than spreading out to meet a very wide ability range in each class. This has had a good result and has been a significant contribution to pupils' improved achievement and the higher standards seen this year. Because of its success, the same system has just been introduced into Reception.

14. Assessment is not as well developed in other subjects and is inconsistently approached across the curriculum. In some subjects, such as history and geography, assessment is at a very early stage of development. In science, a proforma has been developed which indicates the level of pupils' skills in investigative work, but is not designed to capture what they have learned and understood after each topic. This means that such information can not be used as a basis for filling in gaps or helping to challenge pupils. In religious education, on the other hand, a more in useful proforma has been designed which captures pupils' new knowledge and understanding. Whilst information might be gathered, it is not always well used to inform planning to help pupils learn more, or better. This is largely achieved by the fact that staff know each individual pupil very well, and the more effective teachers, therefore, can adapt work appropriately. In the Foundation Stage

teachers assess and keep records of children's developing skills, but this information is not always used to plan challenging work to help them achieve better. There have been some problems with the smooth transition between the assessment systems in Reception and the rest of the school leading to difficulties in establishing how well pupils achieve overall. The marking of pupils' work is variable. At best, it tells pupils how they have done and what they should do to improve in a way that is simple and easy for these young pupils to understand. More often, however, it is cursory.

## The curriculum

The curriculum is satisfactory. Resources and accommodation are satisfactory, and opportunities for enrichment are good.

## Main strengths and weaknesses

- Provision for pupils with additional needs is good, although IEPs are not written well enough to underpin lesson planning;
- Whilst improvement has been good since the last inspection, there is an insufficiently cohesive approach to curriculum development in Years 1 and 2, and the curriculum for Reception children is not always exciting enough;
- The curriculum is effectively enriched by visits and visitors.
- The school grounds provide an extraordinarily rich resource, but space is limited for some activities inside the building.

## Commentary

15. Provision for pupils with special educational needs is good overall because of the very good extra support they are given by teaching assistants and volunteers. One teaching assistant is deployed to do much of this work and is instrumental in promoting the pupils' good achievement. This aspect of the provision is well organised and managed, and very well supported by the high quality teaching assistants who carry out the various support programmes. Some of these are commercial and support, in particular, the development of skills in English and mathematics; some are specially written for individuals or small groups by, for example, speech and language therapists; and some help those with social and emotional needs. This support helps the pupils involved to achieve well. Currently, however, IEPs, which are used as a basis for planning suitable work and support within the classroom are not generally well enough written to complement these programmes, which are mostly carried out by withdrawing pupils out of lessons. Their quality is not systematically monitored, and so guidance on improving them is not routinely given. For example, some targets are so broad - such as *to "improve numeracy skills"* - that it is impossible to accurately measure how well the pupil is progressing.

16. The curriculum provides a sound basis for teaching and learning. It improved considerably after the last inspection and work in each subject became generally better planned and resourced. Provision in religious education has improved well, and standards are now higher than in most subjects. However, the school is now keen to move away from single subject provision, and there is further development work to be done. In Year 1, a start has been made to develop an exciting, cross-curricular approach to curriculum provision, where topics are carefully planned to cover several subjects at a time, so reinforcing the links between them and removing artificial divides. Examples might be to teach pupils about making different sounds (music) through science and design and technology, or illustrating history with specific art and English work. This innovation has begun to an extent in Year 1, and at the same time, a more rigorous approach to teaching the basic skills of literacy and numeracy has been introduced into Year 2. These developments have resulted in better achievement and higher standards over the past year in both year groups, but a methodology to effectively combine and implement both approaches over the two year groups has not yet been introduced and is holding back achievement to an extent.

17. The curriculum for the Reception children also provides a sound basis for teaching and learning and children's achievement is satisfactory. However, the curriculum does not take

sufficient account of up to date methodologies. All the required areas of learning are addressed, and the outside areas are used to complement indoor teaching and learning in an increasingly structured way. The structured approach to some lessons is helpful; for example in physical development, children's skills improve rapidly to above expectations for their age due to their lessons in the hall. The school's emphasis on the emotional well-being of all pupils helps the children's personal, social and emotional development to reach higher levels than generally expected. On the other hand, literacy lessons are rather long, yet do not always provide sufficient challenge for the higher attaining children. Mathematics activities are not always practical and interesting enough. The classrooms layout and resources to extend children's knowledge and understanding of the world and creative development are not always as creative as they could be which limits children's opportunities for learning independently.

18. There is a good programme of visits to a number of different venues which supports learning and promotes pupils' social and personal skills well. In addition, special focus weeks, such as the very successful *artist in residence* week, widen pupils' awareness, knowledge and understanding in the chosen areas. There are several extra-curricular activities, such as drama and football. These are provided by external agencies at a reasonable cost, outside of normal teaching time, and enrich pupils' learning and experience very well.

19. The accommodation has both strengths and weaknesses. Classrooms are spacious; the new library and cooking area is a useful and positive new development, and the school playgrounds and grounds are excellent and very well used. However, the withdrawal groups for pupils with special needs are mostly held in corridors in very cramped conditions – often close to fire exits, and there is no area where even part of a class can use computers at the same time. Resources, apart from those for ICT, are generally good.

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

Arrangements for the care and welfare of pupils are very good. Pupils receive good support, guidance and advice and the school is good at seeking pupils' views.

### **Main strengths and weaknesses**

- The care and concern shown to all pupils is very good;
- The school has very good induction arrangements for all pupils entering the school;
- Pupils' health and safety is strongly promoted;
- The school values the views of its pupils.

### **Commentary**

20. The very good care given to all pupils is a strength of the school - a view endorsed by parents – and this aspect has improved since the last inspection. All staff are very caring and willing to help and encourage pupils to do well. They come to know pupils very quickly, considering the rapid turnover, which underpins the very good relationships between staff and pupils. This promotes pupils' personal development very well and helps them to learn effectively. Pupils' successes are celebrated, their conduct is shaped by appropriate guidance and support of varying kinds is given to help them achieve. Pupils gain confidence rapidly, have positive attitudes and enjoy learning.

21. At present, approximately half of the children come from the RAF base at Odiham. Consequently, many start or leave the school at other than the usual times. The staff respond very well to the demands of this highly mobile population of pupils by having very good induction procedures involving the pupils and their parents. Despite some pupils arriving at very short notice, staff and pupils immediately rally round to welcome newcomers and help them settle quickly into the school's routines. This minimises the disruption to pupils' education and allows them to settle quickly and focus on learning. Similar, very good induction arrangements are in place for children from non-military families who join the Reception and other classes. The pupils' emotional well-

being is central to this induction and parents remain involved for as long as is necessary, regardless of the age of their child.

22. The school actively promotes a healthy lifestyle by reinforcing the importance of physical activity and healthy eating. Free fruit and vegetables are provided every day and pupils have free access to their own water bottles on the basis that well-hydrated pupils learn more effectively than thirsty ones. Opportunities are given for pupils to talk about issues that worry them through discussion and *Circle Times*, and because of their good relationships with staff. Governors have a good oversight of this aspect of the school's work. There are good systems to deal with any child protection issues, which is an improvement since the last inspection, although volunteers are not yet given appropriate training. Accessibility to all areas of the school is good.

23. Staff listen to what pupils say and take their views seriously. Pupils feel free to voice their opinions, and the school is developing ways of formalising this. A school Council has recently been set up. Whilst it is still early days, this is working well under the guidance of the acting deputy head. The Council has, for example, helped to choose new equipment for the playground and is being consulted about how to improve lunch-times.

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

The school has very good links with parents and good links with the community and its pre-school settings. It is working hard to improve its satisfactory links with its main feeder school.

### **Main strengths and weaknesses**

- Parents are very supportive of the school and hold it in high regard;
- The school provides very good training for parents, and some very good information; however, reports on pupils' progress are not as good as they could be;
- The school has good links with the community.

### **Commentary**

24. This area has improved since the last inspection. Parents are very complimentary about the school. Day to day communication is very good and parents feel welcome in school. They appreciate the ease with which they can see the head teacher and class teachers. In return, parents give very good support to the school through the parent-staff association, which raises considerable amounts of money, some of which is currently being used to buy new playground equipment. In addition, a very large number support pupils' learning by helping in classes, on school visits and with other activities, for example in cookery with small groups, and *grounds days* when families come to school to work on specific projects within the school's beautiful and extensive grounds. The effective partnership between home and school reinforces pupils' positive attitudes to school and helps them to learn effectively.

25. The school provides some very good information for parents. Examples include information about what each class will be studying, and the booklets for parents of children new to the school are particularly good. The school produces DVDs of the school's various drama and musical performances. These give parents a wonderful "living" record of the school's activities and ethos as well as a record of their own child's contribution to this aspect of school life. The use of technology also complements the school prospectus very well. Information about the school and for parents has improved significantly since the previous inspection. In contrast, pupils' reports are not yet good enough. Although they have improved to include information on all subjects, reports for children in the Reception class are now less user-friendly for parents as they comprise an annotated assessment document. Reports for pupils in Years 1 and 2 do not contain information on how they can improve further in each subject. Due to recent omissions, the governors' annual report to parents does not currently meet requirements.

26. The school provides valuable courses for parents all aimed, successfully, at helping and supporting them and their children. Examples include the *Confident Parents, Confident Kids* course; first-aid training and workshops on various topics.

27. The school has good links with the local community. The village of Odiham has a wealth of historical features and the pupils benefit from visits to, for example, the local church to support both religious education and their art skills, as they observe and draw some of its features. They visit senior citizens in the local almshouses which supports their personal development. In addition, many visitors from the local community, such as senior citizens or the local policeman come into school to share their experience with the children. Links with RAF Odiham are good. Many children join the Reception classes from the pre-school provision on the RAF base, and the information shared with the school is helpful. The base also supports school events such as the *Summer Fayre*, by providing exciting resources like a helicopter, or simply by good attendance with family members. Links with pre-school provision are good, and the school is working to further its links with the local junior school. The partnership with a local independent school is very helpful in providing ICT experience for some pupils, and the school is used as a placement for trainee teachers, which is very much appreciated by the college.

## **LEADERSHIP AND MANAGEMENT**

The governance, leadership and management of the school are good. The headteacher provides good leadership and manages the school effectively.

### **Main strengths and weaknesses**

- The headteacher has a very clear view of the school's future direction, leads the staff team well and manages the school efficiently;
- The governing body makes a powerful contribution to the school through both support and challenge and, through its work, is helping to shape the school's future direction;
- The senior managers' view that the school is highly effective overall is not entirely realistic.

### **Commentary**

28. It is undoubtedly the case that the headteacher knows exactly where she wants the school to be, and she has done much to consolidate and improve the quality of education provided since she took up post four terms ago. Various initiatives to improve the curriculum, teaching, learning and assessment have been introduced. There are very good strategies for supporting pupils' behaviour and encouraging their positive attitudes. In particular, in response to the frequent arrival of new pupils, the school has very effective arrangements for making those who join the school feel quickly at home and ready to take a full part in school life. All pupils are very well included, whenever they arrive and whatever their age and capability. As a result, individual pupils are secure and happy in school, their achievement is improving and standards are rising. The senior managers recognise, however, that development work to improve educational provision and pupils' achievement is ongoing.

29. The school has been judged by many to be highly effective for several years, and in many ways it is. It is particularly effective in welcoming and including all who join the school; in promoting pupils' personal development; in helping those with additional needs to achieve well and in creating a supportive climate and ethos for learning. At the same time, however, even taking account of the unusually high movement of pupils in and out of school, and the untypical composition of the age-group which sat the national tests in 2004, pupils' test results in reading, writing and mathematics have drifted downwards over the last few years. Promoting pupils' academic achievement, therefore, has not been as effective as other aspects of the school's work. The new head teacher recognised this and measures now in place to tackle the problem have put the school in a good position to improve, which it is beginning to do. Age-group teams are working together on planning the curriculum, lesson plans put an emphasis on what pupils are expected to learn (in addition to what they are expected to do), and there is a new focus on mutual observation of teaching so good

practice can be shared and weaknesses addressed. The assessment of pupils' progress in English and mathematics is much improved and provides good information on which to base further teaching to support effective learning.

30. The well-informed and deeply involved governing body shares the clear vision for the school and provides challenging but strong support to the headteacher. The governors have a good programme of monitoring visits, discussions and other activities through which they develop their understanding of the strengths and weaknesses of the school. They see their role in terms of devising long-term strategies, for example in support of the able child. They maintain very good relationships and support for all staff, intervening to support them further when they see a need. They manage the school's resources with great care: there is much thoughtful research before major spending decisions, which are later reviewed and evaluated against principles of best value. However, despite their involvement in school improvement initiatives, the governing body has an over-positive view of the overall effectiveness of the school, where there is room for improvement in some aspects. The systematic and rigorous evaluation of how effectively the school as a whole contributes to pupils' progress and, after that, the clear-sighted application of the information gained to inform the school's next steps still remain to be fully developed. However, overall, the leadership and management of the school have improved well since the last inspection.

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

Income and expenditure (£)		Balances (£)	
Total income	623692	Balance from previous year	62831
Total expenditure	565758	Balance carried forward to the next	40715
Expenditure per pupil	3278		

31. The principal aids to the school's future development are the good leadership and management of the headteacher, the supportive and challenging governing body and the stable and willing staff, including skilled teaching assistants. The principal barrier to learning, despite the school's very good procedures to minimise its impact, is the mobility of pupils, a significant number of whom have been to several schools previously.



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

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

32. Provision in Reception is sound and gives children a safe and secure context in which to learn. Whilst the three classes work very effectively as a team, and planning is common to all, nevertheless, each class has its own distinct flavour. There are therefore differences in the quality of provision of activities, within and between classes. Whilst always relevant, at times activities are rather lacking in sparkle and although children complete them willingly, they do not always show particular enthusiasm on these occasions.

33. Children's achievement is satisfactory. On entry, children's skills are average, with some above and others below this level. By the start of Year 1, the distribution is similar. The majority of children reach the early learning goals in all areas of learning, and reach standards above expectations in personal, social and emotional development, and in physical development. Children with special educational needs are quickly identified and given good support to achieve well. The teaching was sound with strengths in all the lessons observed, although some literacy and mathematics activities were not challenging enough for some children. Expectations of children's personal skills are consistently good. Relationships between children and adults are good and enable children to work in a happy environment in which they feel secure. Links with parents are very good, and the school works hard and effectively to involve parents and liaise with pre-school settings. Reports on children's progress, however, are currently too technical and complicated as the school uses a commercial pro-forma designed for schools to assess children at the end of the Foundation stage; this format is due to change shortly.

34. The curriculum is satisfactory, and well enriched by additional and special activities. An outline plan of objectives and activities in all the areas of learning forms the basis of the teaching, but it is not always clear what pupils are intended to learn or how they are to be supported. The teaching assistants are well-deployed and skilled at giving the children encouragement and support. Teachers assess and keep records of children's developing skills, but this information is not always used to plan challenging work to help them achieve better. There have been some problems with the smooth transition between the assessment systems in Reception and the rest of the school leading to difficulties in establishing how well pupils achieve overall. The accommodation is very good, but not used to maximum benefit to provide a richly resourced, creative curriculum. Good use is made of the outside area to supplement classroom activities, and to give the children access to large play equipment. Resources are satisfactory. Everything that is expected is available to the children and is of good quality.

35. There was insufficient first-hand evidence in the time available to make judgements about the quality of provision and children's development in mathematical development, knowledge and understanding of the world and creative development.

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

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

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

- Children's skills are above expectations for their age;
- The promotion of children's personal, social and emotional development is well-threaded through everyday work;
- Children learn to conform quickly and behave well.

## **Commentary**

36. Overall, children enter the Reception class with average skills in personal, social and emotional development, although a number are below average. By the time they enter Year 1, children's achievement has been good, and the majority have exceeded the expected goals for this area of learning. The staff make expectations of behaviour clear at all times, and provide a warm and happy environment in which children learn what is expected of them and develop confidence and independence. Children identify and express their own feelings, and understand what is acceptable in different situations, such as in class and when out to play. They know the difference between right and wrong and have a sense of fair play. Children work and play well together, sharing space and resources. They show real friendship and care towards one another; on one occasion, a boy put his arm across his friend's shoulders as they worked as "talking partners." Most can see to their own hygiene and dressing needs. Many children persevere with activities and concentrate well, and are willing to sit still for a considerable length of time.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children's achievement is satisfactory;
- Teaching in ability groups is helpful to teaching and learning, but higher attaining children are insufficiently challenged.

## **Commentary**

37. Children enter Reception with average skills in speaking, listening, linking sounds and letters, and writing. Sound, methodical teaching based on the National Literacy Strategy helps them to learn effectively, and the majority are likely to achieve the expected goals by the time they start in Year 1. The children are generally confident to speak out when asked questions, or to volunteer information in group sessions because of the prevalent ethos of respect and support. Several children were very keen to explain their work with the visiting inspector. Their good behaviour also helps them to listen carefully. At times, however, children are not given enough opportunity to take the initiative in discussion, and questioning can be rather closed.

38. Children have very recently been grouped by ability for their literacy lessons. This has definitely been helpful to staff who can concentrate on planning to meet the needs of a narrower range of ability, which suits the middle attaining children in the group well. However, higher attaining children are not always sufficiently challenged. On one occasion, for example, children were asked to work in pairs to create and write down some rhyming words. Some of the higher attaining children succeeded very easily, and extended the activity for themselves by finding more than they were asked for. Many children develop good handwriting skills due to short lessons which concentrate solely on this. However an additional emphasis on applying their knowledge of sounds and letters during these sessions would be beneficial to their reading, where development of skills is about average for children's age.

## **MATHEMATICAL DEVELOPMENT**

39. Insufficient work was observed to be able to make judgements about the quality of teaching in mathematical development. However, records and the outcome of the Foundation Stage assessment show that overall, children make satisfactory progress and the majority are on course to achieve the early learning goals by the end of their Reception year. Some children struggle with their mathematical development, however. A small group of lower attaining children observed were struggling with the concept of money. They could not grasp that a 2p coin represented two 1ps; thus they counted three different value coins to be 3p. The teacher patiently re-presented the concept to them in different ways, but the activity took too little account of a play-based approach to

help them grasp the concept. Mostly, however, children use mathematical words and count reliably – often up to 30 and more. Most recognise numerals to 9, and higher and middle attaining children can add and subtract simple numbers. In one such activity observed, children completed this task easily, but were not challenged to develop their skills further. This prevented them from learning more in this lesson

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

40. Insufficient work was seen to be able to make judgements about the quality of teaching and learning. Evidence in the classrooms and in teachers' records show that activities and learning in all the strands of this area of learning are addressed. Good use is made of the outside area to extend and promote children's skills, and activities often helpfully link learning with other areas. However, support for this area of learning in the classroom is not always sufficiently creative. Children select a range of bricks and tools needed to shape play dough, and make recognisable models from these and recycled materials. Children use computers to "paint" pictures, and computers were well used during the inspection. Children learn about their place in their own families, and work in religious education gives them good opportunities to understand about world faiths and some similarities and differences between cultures. Topic work on growth and change was well supported by a visit to Bramley Frith, a local wood.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**

### **Main strengths and weaknesses**

- Well planned structured lessons in the hall, and good use of the outside resources support children's physical development well;
- Children have good co-ordination and physical skills

### **Commentary**

41. Children's skills are average when they first enter Reception, and are above average when they move into Year 1. They achieve well because lessons are well planned to appeal to their interests and to extend their skills creatively. During the inspection, for example, the Reception topic was *growth*. In support of this and an impending visit to Bramley Frith, in the lesson observed, the children were asked to "become" trees. They worked well independently, "growing", stretching out their "branches" and fluttering and falling as "leaves." Furthermore, they were asked to work in collaboration to form one large tree comprising roots, trunk and branches. They enjoyed this work very much, and showed good control of their bodies and creative imagination. Teaching was satisfactory; children did not change their clothes for this lesson, which is considered to be good practice. Children use resources and wheeled vehicles independently and safely. They know when to stop and start and how to avoid one another safely.

42. Children's hand control is also good. They use a wide range of materials and resources, such as scissors and bricks with ease. They also have good handwriting skills due to a focus on developing this area.

## **CREATIVE DEVELOPMENT**

43. Insufficient first-hand work was seen to be able to make judgements about the quality of teaching and learning. Evidence shows that activities and learning in all the strands of this area of learning are addressed. For example, children have access to art and design materials, musical instruments and resources for role play and developing their creative imagination, both in discrete activities and through tasks linked to other areas of the Foundation curriculum. However, the classroom organisation does not always reflect sufficient emphasis on this area of the children's development.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **satisfactory**

#### Main strengths and weaknesses

- Standards in reading are above average;
- Arrangements for the regular assessment of pupils' skills are very good, but the quality of teaching and learning is inconsistent across the school;
- The skilful and experienced teaching assistants contribute well to pupils' learning.

#### Commentary

44. The school's national test results over the last four years in reading and writing for pupils at the end of Year 2 have been very volatile, and the trend to 2004 has been declining. In 2004 the reading results were average and the writing results below average. This can be accounted for in several ways. The composition of the age-groups varies greatly from year to year. It is a fact of Service life that some families move frequently; some children in Year 1 are in their fifth school. When a comparison is made which takes this into account, writing standards are average and reading standards above the average of schools where pupils are in similar circumstances. The standards of work seen of the pupils at present in Year 2 are better than this and consistent with average results in writing and above-average results in reading at the end of the year. Standards of speaking and listening are those to be expected from pupils of the same age. Standards reported by the last inspection were higher, but because of the particular circumstances of the school drawing conclusions from that fact is hazardous. Achievement is satisfactory.

45. The newly adopted assessment régime for English is significant among the factors contributing to better standards, together with the carefully organised teaching of reading. Pupils' progress is assessed twice termly in Year 2 (termly in Year 1) in relation to National Curriculum levels and the year group teams review the progress of each pupil, agreeing any changes in approach which will help pupils make further progress. The availability of additional adults, many of them parent volunteers, helps make the guided reading sessions effective. In one instance, there was an adult for each group of four or five pupils. Pupils concentrated well, having distributed the books and settled quickly, and read at their own level. There was a sense of enjoyment and a purposeful atmosphere for the whole session.

46. There are good, and sometimes very good features in the teaching, but overall it is satisfactory in quality and helps pupils to learn at a satisfactory rate. Lessons are well planned by teachers who know the subject well and choose suitable material which retains pupils' interest. Features contributing to a very good lesson in Year 1 included impeccable organisation and well-understood classroom routines so that time was very well used. Teacher and pupils had a shared understanding of what the lesson was about and well-directed questions ensured the involvement of pupils of all ability levels. Where lessons are less successful it is because the management of time is not as good, or because the teacher's own language is not well suited to what the pupils needed, so that pupils - especially those of middle and below-average ability - become confused. Questioning is not subtle enough or carefully enough considered. The marking of pupils' books varies in quality and effectiveness. At its best it comprises praise and ideas for improvement. In other instances when it consists of ticks and corrections which are not always followed up, pupils, parents and teacher do not get a running record of progress by which they can measure how well they are achieving.

47. In the most effective lessons, the well-trained and well-briefed teaching assistants contribute very well to the achievement of pupils, especially those who have additional needs. They work with small groups in the individual-work sections of the literacy lessons, enabling pupils who otherwise would have difficulty in recording their ideas. They help easily distracted pupils focus on the task in

hand, coaching them to contribute to the discussion. They work with groups of pupils needing extra help through supplementary tuition to overcome a particular difficulty, say, in reading. In one effective session, the teaching assistant worked with two higher attaining pupils with a special task of abstracting and recording information arising from a class discussion. Some teaching assistants adopt the role of observer in whole-class sessions, noting for example, who speaks and who is reticent, as a contribution towards adapting the teaching better to pupils' needs. In less effective lessons, however, less thought has gone into the precise nature of the support to be given. Such direction is not included in lesson plans, nor reflected in pupils' IEPs.

48. The leadership of the subject has changed hands recently. Accordingly, the quality of leadership is satisfactory, although the work of the previous co-ordinator on assessment together with the ideas for development of the teacher presently in the role, place the subject in a good position to make early progress.

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

49. The links between English and other subjects are satisfactory. The mutual support is particularly strong in lessons such as religious education and personal, social and health education when pupils are encouraged to articulate their ideas in discussion.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**

### **Main strengths and weaknesses**

- Good teaching in Year 2 is raising standards;
- Procedures to assess and track pupils' developing skills are very good, but are not always used well to provide work that meets pupils' needs in class;
- Marking does not help pupils to understand how to improve their work;
- Pupils with special educational needs make good progress.

### **Commentary**

50. Standards in mathematics in the 2004 National Curriculum tests were below those found nationally. Standards have declined overall since the last inspection, and show a marked decline last year. However, during this period, many pupils' learning was disrupted by their parents' involvement in the war with Iraq, and there was also an unusually high number of pupils with significant special educational needs in the group. This affected pupils' standards in all subjects. Taking this into account, test results in mathematics are average for schools in similar circumstances to these.

51. The standards of work seen of the pupils at present in Year 2 are better than last year's and a significantly higher proportion of pupils are now reaching the expected levels. Test results are set to be an improvement on those of last year. Achievement is satisfactory overall, although good in Year 2 because of a particularly rigorous approach to teaching and learning. The last inspection report outlines several shortcomings in the provision for mathematics, but nevertheless the standards reported were higher. For the reasons outlined, however, this is not significant.

52. The improvement in this year's Year 2 standards is due to in part to the normal year group differences, but also to good, well-organised teaching in Year 2. These teachers provide pupils with good models of correct mathematical language, give clear instructions and explanations and set work suitable for the different groups in their classes. Teaching of mental mathematics is lively, and all pupils are encouraged to participate fully by questioning well directed to take account of their differing skills.

53. Teachers' expectations of pupils' behaviour and application to tasks are high and so the pupils work diligently and concentrate well. However, some teachers' expectations of the standards pupils could and should achieve are not always well matched to their ability. This is especially evident in Year 1, where teachers do not consistently use the very thorough information gained from assessment to plan work that closely matches individuals' needs. For example, in one Year 1 class, lower attaining pupils were asked to find the number missing from a simple addition sum. They found this task very difficult to complete as they were given resources to work with that were not well matched to their level of development. Similarly, targets for learning were linked to the overall objectives of lessons rather than to pupils' individual needs. In the best lessons, teachers have a clear idea of their objectives and the next steps pupils need to make to learn and so set realistic, achievable and challenging activities with appropriate resources. Work in pupils' books is mostly marked with ticks with little or no comment. There is rarely guidance given on how to improve the work, which does not help pupils strive to go "the extra mile". Pupils with special educational needs, and others who work at a slower pace are given good support from teachers and well-informed, effective teaching assistants. In particular, they are given good guidance when working on individual tasks, and as a result these pupils achieve well.

54. The subject co-ordinator is new to the role, and co-ordination is sound. The most important challenge to be faced is to implement systems to use the information gained from tracking pupils' progress to support better learning in class. The information is well used to form teaching groups of pupils with broadly similar standards.

### **Mathematics across the curriculum**

55. The use of mathematics in other subjects is satisfactory. Teachers' planning shows that measuring is used in design and technology, and in science investigations. Mathematics is frequently used informally, as it arises in class, but this is not often deliberately planned and more could be done to reinforce its practical use across the curriculum.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Higher attaining pupils achieve well, but the middle attaining pupils do not make enough progress;
- Teachers are not always clear enough about what pupils should learn;
- The subject leader is putting positive developments into place to improve science.

### **Commentary**

56. The 2004 teacher assessments for science, which are reported with the national tests results, showed pupils' performance in science to be very low – amongst the lowest five per cent in the country. Taking into account the number of pupils from Forces families, which changes the group with which this school's results are compared, results are still low. However, a well above average percentage of pupils were judged to be at levels above those expected for their age. This confirms that the higher than usual number of pupils with significant special educational needs in last year's Year 2 affected the overall results, and that provision allows higher attaining pupils to achieve well. Current standards are around average; higher attaining pupils understand well and have good science skills, whilst the middle-attaining pupils' skills, knowledge and understanding are less secure.

57. In one afternoon, three Year 1 lessons, all working to the same lesson plan, and one Year 2 lesson taught by a supply teacher were observed. Problems occurred in all four lessons, but evidence from pupils' work and teachers' lesson and longer term planning, and discussions with the pupils and the teachers indicates that teaching and learning is satisfactory overall. Both, however,

could be better if teachers were more secure about what they should teach, and if there were improvements to the curriculum and assessment of pupils' developing skills, and use of the information for more focused support of learning.

58. The main problem with the Year 1 lesson, in all three classes, was that the teachers tried too hard for the inspectors and did more than they would normally have done. Pupils had to make musical instruments played by scraping, banging or shaking, predict which would be the loudest, test them and compare their results with their predictions. Teachers did not make clear what scientific principles were being taught. Nor did they all reinforce the important underlying principles of investigations – that they should be methodical and fair. The introductions included the use of the brand new interactive whiteboards which attracted the pupils' attention very well, particularly when used to play a range of *warning sounds*. However, teachers' inexperience in using these was evident; explanations were sometimes not clear enough, graphics were too complicated – for example a vertical axis went up in decimal points - and pupils "lost the plot." The pupils had a splendid time making the instruments, but noise levels were very high, added to by the pupils' mounting excitement. This activity was linked well with design and technology. Recycled materials were the main resource used, although in some cases there were insufficient resources to make the instruments they way the pupils (mentally) designed them. Testing the instruments for loudness – the most important part of the lesson - was too haphazard with pupils determined to make as much noise as possible without fully understanding that they were meant to – or how to - make comparisons. In most cases, pupils did not learn enough in these lessons.

59. The Year 2 lesson had good points; in particular, the teacher gave clear and interesting explanations, and managed pupils' behaviour well. There was, however, a lack of a sufficiently scientific base. Pupils were not involved in designing the investigation into the correlation between height, hand size and foot size, and not all made predictions of the outcomes. The lesson objectives, not planned by the teacher who taught the lesson, were not precise enough (e.g. "to develop investigative skills) for the pupils to know whether they had succeeded. As with the Year 1 lesson, the activity became the focus rather than the investigation itself, and pupils did not learn enough.

60. The leadership and management of science are satisfactory. The subject leader, who is relatively new to the role, is methodically equipping herself to improve the provision; for example, she learned how to use a digital microscope before introducing them into school so that she could train other staff, and has attended a range of relevant courses, including one on promoting excellence and enjoyment in the science curriculum. The current curriculum is satisfactory but does not sufficiently emphasise investigation or cater for the needs of pupils of differing abilities. Developments are in hand, along with the purchase of new resources. Assessment of pupils' developing skills is satisfactory, but not well enough focused on providing information to improve individuals' learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

61. There was insufficient first-hand evidence available to judge the quality of teaching or pupils' achievement. Provision in ICT stalled somewhat last term as the person responsible for dedicated work with each class left the school at Christmas, and was not replaced. Since then, additional resources such as interactive whiteboards, lap tops and digital microscopes have been purchased and are beginning to be used effectively, and teachers have had training to teach ICT themselves. Computers are well used in the Reception classes which gives pupils a good start. There is some solid evidence of pupils' achievement, but much of this relates to word processing, However, timetables indicate work covered in other strands of the subject, such as use of email and control technology, and throughout the school and at home, pupils use many everyday devices that respond to signals and instructions, such as digital cameras and remote controls. However, they need more experience of using ICT regularly in school to organise and classify information and present their findings in text, tables, images and sound.

62. The school currently has a limited supply of computers which therefore limits the opportunities pupils have to regularly learn and practise their skills. Even so, during the inspection,

few of the classroom computers in Years 1 and 2 were in continuous use, and in the light of no timetabled lessons, this does not support pupils' achievement in ICT, or in the other subjects concerned.

63. A very good arrangement with a local private school has been made whereby pupils in Year 2 attend a computer club once a week for a four week block, although some of this is out of school time. This enhances the provision very successfully. The leadership and management of the subject are satisfactory. There is a clear plan for improving provision in ICT, which has begun with improving the resources and staff skills. Strategies to improve teaching, learning, the curriculum and the assessment of pupils developing skills are in hand.

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

64. There was little evidence of the use of ICT in other subjects, and its use is generally restricted by a lack of resources and evident emphasis in teachers' planning. Where it was observed being used in other subjects, for example, in a Year 1 art and design lesson where pupils used a digital microscope to look at the texture of leaves, the use of ICT was good.

## **HUMANITIES**

### **Geography and History**

65. No lessons in history or geography were observed during the inspection, but teachers' planning and displays of pupils' work indicate that a suitable range of work is covered in both subjects, and they are learning appropriately. Discussion with pupils in both Years 1 and 2 showed they understood about time and the difference between the present and the past, and that they are learning appropriately. Year 2 pupils, for example, could talk confidently about places they had visited on past holidays, and what they had learned in a subject last year. Pupils have a good understanding of localities and this is often well reinforced through other activities. For example, work with an *artist in residence* included using artwork in the form of a map of Great Britain as inspiration for pupils' own work. Further artwork showed pupils had made close observations of buildings and features of their school and the village of Odiham. In geography, the pupils had learned about *Barnaby Bear* on his travels. This topic was very well linked to a display including a map, showing, in addition, where some children had travelled to, such as France for a skiing holiday. Such work is a good example of the school's developing cross-curricular approach to teaching and learning.

### **Religious education**

Provision in religious education is **good**

### **Main strengths and weaknesses**

- Standards have improved and are above average. Pupils achieve well
- The subject is well taught and well led.

### **Commentary**

66. Pupils' standards in religious education, satisfactory at the time of the last inspection are now above expectations and pupils achieve well. In a good Year 2 lesson, part of an extended series on 'what is God like?' pupils had a good recall of previously learned information about Hindu deities and forms of Hindu worship. The higher-attaining pupils, in particular, successfully combined new learning with what they already knew about Hinduism and, warming to the theme of how the concept of God is expressed in different traditions, were keen to share their new insights with the rest of the class. Their books show successful previous work on light and dark; one pupil made an appropriate link between light and the Resurrection, and another poignantly linked the symbol of a candle with personal sadness.



67. The improvement in religious education is being driven by the implementation of the new Hampshire Agreed Syllabus and good teaching. Successful lessons are characterised by the teacher's very good subject knowledge and clarity of explanation. Teachers use some good strategies – for example *talking partners* - for retaining the interest of pupils and involving them in the lesson, and they give time for pupils to reflect on what they are learning. There is a very good use of relevant artefacts and suitable music to illustrate the theme of a lesson. Occasionally pupils are asked to listen for too long and the lower ability pupils lose concentration as a result.

68. The subject is well led and managed. Topics within the scheme of work, currently being adapted to fit the new syllabus, are well constructed and laid out in a way that is helpful to teachers. There are associated resources including books for both teachers and pupils, together with relevant artefacts. There is a clear and workable system for assessment. Because the syllabus is based on concepts which are explored in different ways and in increasing depth as time goes on, it lends itself well to promoting pupils' spiritual, moral, social and cultural development. The subject has improved well since last inspection and the issues raised at that time have been thoroughly addressed.

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

### **Art and design**

Provision in art and design is **good**.

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

- Pupils enjoy art and achieve well; standards are good;
- The subject is well-established, and undergoing further beneficial development.

#### **Commentary**

69. Two lessons were observed during the inspection, both in Year 1. The teaching observed was good in one class, and satisfactory in the other, but insufficient was seen overall to make a judgement about the quality of teaching and learning in the school. Nevertheless, these lessons together with displays and pupils' sketch books indicate that the standard of art work is generally better than to be expected for pupils' age in both Year 1 and 2. Pupils show good hand control of pencils, brushes and tools, and so successfully create work in a wide range of media and forms, such as drawings, paintings, collage and three-dimensional work. The school corridors and classroom walls are covered with attractive displays, for instance self-portraits set on a sponged background by Year 2, and rubbings of natural artefacts found in the school grounds by Year 1. The school hall has a super display by each year group, showing pupils' developing maturity and culminating in Year 2's very well-created box galleries containing colour-themed, carefully selected items of "rubbish." Pupils also show a good level of developing knowledge about how to be creative. For example, their sketch books show they have learned how to shade with a pencil, which enhances their close observational drawing; know how to mix colours carefully to create subtle shades, and understand the benefit of designing before creating, such as when planning an Easter bonnet. These skills are reflected in their work.

70. The better teaching observed was relaxed and very creative. The main task was difficult – to represent Rousseau's picture *The Surprise* with an emphasis on texture. However, the teacher very successfully broke the task down so pupils only had to address a small portion of the whole picture, and supplemented this activity with very good related activities such as mixing different shades of green; matching commercial paint samples to the colours of various leaves, and looking at the structure and texture of leaves under a digital microscope. Had the lesson not been a touch too relaxed, whereby pupils' discussion (between themselves whilst working all the time) ranged remarkably from Jesus and the Pope for a while, but then degenerated to a few minutes of raucous "lavatory humour" which went unnoticed, it would have been a very good lesson indeed. The second lesson was less successful because the main task was not broken down into smaller

components and so was daunting for pupils, some of whom were not confident to complete it. This necessitated too much direct involvement by the teacher, and these pupils' work lost its individuality.

71. Leadership of the subject is good and its management satisfactory. The subject leader has high aspirations and sees art as an opportunity for the less academically able to shine. She has started to move the curriculum away from a timetabled "unit of work" approach to a skills-based approach that will involve teaching art and design through and in combination with other subjects. This, however, is not yet encapsulated in a new scheme of work. Sketch books are well used to record and practise techniques in Year 1 but tail off in Year 2. Assessment is informal which means that individual pupils cannot be formally identified for particular support or extension, although the teachers' good knowledge of each pupil's capabilities generally allows this to happen. Resources are satisfactory and well enhanced by use of the environment, visits and visitors.

### **Design and technology**

72. No lessons in design and technology were observed during the inspection. However, evidence from pupils' work and teachers' planning indicates that the subject is well-taught. Pupils' standards are overall as expected by the end of Year 2, although some were more advanced. Because of the good support received from parents in the school and the use made of the new cookery area, all pupils are given the opportunity to cook in small groups. In discussion, pupils in Year 2 were extremely enthusiastic about this.

73. The subject is well led and managed. An appropriate programme of work is now securely in place. It ensures pupils' skills are progressively developed and includes an appropriate emphasis on health and safety. This is an improvement since the last inspection when there was no programme of study in place. There is a good range of resources, including appropriate tools for the age range. Assessment is a weakness. A tick list records skills taught, but does not inform teachers of what pupils need to learn next, which would enable them to match the needs of individual pupils more precisely to the work planned.

### **Music**

74. No lessons were observed during the inspection, and there are no records of pupils' developing skills over time. Consequently, judgements cannot be made about the quality of provision or pupils' achievement in the subject. However, evidence shows that music is an integral and important part of the curriculum. The school's performances, recorded onto DVD, include singing and music; pupils sing in assembly and music for this event is carefully chosen so that pupils hear work from different times and cultures. During the time of the inspection, for example, music for assemblies was taken from classical Chinese folksongs and opera.

### **Physical education**

75. No lessons in physical education were observed during the inspection. However, a good programme of work is in place, which ensures pupils build up their skills systematically as they mature. There has also been great thought given to the purchase and use of appropriate equipment for each year group. The co-ordinator, who shows good leadership, emphasises issues of health and safety; for example, training the teachers and pupils in the correct lifting techniques for the equipment. However, assessment relates to skills taught rather than how well pupils can do them, which prevents staff planning to improve individual pupils' performance.

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

76. Inspectors saw two lessons in personal, social and health education, one of which, in Year 2, was on the theme of 'Keeping safe' and was led by a police representative. This showed the school making good use of a visiting expert and was a successful session because it was well structured and based on much encouragement and repetition. In Year 1, a lesson on 'what is special?' was very successful because pupils learned about themselves and about how to give and receive respect. The respect accorded those who were not confident enough to speak about themselves at first actually gave them confidence to contribute later on in the lesson. The lesson worked well because the teacher used a simple idea very effectively, with the result that almost all pupils participated fully and because by the end, nearly all pupils had understood the idea of 'something special'.

77. Pupils' personal development and preparation for citizenship is well promoted by the school Council and by opportunities to take responsibility for others, for instance, through the *Caring Kid* and *Playground Squad* schemes. In the school Council, which comprises two pupils from each class including the Reception classes, pupils were keen to speak and give their opinions on the way the school worked for them. They were responsive and responsible, listening carefully to the pupil who was speaking and contributing their own ideas appropriately.

78. The Governors have fulfilled their duty to consider whether to provide separate sex, relationships and drugs education and have decided not to do.

## 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	2
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>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<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	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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