

# INSPECTION REPORT

## **GRATELEY PRIMARY SCHOOL**

Grateley

LEA area: Hampshire

Unique reference number: 115897

Headteacher: Mr M Garside

Lead inspector: Kevin Hodge

Dates of inspection: 7 – 10 March 2005

Inspection number: 266904

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:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	102
School address:	Grateley Andover Hampshire
Postcode:	SP11 8JS
Telephone number:	01264 889240
Fax number:	01264 889156
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J King
Date of previous inspection:	March 1999

## CHARACTERISTICS OF THE SCHOOL

The school has a rural location in the village of Grateley, near Andover. There are 102 pupils on roll and equal numbers of boys and girls. The school takes in pupils from the village and surrounding areas, as well as from families working in nearby military bases. The number of pupils who start or leave other than at the normal times varies. About 20 per cent of the Year 6 class that left in July 2004 did not start at the school. This year it will be near to 35 per cent, which is well above the national figure. The percentage of pupils entitled to free school meals, around one per cent, is below the national average. The number of pupils with special educational needs, at one per cent, is below average; one pupil has a statement of special educational need. There is one pupil for whom English is an additional language, but no pupils are from ethnic minorities. The socio-economic background of the pupils varies, but is above average overall. Housing in the area is mainly owner-occupied, with small pockets of social housing. The pupils come to the school with a range of abilities and their attainment on entry is average overall. The building of the new hall and servery, opening shortly, has been in progress for two terms, causing reduced playground space and general disruption.

The school gained 'Investors in People' status in 2004, and received a DfES achievement award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18466	Kevin Hodge	<i>Lead inspector</i>	English; information and communication technology; geography; history; music; physical education; religious education; English as an additional language and special educational needs.
12289	Sue Burgess	<i>Lay inspector</i>	
32702	Anna Savva	<i>Team inspector</i>	Foundation Stage; science; mathematics; art and design; design and technology; personal, social and health education.

The inspection contractor was:

VT Education Ltd  
Old Garden House  
The Lanterns  
Bridge Lane  
London  
SW 11 3AD

Any concerns or complaints about the inspection or the report should be made initially to the 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**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>4</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>6</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>11</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>13</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>23</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Grateley is an effective school.** It gives good value for money. All of its pupils benefit from a very supportive and caring ethos that is a key feature of this small village school. It has few significant weaknesses.

#### The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are higher than the nationally expected levels, and pupils achieve well.
- The pupils are confident, open and friendly. They enjoy school and behave very well.
- The school is led and managed effectively by the headteacher.
- The pupils' investigative skills in Years 3 to 6 are not promoted frequently enough.
- Links with the parents are close, productive and fostered very well.
- Governors know the school's strengths and weaknesses.
- Pupils are closely involved in their learning and in school initiatives.
- There is a good number of additional activities outside the classroom for the size of school.
- The co-ordination of some subjects is not always effective.
- Information and communication technology (ICT) resources are not used as frequently as they could be.

The school has made good progress since the last inspection. There has been a rising trend in national test results and the school has nearly doubled its number of pupils. Some missing policies are now in place, and there have been significant improvements to accommodation, such as the new hall due to open shortly. The computer suite is also an improved facility. The co-ordination of some subjects is still not fully effective, partly due to the limited number of staff to oversee them all.

### STANDARDS ACHIEVED

**The pupils achieve well overall,** given their average attainment on entry to the school. In the Foundation Stage, the great majority of children are on course to exceed the goals expected by the end of Reception. In their personal, social and emotional development and their knowledge and understanding of the world, they achieve very well. In Years 1 and 2, the pupils reach above the expected standards in several areas, such as mathematics and science. Pupils achieve well in reading, speaking, listening and writing, and reach better than the expected levels. In Years 3 to 6, inspection evidence indicates that good progress continues and the pupils reach standards in English, mathematics and science that are above those expected. In religious education they meet the expectations of the locally Agreed Syllabus.

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

*Key: A\* – very high; A – well above average; B – above average; C – average; D – below average; E – well below average.*

*Similar schools are those whose pupils attained similarly at the end of Year 2. Due to the small number of pupils taking*

*the tests, any results should be viewed with caution as significant variations can occur from year to year.*

In the national tests for 2004 for the oldest pupils, results in English were well above the national average for all schools and in the top five per cent of schools nationally. In mathematics, the results were above average. Compared with pupils of similar prior attainment in other schools, they make very good progress in English and good progress in mathematics. In science, only average progress has been made, but inspection findings indicate that progress is similar to that in the other two subjects. The pupils who have special educational needs (SEN) achieve well as a result of the good levels of support and the well-targeted teaching they receive.

**Pupils' spiritual, moral, social, and cultural development is good overall. They behave very well and have very good attitudes to each other as well as to adults in the school.** The school's caring and considerate ethos contributes to the standards that pupils reach. The social provision is particularly strong and their spiritual and moral development is promoted well. The cultural aspects are promoted satisfactorily. Pupils' attendance is good and, given the rural location of the school, they arrive promptly.

## **QUALITY OF EDUCATION**

**The quality of education is good overall. Teaching is good overall.** Teaching is consistently good or better in over three-quarters of the lessons. Good teaching was evident in all year groups, and some very good teaching took place in particular classes. All pupils are included well in activities and they achieve well. The pace and quality of learning are generally good, although investigative work in science and mathematics is not planned frequently enough in Years 3 to 6. The curriculum is systematic and caters well for mixed-age classes. A good number of additional clubs, as well as French lessons and musical activities, give the curriculum an added richness. There are very good levels of care, and pupils' views of how to improve the school are taken very seriously. The school's accommodation is satisfactory overall, and the new hall and servery due to be opened soon will be a significant additional feature. The level of resources is satisfactory, although computers in the suite and classroom were used infrequently during the inspection. The school promotes good links within the local and wider community. The formal and informal links with parents are very good and the school prepares pupils satisfactorily for their secondary transfers.

## **LEADERSHIP AND MANAGEMENT OF THE SCHOOL**

**The leadership and management of the school are good overall.** The leadership of the headteacher is good. The headteacher manages the school well. The governors provide good support. The headteacher, appointed since the last inspection, has been instrumental in improving the resources, making the school popular with parents, and improving results in national tests. The co-ordination of subjects is effective in English, mathematics, and aspects of ICT, although some weaknesses exist in other subjects. The work of pupils with SEN is overseen well and pupils take a full part in all activities. The governors ensure that the school meets all statutory requirements. They support the work of teachers and headteacher well and know the school's strengths and weaknesses. The chair of governors works well with the headteacher and is a regular and welcome visitor to the school.

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

Parents are very supportive of the school. The response from the parents' meeting and from questionnaires was very positive. They spoke highly of the way in which the school cares for the



pupils and communicates with parents. A very small number of the parents were concerned about dismissal arrangements at the end of the school day. Inspectors found that the school was doing all it could to minimise possible dangers. Pupils enjoy being in the school and appreciate having their say, for example in the school council.

## **IMPROVEMENTS NEEDED**

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

- Increase the frequency of investigative activities in science and mathematics in Years 3 to 6.
- Use existing computer resources more frequently to support pupils' learning.
- Develop a more effective approach to co-ordinating some subjects so as to improve provision still further.

The school has identified most of these issues in its own self-evaluation and plans for improvement.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' standards exceed the expected levels in key areas such as English, mathematics and science. This is reflected in the results of national tests and in the work seen during the inspection. Pupils throughout the school achieve well in these subjects and satisfactorily in all others. Children achieve well in the Foundation Stage.

#### Main strengths and weaknesses

- Children in Reception achieve very well in their personal, social and emotional development and in their knowledge and understanding of the world.
- In English, mathematics and science, overall standards are higher than those expected nationally.
- Pupils' investigative skills in mathematics and science in Years 3 to 6 are not developed frequently enough.

#### Commentary

1. Inspectors judge pupils' achievement by looking at the progress they make over their time in school, as well as by judging how well they respond to the demands made on them. Pupils' abilities are a key factor when judging achievement. The children are of average ability when they join the school and this helps inspectors assess if they are doing as well as they can. During the Reception year, they make good progress and achieve well in key subjects such as reading, language skills, and mathematics. They achieve very well in their personal and social education and knowledge and understanding of the world, and most children will exceed the goals they are expected to reach by the end of Reception.

2. The table below shows the average points scores attained in the Year 2 tests in 2004 (with the 2003 scores in brackets). Care has to be taken when the results are being analysed, as the small number of pupils taking tests can cause variations to occur, and the Year 6 results are not included as only 10 pupils took the tests. One point represents typical progress per term, and the evidence from past test scores indicates that at the end of Year 2 standards in reading, writing and mathematics are consistently ahead of the national picture.

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

Standards in:	School results	National results
Reading	18.4 (18.3)	15.8 (15.7)
Writing	16.3(16.4)	14.6 (14.6)
Mathematics	18.1(17.9)	16.2 (16.3)

*There were 14 pupils in the year group. Figures in brackets are for the previous year.*

3. Results improved slightly in reading and mathematics, but declined very slightly in writing from the previous year. Work seen in the inspection showed above average standards in reading and mathematics. Writing skills were also better than those expected nationally. In the other subjects that were inspected, the pupils reached average standards, although the gymnastics aspects in physical education are not well

developed. This is due to accommodation problems which are shortly to be resolved. Given the pupils' average starting point, this represents satisfactory achievement.

4. In the Year 6 tests, standards have remained ahead, and in the case of English they were in the top five per cent of schools. In Year 6, pupils' results indicated they were nearly four terms ahead of the average for pupils nationally in English, nearly two terms ahead in mathematics, and slightly less than this in science. When compared to similar schools, with prior attainment used as an indicator, the school is well above average in English, above in mathematics and average in science.

5. Work seen indicates that standards of the present Year 6 are above average in English, mathematics and science. The good ethos created, supported by consistently good teaching, and pupils' very good attitudes to work, enables pupils to make good progress and achieve well. No significant differences in attainment were noted between boys and girls, except in national tests in science in Year 6. No obvious differences between boys' and girls' achievement were noted during the inspection. The curriculum is planned systematically to give all pupils the chance to achieve well, although the pupils' investigative skills are not consistently planned for or developed in the older classes. In other subjects where judgements were possible, the pupils reach the standards expected nationally. In ICT, pupils reach the expected standards and achieve satisfactorily throughout. In physical education, pupils cover outdoor games and activities, but gymnastics and dance activities have been limited by the lack of a hall<sup>1</sup>. In religious education, the pupils reach the expectations outlined in the locally Agreed Syllabus. Achievement in these subjects is satisfactory overall.

6. The pupils with SEN make good progress and achieve well. The extra groups taken by class assistants and other staff provide well-matched activities, for pupils to achieve and make good progress in their learning. The higher attaining pupils achieve well, particularly in basic language and numeracy skills. The pupils who join the school other than at the normal times settle in quickly and are given good support. If they leave during the year, they are given a written record of their achievements during their time at the school.

7. From inspection evidence, standards, overall, are broadly similar to those reported in the last inspection, although standards in mathematics in Years 3 to 6 are now higher. They are now also higher throughout in science. The trends in national test results have risen over time and are now generally higher than they were at the time of the last inspection. Taken along with the inspection evidence, this represents good improvement overall.

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

Pupils' attitudes and behaviour are **very good**. Their personal development is **good**, with provision for social development a particularly strong feature. Attendance and punctuality are both **good**.

### **Main strengths**

- Pupils show very positive attitudes to their work and to school in general.
- Standards of behaviour in class and around the school are high.
- Provision for pupils' social development is very good.
- The rate of attendance and punctuality is good.

### **Commentary**

---

<sup>1</sup> A new hall and servery building project has just been completed and will be in use from the summer term 2005.

8. Pupils' attitudes to learning are very good. Almost all the parents who responded to the pre-inspection questionnaire said that their children like coming to school, and this was confirmed when inspectors talked to pupils during the inspection. Pupils are interested in their work and try hard to complete their tasks. Their response is particularly positive in lessons where teachers inspire pupils' interest and enthusiasm. For instance, pupils in Years 5 and 6 enjoyed exploring different forms of poetry to describe their idea of heaven, and a Years 1 and 2 class co-operated well in groups to compare past and present washing methods in a history lesson. A Reception child, who was reluctant to stop making a three-dimensional map when it was time for break, said 'I loved that; it was fun.'

9. Pupils are polite and confident with adults and are happy to talk about their work and about school in general. They enjoy the various clubs and activities on offer and willingly undertake responsibilities such as returning registers to the office and acting as school council representatives, games monitors and 'red band buddies' in the playground.

10. Behaviour in class, in assemblies, at lunchtime and around the school is very good. Pupils get on well together with very few disagreements. Teachers and support staff work well as a team to provide good role models and bring out the best in pupils. Relationships between staff and pupils and between pupils themselves are very good. All adults consistently expect pupils to respect a specific code of conduct and to show consideration for others. As a result, pupils have a clear idea of right and wrong and how they are expected to behave. Agreed strategies are in place for the very few pupils with identified behavioural difficulties, and positive behaviour is always acknowledged. There were no exclusions last year.

11. Attendance and punctuality are both good. Although attendance has declined very slightly since the last inspection, it is still above the national average for similar schools. There is no unauthorised absence. The school has effective procedures for promoting the importance of regular attendance, and monitoring arrangements include following up any unexplained absences on the first day of non-attendance.

**Attendance in the latest complete reporting year (%) 2003/04**

Authorised absence		Unauthorised absence	
School data	4.7	School data	0
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. Pupils' social development is very good. Provision for their spiritual and moral development is good, and it is satisfactory for their cultural development. Through aspects of, for instance, personal and social education, history, religious education and assemblies, pupils are encouraged to reflect on different ideas, faiths and principles. They celebrate the efforts and achievements of others and learn to put forward their own ideas with confidence. Social development is also enhanced by two residential trips in Years 3 to 6 in which team-building and personal challenge play an important part. Pupils are also encouraged to consider others less fortunate than themselves. They support charities such as Blue Peter appeals, Comic Relief and various local good causes. Pupils also sponsor a family in Africa by collecting loose change in school, and worldwide contacts are displayed in the ICT suite for pupils' general interest. The school organises a satisfactory range of educational visits to enhance pupils' knowledge of their own local culture and heritage. Visitors to the school, including grandparents, actors, musicians and dancers, help to broaden pupils' experience of the wider world.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good overall. The curriculum generally provides a secure framework for teachers to plan, although links between subjects are a weaker aspect. Extra-curricular provision is well developed, and the teaching of French throughout the school is an added dimension. Teaching is good overall and some very good teaching promotes good standards in key literacy and numeracy skills.

## Teaching and learning

Teaching and learning are good overall, throughout the school. In a quarter of lessons, they were very good. Assessment of pupils' progress is satisfactory overall.

### Main strengths and weaknesses

- The teaching in the Foundation Stage is consistently good or better.
- Teaching of skills is strong in English and mathematics.
- Teachers manage pupils' behaviour very well throughout the school.
- Teaching assistants are well briefed and make a good contribution to learning.
- Investigative work is not planned frequently enough in mathematics and science in Years 3 to 6.

### Commentary

13. The quality of teaching and learning is good overall, and over a quarter of lessons seen were very good. Teaching is particularly strong in the Reception class, where all lessons observed were good or better. The best teaching capitalises upon the natural responses of the pupils and the thoughtful planning of learning activities. Very good co-operation between teachers and assistants helps improve learning opportunities for all pupils. Relationships, in and outside lessons, are very good and are used to good effect. Teachers encourage pupils well and treat them with high levels of respect, and pupils respond with good behaviour and interest. The teaching of basic skills in English and mathematics is systematic and thorough and gives the pupils the necessary skills to use within other subjects, such as recording in science and history. The pupils' ICT skills develop appropriately, although during the inspection the resources available were used relatively infrequently and there were missed opportunities to use them further.

#### **Summary of teaching observed during the inspection in 23 lessons or part lessons.**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	13	4	0	0	0

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

14. The quality of teaching in the Reception class is good and two very good lessons were seen. The two teachers, who both teach part time, liaise well. The small class enables the teachers to focus very strongly on learning, especially in children's personal, social and emotional development, their communication, language and literacy, and their knowledge and understanding of the world. Teaching and learning in Reception foster caring relationships and very good behaviour, through the imaginative use of resources and good support from teaching assistants and helpers.

15. The way that pupils learn is frequently good and sometimes very good in most year groups. Pupils concentrate well and listen very effectively to their teachers, in all age groups. They enjoy working together in pairs and small groups, and their collaborative skills are promoted well. Pupils listen to each other's ideas respectfully. For example, they are often encouraged to explain to the class what they are doing or what they have found out. Pupils usually support one another's efforts by careful listening and encouragement. In Years 1 and 2, they are good at working alone when the teacher is working with other pupils. They work productively, and are aware of having a limited time to finish. Class assistants and helpers are well briefed. They are active and provide the right balance between guidance and support.



16. The pupils' ability to concentrate and work independently is consistently good. In some lessons, such as science and aspects of mathematics in Years 3 to 6, this is not capitalised upon to promote their investigative skills. Teachers are clear about what they are teaching, and regularly share this with pupils at the start of lessons and check pupils' learning at the end of the lesson. Their understanding is evident in their work and verbal responses. In the Year 5 and 6 class, individual pupils are often asked to make notes about what they have learnt during the lesson on the class whiteboard for others to see. Generally, teachers are sensitive to the needs of individual pupils. Activities are often planned for different groups, so that pupils of different abilities achieve well. For example, in a Years 1 and 2 history lesson, the teacher planned for five different groups, each with a similar task but with slightly different demands. Teachers set expectations of behaviour and work, appropriate to individual needs, and this is very effective in ensuring that all pupils make satisfactory and often good progress, particularly in English and mathematics. The pupils are mature, sustain their interest and complete their tasks well. Pupils often give thoughtful responses and communicate well to the teacher. Homework is generally well used to reinforce and extend work in lessons. A good example was seen in the Year 5 and 6 class, where pupils' completed English homework was refined during the lesson.

17. Assessment is satisfactory in English, mathematics and science, and the school is trialling systems for the collection of assessment information in other subjects. Information in these key subjects is collected and interpreted well, and appropriate action is taken for improvement. Teachers' day-to-day assessment in lessons and their comments on pupils' work are regular and helpful in nearly all subjects. In mathematics it is not as consistent or helpful to the pupils. It reduces in Years 5 and 6, but the teacher compensates by giving pupils more guidance individually or in small groups. In the remaining subjects, the school is trialling some ways of collecting information about the progress of pupils.

### **The curriculum**

Provision is **satisfactory**. Accommodation is **satisfactory** but is set to improve significantly. A good range of additional activities enhances pupils' experiences and learning.

### **Main strengths and weaknesses**

- Basic skills in English and mathematics are well planned.
- There is a good range of extra-curricular activities.
- A good range of activities is planned within the Foundation Stage curriculum.
- Investigative activities in mathematics and science do not take place frequently enough.
- Aspects of physical education have not been well covered.

### **Commentary**

18. The curriculum is satisfactory overall and meets national curriculum requirements. It meets the requirements of the locally Agreed Syllabus for religious education. The provision for sex education and for drugs awareness is also satisfactory.

19. Children have a good start to their education when they enter the Foundation stage. A good range of well-planned activities covers the six areas of learning effectively. The two teachers plan closely together to ensure good continuity in learning. The teaching assistant is very clear about the plans and makes a good contribution. However, in the oldest classes, the emphasis in planning is towards developing pupils' knowledge and understanding. The pupils' investigative skills are cultivated, but this is comparatively infrequent in science and mathematical activities. Basic number skills and scientific knowledge are covered thoroughly, however. Good planning for basic skills in English ensures good progression and challenge in learning. Elements of the national strategies for literacy and numeracy are incorporated effectively to give a clear and coherent development of skills. The planning of activities for pupils who have SEN is well conceived and systematic, and helps the pupils achieve well.

20. In all subjects, planning ensures that activities are not repeated and that the mixed ages of classes are addressed appropriately. For example, group work within lessons is often planned for different ability levels as well as ages. Where appropriate, such as during explanations or at the end of sessions, different age groups work together. Links between subjects within the curriculum are developing. There are some good links between science and mathematics, when pupils use their skills to measure and record results. Good links between history and English were seen in Years 1 and 2. Pupils compared current domestic life and implements with those of the past, and pupils used their literacy skills effectively to describe what they had found out.

21. There is a good range of extra-curricular activities, such as: netball, recorders, orchestra, football and multi-sports. Pupils also enter inter-school competitions and have visitors to teach specialist lessons, such as football. Pupils also enjoy learning French across the school. Residential visits to Osmington Bay and Stubbington have the potential to improve pupils' teamwork, self-esteem and confidence. Pupils were looking forward to the residential visits and spoke highly about their clubs. Improvement since the previous inspection is satisfactory.

22. The levels of staffing are good for the size of the school, but the relatively small number causes some difficulty when it comes to managing subjects. In day-to-day teaching, the pupils benefit from relatively small classes, teachers who are well matched to the age groups they teach, and good support from teaching assistants. The newly qualified teacher is supported well.

23. Accommodation and resources are currently satisfactory<sup>2</sup>. Aspects of physical education, such as gymnastics, cannot currently take place effectively due to the lack of suitable space. However, the addition of a new hall will provide greater opportunities for physical education, school performances and speaking and listening activities such as 'Circle discussion time'. As part of the recent building programme, the school grounds are also being developed to include quiet areas and a planting area. These will contribute to pupils' choices during break times and to learning in other subject areas, such as science.

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

The school makes **very good** provision for pupils' care, welfare, health and safety. It offers **good** pastoral support, advice and guidance. Pupils' views are taken into account **very well** and their ideas valued.

---

<sup>2</sup> A new hall and servery is planned to be in use from the summer term 2005.

## **Main strengths**

- The school's provision of a secure learning environment in which pupils feel safe and confident.
- Pupils' involvement in the life of the school.
- Well-established systems of support, advice and guidance, including induction arrangements.
- Good guidance for pupils' academic progress in key subjects.

## **Commentary**

24. Health, safety and security are given a high priority by the school, and even more so while the major building works are in progress. A good level of supervision throughout the day ensures that pupils are well looked after. Appropriate child protection arrangements are in place, with on-going staff training organised. The important issue of internet safety is addressed effectively.

25. Staff know their pupils well and relationships are very good. The achievements, personal development and special qualities of pupils are regularly celebrated, with good work, courtesy and effort being rewarded both in classes and in assemblies. In addition, class teachers organise their own reward systems, such as marbles in a jar or 'Oops and Ace' scales, which all help to promote pupils' self-confidence and sense of achievement.

26. Induction procedures are very well managed. Children have the opportunity to become familiar with Reception staff and routines before they start school. This is particularly important as they come from a wide range of pre-school providers and most of the children new to Reception class will be meeting each other for the first time. The school has also organised a valuable social skills group among the youngest children, which, if there are problems, successfully helps them to settle into school life. With at least 20 per cent of the school coming from armed forces families, there is a relatively high turnover of pupils across all age ranges, so the school has produced a 'welcome' pamphlet to help newcomers. A 'leaving' booklet also helps to give pupils a feeling of having 'belonged', even if only for a short time. Pupils' academic progress is monitored appropriately. The pupils' end-of-year reports give a systematic and informative overview of pupils' progress. Parents' evenings are held regularly throughout the year, and at the pre-inspection meeting they indicated that these evenings were useful and informative.

27. Pupils are very well involved in school life. They join their parents for consultation evenings with teachers, and the pupils receive good guidance about their work and progress, particularly in English, mathematics and science. Pupils contribute to their annual written reports, complete regular questionnaires, and are asked to report any health and safety issues to the headteacher. The school council gives pupils regular opportunities to express their views and to respect other people's opinions. Several ideas arising from these meetings have been acted upon, such as the 'red band' buddy system, a clock for the ICT suite and a prominent piggy bank for charity contributions. The council also devised both a whole-school Code of Conduct and a set of expectations of behaviour in the classroom. Subsequently, these were ratified by the governing body.

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

There is a **very good** partnership between the school and parents. Links are **good** with the community and **satisfactory** with other schools.

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

- Parents strongly support the work of the school.
- A strong partnership between home and school makes a positive contribution to pupils' learning.
- Good links with the local and wider community broaden pupils' experiences.

#### **Commentary**

28. The positive views of the great majority of parents reflect a high level of satisfaction with the work of the school. All the parents who returned the pre-inspection questionnaire felt that their children are expected to work hard and that appropriate homework is set. Almost all said that their children like school and are making good progress. The same number were confident that teaching is good and that children behave well. Inspectors support parents' positive views.

29. The school has good arrangements for keeping parents informed. Annual reports clearly indicate pupils' attainment and progress, targets for improvement and National Curriculum levels where appropriate, and comments on personal development, as well as space for the pupils' views. Opportunities to discuss progress occur at consultation evenings in the autumn and spring terms, and again in the summer term after parents have received the written report. Advance information on what is to be taught is usually

sent home at the end of each term, although during the recent absence of the headteacher this was overlooked. The headteacher makes a point of being available to talk to parents informally at the beginning of the school day, when the playground is buzzing with conversation. Homework diaries and home contact books are well used to exchange information, and the weekly newsletters always contain a 'Helping My Child to Learn' section, which covers a useful variety of topics.

30. The very active parent/teacher association (PTA) organises a range of social and fund-raising events throughout the year, which are well supported by parents and friends of the school. Nearly £6000 was donated to the school last year, some of which was spent on computers and the cost of coach transport, some being saved to buy equipment for the new school hall. Several parents, governors and other volunteers offer help regularly or as required in school or on trips.

31. Links with the community are good. The school has a high profile in the village and is well supported by local businesses such as the public house and post office. The Army also offers valued practical help with school events. Further afield, pupils are involved in events such as the Andover Time Ring celebration, cathedral services in Winchester, a good range of sporting fixtures, and singing at an airbase Christmas party. Representatives from the local church, who take assemblies each week, and other visitors to the school all contribute to pupils' positive experience of their place in the local and wider community.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The leadership of the headteacher is **good**. Governors give **good** support and ensure that the school meets its statutory requirements.

### **Main strengths and weaknesses**

- The headteacher is an enthusiastic and able leader.
- Staff are good role models for pupils and they promote a good ethos for learning.
- The co-ordination of some subjects is weak.
- The governors know the strengths and weaknesses of the school well.
- The co-ordination of provision for the pupils with SEN is good.
- The finances of the school are well managed.

### **Commentary**

32. The headteacher leads the school with enthusiasm and with clarity about what priorities lie ahead. Substantial improvements to the accommodation are nearing completion and the headteacher has been influential in their development. The new hall will be a key feature of the school and the plans for its use are well conceived. The school's strategic plan, which is now nearing completion, usefully draws on the views of staff, pupils and governors to help decide priorities. It outlines a logical sequence for improvements and development within the limited resources of the school. To improve the quality of education, the headteacher has monitored teaching on a regular basis. This has highlighted priorities for improvement, and these have been followed through. For example, the staff has attended training on how to enhance the classroom environment to support learning more effectively. The very good ethos created by all staff also makes a

significant contribution to supporting pupils' learning. The school has few significant barriers to learning and is well placed to improve still further.

33. The governors provide good support and are effective in overseeing many aspects such as finance. The chair of governors is very supportive and has been involved with the school in other ways, such as promoting some after-school musical activities. She provides regular support to the school and has a very good working relationship with the headteacher. New governors are welcomed and receive good levels of support. The governors are well aware of the school's strengths, but are realistic about what still needs to be done. For example, the governors recognise that the new hall, while a welcome addition, needs to be used effectively to support physical education and musical activities, for example. The governors have good knowledge of the school, gained by regular and systematic contact, both formally and informally. Their links with the staff are well established, and staff present reports about the progress of their subject and initiatives to governors at their meetings.

34. The school is well managed. The daily routines run smoothly and effectively. The head likes to be 'hands on' and regularly teaches different classes to give staff some non-contact time. The arrangements for the 'workload agreements' that are due to be in place from September are well in hand. Arrangements for performance management are also clear and effective, and the newly qualified teacher is supported effectively. The headteacher knows the pupils well. They appreciate his regular contact with them, both within the classroom and from running clubs that offer sports coaching and chess at lunchtimes. The parents feel able to approach the school and many help within the school and with events held during the year. They believe the school cares for the pupils well.

35. Because the school is small, relatively few staff must share the co-ordination of the full range of subjects. The core subjects of English, mathematics, science and ICT are generally managed well, but the same staff also have the other subjects to oversee. Although different areas come 'in focus' during the year or term, the management time given to the non-core subjects is comparatively limited. Pupils' work has been looked at in some subjects, but in art and design, for example, little development work has been done and pupils' experience of the subject is less effective.

36. Work with pupils who have SEN is well managed, and the pupils achieve well. Small group work is well organised and teaching assistants are well briefed and effective in the classroom. Liaison with parents is regular and effective.

## Financial information

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

<b>Income and expenditure (£)</b>		<b>Balances (£)</b>	
Total income	316,089.00	Balance from previous year	15,875.00
Total expenditure	305,665.00	Balance carried forward to the next	10,424.00
Expenditure per pupil	2,996.00		

37. The school runs its finances efficiently. The headteacher gives governors regular information about spending patterns and he knows the finances of the school well. The chair of the finance and personnel committee has a clear and meticulous understanding of the budget and manages the finances well. The headteacher and school finance officer monitor expenditure carefully. The principles of 'best value' are applied to

spending decisions, and the school follows the audit commission's 'best value' principles. Given the level of funding, the standards the pupils reach in key subjects, the standards of behaviour, and the good and improving quality of education provided, the school gives good value for money.

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

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

38. In this caring environment, provision is **good** overall. Teaching and learning are **good**, with some very good examples. A strong and unified team of adults maintains high expectations of the children and builds strong relationships with parents, who support their children's learning very well. There are 13 children attending the Reception class. They all attend school from the beginning of the school year in which they become five. They start school with broadly average levels of attainment. At the time of inspection, six children had not reached the age of five.

39. A good curriculum challenges the children and meets their needs well. Staffing levels are high and all children gain confidence as they settle quickly into school routines.

40. Leadership and management are good. Both teachers manage change and improvements well. There are good procedures in planning, monitoring and assessment. Assessments are used well to inform planning, so that they contribute to children's good achievement. The accommodation and resources are currently satisfactory. There are plans to cover the outside area in order to increase the opportunities for outdoor learning. Since the previous inspection, pupils' personal, social and emotional development and creative development have improved. In their knowledge and understanding of the world, improvement has been very good, and standards have been maintained in the other areas of learning.

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

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

#### **MAIN STRENGTHS AND WEAKNESSES**

- There are very good relationships between children and adults.
- Teachers' enthusiasm and well-planned activities sustain children's interest and develop their confidence well.

41. Children make very good progress, and by the time they start in Year 1 most will have reached or exceeded the Early Learning Goals. This is due to some very good teaching and the very good relationships between staff and children and between the children themselves. They learn to behave well and to take turns and share in a positive and caring environment. This stems from the teachers' consistent and constructive approach and their high expectations of behaviour. The staff have set up a systematic programme of activities to encourage independence in the children. Because they plan a good range of activities and teach these enthusiastically, they sustain the children's interest.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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



## MAIN STRENGTHS AND WEAKNESSES

- Good links with ICT motivate and enhance children's reading and writing.
- Teachers' animated approach towards shared reading is carefully planned.
- The teaching is consistently good.

42. The teaching in this area of learning is consistently good. This ensures that children are on course to achieve and exceed the expected levels by the time they reach Year 1. Children have a good range of opportunities to develop their language skills. Simple programmes on the computer help pupils to develop their reading and writing skills. All children achieve well. Listening skills develop well owing to the teachers' enthusiastic approach when telling stories, and the way their careful step-by-step explanations link to the learning intention of the lesson.

43. Reading and writing activities are carefully planned and well matched to pupils' needs. This is evident in the home/school reading books and in the children's work. Children use phonic knowledge to write simple and regular words and make phonetically plausible attempts at words that are more complex. The teachers organise the shared reading effectively, and this increases the enjoyment of the children. Parents take a keen interest in helping their children with reading at home. This contributes well to children's progress as readers. They are beginning to read a range of familiar and common words in a range of texts. Good use of ICT helps motivate the children to read and write well.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### MAIN STRENGTHS AND WEAKNESSES

- All children achieve well.
- Mathematical skills are put to good use across areas of learning.

44. Teaching in this area of learning is good. Good planning links learning with other areas and good questioning helps children to achieve well. Most pupils are on course to attain or exceed the Early Learning Goals by the time they start in Year 1. In one of the lessons observed, the teacher used focused questioning in an art activity to enable children to develop their knowledge and understanding of shapes and simple patterns. Many opportunities are taken to develop children's knowledge of numbers as labels, for counting and calculating, and their recognition of numerals. This was seen during the inspection whilst children were playing independently and during registration times in the morning. The children were able to recognise numbers and say them in French.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **very good**.

### MAIN STRENGTHS AND WEAKNESSES

- All the children achieve very well.
- Teachers place a very good emphasis on exploration and investigation.

- There is good use of ICT to help pupils develop their basic skills.

45. Teaching and learning are good and help to ensure that all children achieve well. Children experience a very good range of opportunities to develop their exploring and investigating skills and also their designing and making abilities. They are well on course to reach expectations for this area of learning by the start of Year 1. Investigations take place regularly. Children investigate objects and materials, using their senses. For instance, children design and make shoes and investigate why they need to use Velcro, and they also look at other types of fasteners. In another activity, children investigated how they could stop shoes becoming too slippery. This was linked to their traditional story theme, 'The Elves and the Shoemaker'.

46. Information and communication technology (ICT) programmes are used effectively to motivate children's reading and writing. Children were also learning how to program a 'Roamer' programmable toy in order to plan Red Riding Hood's route to her grandmother's house. They also use the mouse and the keyboard to write key words and sentences confidently.

## **PHYSICAL DEVELOPMENT**

47. As no lessons were observed in physical development, no judgement can be made about provision. During the inspection, children were handling pencils and brushes at expected levels. The school is currently having a large school hall built. This will provide the space needed for children to develop a sense of space and movement.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Good emphasis is placed on developing music and imagination.
- Good planning links creative development with others areas of learning.

48. Various skills are carefully planned for and are well taught. This enables children to apply them in creative activities. For example, in a very good lesson observed, the class teachers' step-by-step questioning ensured that children were developing the skills needed to mix paint and use brushes to express their ideas whilst painting. At the same time, they were also learning about mathematical shapes and pattern. In another lesson, the children were effectively taught how to explore the different sounds of instruments as part of their singing. This had a very good impact on children's attitudes and enjoyment and on their ability to sing songs from memory.

49. The class teachers also ensure that the children have a range of themes linked to the planning focus for their 'home corner' imaginative play area. Children achieve well in this area, with many on course to attain the Early Learning Goals by the end of the Reception year.

## **SUBJECTS IN KEY STAGES 1 AND 2 (YEARS 1 TO 6)**

Unless otherwise indicated, the pupils with SEN achieve well. The school identifies additional pupils who do not meet the official criteria for SEN, but who the school feels need additional help. Class teachers, teaching assistants and helpers give all pupils with SEN good support. The co-ordinator monitors pupils' progress closely and regularly reviews their specific needs. The school makes good provision to include pupils in activities and at the appropriate levels.

## **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Standards of reading are above average throughout the school.
- Pupils speak confidently.
- The pupils are very good at listening to each other and their teachers.
- Pupils' technical writing skills develop well through the school.
- The library is accessible and attractive to the pupils.

### **Commentary**

50. The results in last year's national tests were generally high for pupils in both Year 2 and Year 6. The Year 6 results were in the top five per cent of schools nationally, although the small numbers of pupils taking them mean that some care should be taken in interpreting the results. However, the rising trend in results for several years is reflected in the standards seen during the inspection, which exceed those expected nationally. The standards from the last inspection have been maintained, and improvement is satisfactory overall.

51. Standards in pupils' speaking and listening are better than those nationally expected by the end of Year 2 and Year 6. Pupils' achievement in speaking and listening is good throughout the school. Pupils listen carefully to instructions from their teachers and they are confident in asking questions. They discuss problems with their partners sensibly and are articulate in their responses. Informally, the pupils are very willing to engage in conversation with visitors and enthusiastically share their views about the school. The oldest pupils in the school are mature in their conversations. They readily allow other pupils to speak without interruption, and are prepared to listen while they answer.

52. By the time pupils reach Year 2, they achieve well in reading and reach better than the expected levels. This is often due to the commitment and organisation of the teaching of reading. Pupils are confident in reading their books, which are usually from a selection based upon a commercial scheme. They have a good sight vocabulary, and are usually accurate when they need to 'sound out' a word. The pupils understand the stories they read, and they predict what may happen next. By the time they reach the end of Year 6, the good progress continues and the pupils exceed the nationally expected levels. The pupils read a wide range of books. They express their preferences for different styles as well as favourite authors. The pupils' comprehension skills are well developed. In one lesson in the Years 5 and 6 class, the pupils easily read extracts from books and fellow pupils' writing. Independent reading is encouraged and this helps promote the enjoyment and pupils' good achievement in reading. The library has a good range of non-fiction

books and is accessible and attractive to pupils. Pupils of all ages enjoy reading and researching topics, and talk enthusiastically about their work.

53. Pupils generally achieve well in writing by the time they reach the end of Year 2 and Year 6, though there are some variations in the quality of the work within both classes and year groups. The standards reached are above those expected nationally. By the time the pupils reach the end of Year 2, they are aware of different styles of writing, such as instructions, and are generally accurate in their use of capital letters, commas and speech marks. They also regularly develop their skills in spellings, for example by identifying prefixes and recognising words within words such as 'hairbrush'. The quantity of creative writing is comparatively limited, though usually of good quality. By the time they leave the school, the pupils are confident writers. Their work is often technically accurate, and they recognise how the work can be improved with changes in text and punctuation. They write in a range of styles, from newspaper reports to poems, often using specific words to exaggerate or to heighten an effect

54. The quality of teaching is good overall. Teachers' expectation of older pupils in respect of presentation is generally demanding, and the quality of marking of their work is good and regular. In the Years 5 and 6 class, written comments are comparatively few, but the class teacher makes time to give individual pointers to pupils about how to improve their work. All teachers have very good relationships with their pupils, who are responsive and enthusiastic. Action is being taken to improve still further the pupils' achievement in writing across the school, especially in the infants.

55. Assessment is used well so that teachers have targets for their class and track their progress accurately. The class targets, particularly in the oldest classes, are referred to during lessons, and all teachers remind pupils of what they are intended to learn in each lesson. The co-ordinator, who took over the subject in September, manages the subject effectively and has a good grasp of its current strengths and weaknesses. A number of activities, such as 'book weeks' or 'writing workshops', have taken place, but not recently. These types of activity are being reviewed with a view to reintroducing them to promote the enjoyment in the subject still further.

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

56. Literacy skills are promoted well across the curriculum, particularly in science, history, geography and religious education. Pupils use and apply their literacy skills, for example to read and write about the development of rivers in geography, and about the Aztecs in history. Pupils' speaking and listening skills are developed well through most subjects, and the use of partners to share ideas before answering to the whole class is well developed and effective. Pupils' past work indicates that they use word-processors to write stories, poetry, and accounts of visits.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Teaching and learning of number and algebra are good.
- The use of mathematical investigations is underdeveloped.

- There is particularly good learning in Years 1 and 2.
- Leadership and management are good.
- Marking is inconsistent and does not give enough pointers for pupils to improve.

## Commentary

57. In 2004, the results in the national tests at the end of Years 2 and Year 6 were well above average compared with those of all schools nationally. This represents an improvement since the previous inspection. The school is aware of some differences in attainment between girls and boys and is monitoring this aspect. Inspection evidence indicates that pupils achieve well. Standards are above average by the end of Year 2 and Year 6. This reflects an improved picture since the last inspection, particularly for the oldest pupils in Years 3 to 6.

58. Pupils' work shows good coverage of number and algebra. They use a range of calculation methods to support their understanding and to take part effectively in mental arithmetic activities. Pupils are confident in recognising sequences of numbers such as adding in 2's and knowing what even numbers are. In a Year 1 and 2 lesson, pupils knew the term 'axis' when constructing a class graph. In the Years 5 and 6 class, the pupils built upon their knowledge and confidence in number work by adding and multiplying larger numbers, and they understood how to find the perimeters of irregular shapes. Evidence in pupils' books also shows that marking, while regular, does not always provide clues about how to improve. Work in books covers a good amount of basic number work, although there was little evidence of the use and application of number. Within the lessons seen, there were limited opportunities for pupils to carry out mathematical investigations where pupils search for a solution by trying out ideas of their own.

59. Teaching and learning are good overall. Very good examples of teaching were seen in Years 1 and 2 and in Years 5 and 6. These were characterised by teachers posing specific questions relating to the learning intention for the lessons and giving systematic explanations, which increased challenge for pupils. In the Years 5 and 6 class, good use of ICT enabled pupils to see the patterns between calculations. In Years 1 and 2, the class teaching also provides a rich mathematical environment, with a good range of information and resources to support

learning. There is good a range of posters on display, such as the 100 squares to support counting, resources for fractions, weights and scales for measuring, and a range of money cards to support coin recognition. This enables the pupils to work independently and seek out information for themselves.

60. The headteacher, who is the subject leader for mathematics, is aware of the areas for development. He has rigorously analysed pupils' results and has set targets across the school to improve standards in weaker areas. This includes the need to challenge pupils' number knowledge in mathematical investigations and to ensure that the recording shows their calculations. Observations of teaching and learning and the scrutiny of pupils' work have also informed the whole-school and class targets which the school is working towards. The headteacher provides good leadership and management for the subject.

### **Mathematics across the curriculum**

61. The use of mathematics across the curriculum is satisfactory. The pupils use number and data handling skills appropriately in other subjects. Pupils set out tables and simple graphs in science, for example. They also construct simple tables of information in the form of spreadsheets, using ICT equipment.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- There is good teaching and learning in most areas of science.
- Teaching and learning are very good in Years 1 and 2.
- The oldest pupils are not challenged well enough in developing their scientific enquiry skills.

### **Commentary**

62. The 2004 teacher assessments for Year 2 were very high in comparison with those of all schools, and the test results for pupils in Year 6 were in line with the national average for all schools. This shows good improvement since the previous inspection. The school is aware of some differences in attainment between girls and boys in the 2004 tests and it is monitoring progress to check for any further differences. Inspection evidence indicates that standards will be above average by the end of Year 2 and Year 6 and that pupils of all abilities achieve well.

63. Teaching and learning are good overall. The quality ranges from satisfactory to very good. The very good lesson in Years 1 and 2 was characterised by the teacher's very good knowledge of scientific enquiry, and by questioning that provided a high challenge for pupils of varying abilities. The teacher's planning also took into account the various levels of scientific enquiry and ensured that pupils worked to their capacity. This developed their factual knowledge well. For example, the oldest pupils learned how different materials change and can be combined or separated. They also described how changes in some materials could be reversed. However, there were missed opportunities to develop their problem solving and investigative skills. In the Year 1 and 2 class, pupils had a good understanding of which materials occurred naturally and which were man-

made. This very good lesson made the most of the pupils' natural curiosity about different materials.

64. In pupils' past work in Years 3 to 6, there was little evidence that pupils regularly create their own investigative work. In the lesson seen in Year 6, little scope was given to the pupils to decide their own approaches to investigation. For instance, they were not involved in selecting suitable equipment, or in identifying key factors to the problem being studied. Although the pupils' knowledge and understanding of scientific principles are good, they do not have sufficient opportunities to develop their investigative skills.

65. The subject leader knows that promoting pupils' investigative skills is a priority, and has planned training for staff. The current planning format does not place enough emphasis on scientific enquiry and the subject leader is currently trialling a more investigative approach in Years 1 and 2. She is also keen to increase the profile of science, and her leadership and management role is developing. She has monitored pupils' work, but has not yet had the opportunity to observe in classrooms. Leadership and management are satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

66. Provision overall is satisfactory. No ICT lessons were taught directly during the inspection, although lessons were planned to take place at other times during the week. The pupils were questioned at length about their past work, and examples of past work were examined. On this evidence, the pupils reach the expected levels by the end of Year 2 and 6 and they achieve satisfactorily, but no judgement can be made about the teaching.

67. The pupils in Year 2 are very confident in their knowledge and understanding of how computers can help them to be more productive. For example, they know the benefits of word-processors and art programmes to aid design. They also know how to enter directions and instructions into a programmable toy and can identify how technology is used in everyday situations, such as supermarket checkouts. The pupils describe accurately the functions of a computer keyboard, such as the space bar and enter key, and explain how to use the backspace key to correct work.

68. No direct teaching of ICT was observed in Years 4 to 6, although some activities were seen in subjects such as history and mathematics. Discussions with pupils, together with evidence of their past work, indicate that they reach the expected levels. They gain appropriate skills in using word-processing, spreadsheets, and presentation programs. For example, the pupils in Years 5 and 6 compiled an audio-visual slide presentation about the Beatles pop group. These contained a good variety of styles, fonts, additional pictures and sound. Other work examined included word-processing to produce stories, poems and reports in a newspaper style. The pupils are also knowledgeable about the internet and know how to use search engines to find information. They are also aware of the possible dangers of the internet.

69. The co-ordinator, who is the headteacher, has worked hard to improve the provision in the school. He leads effectively and has promoted the development of the computer suite. This is a good additional feature developed since the last inspection. The suite is timetabled for use, although its use was infrequent over the inspection period. Other forms of ICT equipment, such as digital cameras, are also used competently and regularly by the pupils. For example, the pupils have taken pictures of each stage of the building of the new hall and compiled them into a picture diary.

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



70. The use of ICT to support other subjects is satisfactory. Examples were seen of pupils using spreadsheet programs in mathematics to work out scores, and word-processing to write out poems in English work. In Years 5 and 6, pupils used combinations of word-processing and pictures to develop their topics on the Aztecs in history and on rivers in geography. Research programmes are used regularly and to gain information for projects. Some pupils have also used computers to control Lego models in design and technology.

## **HUMANITIES**

71. Only one lesson was observed both in **history** and in **geography**. These subjects were not a focus for the inspection or inspected in depth. In the lessons seen, the teaching was generally good. The management of both subjects is satisfactory, but weaknesses arise because the teachers have several areas to cover. This means that monitoring and assessment aspects are not well developed. In both subjects, the pupils reach the standards expected by the end of Year 2 and 6.

72. **History** is planned to include cross-curricular themes. For example, pupils in the Years 1 and 2 class enjoyed investigating and comparing differences in domestic life between now and the past. For example, they compared ways of doing washing, using implements such as mangles and washboards. In this well-taught lesson, the pupils readily identified differences and knew that modern-day equipment needs electricity, for example. This theme was also followed up within an English lesson, where pupils accurately wrote out some washing instructions. The pupils' past work indicates that they know differences between old and new toys, significant events such as Remembrance Day, and features to indicate the age of buildings. In the Years 4 and 5 class, the pupils studied the Ancient Greeks, and they investigated lifestyle, architecture, and physical features linked to geography work. Other work, such as Greek designs, was linked to art skills, for example. Pupils also carried out an extended study of Grateley, looking at the Victorian aspects of the village. The pupils combined their discoveries about its historical knowledge with the human features found in the village.

73. One **geography** lesson was observed in the Years 5 and 6 class. Some good teaching successfully helped pupils to know about different mountain ranges, along with learning about their particular characteristics. Pupils achieved satisfactorily in the lesson and reached the expected levels of knowledge and understanding. The teacher's use of the interactive whiteboard was good, and asking particular pupils to write out what they have discovered helped to improve their learning. The pupils quickly grasped the characteristics of different mountains, as well as remembering some of their approximate heights. Pupils' past work in Years 1 and 2 indicates that they reach the nationally expected levels. They have studied and compared the variety of homes in the village, looked at the leisure facilities such as golf courses, and accurately mapped their journey to school. The older pupils have studied river development, water cycles and linked work to literacy by developing a glossary of 'river' words. Some pictorial evidence shows that pupils made simple models to illustrate the development of rivers, using sand and water to simulate physical features. Teachers' planning shows that a satisfactory range of work is covered.

## **Religious education**

74. Provision in **religious education** is satisfactory. Satisfactory improvement has been made since the last inspection. Religious education is planned to meet the requirements of the locally Agreed Syllabus. During the inspection, it was possible to

observe only two lessons, one in the Years 1 and 2 class and one in the Years 5 and 6 class. Further evidence was obtained from scrutiny of pupils' work and teachers' planning. In Years 1 and 2, the pupils discussed the features found in a church. The pupils recalled significant features such as stained-glass windows, the Altar, candles and Bibles. The pupils discussed in pairs the possible uses of each one and were largely accurate in their recall of each item's significance. In this lesson, pupils' attainment was in line with standards expected by the locally Agreed Syllabus, and they achieved satisfactorily.

75. In the Years 5 and 6 class, very good teaching promoted sincere and thoughtful reflections from pupils on the theme of heaven. The use of John Lennon's song, 'Imagine', stimulated a thoughtful atmosphere and set the mood very well. Pupils wrote some very good poetry in different forms. The teacher skilfully brought out the strong points from the pupils' contributions, and the pupils responded very well to the atmosphere created. The pupils' past work indicates that they cover different world religions such as Sikhism, Islam, and Judaism. They have also learnt about the Torah, what it looks like, and its significance to the Jewish religion. There are good links locally with the church, and clergy visit regularly. Pupils visit the local church for significant festivals such as Harvest celebrations, Mothering Sunday, and Carol services. The co-ordination of the subject is satisfactory. A number of additional resources have been acquired and improvements made to planning.

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

76. **Art and design** was not a focus during the inspection and only one lesson was observed during the inspection week. A range of other evidence was analysed, such as planning for art and design across the school, pupils' work, and displays; there were also discussions with pupils and staff. Planned work in art and design was not carried out last term, as the school took part in local Andover 'Time Ring' celebrations. Pupils were involved in a variety of designing, painting pictures and making costumes, which they then used in the celebrations. As a result, however, pupils' skills development has been less consistent this year. In the good lesson observed in Years 3 and 4, pupils made good progress in their understanding of planning and preparing for printing. This was because of the teacher's careful, step-by-step explanations.

77. **Design and technology** was not taught during the week of inspection, and no judgement about provision can be made. Some examples of pupils' work on display, together with photographic evidence, show that pupils are working towards the standards expected by the end of Year 2 and by the end of Year 6, but no judgement on achievement can be made. In Year 2, pupils were planning what to do next, what tools to use, and how to evaluate their work. In Year 6, pupils work with a variety of materials and components with some accuracy and pay attention to the quality of the finish. Pupils in the Years 5 and 6 class had also previously used ICT to control Lego models they had made.

78. Only one **musical** activity was observed in the Years 3 and 4 class. This had some good elements of promoting pupils' listening skills, and pupils developed a satisfactory sense of timing and beat. The teacher promoted good relationships with the pupils, who responded well to her approach. Assemblies were held in classrooms in Years 1 to 6, but there were no musical elements in them, largely due to lack of space and resources.

79. In **physical education**, only one lesson was observed, although others were planned during the week. In the one dance lesson observed in the Years 5 and 6 class, pupils were very sensible and able, given the limitations of space. They warmed up well and were not self-conscious when performing in front of others. They extended their short dance sequences thoughtfully to music chosen by the teacher. The teacher provided good opportunities for pupils to comment upon their performances, which helped pupils reflect upon and improve their performance. The school has tried hard to meet the National Curriculum requirements. It generally succeeds in meeting requirements in outdoor-based activities, such as games, and residential activities. Gymnastic and dance activities are severely limited by lack of space, as these do take place within the confines of classrooms<sup>3</sup>. Outdoor activities are planned on the nearby field and minor games on the playground. The co-ordination of the subject is satisfactory, but not always high profile.

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

80. Provision in personal, social and health education (PSHE) and citizenship is satisfactory. A well-planned programme across the school covers areas such as developing confidence and responsibility. In the one good lesson observed, in Years 5 and 6, pupils confidently shared their opinions and explained their views on issues which would affect themselves, their parents, their friends and the people in their village. The class teacher carefully planned the lesson to expand on the factors the pupils had to consider in forming their own points of view. They listened well to each other and considered other opinions. However, 'Circle discussion time' activities are not consistently planned for across the school. Thus, there are missed opportunities for pupils to build on their speaking and listening skills by sharing ideas and points of view. An effective programme of health awareness covers issues such as drugs, healthy eating and sex education. The headteacher raises issues in assemblies in order to increase pupils' knowledge and awareness of social concerns, such as the achievements of children with various disabilities.

---

<sup>3</sup> A new hall and servery is planned to be in use from the summer term 2005.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</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>3</b>
The quality of teaching	3
How well pupils learn	3
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	2
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).*