

INSPECTION REPORT

JOHN KEBLE CE VA PRIMARY SCHOOL

Winchester

LEA area: Hampshire

Unique reference number: 116361

Headteacher: Mr Matt O'Brien

Lead inspector: Paul Missin
19227

Dates of inspection: 18th – 20th April 2005

Inspection number: 267114

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	112
School address:	Hursley Park Road Hursley Winchester Hampshire
Postcode:	SO21 2LA
Telephone number:	01962 775241
Fax number:	01962 775241
Appropriate authority:	The governing body John Keble Primary School
Name of chair of governors:	Mr Michael Field
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

John Keble CE VA Primary School is a school for boys and girls aged 4 to 11 years. There are 112 pupils on roll and the school is smaller than most other schools. There are 4 more boys than girls in the school. At the time of the inspection, there were 16 children attending the Foundation Stage full time. These are taught in a class with pupils who are in Year 1. White British is the main ethnic group and the other most numerous groups are the other White background group and mixed White Asian. There are no pupils who use English as an additional language (EAL) who are at an early stage of English language acquisition. There are 9 pupils on the school's special educational needs (SEN) register. This is well below average. Two pupils have SEN statements which is broadly average. The most common aspect of need is social, emotional and behavioural difficulties. The school received an Achievement Award in 2002 and between September 2000 and July 2004 the school enjoyed Beacon School status. The school is awaiting confirmation for the funding of a building improvement project which will involve the provision of a music room and a computer suite. The school is regularly oversubscribed. Last year there were 50 applications for the 16 places available at the school. When they first enter the school, most children are achieving standards that are above those expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19227	Paul Missin	Lead inspector	Mathematics, information and communication technology, design and technology, physical education.
9446	Helen Griffiths	Lay inspector	
16760	Dorothy Latham	Team inspector	English, history, art and design, music. English as an additional language. Children in the Foundation Stage.
11769	Jim Bishop	Team inspector	Science, geography. Pupils' personal, social, health and citizenship education. Special educational needs.

The inspection contractor was:

Phoenix Educational Consultants
37 Broadlands Avenue
North Petherton
Taunton
Somerset TA6 6QS

01278 661516

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).

© 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.

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	7
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES ONE AND TWO	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

John Keble CE VA Primary School is a very good school where both the care and welfare of pupils and the determination that they should reach as high standards as possible are combined very effectively. Across the school, pupils reach standards in English, mathematics and science that are well above average and they make very good overall progress in their learning. Standards in literacy are very high. Important reasons for the very high standards achieved are the very good teaching and learning and the well established, consistently applied assessment procedures. The Headteacher leads the school very well and he is very well supported by a knowledgeable and effective governing body. This is a very effective school which provides very good value for money.

The school's main strengths and weaknesses are:

- Standards in mathematics and science are well above average across the school. In English they are outstanding. However, standards and achievement in information and communication technology (ICT) are not as high as they could be because of some accommodation and resource limitations.
- The very good leadership of the Headteacher and the very effective support provided by the governing body give the school clear educational direction and ensure that there is no complacency in this high achieving school.
- The very good quality of teaching and learning and the very effective assessment procedures enable pupils to achieve very well.
- The very good provision for pupils' spiritual, moral, social and cultural development has a very positive influence on the impressive sense of community and family atmosphere in the school and encourages pupils' very good attitudes and behaviour.
- The provision for pupils in the Foundation Stage and for those with special educational needs (SEN) is very good.
- This is a very caring school where the safety and well being of all pupils are high priorities.
- The very good partnership developed with its parents and the very good links established with the community and other local schools help to secure this school's high reputation in the local area.
- Other senior leadership responsibilities are undertaken well but the roles of the some subject co-ordinators and the Foundation Stage co-ordinator are insufficiently developed.
- The school's outside accommodation is spacious and attractive but its full potential to enhance the school's work has not yet been realised.

The school has made good overall improvement since the last inspection. Good improvement has been made in addressing all of the key issues identified at the last inspection except in planning more opportunities for pupils' spiritual development where progress has been very good. Very high standards have been maintained in Years 1 and 2 and they have been improved in Years 3 to 6. However, standards in ICT are not as high as they were in 1999. Significant strengths in the quality of teaching have been consolidated despite having two teachers who were new to their roles at the time of the inspection. There have also been important improvements in the quality of the leadership of the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A*	A*	A	B
mathematics	A*	A	A	B
science	A*	A	A	B

*Key: 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. A* in the top 5% of schools nationally.*

Standards in Year 6 and Year 2 are consistently above and well above average in all inspected subjects. Currently, in Year 2 and Year 6, pupils reach standards in reading and writing that are very high and standards in mathematics and science that are well above average. Standards in music and personal, social, health and citizenship education (PSHCE) are above average and those in ICT are average. There was insufficient evidence for overall judgements to be made in other subjects. Children in the Foundation Stage reach standards in most areas of learning that are well above average. Standards in their physical development are not as high because of some accommodation and resource limitations.

Achievement is very good. Most children enter the school already attaining standards that are above those expected for their age and the school works hard to consolidate and extend these skills. Pupils' progress is consistently very good across all phases of the school and in the core subjects of English, mathematics and science. It is good in music but only satisfactory in ICT. Pupils with SEN also achieve well and make good progress towards their own learning targets.

Pupils' personal qualities including their spiritual, moral, social and cultural development are very good. Pupils behave very well in lessons and around the school. They are enthusiastic learners and they co-operate effectively with each other when required. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good. Important strengths are the way that teachers support and challenge pupils of all abilities. Teachers are enthusiastic, show very good subject knowledge and manage pupils very cleverly to bring out the best in them. Assessment procedures are used very effectively to set pupils' learning targets and to track carefully the progress they are making. The curriculum is relevant and well-planned so that clear links are made between different subjects. Support staff are very effective. Care and welfare procedures are very well promoted. The very good partnership established with parents, the local community and nearby schools gives the school a high profile in the local area.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The Headteacher leads the school very well. He promotes the school's ethos very effectively and has a clear vision for the school's continued development. He is very well supported by an enthusiastic and knowledgeable governing body, which ensures that all statutory requirements are met. School improvement planning is rigorously monitored to ensure that very high all-round standards are being maintained. Other senior staff support the school well, but the roles of subject co-ordinators and Foundation Stage co-ordination are less well developed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views of the school's achievements. Most parents think that the school is well managed and that teachers expect their children to work hard. Most pupils think that they are trusted to do things on their own and that lessons are interesting and fun.

IMPROVEMENT NEEDED

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

- Continue to raise standards in ICT and accelerate the progress which pupils are making.
- Further develop the role of the subject co-ordinators across the school and review and revise the leadership and management roles in the Foundation Stage.
- Improve the school's outdoor accommodation, including that used by the Foundation Stage, to further enhance and enliven the curriculum.

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Across the school, pupils attain overall standards that are well above those expected for their age and make consistently very good progress in their learning. The achievement of pupils across the school is also very good.

Main strengths and weaknesses

- In Years 2 and 6, pupils reach very high standards in all aspects of their literacy work and standards in mathematics and science are well above those expected for pupils' age.
- Across the school, pupils achieve very well and make very good progress in their learning.
- Children in the Foundation Stage also achieve very well and reach standards that are well above those expected in most schools. Standards in children's physical development are not as high as they could be because of some accommodation shortcomings.
- Pupils with SEN attain good standards for their abilities and make good progress towards their own learning targets.
- ICT is an area of comparative weakness.

Commentary

1. In the 2004 national tests for seven and eleven-year-olds, the proportion of pupils reaching at least average levels for their age, and the proportion reaching higher than expected levels was well above average. Trends since 2000 in all tested subjects have shown that these high and very standards have been maintained consistently.
2. In the end of Year 2 tests in 2004, standards were very high in all tested subjects and were all within the top 5 per cent of all schools and similar schools. In the end of Year 6 tests in 2004, when compared with all schools, standards in English, mathematics and science were well above average. Compared with similar schools, based on pupils who had performed similarly in Year 2, standards were above average in all three subjects. In Year 6, trends since 2000 have shown some variation as a result of different year group qualities. For example, standards in all subjects rose between 2001 and 2002 and dropped between 2002 and 2003. This is largely the statistical effect of the small year groups in the school. There has also been a trend showing dropping standards in English between 2002 and 2004.

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

Standards in:	School results	National results
reading	19.7 (20.5)	15.8 (15.7)
writing	19.6 (19.3)	14.6 (14.6)
mathematics	19.7 (20.5)	16.2 (16.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	29.3 (31.0)	26.9 (26.8)
mathematics	29.0 (28.6)	27.0 (26.8)
science	30.7 (31.0)	28.6 (28.6)

There were 18 pupils in the year group. Figures in brackets are for the previous year

3. The findings of this inspection are that standards in Year 2 and Year 6 are very high in reading and writing. Standards in speaking and listening are well above average. They are also well above average in mathematics and science and above average in music and PSHCE. Standards in ICT are average. There was insufficient evidence for judgements to be made in any other subject. Standards are high and very high in the core subjects of English, mathematics and science because of the higher profile which these subjects have in the curriculum and a reflection of the quality of teaching in these areas. The school has successfully reversed a dropping trend in English in Year 6. Standards are high in music because of the impact of the specialist teaching. Standards in ICT are lower because of the lack of some equipment and the impact of the difficulties in managing the small computer suite.
4. Since the last inspection there has been some important fluctuations in standards achieved. There has been significant improvement in overall standards in Year 6, and in all aspects of English across the school. The high standards have been broadly maintained in all subjects except in ICT where they have fallen from above average to average. This is mainly because the school has not kept up with the rate of change taking place in schools nationally.
5. Achievement across the school is very good. This confirms most parents' positive views of the progress their children were making. From a generally above average level when they enter the school, most pupils make very good progress to reach standards that are well above average when they leave. They make consistently very good progress in all phases of the school and in most inspected subjects except in music and PSHCE where achievement is good and in ICT where it is satisfactory. The school builds very well on children's initial language competence and the overall strategies for improving their reading and writing skills are very effective. There is currently no agreed programme for the development of pupils' speaking and listening skills. A strong feature of the school is the way that the needs of pupils' full range of abilities are met very well. Pupils with SEN are supported and encouraged well and they make good progress in their learning. Overall strengths in pupils' achievement are that most pupils are enabled to reach at least average standards in the national tests. Also higher attaining pupils are well challenged and the proportion reaching standards that are above and well above those expected for their age is very impressive. The needs of the pupils with special gifts and talents are met well. Analysis of data shows that boys achieve better than those nationally, especially in Year 2.
6. From a generally above average level when they enter the school, most children continue to make very good progress in the Foundation Stage to reach standards that are well above those expected for their age by the end of the year. Standards are well above average in most areas of learning and children achieve very well. Standards in their physical development are above average and achievement is satisfactory. Standards are lower here because of the limited opportunity that children have to use their outside activity area. Achievement is very good because of the carefully planned curriculum and the very effective teaching which the children receive.
7. Pupils with SEN make good progress towards the targets set for them and they achieve consistently well across the school. The targets set in their individual education plans are highly relevant and most appropriate in meeting their needs. These pupils achieve well. This is because their needs are identified at an early stage and from then on good quality care and support are provided by all the adults who work with them. The needs of the pupils with complex educational difficulties are met particularly well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, attendance and punctuality are very good. Their moral, social, spiritual and cultural development is very good.

Main strengths and weaknesses

- Pupils show very good interest in learning, concentrate very well and are enthusiastic.
- Their behaviour is very good in lessons and around the school.

- Relationships between pupils and among pupils and adults are very good.
- Pupils are very willing to take responsibility. They are confident, highly articulate and supportive of one another.
- Pupils show good respect for one another's feelings and beliefs.
- The attendance rate is above the national average.

Commentary

8. Attendance and punctuality are very good. The administrative officer monitors attendance very effectively. There have been no exclusions for some years.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.1
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	74	0	0
White – any other White background	9	0	0
Mixed – White and Asian	5	0	0
Chinese	1	0	0

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

9. At all stages, pupils enjoy school and all it has to offer. Children in the Foundation Stage settle quickly into school routines and interact very well with the older pupils in the class. Pupils have very good attitudes to learning and want to do well. They are highly articulate and keen to enter into discussion. For example, in a Year 6 science lesson on materials and their properties, pupils in their class discussion showed a very good commitment to their work. They listen very well to the views of others, co-operate very well and are very trustworthy. They enjoy working independently, as in a Year 5/6 geography lesson on rivers. All pupils respond very well to teachers' high expectations of them and are confident, friendly and polite.

10. Behaviour is very good throughout the school in lessons, assemblies and playtimes. This reflects the views of the parents who responded to the questionnaire. Pupils are very well aware of how they should behave and fully understand the difference between right and wrong. Visitors, coach drivers and others outside the school often compliment the school on pupils' good behaviour. No bullying or harassment was observed during the inspection and pupils knew what they should do if it should occur.

11. Pupils are very enterprising and respond very well to the many very good opportunities for taking responsibility, through the School Council, the informal buddy system and through taking responsibilities such as looking after the reception desk at lunchtime. Relationships between pupils and adults and among the pupils themselves are very good. Pupils are very keen to take part in school activities.

12. The family ethos and the social and moral development of the pupils are very good. The PSHCE programme, the school nurse and the administrative officer make important contributions to pupils' personal development. Pupils behave with consideration for others and have a well-developed

sense of how their behaviour might affect others. In discussions, pupils particularly liked the friendly atmosphere of the school and felt confident that they could ask for help at any time from any adult in the school. Peer support groups have been set up for pupils in Years 5 and 6. Staff are good role models, presenting a calm and thoughtful approach to life and the school and discussing issues with pupils during the school day.

13. Provision for pupils' spiritual development is very good, a significant improvement on the last inspection. There are many good planned opportunities for pupils to reflect on the beliefs of others in lessons, through religious education and during collective worship. A fine display in the foyer combines poetry with arrangements of flowers by pupils. Pupils are thoughtful and show very good self-knowledge in discussions. The administrative officer has set up an Emmaeus group for older pupils and at a meeting during the inspection. Pupils felt they had learnt more about themselves and their beliefs through the group. There are very strong links with the local church. The Vicar and a churchwarden are regular visitors and pupils frequently use the church for services. The school recently supported the church heating appeal through a sale of Christmas trees. Parents appreciate the strongly Christian ethos of the school. As a result of suggestions by parents, prayer nets and a prayer tree have been set up for pupils to write their own prayers.
14. Provision for pupils' cultural development is good. The school is aware of the difficulties of preparing children from an all white community for a multi-ethnic society. It addresses the problem in a variety of ways: through a good range of visitors to the school, such as musicians, dancers and speakers from other countries, intercultural weeks each year and visits to synagogues and mosques. The school is justifiably proud of its strong music and art. All pupils have opportunity to take part in an after school French club. Pupils study their own environment and local community through the visits and activities provided for them.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The overall quality of teaching and learning and the school's assessment procedures are all very good. These enable all pupils to achieve very well in literacy and achieve well in all other aspects of their work. The curriculum is relevant and well planned and is supported by the school's good accommodation and learning resources. There are relative weaknesses in the full development of the school grounds, in the outside area for the Foundation Stage and in resourcing for ICT. Care and welfare procedures are very good and the school has established a very effective partnership with its parents.

Teaching and learning

The quality of teaching and learning across the school is very good. Assessment procedures are also very good and data are used very well to support pupils' learning and accelerate the progress they make.

Main strengths and weaknesses

- The very good teaching across the school supports and encourages all pupils very effectively.
- The teaching of basic literacy, numeracy and scientific skills is particularly effective.
- The very good assessment procedures enable staff to be clear about the next stages in pupils' learning and accelerate the progress they make.
- Occasionally accommodation limitations affect the quality of pupils' learning.
- The quality of teaching and learning in the Foundation Stage is very good. The teaching of basic literacy skills and communication skills is particularly strong.
- The needs of pupils with SEN are met very well by the well co-ordinated approach of class teachers and their assistants.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	6	14	3	0	0	0

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

15. Teaching and learning are very good. The significant strengths in teaching identified at the time of the last inspection have been maintained. Teaching and learning are very good in all areas of the school. At the last inspection teaching was good in Years 3 to 6. However, the overall profile of the teaching observed during the current inspection is not quite as positive as that in 1999. This is mainly because at the time of the inspection, two teachers, who represent half of the teaching establishment, were very new to the school and their class. Most parents and pupils have positive views of the teaching. Most parents think that teaching is good and all think that their children are expected to work hard. Most pupils think that teachers are fair and listen to their ideas.
16. Teaching and learning are very good across the school in English, mathematics, science and music and good in PSHCE. Since the last inspection, the very strong teaching in all subjects in Years 1 and 2 has been maintained and in music it has been improved. In Years 3 to 6 teaching has been improved in most of the inspected subjects. However, across the school, the quality of teaching in ICT has dropped. This is a combination of the fact that, until very recently, the school has not successfully managed the use of the very small computer suite and in several crucial areas resources to enable higher standards to be reached have not been provided.
17. Teaching in the Foundation Stage is very good. Planning is clear, and is influenced well by very effective assessment. In play, activities and lessons, the promotion of speaking and listening is very good indeed. Teamwork is very good, and assistants are deployed well. Children learn very well from the very good teaching.
18. There are several important strengths in teaching across the school. These include the very positive way in which pupils are managed. Lessons are very well organised and teachers give clear explanations and introduce lessons thoroughly and effectively. Teachers devise interesting and challenging activities for the pupils to follow. These important strengths impact very favourably on the quality of pupils' learning. Pupils are very well motivated. They work hard, co-operate well with their partners and are keen to do their best. The very good attitudes and behaviour which pupils consistently show is a further reason why standards are high and achievement is good. The teaching of basic literacy, numeracy and scientific skills is done very well. Planning and resourcing particularly in English and mathematics are very good and these subjects have a very high profile in the school. Other strengths are the way in which LSA's support pupils, particularly those with SEN and the used of short, paired discussions which give pupils very good opportunity to talk about what they are learning.
19. In a few instances, accommodation shortcomings affected the quality of pupils' learning. One group using the hall as a classroom just before lunch had to move to the adjacent library area when the lunch tables had to be assembled. This caused a loss of pace and limited pupils' learning. The effectiveness of some ICT work in the computer suite was limited by its small size and too many pupils sharing a computer. In a few cases, teachers' lesson planning does not indicate sufficiently clearly the work planned for pupils of different abilities in the class.
20. A science lesson to pupils in Years 5/6 illustrated several other features of very effective teaching. The lesson, which focused on investigating the factors affecting the rate at which sugar dissolved, was well planned. Pupils' previous work and the specific learning focus of the current lesson were discussed at the beginning of the lesson. This set the context of pupils' learning well, and ensured that they knew what they were expected to learn. Pupils had very good opportunity in carefully timed, short paired discussions to talk about their work and to generate ideas about how they might conduct the investigation. A further strength was the importance placed on the careful and accurate recording of pupils' results. As a result of this detailed introduction, pupils were very

well prepared for their work and they undertook the investigation with commendable interest, enthusiasm and commitment. By the end of the lesson they had made very good gains in their appreciation of characteristics of materials and of the processes of scientific investigation.

21. Teaching is very effective in English because teachers show very good subject knowledge. They manage pupils very well and enthuse and inspire them to think carefully and precisely and to be adventurous in their choice of words. In mathematics, teachers use questioning very effectively to consolidate and develop pupils' understanding. Good opportunity is provided to help develop the full range of mathematical skills. In science, specific skills are taught very well and a strength is in the effective use of a wide range of data handling techniques. The specialist teaching in music adds significantly to the quality of pupils' learning. The teacher demonstrates very good subject knowledge and she is very well prepared. She manages pupils very well and ensures that they are introduced very effectively to a wide range of different musical contexts.
22. The quality of teaching of pupils with SEN is very good. Teaching and learning are particularly effective because of the high levels of co-operation and planning between class teachers and support assistants. Pupils are provided with resources that have been specially selected, adapted or modified to enhance learning. They also receive good support from all teachers and teaching assistants, who consistently adopt positive attitudes towards their pupils and their needs. This promotes both the pupils' self-esteem and their ability to succeed at work. Assessment information is used very well as the school identifies individual need sufficiently early and then, where appropriate, this leads to additional support for pupils and staff from outside agencies.
23. Assessment procedures are very good overall. Important strengths identified at the last inspection have been maintained well. The strengths in English, mathematics and science have been consolidated. Key reading, writing and number skills are identified and regularly assessed and data from the results of the statutory and optional tests are rigorously analysed. Assessment data are used very well to set individual learning targets which are shared with pupils and their parents. The school has a very clear view of positive trends in these subjects' results but there is no complacency and overall developmental targets are very challenging. A further strength is the school's approach to assessment of the subjects other than English, mathematics and science. Appropriately detailed assessments are maintained of the progress that pupils make through these other subjects which are clearly matched to National Curriculum levels. The Headteacher manages assessment very effectively. Processes are clearly understood by teachers and their assistants and agreed procedures are consistently followed. The effectiveness of the assessment procedures is a major reason why standards at this school have been maintained at a consistently high level.

The curriculum

The curriculum is good overall and fully meets statutory requirements. Learning is extended by the provision of a good range of extracurricular activities and visitors to the school. The school also has good and well resourced accommodation, which make an effective contribution to pupils' learning.

Main strengths and weaknesses

- The curriculum is broad and balanced and it ensures equality of access and opportunity for all its pupils.
- The pupils' learning is enhanced well through the range of visitors to the school, and especially by the wide selection of lunchtime and after-school activities it provides.
- Very good literacy links have been planned with other curriculum subjects.
- The provision for pupils with SEN is very good.
- The school prepares its pupils very well for subsequent stages of education.
- The outside accommodation has potential but it is relatively underdeveloped.

Commentary

24. The curriculum is good overall. Several important strengths have been maintained well since the last inspection. A strong emphasis has continued to be placed on the development and use of basic literacy, numeracy and scientific skills. The curriculum has also been developed to include fresh approaches which help to ensure that it is taught in an exciting and creative way. An example of this is the way in which strong cross-curricular links are established and emphasised. These links have been developed most effectively in Years 1 and 2. In geography, for example, Year 2 pupils write descriptions of how they would travel from Hursley to the Scottish Isle of Struay and what they might like and dislike about living on the island. This provides very good opportunity for the application of pupils' literacy skills. .
25. The curriculum meets the needs of pupils of all abilities well. Provision is adapted well for pupils with SEN. They are provided with appropriately small-steps learning targets and they are given good levels of support in meeting them. Pupils with statements of educational need are particularly well supported and encouraged. Higher attaining pupils are well challenged by work which extends their understanding to levels well in excess of their age. Pupils with particular gifts and talents in aspects such as numeracy, literacy, music and art are identified and also make good progress. As pupils reach the end of both key stages, the curriculum provided has been planned to ensure a smooth progression in pupils' learning. The curriculum for children in the Foundation Stage is good. Planning is designed to stimulate motivation and play well in the children, and the balance of free and directed activities is good. The programme is both broad and balanced and is appropriately based on the nationally designated areas of learning. The outdoor area is exploited satisfactorily, but has insufficient space for effective use of wheeled toys and insufficient appropriate climbing and clambering equipment.
26. The school supports and enriches the curriculum well, especially through its provision of extracurricular activities. Provision here is good. At the time of the last inspection it was very good. The school organises a wide range of lunchtime and after-school clubs. Staff and parents are actively involved in running these clubs, which are popular with pupils. Visitors to the school further enhance the provision and are invited because they will be relevant and interesting to the pupils. Examples include poets who visit during Book Weeks, local beekeepers and historians and the Christos Trust. School performances such as the Christmas and summer concerts, not only improve pupils' drama and creativity skills, but also provide talented pupils with opportunities to enhance and demonstrate their special gifts. The curriculum is less well enriched by the off-site educational visits particularly for sporting and artistic events.
27. The accommodation is safe, well maintained and attractive. The classrooms are of a good size especially as some classes have relatively low numbers of pupils. The hall is sufficiently large for the number of pupils on roll, but its adjacent library is not sited in an ideal position so close to it. The library is also not adequate for individual research work to be carried out by pupils. Generally the school is well resourced, but the current ICT suite is not able to meet the demands of teaching whole classes, and therefore, makes it more difficult for the full curriculum to be offered effectively. The resources for the teaching of literacy, numeracy and science are particularly good. Every effort is made to ensure that the accommodation is accessible to all. The outside accommodation is spacious and attractive and offers considerable potential as a curriculum resource. However, the potential of some of the areas, such as the school garden and a wooded environmental area are not yet realised. Additionally, the Foundation Stage's dedicated play area is too small for the appropriate use of wheeled toys.
28. The school has a good number of teachers and teaching assistants. This enables the school to organise classes appropriately to meet the needs of pupils well. The teachers have a wide range of both teaching skills and subject specialisms to support the implementation of the curriculum properly. Specialist teaching in music and support for ICT is an important strength. The teaching assistants give strong support to the class teachers and are very well matched to the needs of the curriculum. This is particularly true regarding those assistants supporting pupils with SEN.

Care, guidance and support

The provision for pupils' care, welfare, health and safety and provision of their support, advice and guidance are all very good. The involvement of pupils through seeking and acting on their views is also very good.

Main strengths and weaknesses

- The induction arrangements for pupils in the Reception class are very good.
- There are very effective procedures for health and safety, child protection and first aid.
- All adults know pupils very well and provide very good levels of care.
- Arrangements for monitoring pupils' personal development are informal but very effective.
- The involvement of pupils in the school's work is very good.

Commentary

29. There are very good arrangements for children when they start at the school, which are enhanced by the very good relationships with the local pre-school. The arrangements include preliminary visits to the school by both children and parents and home visits if appropriate. These enable teachers to gather information about the children and, as a result, children settle in very quickly and make good progress. Pupils with SEN are cared for very well. The good use of assessment data ensures that pupils' needs are identified early and great care is taken to ensure that pupils' personal and emotional needs are met as well as their academic ones.
30. The school has very good health and safety procedures. The Headteacher is the designated person for child protection and for pupils in public care. He has been recently trained and all staff are to receive training this term. Staff are very aware of child protection issues and there are good guidelines for all staff. Local social services and police are very supportive. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are very good and most staff have been trained in first aid.
31. There is a strong bond of trust between pupils and all adults who work in the school. Nearly all pupils who responded to the inspection questionnaire felt there was at least one adult to whom they could turn for advice. Adults know the pupils very well and monitor their personal development on an informal but effective basis. Pupils' views are sought consistently through the school council, circle time, assemblies and PSHCE. Pupils in their questionnaire felt confident that their views could be heard and acted upon. For example, pupils have been involved in developing the playground and in fundraising for the tsunami appeal. The school also ran its own pupil questionnaire last year and as a result, the school has endeavoured to involve pupils more in their learning and has monitored their response.

Partnership with parents, other schools and the community

The school's links with parents are very good. Links with the community and with other schools are also very good.

Strengths and weaknesses

- Parents have very positive views of the school.
- The school provides parents with very good information.
- Very good links with the local pre-school and with other local schools encourage pupils' learning.
- The school has very good links with its local community.

Commentary

32. Information provided for parents is very good. Information booklets are given to new parents. Details about the work pupils are to cover are provided each term. Home/school books are used

very well as a means of dialogue between school and home. Regular newsletters keep parents well informed of events and teachers are always available for informal consultation at the end of the day. The school prospectus and governors' annual report are clearly written and informative. The useful school web site is maintained by the ICT technician and there is also an e-mail link. Written mid-year reports are very good: they show targets for English, mathematics and science, as well as short reports on other subjects. Annual reports are good, but contain too much information on what children have learned and do not offer parents and pupils the opportunity to comment.

33. In a high return to their pre-inspection questionnaire, parents and carers expressed very positive views on all aspects of the work of the school and felt that the school encouraged a real partnership with them. A few parents felt that they were not well enough informed about their children's progress, but this concern was not borne out by the inspection. The school conducted its own questionnaire last year and responded very well to parents' suggestions. Parents support the school very well: the Friends Association raises good sums to support trips and visits and buy playground equipment; parents run the chess and art clubs; and very good numbers of parents volunteered to be parent governors. A good number of parents help in school on a regular basis.
34. The school has very good links with the local community. A large local multinational company helps to maintain the site and its security and The Friends' Association have used its premises for fund-raising events. Years 5 and 6 have used its facilities for video conferences with other schools. The school also joins the church and the village each year for the fete. There are good and improving links with the local secondary school. Links with the local nursery and playgroup are good and there are strong links through the web site with other primary schools in the pyramid. Links are strong with King Alfred's College in Winchester, which regularly sends students to the school for teaching practice. In turn, the school supplies the College with examples of work for students to study.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good overall. The leadership of the Headteacher and the governance of the school are very good. The management of the school is good and other leadership roles are fulfilled well.

Main strengths and weaknesses

- The Headteacher's enthusiasm, commitment to high standards and his vision for the continued improvement of the school are very good.
- Governors support, encourage and challenge the school very effectively. They are very well informed about all aspects of the school's work.
- The Headteacher is supported well by other senior staff but the roles of the subject co-ordinators are underdeveloped.
- School improvement planning and the drive to maintain high standards is at the heart of the school's work.
- The very efficient and effective administrative officer complements the school's work very well.
- The Reception class teacher leads the work of the Foundation Stage well but there is some lack of clarity in the different management roles and responsibilities in this area.

Commentary

35. The Headteacher's leadership is very good. An important strength is the clear promotion of his vision for the school. This is centred on a strong commitment to maintaining the very high standards achieved in the school and in strengthening the very positive reputation which the school enjoys in the local area. This vision is articulated clearly to all the different groups involved in the school's work. The promotion of the close relationship with parents, the full involvement of the governing body and the development of the teaching staff ensure that the vision and the commitment to the improvement of the school are shared. The recent changes in staff and the

effects of the recent discussions about changes in teachers' work practices following national guidelines have been managed sensitively and effectively.

36. School improvement planning is very good. The process of reviewing work already done and of agreeing to new priorities is shared by all involved in the school's work. The current school improvement plan is very good. Strengths are in the way in which the work of the school is centred on maintaining very high standards and very good use is made of assessment data and the use of year group targets in the national tests. The strong links between school improvement priorities and individual teachers' Performance Management targets ensure coherence in the whole planning process. Priorities are appropriately costed and have clear success criteria. The whole plan is clearly set out and is a useful working tool for staff and governors.
37. The management of the school is good. Strengths are in the clarity of the strategic planning and the overall monitoring of the school's effectiveness. Data and trends are very carefully analysed and used as the basis of further development. For example, the school recognised that the proportion of pupils achieving the higher Level 5 in the 2004 national tests, although well above average, was not as high as it could have been. Communication in the school is good. There are well established procedures through whole staff, key stage and senior management team meetings to ensure that the staff are well informed about and involved in decisions about the school's work. A further strength is the work of the school's administrative officer who provides a very impressive first contact with the school for visitors and parents and gives very good levels of encouragement and support to both parents and pupils. She has a major impact on the school's very good care and welfare provision. A relative weakness is that the role of the subject co-ordinators is underdeveloped. Co-ordinators are generally not sufficiently aware of the work in their subjects across all the phases of the school nor do they have a sufficiently clear view of the developmental priorities in their subjects. This limits the overall effectiveness of the school's management.
38. Important improvements in the overall leadership and management of the school have been secured since the last inspection. They were judged to have been good in 1999, now they are very good. The school has made good improvement in addressing the key management issues relating to staff job descriptions and updating school policies. Parents confirm these current strengths. Most agreed that the school was well led and managed and were comfortable about approaching the school with comments and concerns.
39. Governance of the school is very good. Governors have a very clear view of the school's strengths and areas required for improvement. This information is acquired through governors' regular involvement with the day to day work of the school where individual governors, including the chair, visit the school regularly. Governors are also very well informed of school issues through the detailed reports which the Headteacher provides. These give a clear outline of the school's work, including progress made in meeting school improvement targets and strategic development which reflect the school's aims. Governors have a good view of school effectiveness and ensure that standards remain high. Issues are thoroughly discussed at the meetings of the full governing body and through the work of the several active sub-committees.
40. The overall co-ordinator for the Foundation Stage is good. The Foundation Stage leader is also co-ordinator for Years 1 and 2. The Reception teacher leads her own team of assistants and helpers very well indeed and runs the organisation of the Reception group within the first class very well. She has good knowledge of the Foundation Stage curriculum, and of the provision necessary to support it. She leads the planning and the assessment procedures. There is some lack of clarity in the different roles of the class teacher and the overall co-ordinator.
41. Despite being at school only part-time, the Special Educational Needs Co-ordinator (SENCo) provides very good leadership. She leads and motivates her teaching team most effectively. She ensures her learning support staff are very well trained and that they really care about the progress and achievements of their pupils. The way that the whole staff team works very effectively together impacts very favourably on the pupils' ability to acquire new skills, knowledge and understanding. The SENCo's analysis of performance data and procedures for assessing the progress of pupils who have SEN are refined and really comprehensive.

42. The management of the school's finances is very good. A recent independent audit of office procedures found that the school provided an effective framework of control and there were no significant areas where improvement was needed. The school's administrative officer is very well organised and effective and provides very good levels of control and support for the Headteacher, staff and the governing body. Good records have been maintained of the different areas of Beacon school and main school expenditure and processes for monitoring spending are secure. The very high total rollover figure for the financial year which ended in March 2004 was caused by monies which had been allocated under Beacon funding which had been earmarked but not yet spent. The rollover for the school's own budget was within the recommended level.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	396106
Total expenditure	389564
Expenditure per pupil	3607

Balances (£)	
Balance from previous year	27146
Balance carried forward to the next	33688

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**.

43. At the time of the inspection there were 16 children in the Foundation Stage, all attending full time, and sharing a class with seven Year 1 pupils. All the children entered the class early in the autumn term, but entry was staggered according to birth dates, and attendance to begin with was for mornings only. When children enter the Reception class, most of them are attaining standards that are generally above those expected for age nationally.
44. Children in the Reception year are on track to attain standards that are well above those expected for their age in all areas of learning except in their physical development where standards are above average. Achievement is very good overall, particularly in children's personal, social and emotional development, communication language and literacy and in their mathematical development. Achievement in physical development is sound. High standards have been successfully maintained since the last inspection. The 1999 inspection also found that standards were above average and that children were making very good progress in their learning. The school has worked very well to ensure that these very high standards have been maintained. The needs of all children, including the two with very specific special educational needs and the higher attaining children, are well catered for in this class.

Main strengths and weaknesses

- Children make a very good start to their time at school. By the end of the Reception Year children reach standards in most areas of learning that are well above those expected for their age although some accommodation shortcomings limit the effectiveness of provision for children's physical development.
- The quality of teaching is very good. Speaking and listening are particularly well promoted.
- The very good relationships between adults and children enable children to feel safe, confident and happy and improve the quality of their learning.
- A strength in the very good curriculum is the way in which activities are often linked to two or more areas of learning.

Commentary

45. Teaching and learning are very good overall. This was also the finding of the previous inspection. They are very good in personal, social and emotional development, communication, language and literacy and mathematical development and good in all other areas of learning except for physical development where they are satisfactory. Teaching and learning are particularly effective in the promotion of speaking and listening skills which impacts very positively on children's all-round development. All adults in the team support speaking and listening expertly in their interactions with children and good provision is made for its stimulation in independent activities. Other important strengths in teaching which bring about very good levels of children's learning are the clear promotion of first-hand experiences to engage active learning, and the imaginative ways devised to build on children's ideas and understanding.
46. There is very good teamwork between the Reception teacher and her assistants, which contributes significantly to the quality of children's learning and their well-being. This ensures that the needs of all children in this mixed age class are met well. The teacher leads her team very well indeed, with shared discussions about planning and assessment taking place on a daily basis, and careful observations being carried out to further ongoing assessment. The good teamwork, very good promotion of speaking and listening and the very effective use of careful assessment to influence teaching have enabled high standards to be maintained since the last inspection. The curriculum is well planned. A strength is the balance provided between children's own choices of

activities and those that are adult-led and the way in which areas of learning are linked together wherever possible.

47. Children achieve very well in their **personal, social and emotional development** through interaction and play. By the end of the year, children are on track to reach standards that are well above average. Teaching and learning are very good. Most children are already very mature for their ages and play together very well, co-operating and helping one another and extending social interaction. The role-play corner is a good stimulus for this development, and themed focuses are changed regularly, such as the travel agency currently being enjoyed. Children show respect for each other's needs and this is promoted well through sharing and turn taking. They feel safe, confident and happy in their class. Most behave very well and already show the independence they are encouraged to develop. The very good relationships between adults and children are very successful in raising children's self-esteem.
48. Achievement in children's **communication, language and literacy** is very good and standards are well above average. The school builds successfully on the good language skills which many have when they enter the school. This stems mainly from the very good teaching and learning that are taking place, and particularly from the very good promotion of speaking and listening implemented by the teacher and her staff. The majority of children are already working on levels of reading, writing and spelling commensurate with Level 1 of the National Curriculum, while some are able to achieve some features of Level 2. The strong focus on language and phonics has a considerable impact. Children are interested in books and stories, and most already recognise and read simple words and phrases. Most children read and spell three and four letter words with ease, and also attempt some longer words, or those with some special spelling rules with confidence. They enjoy their attempts at real writing, as well as play-writing, in the role-play corner, where the notepad for phone messages is often in use, recording flights booked all over the world, with different airlines.
49. Most children make very good progress in their **mathematical development** and achieve very well. By the end of the year most are already exceeding the expected standard in this area of learning and many are working at Level 1 of the National Curriculum. Teaching and learning are very good. Teaching is very well grounded in a practical approach, using a variety of real, everyday objects as well as pictures, counters and mathematical apparatus. Children have a very good understanding of number order and of number values and have valuable experience in exploring other mathematical experiences, such as weight and volume. They enjoy a variety of number games and can manipulate successfully such processes as adding one more, or finding one less when matching objects and pictures. Children show interest and understanding, and are pleased with their own successes. This helps their motivation and improves the quality of their learning.
50. Children have a very good **knowledge and understanding of the world** about them and achieve well. Teaching and learning are good. Children learn about their own environment at school and locally, expand their horizons by learning about places around the world in their travel agency, and find out how to use the computer for a variety of uses, including enjoying puzzles and games. Children are confident with the latter, able to use the mouse appropriately, and begin to learn the keyboard. Children enjoy their experiences in the area of learning.
51. Children's **creative development** is promoted well and most reach standards that are well above average. A very good range of experiences is planned and taught. Painting, drawing, modelling, cutting and sticking and collage are all available on a regular basis. Lately children have been learning something about the French Impressionist painter Monet, and looking at reproductions of some of his water lily paintings, then going on to use some of his colours in their own paintings. In music, they enjoy both listening to music and making music; they sing well for their age, and learn to play a variety of percussion instruments. They listen well to the different timbres of the instruments, and pay attention to making both loud and soft sounds appropriately in response to graphic symbols
52. Provision for children's **physical development** is satisfactory. Overall, most children are on track to exceed the designated goals in this area of development, and most make sound progress

and achieve satisfactorily. Strengths are in the good levels of control and co-ordination, awareness of space, and of early ball skills which children showed during their indoor PE activity. Manual dexterity is good, and children have plenty of opportunities for this to develop, using pencils, crayons, paints, scissors, and various construction toys as well. There is a small outdoor play area with some wheeled toys. An important shortcoming is that the outdoor space is small and does not allow for a sufficiently wide range and variety of physical activities. Currently, there is also no agility apparatus for free in and out play involving climbing and clambering, although some is on order and is shortly to be installed. These factors are currently limiting the opportunities for children's physical development.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Across the school, pupils consistently reach very high standards in their reading and writing skills.
- Teaching and learning very effective across the school with some excellent features in Year 5/6. This enables all pupils to achieve very well and make good progress in their learning.
- Standards in speaking and listening are well above average across the school but there is no agreed programme for their systematic development.
- The very good assessment procedures and the use of data to set targets impacts very well on the overall quality of the teaching.
- There are excellent opportunities for pupils to use literacy skills across other areas of the curriculum.

Commentary

53. Pupils in Year 2 and Year 6 attain standards in reading and writing that are very high when compared with national expectations for age. This judgement is similar to the results of the national end of year tests in 2004. The proportion of pupils reaching the expected levels in both the Year 2 and the Year 6 tests was in the top 5 per cent of all schools nationally. Since 2000, standards have remained at a consistently high and very high level across the school. However, there has been a downward trend in the results in Year 6 since 2002. The standards currently found compare very favourably with those from the previous inspection. Writing has improved in Year 2 and overall standards have risen in Year 6 from above average to well above average levels. Throughout the school, pupils make very good progress over time and achieve very well against their capabilities, including those with SEN and the more able. Small differences exist between the performances of boys and girls in the subject in the last few years, but these are not significant. Overall, the school has worked hard to ensure that very high standards have been maintained over time, which represents a notable achievement.
54. Standards in speaking and listening are well above average in both Year 2 and Year 6. Pupils achieve very well. They demonstrate very good attitudes to speaking and listening and make very good progress in their learning. At all ages they are confident speakers, able to express themselves clearly, and they are generally keen to enter discussions and ask and answer questions. They readily talk about books and poems they have read. Older pupils are able to evaluate texts and discuss their merits by using relevant textual references to justify their views. They do this easily and confidently present their ideas to different audiences. Teachers develop speaking and listening well. They model appropriate language giving clear explanations of new words and phrases, use questioning and paired discussion effectively and utilise opportunities for whole class discussion in the summing up at the end of the lesson. Although teachers are aware of the need for developing pupils' abilities in speaking and listening, there is as yet no planned framework to ensure this development.

55. Reading standards are very high in both Year 2 and Year 6. Pupils make very good progress in their reading, and show very good achievement throughout the school. In Year 2, most pupils read confidently, accurately and fluently on texts suitable for children a year or so older than they are. They use the skills they have been taught well to tackle unknown words. Other pupils enjoy reading a range of books they select for themselves, as well as being introduced to new authors by their teachers. In Years 3 to 6, pupils read non-fiction, and both modern and classic fiction, at demanding levels for their age. They are able to make critical appraisals of what they read, and to evaluate very well character, plot and setting in stories they read. They appreciate the effects of such features as punctuation, verb variety, alliteration, simile and metaphor.
56. Standards in writing in both Year 2 and in Year 6 are very high when judged against those expected for age nationally. Most pupils in Year 2 write fluently, use varied sentence constructions, and tackle a good range of purposes for writing, including making poetry using both rhyme and poetic rhythm. By Year 6, most pupils are extremely competent writers and are able to write in both informal and formal modes. They confidently adapt their writing to a wide range of purposes, show a sense of style and of audience, and use vocabulary with precision to gain a planned effect.
57. The quality of teaching and learning is very good throughout the school, with some excellent features in Year 5/6. The quality of lessons seen in the inspection ranged from good to excellent. In a literacy lesson in Year 5/6, the teaching was inspirational. The teacher developed pupils' appreciation of poetry and their ability to critically analyse different poetic forms very expertly. There has been substantial in-service training for teachers in the subject, and this has led to improved planning. Tasks are generally well matched to pupils' needs, and marking is helpful yet provides goals for pupils' next steps. Assessment is very good; it is careful and comprehensive. Data from tests and assessed work are carefully and thoroughly analysed and provide the basis for year, group and individual targets. Challenging levels of school targets are set, and last year the target was achieved.
58. Resources in the subject are good, and the school has a wide range of books for reading and for use in the literacy hours. The main library area is rather small, making facilities for much independent research by older pupils difficult. Enrichment opportunities in the subject are good, and include book weeks, author visits, theatre groups and drama events. The subject co-ordinator was absent from school during the inspection. Indications from a scrutiny of her management file are that the subject is led well. Improvement since the last inspection is good, with standards both raised and maintained, and planning becoming more specifically focused.

Language and literacy across the curriculum

59. Making use of cross-curricular links between English and other subjects is a strength of the way the subject is taught in this school. Opportunities for integrating reading, writing and speaking and listening with work in other subjects are very good. Links noted during the inspection include those with art, history, geography, design technology, science and music. ICT is frequently used for word processing, editing and for accessing information from the Internet.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Across the school, pupils reach standards that are well above those expected for their age and they achieve very well.
- The very good teaching and pupils' very good attitudes to their work impact very positively on the quality of their learning.
- Across the school, there is a strong focus on developing the pupils' basic numeracy skills.

- Assessment arrangements for tracking and evaluating the progress of pupils are very good.
- There is insufficient use of ICT in this subject.

Commentary

60. Standards in both Year 2 and Year 6 are well above average. This is an improvement on the findings of the school's last inspection. Since 2000, standards have improved at a rate which exceeds that nationally. In the 2004 national tests, all of the Year 2 pupils and almost 90% of the Year 6 pupils reached at least the nationally expected level. Nearly three quarters of the seven-year-olds and almost half of the eleven-year-olds achieved even higher levels. Overall, the school meets the needs of all pupils very well, with pupils of all abilities making very good progress and achieving successfully. Pupils with SEN are well supported by teachers and LSAs and relative to their abilities, achieve as effectively as their peers.
61. In Year 2, pupils have a thorough understanding and appreciation of number work. They work confidently with numbers up to 100 and some use numbers up to 1000. They understand quarters and halves of totals and know the names of several two-dimensional shapes. In Year 6, pupils work confidently with larger numbers using the four main mathematical processes. Spatial work on the rotation of shapes and the use of co-ordinates extends their understanding into areas above average for their age. A strength in pupils' achievement across the school is the way in which they are encouraged to use their number skills to solve a range of problems.
62. Overall, the quality of teaching and learning is very good. Across the school, teachers use effective teaching methods and approaches which are very well matched to the different abilities of pupils in the class. The National Numeracy Strategy is very well established. In most lessons observed, the quality of teachers' planning was good and was strongly influenced by careful assessment of pupils' needs. Most lessons are taught at a challenging pace and require the pupils to apply consistent effort. Questioning is well used to check pupils' understanding and advance their thinking. Learning Support Assistants are used very well. Mental skills are taught well and for younger pupils particularly, a strong emphasis is placed upon the use of practical apparatus to enhance the quality of learning. In general, the pupils really enjoy their lessons, especially when they are presented with high levels of challenge. Their attitudes towards learning are very good and are evident from the way they pay particularly good attention and behave so well during their lessons. This improves their motivation and commitment to their own learning.
63. Leadership and management of the subject are good. The school has already identified the need to develop aspects of the subject and has an action plan to resolve them. The analysis of performance data is becoming a routine and increasingly effective aspect of the subject co-ordinator's role. He is making better use of the information received to further raise standards across the school. A strength of the management of the subject is the efficient way in which the planning of the curriculum has been linked with assessment. Very good assessment procedures have been established for tracking and assessing pupil progress. These lead to targets which are shared with pupils and which guide planning and teaching. The subject has a good provision of teaching resources, although some are not readily accessible. Overall, there has been good improvement in mathematics since the last inspection. Currently however, insufficient use is made of ICT to enhance the quality of provision in this subject.

Mathematics across the curriculum

64. The provision for developing pupils' numeracy skills across the curriculum is good. For example, in DT Year 6 pupils use data handling to create block graphs of various wrapping materials to protect the content of parcels. Pupils in Years 4 and 5 draw line graphs in their science work on temperature, to show the relative merits of different types of insulation. In Year 2, in geography, pictograms are used to illustrate the categories of holidays the pupils have enjoyed.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Across the school, pupils reach standards that are well above those expected for their age and they make very good progress in their learning.
- The quality of teaching and learning is very good.
- The very good teaching across the school provides very good opportunity for pupils to undertake interesting and challenging experiments which motivates and encourages them well.
- Very good use is made of a wide range of data handling skills to display and analyse information.
- The subject has a high profile in the school, but the co-ordinator's role is not sufficiently developed.

Commentary

65. At the end of both Year 2 and Year 6, pupils attain standards that are well above those expected for their age. This judgement is the same as the findings of the last inspection in Year 2 but represents an improvement in Year 6. The current findings are also broadly similar to the results in the 2004 national tests when the proportion of pupils achieving the expected levels in Year 2 and Year 6 were both in the top 5 per cent nationally. The school has worked hard to maintain a trend of very high all round standards. Pupils of all abilities achieve very well and make very good progress in their learning. A particular strength is the way in which the needs of all pupils are met well. Most pupils are enabled to reach at least average standards and the more able consistently attain standards that are above and well above average.
66. Across the school, pupils have a very thorough understanding and appreciation of the topics covered so far. For example, pupils in Year 6 gain a detailed knowledge of Life Processes as they discover the main parts of a flowering plant and several different methods of seed dispersal. They are able to work out cause and effect as, for example, they consider how the size and shape of a shadow are changed by moving an object and the light source. Pupils in Year 2 know the importance of a complete circuit and some of the factors which might make a car go slower or quicker down a ramp. Others have a good understanding of the conditions required for healthy plant growth as they grow their own bean seeds. Across the school, an important strength in pupils' achievement is the way in which they are consistently introduced to interesting and challenging investigations and they build up their understanding of scientific vocabulary and processes. This was also a strength identified at the last inspection.
67. The quality of teaching and learning is very good across the school. At the last inspection teaching was very good in Years 1 and 2 and good in Years 3 to 6. Although the quality of teaching observed during the inspection ranged from satisfactory to very good, a scrutiny of pupils' past work indicated that work was covered systematically, in good detail and at a challenging pace. Features of effective teaching in Years 1 and 2 are the way that topics are linked with other areas of the curriculum wherever possible and where the separate scientific knowledge and skills are emphasised well. The teaching observed in Year 6 was very effective. The teacher set up a challenging investigation into the factors which affected the rate at which sugar dissolved. He reminded the pupils about their previous work and allowed them to devise their own activities which they did with very good levels of co-operation. A very good learning environment was created and the teacher emphasised very well the importance of careful observation and recording of their work.
68. Work in the subject is well planned and well managed. Appropriate curriculum time is given to the subject and it is given a high profile within the school. Assessment procedures are very good. Pupils' knowledge and understanding are regularly assessed at the end of each half termly unit of work and overall progress is tracked according to key objectives in their learning. Pupils' work

across the school is monitored regularly but there has been no systematic opportunity for the co-ordinator to observe teaching. The co-ordinator has an insufficiently detailed view of the work of older pupils in the subject. Good use is made of the extensive school grounds in such work as Life Processes. Very good opportunity is provided for the application of mathematical skills in this subject. A very good range of data and collected and displayed in a wide variety of useful ways. Overall, the school has made good progress since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils do not have sufficiently regular experience of the full range of ICT work for higher standards to be achieved.
- The recent appointment of a specialist technician is adding positively to the quality of provision.
- The school has been insufficiently proactive in ensuring that equipment is updated and improved and that key areas for development are identified and addressed.
- Pupils show very good attitudes to their work and this impacts very positively on the quality of their learning.
- Many of the activities observed during the inspection were interesting and challenging.
- The co-ordinator is knowledgeable and enthusiastic but aspects of his role are underdeveloped.

Commentary

69. Across the school, pupils attain standards which are average for their age and pupils of all abilities achieve satisfactorily and make sound progress in their learning. This finding is not as high as the judgement of the last inspection which found that standards were above average across the school. The main reason for the drop in standards is that the school has not made sufficient progress in maintaining a wide range of up to date equipment to keep up with national improvements. Although there are plans for some new equipment to be installed imminently, this will not have time to impact sufficiently on current standards and provision for pupils in Year 6.
70. A scrutiny of pupils' previous work and observation of several of the activities during the inspection showed that in several areas pupils were working at above average levels. For example, pupils in Year 6 demonstrated good, confident keyboard and mouse skills as they used an art programme to draw irregular shapes and to re-position them in layers to add effect to their work. Pupils in Year 1 worked confidently to load data about how different members of the class travelled to their holiday destination and were able to begin to interrogate the data displayed. Some were able to move between block and pie chart displays. Pupils in Year 2 had previously used effective word processing skills to write and present their story of Cinderella and their poem about 'Blue'. Pupils in Year 6 had produced a newspaper format of a reported Tudor tennis match and had devised a spreadsheet to show items which may have been required for the Monster's tea party. An important weakness in provision is that the small computer suite is only big enough for group work and the effectiveness of some teaching is limited by the lack of opportunity for several pupils to practise and rehearse new skills quickly enough.
71. Teaching and learning are satisfactory across the school. At the time of the last inspection they were good. Some teachers demonstrated good, confident subject knowledge. A lesson to pupils in Year 6 where they were modelling a piece of abstract artwork was good. The teacher confidently introduced new techniques and pupils co-operated well together as they worked. But having three pupils sharing one computer did not allow sufficient time for skills to be fully reinforced. The school has not sufficiently ensured that basic skills are taught progressively and thoroughly across the school using both the computer suite and the class computers. The very recent appointment of a specialist technician is adding positively to the overall provision. She is effective in managing small groups in the computer suite. She shows good subject knowledge and relates well to the pupils as they work. Across the school, pupils' very good attitudes to their lessons and their enthusiasm for the subject encouraged their learning very well.

72. Although the resourcing of the subject is satisfactory, some of the computers are ageing and do not all have the most up to date facilities. The use of laptops is underdeveloped and there are insufficient resources in some areas, for example in modelling and monitoring for older pupils. The school is aware of these resource limitations and plans for a new computer suite were in the late stages of development but the expected funding was not forthcoming. Some interactive whiteboards are to be installed in the school immediately after the inspection. However, the effect of these difficulties is that the school has fallen behind the general level of resource improvements which are taking place nationally. Assessment in the subject is good. A useful passport of key skills which the pupils attain follows them throughout the school. The co-ordinator is knowledgeable and enthusiastic but there are insufficient agreed action points for the subject's development and an insufficiently clear replacement policy to ensure that resource levels are regularly reviewed and improved. The Internet is used well by pupils for research purposes.

The use of information and communication technology across the curriculum

73. ICT skills are used well to support work done in many areas of the curriculum, although in some opportunities are not sufficiently taken. Work in history and geography is supported well by pupils' use of the Internet. During the inspection, pupils in Year 6 were discovering facts about the development of river systems and pupils in Year 3 were finding out about Greece in preparation for their history topic. Good use is made of computers to support and develop pupils' basic literacy and numeracy skills. A relative weakness is that opportunities to use computers to display and analyse the very good range of data collected in science are not taken sufficiently.

HUMANITIES

There was insufficient opportunity to collect evidence in order to make judgements about the standards or overall quality of provision in geography and history.

74. Evidence from a scrutiny of planning and a discussion with the co-ordinators in **geography**, indicates that topics are being covered to a sufficient depth at both key stages. Pupils in Year 2 develop a good appreciation of what it would be like to live on a Scottish island as they look at the features of the imaginary island of Struay. They consider, for example, what are the main human and physical features of the island and how they compared with their own local area. Other work on display showed that pupils had an understanding of different environments as they illustrated what it might have been like to go on an African safari. In Year 6, pupils had recently been studying rivers. In the single lesson observed in Year 5/6 where pupils were studying the River Itchen, the quality of teaching and learning was good. Pupils were introduced to terms such as source, mouth meander, and erosion. Other pupils showed that they understood the use of four and six figure grid references on a local Ordnance Survey map.

75. A scrutiny of planning and some work sample evidence indicates that **history** is taught in line with the requirements of the National Curriculum. The syllabus for Years 1 and 2 includes such topics as the Gunpowder Plot, the Great Fire of London, toys then and now, and Victorian seaside holidays. In Years 3 to 6 topics studied include local history, the story of Boudicca, Ancient Greece, the reign of Queen Victoria, and life in Britain in the 1940s and 1950s (the former including aspects of World War II, and the diary of Anne Frank). Both work and displays show evidence of considerable depth of study which includes the development of the designated historical elements. Notable among the latter is the way that older pupils explore different interpretations of the facts, such as writing reports of the Armada in role, from both sides of the event. Resources are at least satisfactory, and some use is made of outreach services and visits to museums.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was insufficient opportunity to collect evidence in order to make judgements about the standards or overall quality of provision in art and design, design and technology and PE.

76. The **art and design** work on display in the school shows a very good balance between the practical and theoretical aspects of the subject. Included are the study of the works of famous artists and worldwide traditions of arts and crafts. In Year 6, pupils are able to discuss and appraise technical details of artists' methods, and the representational features they employ to communicate meanings, such as their writing about Munch's picture, 'The Scream', accompanied by their own paintings following this well-known composition. Teachers' planning details this progression well in a good range of media, including painting, drawing, collage, textiles, and the use of malleable materials. Sketchbooks are in use throughout the school, and form part of the assessment process. Interest in the subject is promoted well through the attractive displays of pupils' work across the school. Two art clubs meet regularly as extracurricular activities and further enrichment is provided through occasional workshops, and the school's annual multicultural weeks. Resources are generally good and easily accessible. There has been recent staff training on the progression of skills in the subject.

77. A scrutiny of planning and photographic evidence of previous work indicates that work in **design and technology** has a high profile within the school. The Headteacher is also the subject co-ordinator and he has produced a comprehensive subject file which provides very full schemes of work for all the topics to be followed and a useful collection of previous work which has been assessed according to National Curriculum criteria. Pupils in Year 2 had undertaken a useful topic on bread and had planned and made wheeled vehicles. Pupils in Year 3/4 had made and decorated their own torches while pupils in Year 6 had made an interesting range of different musical instruments. Interest in the subject has been further encouraged through a technology week where the whole school focus was on making a range of artefacts.

78. A scrutiny of planning in **physical education** indicates that all the different elements of the subject are taught over an agreed two-year cycle. Swimming takes place in Years 3/4 but the school did not provide any current information about the standards which were being reached as a result of this. One lesson in Year 1 and part of one activity time in Year 2 were observed during the inspection. Pupils in Year 1 were moving purposefully around the hall with awareness of safety and of space in their movements. Most were developing sound control and co-ordination skills as they used balls and beanbags to throw and catch using simple targets. Pupils in Year 2 were able to put together different movements including balances, walks and jumps, to illustrate the theme of new life in a spring poem which the teacher read. A strong feature of the lessons observed was the way in which pupils with significant physical and learning needs were encouraged to take part in the PE lessons. Opportunity is provided for several useful enhancements to provision. Pupils take part in football and netball matches with other schools and lunchtime and after school clubs are organised for rounders, cricket and football. Adventurous activities are provided for through a residential visit to an activity centre in Devon and through the regular overnight camp arranged in the school grounds.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Standards across the school are above those expected nationally.
- Teaching and learning in the subject are very good. The subject is very well managed and taught by the specialist music teacher.
- Pupils engage in their music making with enjoyment and zest.
- Cross-curricular links with other subjects enhance pupils' learning.

Commentary

79. Standards in both Year 2 and Year 6 are above those expected nationally and pupils at both key stages achieve well and make good progress in their learning. Pupils of all abilities do well for their capabilities and continue to make progress against their previous learning at all stages.

80. Across the school, pupils are successfully introduced to music from a wide range of styles, places and times. For example, pupils are aware of the work of classical composers such as Handel, Debussy and Mussorgsky, but also experience African drum patterns and enjoy part-singing when learning African chants and songs. They also know of other modern themes such as the film music from Star Wars.
81. Most pupils in Year 2 sing in tune giving expression to familiar songs. They explore sounds when they play instruments, improvising repeated patterns and combining them to make a layered effect. They understand well the importance of timbre when selecting instruments to form representational music. This was observed in the inspection as they were creating a sequence of seaside sounds to accompany their classroom display about Victorian seaside holidays. They are able to comment on their own work and that of others. They show much enthusiasm for singing and making music.
82. In Year 6, pupils are able to maintain an independent part while listening to others in group-music making, whether singing or playing. They are able to arrange and re-arrange their own compositions, modifying their work until it is ready to be performed. They involve melody and harmony in their compositions, often using chords. While they all can use graphic and alphabetic notation, many are able to read and use conventional notation. Singing is tuneful, of a good volume and done with appropriate expression using tempo and dynamics. Pupils enjoy their music and show liveliness and verve in making their compositions together.
83. Teaching and learning are very good throughout the school. An important reason for this is the impact of the specialist music teacher who teaches the subject in all classes. This is effective and impacts very well on the high standard pupils achieve. Lessons incorporate singing, playing, learning about different musical elements and their effects, listening to music, composing, performing, and appraising. A strength in provision is the way that the teacher integrates themes from other subjects such as history, geography, art and literacy into her music teaching. This was seen, for example, in the Victorian seaside theme, and the use of Debussy's music to link with a topic on French impressionists in art studies in Years 5/6. This approach enhances pupils' learning considerably.
84. The subject is very well managed. Planning is thorough and detailed and shows a good progression of skills and opportunities. Resources are good. For example, there is a wide range of listening music available and a good range of instruments including many from around the world. Enrichment includes a variety of musical events, and visits from musicians to play, perform or to run workshops for pupils. There are two recorder groups in the school, and a school orchestra, all run by the specialist teacher, who also takes singing with the whole school. There is the opportunity for pupils to receive paid instrumental teaching, and tuition in brass, woodwind, strings and keyboard is available. Assessment is also very good. It is thorough, frequent and appropriately detailed. ICT is integrated well with the subject, and incorporates the use of the overhead projector, the electronic keyboard and a recording device with a microphone to keep and play back pupils' compositions. Good progress has been achieved since the last inspection.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

Provision in personal, social and health and citizenship education is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is consistently good across the school.
- Good planning covers most aspects and links well with other areas of the curriculum. Provision for citizenship education is less well developed.
- The subject makes a valuable contribution towards the pupils' very good attitudes and behaviour.
- The school greatly values this subject and a strong emphasis is placed on promoting pupils' social development including their confidence and self esteem.

Commentary

85. Standards in both Year 2 and Year 6 are above average and pupils of all abilities achieve well. This is particularly true of pupils with SEN who are carefully nurtured and supported by their teachers and LSA's. The attitudes of all pupils are good, and they learn to respect the views, opinions, cultures and needs of others very well.
86. The school places much importance and considerably values this area of its provision. It regards it as an integral part of its work and life as a Christian school. It is largely taught as a timetabled subject, but also features in its provision of collective worship and aspects of its RE curriculum. Currently there is a detailed scheme of work for the Foundation Stage and for pupils in Years 1 to 6. This is thoroughly planned and contains many links with other subjects. For example, sex and drugs awareness education are carefully integrated into the science curriculum. The sex education provision is particularly well planned for Key Stage 2 pupils and parents are kept well informed about the school's provision. The sex education programme is reviewed annually by staff and governors, who respond effectively to parental concerns when raised. The school has already recognised that planning and provision for citizenship education need to be further developed. Healthy lifestyles are taught and promoted most effectively
87. The quality of teaching and learning across the school is consistently good. The topics planned for each class are taught sensitively and calmly, and thinking and reflection are well promoted. An important overall strength is the way that the school's approach to this area runs through all that it does or initiates. This creates a very positive atmosphere within which individuals and their relationships can flourish. During lessons observed there was clear evidence of pupils' confidence and self esteem being both encouraged and carefully developed by teachers and the LSA's.
88. The subject is well led and its co-ordinator has promoted the quality of the teaching by leading staff meetings specifically aimed at enhancing the subject's provision. She has also developed aspects of the school's scheme of work to improve the pupils' speaking and listening skills. Carefully selected cross-curricular links, for example those with science and DT, enhance these subjects' effectiveness. Currently very limited use is made of ICT during the teaching of this aspect of the school's curriculum. The school has made good progress in this area since its last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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