

INSPECTION REPORT

MARCHWOOD CHURCH OF ENGLAND INFANT SCHOOL

Southampton

LEA area: Hampshire

Unique reference number: 116299

Headteacher: Mrs M Green

Lead inspector: Bob Cross
19517

Dates of inspection: 17th to 19th May 2005

Inspection number: 271095

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary controlled
Age range of pupils:	5 to 7 years
Gender of pupils:	Mixed
Number on roll;	199
School address:	Twiggs Lane Marchwood Southampton Hampshire
Postcode:	SO40 4ZE
Telephone number:	023 80868819
Fax number:	023 80663723
Appropriate authority:	The governing body Marchwood CE Infant School.
Name of chair of governors:	Mr A Wood
Date of previous inspection:	January 2000

CHARACTERISTICS OF THE SCHOOL

Marchwood CE Infant School is about the same size as most other schools of the same type. There are 21 more boys than girls in the school although Year 2 has broadly the same number of boys and girls. There are 55 pupils fewer on roll than when the school was last inspected. The school has 32 pupils on its register of special educational needs (SEN) which is broadly the national average. Pupils with moderate learning and specific difficulties form the largest groups. One pupil has a statement of SEN which is below the national average. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils in the early stages of learning to speak English as an additional language is lower than in most schools. All take a full part in lessons without additional help. About one per cent of the pupils are known to be from minority ethnic backgrounds which is below average. During the last school year, 18 pupils entered the school other than at the usual time of first admission and 22 left it at a time which was not the normal leaving or transfer time for most pupils. This rate of mobility is high. In the last two years, the equivalent of 3.2 full time teachers left the school and 1.2 joined it. This is also a high rate of turnover. Pupils enter the school at average levels of attainment although standards in language skills are, overall, below average. The school gained an Achievement Award in 2002. It was recognised as a Healthy School and was awarded Investor in People status in 2003.

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INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15917	Bob Cross	Lead inspector	Science, information and communication technology, design and technology, geography, physical education
9977	Fran Luke	Lay inspector	
22745	Rosalind Johns	Team inspector	English, history, religious education, personal, social, health and citizenship education, SEN, English as an additional language
19142	Audrey Quinnell	Team inspector	Mathematics, art, music, Foundation Stage.

The inspection contractor was:

Phoenix Educational Consultants

37 Broadlands Avenue
North Petherton
Bridgwater
Somerset

TA6 6QS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. Overall, pupils do very well in all aspects of academic, social and creative learning. This is because the school's very good leadership ensures that teaching and learning are very good. In addition, the school's strong management of the curriculum makes sure that pupils' all round development is promoted very well. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Most pupils achieve their potential in all aspects of school life.
- The school gives pupils of all abilities and needs excellent equality of opportunity.
- The headteacher's very good leadership and the very good support she receives from other key members of staff result in a relentless and successful focus on improvement.
- Achievement in Year R and in mathematics and science in Years 1 and 2 is very good.
- Achievement in all other subjects judged in Years 1 and 2 was good.
- The strength of curricular provision underpins the school's success.
- Very good teaching and learning ensure that the pupils make very good progress.
- The school's excellent ethos and the pupils' very good behaviour and attitudes are based on very good provision for spiritual, moral, social and cultural development.
- Parents and pupils have very good views of the school and this makes an important contribution to its success.
- Standards in information and communication technology (ICT) have improved significantly although the use of this subject to support the pupils' learning in other aspects of the curriculum is still an area of development.

The school has made a very good improvement since it was inspected in 2000. A determined and successful attempt has been made to address all of the key issues from that inspection. For example, teaching and learning in Year R which were unsatisfactory in 2000 are now very good. In addition, standards in writing have improved since 2000 and are now average. However, the school recognises the need to continue to work on improving standards in writing which are still lower than in other subjects. Furthermore, this inspection finds that every aspect of the school – except attendance which remains satisfactory – has improved since its inspection in 2000. For example, leadership, management and curricular provision which were judged to be satisfactory in 2000 are now all very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	D	A	B	B
Writing	C	A*	B	B
Mathematics	D	A	B	B

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those with similar percentages of pupils eligible for free school meals

Achievement is very good throughout the school. In Year R, children are on course to exceed the goals they are expected to reach by the end of Reception in all areas of learning. In Year 2, standards are well above average in mathematics and science. They are above average in speaking, listening, reading, design and technology (DT), ICT, physical education (PE), religious education (RE), and personal, social, health and citizenship education (PSHCE). Standards in

writing are average. The inspection did not judge standards in any other subjects. Pupils of all needs and abilities do equally well.

Pupils' attitudes to school, their behaviour and provision for their spiritual, moral, social and cultural development are very good. Attendance is satisfactory and punctuality is good. Pupils enjoy their work and are very keen to do well. They behave very well in lessons and around the school. The pupils are very well mannered and show very mature attitudes.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good and, as a result, the pupils do very well in Years R to 2. The teachers make a determined and successful attempt to make learning relevant to the pupils and to base as much of it as possible on first hand learning. This captures the pupils' interest and inspires them to want to do well. The use of assessment information to promote the pupils' academic and personal development is very good. Curricular provision is so strong that it enables the pupils to achieve their potential in academic subjects, social development and in the creative aspects of their learning. Extracurricular provision and the school's accommodation and learning resources are very good. Provision for the pupils' care, guidance and support is very good. All pupils are fully included in the life of the school. The school council makes an important contribution to its development.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. Very good leadership by the headteacher and other key staff results in pupils receiving a very good all round education. The pupils' academic, social and creative abilities are all equally well developed. As a result, the pupils receive excellent equality of opportunity. The governors fulfil their role well. They have a good understanding of the school's strengths and weaknesses and have ensured that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive and feel that their children do well, are happy and are treated fairly. They think that teaching and management are good. However, some weaknesses in communication about homework were expressed. The findings of the inspection support this view. **Pupils** are overwhelmingly supportive of the school. All of them know that there is an adult to go to if they are worried, and 95 per cent think that other children are friendly. However, 34 per cent of those completing questionnaires had some concerns about the behaviour of other children. The findings of the inspection are that the quality of behaviour is very good.

IMPROVEMENTS NEEDED

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

- continue efforts to raise standards in writing;
- build on developments for the use of ICT in other subjects especially literacy;
- ensure that parents understand and support the provision made for homework.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good for pupils of all abilities and needs. Standards are well above average in mathematics and science in Year 2 and they are above average in all other subjects inspected except writing where standards are average. Standards are above those expected in Year R in all areas of development.

Main strengths and weaknesses

- All pupils do very well in this school.
- Pupils in Years 1 and 2 do best in mathematics and science.
- Standards in ICT have improved significantly since the school was last inspected although further development in the use of the subject in other curricular areas is still in progress.
- Numeracy skills are well used across the curriculum to support the pupils' progress.
- The development of the pupils' writing skills is an area of relative weakness.

Commentary

1. Achievement in Year R is very good. Most children enter the Reception classes at the expected level of attainment for their age, although many enter with below the expected level of attainment in their communication, language and literacy skills. Nevertheless, children are on course to exceed the goals they are expected to reach by the end of Reception in all areas of learning. This is a significant improvement on the findings of the school's last inspection. The findings of that inspection were that children were on course to reach average standards at the end of Year R in most areas of their development. The only exceptions were aspects of literacy where some elements were above average and in personal, social and emotional development where weaknesses were identified. The improvement is due to better teaching and learning in Year R.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.6 (17.2)	15.8 (15.7)
writing	15.6 (17.4)	14.6 (14.6)
Mathematics	16.9 (17.4)	16.2 (16.3)

There were 88 pupils in the year group. Figures in brackets are for the previous year

2. In the end of Year 2 national tests in 2004, standards were above average in reading, writing and mathematics compared with all schools and with similar schools. The trend in the school's results in these tests is upward at about the national average rate of improvement. Over the three years 2002 to 2004, boys have done better than girls in these tests in all three subjects in relation to national standards for boys and girls. This is largely because boys did better than girls in 2004. In the end of Year 2 assessments made by teachers in science, standards were below average at the expected Level 2. Standards in science were well above average at the higher Level 3.

3. The findings of the inspection are that achievement in Years 1 and 2 is very good. In Year 2, standards are judged to be well above average in mathematics and science. They are above average in speaking, listening, reading, DT, ICT, PE, RE, and PSHCE. Standards in writing are average. The inspection did not judge standards in any other subjects. Compared with the findings of the school's last inspection, standards have improved in all of the subjects judged by both inspections except PE and RE. In RE, standards were judged to be above average by both

inspections. In PE, the inspections judged different aspects of the subject so comparisons are not valid. Similarly, PSHCE cannot be compared as it was not inspected in 2000.

4. The findings of this inspection represent a significant improvement since the school was last inspected. This is due to improved management and better teaching and learning. The greatest improvement has been in ICT. In the school's 2000 inspection, standards in this subject were judged to be below average. Thanks to the school's effective development of ICT, standards are now above average. ICT also makes a significant contribution to the pupils' learning in some other subjects such as mathematics and science. However, this is not a natural part of the pupils' learning in all subjects. In particular, the use of ICT to assist the pupils' progress in writing is not as good as is commonly seen in many schools. The pupils are also enabled to apply their mathematical skills well to support their learning particularly in subjects such as science and DT. Improving the standard of writing was a key issue for the school to address following the school's last inspection. The school has introduced a number of effective measures to address this issue. As a result, standards in writing have risen from below average to average and achievement is now good. However, standards in writing remain a relative weakness compared with standards in other subjects. Reasons for this include the facts that the pupils do not write in a wide enough range of styles and do not sufficiently write at length in English and other subjects.

5. Pupils of all needs and abilities do equally well in this school. Very good provision for pupils with SEN ensures that they make similar progress to that made by their peers. Pupils who are gifted and talented are identified across a range of academic, creative and physical activities. They are supported and challenged successfully. For example, the teaching of pupils in ability groups in English and mathematics allows pupils of all abilities to maximise their progress. Although the national test data indicate that boys do better than girls in the subjects tested, there was no evidence of this during the inspection.

6. The findings of the inspection support the views of parents and pupils. Parents are very happy with the progress made by their children. Pupils think they have to work hard and that they learn a lot. They say they enjoy working hard. As one put it, "If we did not, we would be uneducated!"

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are very good. Attendance is satisfactory and punctuality is good. The provision for the spiritual, moral, social and cultural development of pupils is very good.

- Pupils are extremely interested in all the activities provided for them.
- Behaviour is very good at all times.
- Pupils form very good relationships with each other and with adults so that they are free from harassment and feel safe and secure.
- Pupils take the opportunities for additional responsibility seriously.
- Provision for pupils' spiritual, moral and social development has improved since January 2000.

Commentary

7. Pupils' very good attitudes, their eagerness to learn and very good behaviour make for a very positive and productive atmosphere in the school. They work together very well in class as well as independently and listen well to their peers. Teachers' efficient management of pupils creates a purposeful atmosphere and pupils enjoy learning and are keen to get involved. Their very good behaviour enables them to learn well and they are interested and self motivated. In the playground, pupils are taught to play different playground games, which encourages them to play very well together. In the dining hall, pupils sit together in groups and there is a quiet social atmosphere.

8. Pupils are extremely polite and courteous. They are encouraged to have respect for one another and this leads to a calm and harmonious atmosphere in the school. Relationships are very good and pupils feel valued. Pupils with SEN have very positive attitudes to their work and play a

full part in the life of the school. Very effective procedures are in place to deal with all forms of harassment. Consequently, pupils are all confident that little bullying takes place and any member of staff would deal with any issues very quickly. Parents are also confident that issues are dealt with quickly and effectively.

9. Pupils' levels of self-confidence and self-esteem are enhanced through the many opportunities to take on additional responsibilities. Pupils are encouraged to act as school helpers and many act as school councillors. On the playground Red Caps have the responsibility of looking after the playground toys. Pupils are asked to show new candidates around the school and act as 'Buddies' when new pupils join the school.

10. The school has made an improvement to promoting spiritual development, which is now very good. It is well supported through links with the local church and through the curriculum in subjects such as art and geography. There are very good opportunities for reflection in assemblies which are pertinent, and in which pupils show a great deal of respect. Moral and social development is very good: pupils are encouraged to think of others by raising and collecting funds for charities, which are relevant to them. Pupils are expected to think about their actions and what impact they may have on those around them. Provision for pupils' cultural development has also improved and is now very good. The school prepares pupils well for living in a multi-cultural society through promoting other cultures and faiths through RE and their special multi-cultural days and week. Pupils are encouraged to understand and to respect these cultures.

11. The level of attendance is in line with the national median and is, therefore, satisfactory. Pupils are eager to come to school and punctuality is good. There were no exclusions in the school year prior to the inspection.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.9	School data:	0
National data:	5.1	National data:	0.4

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

Exclusions

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	140	0	0
Mixed – any other mixed background	1	0	0
Black or Black British – any other Black background	1	0	0
No ethnic group recorded	2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning are very good and, as a result, the pupils do well in Years R to 2. Standards and achievement are very good throughout the school. In Year R, standards are above average in all areas of development. In Years 1 and 2, standards are well above average in mathematics and science. They are above

average in all other subjects where this inspection made a judgement except writing where they are average. Standards in ICT have improved significantly although the use of this subject to support the pupils' learning in other aspects of the curriculum is still an area of development. The teachers make a determined and successful attempt to make learning relevant to the pupils and to base as much of it as possible on first hand learning. This captures the pupils' interest and inspires them to want to do well. The use of assessment information to promote the pupils' academic and personal development is very good. Curricular provision is so strong that it enables the pupils to achieve their potential in academic subjects, social development and in the creative aspects of their learning. Provision for the pupils' spiritual, moral, social and cultural development is very good. Extracurricular provision and the school's accommodation and learning resources are very good. The school has very good links with parents and the community which enhance the pupils' learning. Provision for the pupils' care, guidance and support is very good. All of these factors create an excellent ethos which ensures that all pupils receive full equality of opportunity and also provides a solid basis for the pupils' all round development.

Teaching and learning

The quality of teaching and learning is very good throughout the school. The quality of assessment is very good.

Main strengths and weaknesses

- Teachers expect the pupils to do well and they rise to this expectation.
- The work set for the pupils is challenging and interesting.
- Much of the pupils' work is based on first hand experience.
- Teachers make very good use of ICT to promote the pupils' learning.
- The use of ICT made by pupils to support their learning in other subjects is variable.
- Very good use is made of a wide range of teaching strategies.
- In most lessons, time is used very productively but in a few, the pace of learning flags.
- Although satisfactory, the provision of homework is not well communicated to parents.
- Assessment procedures have improved significantly since the school was last inspected.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	9	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; figures in brackets show percentages where 30 or more lessons are seen.

12. When the school was last inspected, teaching and learning were judged to be unsatisfactory in Year R and good in Years 1 and 2. The findings of this inspection are that teaching and learning are, overall, very good throughout the school. Since the school's 2000 inspection, the percentage of excellent and very good teaching seen has almost doubled at 39 per cent and there is now no unsatisfactory teaching and learning. In 2000, eight per cent of the teaching and learning seen was unsatisfactory. In this inspection, teaching and learning were very good in all areas of learning in Year R and in mathematics and science in Years 1 and 2. They were good in all other subjects where judgements were made, that is English, DT, ICT, PE, RE and PSHCE. Teaching and learning for pupils with SEN were judged to be very good. Teaching and learning are judged to have improved in all areas of learning and subjects where direct comparisons can be made between this inspection and the school's last inspection. This is particularly significant in Year R and in ICT which were both judged to be unsatisfactory in 2000. The improvement is due directly to better monitoring of the quality of teaching and learning and to imaginative application of varied teaching methods and styles.

13. Strengths in teaching such as the use of resources, the management of pupils and the teaching of basic skills, which were identified in 2000, are confirmed by the present inspection. However, weaknesses in Year R such as insufficient intervention by adults and children moving between activities in an unfocused way are no longer evident.

14. The three teachers in the Reception classes provide a wide range of very good, practical experiences, which stimulate and interest the children. The children respond very well to the teachers' very good, positive approach on high standards of behaviour. The teachers understand well how young children learn, which helps the children to feel secure and happy. The teachers and the learning support assistants form a very effective team. A very good range of activities is provided, which enables the children to work and play independently and collaboratively. This enables them to acquire new skills and develop their capacity for concentration. The indoor and outdoor areas are used well. However, the outdoor area lacks a covered area, which limits its use in inclement weather. There are very good assessment procedures for monitoring the children's achievement on a day-to-day basis and the information is used very well to provide appropriate work for the different abilities within the classes. Provision for children who have SEN is good in the Foundation Stage.

15. Teachers have very high expectations of the standards they expect the pupils to reach and of the way they expect them to behave and work. Conversations with the pupils and lesson observations showed that the pupils were well aware of this. They respond by working very hard and by behaving very well. Teachers match the pupils' work to their needs very well particularly in English and mathematics. Work is challenging but attainable for all pupils. Additionally, however, much of the teaching is based on building on pupils' existing knowledge and in promoting active learning. Pupils, therefore, find the work demanding but accomplish it successfully. They also enjoy the 'hands on' approach and find enjoyment in learning. As a result, pupils of all abilities and needs make very good progress and their independence is encouraged effectively. These strengths were very evident in a Year 2 science lesson in which pupils were taught what minibeasts were and where to find them. After a clear explanation of the task, the pupils went to the science garden to hunt for minibeasts. They did this very sensibly but with great enjoyment. On returning to the class they classified and identified the minibeasts they had found. Some pupils used a digital microscope to observe their minibeasts in detail and to print photographs of them.

16. The science lesson described above also gave an illustration of the very effective use teachers make of ICT to help the pupils to learn. The use of interactive whiteboards to interest the pupils and extend their knowledge and understanding was a strength in many lessons in Years 1 and 2. However, in the case of the pupils, their application of their ICT skills to promote their learning in other lessons was varied. The use of ICT by pupils in mathematics and science was strong. However, its use to develop the pupils' writing skills was limited. Similarly, the application of the pupils' writing skills in other subjects is also varied and the range of purposes for which they write is limited. Good examples of writing at length were, for example, seen in geography but appropriate written work was less evident in science. Numeracy skills are well used in other subjects especially science, ICT and DT. Teaching assistants are generally well used, for example, in the teaching of mathematics and providing support for pupils with SEN.

17. A very important strength in teaching and learning is the range of techniques and strategies adopted by the school. The basic principle of promoting active learning is supported successfully by strategies to ensure academic excellence, personal development and the pupils' enjoyment and creativity. Literacy and mathematics are taught in groups based on ability and attainment. Within the teaching groups, the challenge of the work provided is further adjusted to meet the needs of the range of attainment within the groups. This ensures that pupils of all abilities have full equality of opportunity to reach their potential. On Friday afternoons, a range of exciting and enjoyable activities covering, for example, dancing, cooking, nature rambles and gardening is organised. These activities take place in mixed aged groups so that pupils get to know those in other year groups. They also benefit by working with different teachers and teaching assistants as they undertake different activities during the year. These Friday afternoon sessions are very well supported by parent helpers. Additionally, for example, in music, use is made of teachers' interests and skills when some teachers support classes in addition to their own for activities.

18. In general, the pace of learning is a strength of the teaching and proceeds rapidly. On a few occasions, however, the pace slows because of overlong introductions or because the pupils are given undemanding tasks. The use of homework to support the pupils' learning is satisfactory. Work in reading and mathematics is regularly provided and is supplemented by other activities such as spelling and research. However, it is not as clearly structured or developed as it is in many other schools and many parents do not feel that they have been made sufficiently aware of the school's homework policy. The findings of the inspection support their views. Apart from this point, parents and pupils overwhelmingly expressed the view that the quality of teaching was good, a view that the findings of the inspection also support.

19. When the school was last inspected, improving assessment procedures was regarded as a minor issue for improvement. The school has addressed this issue rigorously and assessment is now judged to be very good. The use of the assessment information generally ensures that pupils of all abilities, including those who have SEN or who are gifted and talented, receive work which is challenging but attainable. This assists all pupils to reach their potential, particularly, in English and mathematics. Assessment procedures in other subjects are less well developed but are, overall, satisfactory. The school has identified the need to work on these subjects to improve procedures.

20. Pupils frequently self assess their work at the end of lessons using a simple traffic light system. If they feel they have done well, they make a green mark on their work. Red means they feel that they need more help and amber is satisfactory progress. They are often helped to make this self assessment by the review of the learning objectives for the lesson which takes place at the end of many lessons. In conversation, the pupils say that they find the group targets which the school sets in some subjects helpful in making their work better. They also say that the teachers' comments in class and on their written work are also helpful in this respect. The findings of the inspection support this view. They also find that the individual targets for pupils given to parents in written reports help the parents to support their children's learning.

The curriculum

Curricular provision is very good. The enrichment of the curriculum is very good. The school's accommodation and resources are very good.

Main strengths and weaknesses

- The school plans its curriculum very well and adjusts it successfully in order to cater for the changing needs of the pupils and national requirements.
- The Friday Clubs are an excellent innovation.
- Grouping pupils by ability promotes high attainment in English and mathematics.
- The pupils' learning is enriched well through the very good range of clubs, visitors and educational visits provided by the school.
- Provision for children in their Reception Year is very good.
- Provision for pupils with SEN is good.
- Very good accommodation and the very good range of resources enhance pupils' learning very well.

Commentary

21. The school provides a very good curriculum, which enhances pupils' learning very well. The principles of excellence and enjoyment are attained very well through a very good balance between creativity, very good pastoral care and sustained achievement of high standards. The school keeps the effectiveness of its curricular provision under constant and effective review and implements changes well. The school's Friday Clubs are an imaginative approach in helping to create a stimulating curriculum, which gives pupils many first-hand, practical experiences together with excellence and enjoyment by putting the 'wow' factor into learning.

22. During the past two years, a major focus for the school has been to create a stimulating curriculum. Although the Friday Clubs were started three years ago, they have been refined, extended and improved following ideas brought by pupils to the School Council. The Friday Clubs now form part of an exciting curriculum and pupils look forward to the adventurous learning experiences. Pupils from different ages and year groups, from each of the eight classes, are grouped into six clubs. Pupils from the same family are in the same club. Although the six clubs are known as: DT, art and craft, ICT, dance and drama, music and games, and indoor and outdoor, they provide many learning experiences across and beyond the curriculum. Through this innovative approach, pupils learn to work and play both independently and with others. This enables them to forge very good links with pupils of a different age, which helps to boost their confidence when meeting new people.

23. Pupils from each class in the same academic year are set by ability for English and mathematics. The sets are known as *passport* groups. This enables pupils of a similar ability to be appropriately challenged and provided with suitable levels of support. This is helping many pupils to achieve very high standards in line with their ability.

24. The very good curriculum for children in the Reception class is varied and interesting and planning is clearly linked to the statutory curriculum for children of this age. This is a very good improvement from the judgements in the previous inspection, when it was judged to be unsatisfactory. The accommodation is very good and meets the demands of the curriculum and the needs of the children well. The attractive outside area is used well, but lacks a covered area, which limits its use in inclement weather.

25. Provision for pupils who have SEN is very good. They are given work that is pitched at appropriate levels for their stage of development. This ensures that every pupil, including gifted and talented pupils, is able to achieve standards in line with their ability. Teachers and teaching assistants provide good support and targets are matched well to pupils' individual needs. The school ensures that requirements in the statement for SEN are fully met. The ability group system ensures that they are given the support that they need. The independence and integration of these pupils are very important features in the ethos of the school.

26. The school extends pupils' learning very well through a very good range of visitors, clubs and educational visits. Visitors, such as the vicar and the Bishop of Winchester extend pupils' learning of Christianity very well. The fire service, police, school nurse and the Life Education mobile classroom enable pupils to learn more about keeping safe and maintaining a healthy life style. A Chelsea Pensioner and grandparents help pupils to gain a deeper understanding of the past. Visiting drama groups, singers, dancers and artists deepen pupils' learning of different cultures, such as in Fiji, China, India and Rwanda. There is a very good choice of out of school clubs, which are supported well. These include football, cricket, dance and French. Visits to Longdown Activity Centre, Hilliers Arboretum and Marchwood Military Port enrich and provide extra support for pupils' learning. This judgement supports the parents' view that the school provides a very good range of extracurricular activities and is a very good improvement from the judgement of the last inspection.

27. The school has a good number of teachers and teaching assistants, which support the curriculum well. The very good accommodation and very good range of resources support the curriculum very well. The refurbished good-sized hall is attractive and used well. The new ICT equipment is used well to promote pupils' learning of the subject. The spacious grounds are attractive and include the new science garden, which is providing pupils with many first-hand science experiences. The very good curriculum meets all statutory requirements.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are good overall and support their learning appropriately. The provision of support, advice and guidance based on monitoring is very

good. The involvement of pupils in the school's work through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- Staff and governors are fully involved in health and safety reviews of the school.
- Very good levels of care for all pupils ensure that pupils are monitored closely as they progress through the school.
- Good induction procedures for pupils entering the school ensure that pupils settle quickly.
- Pupils have very good opportunities to express their views.
- Provision for pupils with SEN is very good.

Commentary

28. The school has good health and safety procedures in place. Staff and governors are vigilant in ensuring that the environment is kept safe by routinely checking grounds, buildings and equipment. Some risk assessments are carried out and this is due to be extended.

29. Child protection procedures are firmly in place. The Child Protection Officers have both received training and have carried out staff training. All adults in the school know the importance of these procedures and how to raise any concerns. Pupils who suffer minor accidents or who are feeling unwell are well looked after and, as a result, pupils feel safe and well cared for. Parents are very positive about the level of care provided for their children.

30. There are very good opportunities for pupils to express their views, through membership of the School Council and through questionnaires. At School Council meetings, all pupils are given the opportunity to have their say, and they can cite examples of how their suggestions have had an impact on school life.

31. There are very good, procedures to monitor pupils' progress. Information is passed between staff as pupils proceed through the school. Relationships between pupils and staff are very good which means all staff in the school know the pupils extremely well and are quickly aware if something is wrong. Pupils spoken to are very happy that there is always someone they can turn to for help and advice.

32. Pupils with SEN are very well cared for. The school's rigorous assessment procedures and regular review of pupils' progress mean that difficulties are picked up at an early stage and that pupils' work is based on a thorough knowledge of their capabilities. The school taps into the specialist knowledge of outside agencies very effectively to support individual pupils' programmes of work.

33. Good induction procedures for pupils entering the school ensure that pupils feel welcome and settle into school quickly. If pupils start at the school in older year groups, they are assigned a 'buddy' to help them understand school procedures. This enables them to fit in quickly and take an active part in school life. Induction arrangements for children in the Reception classes are very good. The teachers meet with the pre-school teachers to exchange information about the children starting school. There are three meetings for parents and the children visit the school for two afternoons during the summer term prior to starting school so that they can get to know their teachers. The children are gradually integrated into school life by attending part-time and all attend full time by the end of the half term holiday in the autumn term. Very good relationships are quickly built up with the children's parents, which help them to know how well their children will be looked after in school. Parents receive a newsletter each term informing them what their children are learning and how they can help them at home.

Partnership with parents, other schools and the community

Links with parents are very good overall. Links with the local community and other schools are very good.

Main strengths and weaknesses

- The school has very good links with parents, they are regularly consulted and many support the school.
- Information provided for parents about the school and the curriculum is very good.
- Strong links with the local community give pupils a broad range of experiences.
- Very good links with other schools ensure that there is a smooth transfer for pupils when they move schools.
- Parents of pupils with SEN are fully involved in their children's learning.
- There are strong links with the parents of children in Year R.

Commentary

34. A very good range of information is sent to parents on a regular basis to let them know what is happening in school, as well as information about the curriculum and how parents can help their children at home. Many parents take advantage of this and actively support their children at home by practising what they have learned at school.

35. Written annual reports for parents are very good. They inform parents what their children know, understand and can do and give some areas for further development. The end of year and mid term reports show parents very clearly what progress their children are making. Parents confirm that they have the opportunity to discuss pupils' progress informally at any time, as well as at regular formal consultation evenings.

36. The school has very good relationships with parents. It constantly strives to deal with parents' concerns or complaints, and parents confirm that they are always made to feel welcome and that they have very good relationships with all the staff. Regular surveys are made of the views of parents and they feel they are consulted well. Many support the school by assisting in the classroom, and are particularly supportive of the 'Friday clubs'. The PTA also raises significant funds for the school, the benefits of which are evident around the school.

37. Very good links with the local community support the school well. Close links with the local church support pupils' spiritual development, and links with the local elderly community support their social development. Other links include the fire brigade and community policeman who come in and talk to the pupils during 'safety week'. Close links with the local army base support the children of army personnel. These links, together with a planned programme of visitors and visits out in the community, help pupils to receive a very wide range of experiences.

38. Very good links with local schools, including secondary schools, support pupils very well and ensure a smooth transfer takes place. Curriculum links with other church schools in the local area support the school well by helping staff share ideas.

39. There are very good links with parents of pupils with SEN. They welcome guidance and activity packs have been introduced so that parents and children can practise skills at home. There are very good links with parents of children in the Reception classes. Good relationships with parents are quickly established through the very good induction programme. Parents are always made welcome to discuss any problems they may have to avoid any anxiety for parents or their children.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are very good. The leadership of the headteacher and other staff with management responsibilities is very good. Management is very good. The governance of the school is good.

Main strengths and weaknesses

- The strength of the school's self-evaluation underpins its successful drive for improvement.
- Very good leadership of the curriculum and teaching results in a very effective focus on high standards.
- Leaders provide very good role models.
- Very strong teamwork results in pupils receiving a very good all round education.
- These factors result in the pupils receiving excellent equality of opportunity.
- The governors support the school well.

Commentary

40. The leadership and management of this school have improved significantly since it was inspected in 2000. At that time, leadership and management were judged to be satisfactory with some important weaknesses. These weaknesses included shortcomings in teaching and learning and strategic planning which were due to lack of robust monitoring procedures. In addition, delegation was underdeveloped, the school did not have a sharp grasp of the standards or quality of its work and the analysis of assessment data was in its early stages.

41. The school responded very positively to the need to take action on the findings of its previous inspection. As a result, the quality of leadership and management is now very good and all of the shortcomings noted in 2000 are now strengths. The basis of this improvement is the school's rigorous self evaluation which identifies accurately its strengths and weaknesses and then addresses the weaknesses very effectively. The strength of the school's self evaluation is shown by the fact that, in a significant number of instances, the findings of the inspection rated the school's performance better than the school did. In no instance was the judgment of the inspection below that of the school.

42. The very effective way in which the school uses its self evaluation for improvement is shown by the very good improvement it has made since it was last inspected. In terms of the issues for improvement identified by the school's last inspection, teaching in Year R is now very good, standards in ICT are above average, governance is good, and assessment and provision for extracurricular activities are now very good. Only raising standards in writing remains as an ongoing issue and, even here, standards have risen from below average to average.

43. Furthermore, this inspection finds that every aspect of the school – except attendance which remains satisfactory – has improved since its inspection in 2000. For example, the areas identified as shortcomings in leadership and management by that inspection detailed above are considered to be very good or good in all instances. These improvements fully explain the differences in the other judgements made by the two inspections. Nevertheless, there is no complacency in this school. Its self evaluation identifies continued improvement by developing strengths, for example, provision in ICT still further and pressing on with work to improve relative weaknesses such as that in writing.

44. The headteacher gives the school very good leadership in a reflective manner. This gives the school a clear educational direction with a relentless and successful drive on the improvement of pupils' standards at its heart. She is very well supported by key staff particularly the deputy headteacher, the Foundation Stage co-ordinator and the SENCO. Curricular provision, the Foundation Stage and provision for pupils with SEN are all very good which shows how effective these key staff are as managers. The deputy headteacher's management of the curriculum is a particularly important factor in the school's success. Curricular provision is organised so that the pupils' academic needs are central to its work, especially in mathematics and English. In addition, however, great interest and enjoyment are provided through themed weeks, a range of varied

activities on Friday afternoon and a 'very hands' on approach to teaching through which the pupils learn through first hand experience.

45. Apart from providing very good leadership and management for their areas of responsibility, these staff also provide first rate role models as teachers. This fact, allied to the headteacher's very good overall leadership, results in a very strong team spirit in the school in which everyone connected with it works very hard towards a common goal. As a result, the pupils receive an education which enables most of them to develop their full potential in all aspects of their education. This represents first rate equality of opportunity for the pupils.

46. Governance of the school is good. The governors have a clear understanding of the school's strengths and weaknesses. As a result, they are able to support and challenge the school in a way which helps it to improve. This is a significant improvement since the school's 2000 inspection when governors were judged not to hold the school to account adequately and to be over reliant on the headteacher. The governors are fully involved in strategic planning and have a strong induction procedure for new governors. They have evaluated their performance and, because of this, are reorganising their working parties. Governors visit the school to support and monitor but these visits tend to be informal rather than structured and focused. Budget planning is carefully related to the school's educational priorities and spending is monitored rigorously although it is not compared with spending patterns in similar schools. A fall in the number of pupils means that the school currently has a small overspend. However, the governors have ensured that plans exist to restore a balanced budget.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	626440	Balance from previous year	20039
Total expenditure	647292	Balance carried forward to the next	- 813
Expenditure per pupil	3145		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Reception classes is **very good**.

47. At the time of this inspection, 73 children in their Reception Year attend full time. There are very good arrangements for introducing the children to school. This means that most are happy to leave their parents and quickly get used to school routines. The quality of teaching is very good, which is a very good improvement from the judgement of the previous inspection, and most children make very good progress. Good provision is made for children with SEN. Attainment on entry is mainly at the expected level for children of this age, although many are below the expected level in their communication, language and literacy development. However, indications are that a high proportion of the children are likely to exceed the expected standard in all of the six areas of learning of the statutory curriculum for this age by the end of their Reception year. The Foundation Stage is very well led. The three teachers and the learning support assistants form a very effective team and provide a caring environment where the children feel safe and secure, which enables them to learn very well.

Main strengths and weaknesses

- Very good progress in all areas of the curriculum.
- Teaching and learning are very good in all areas.
- Children are provided with a very good range of practical experiences to explore and observe.
- Very good accommodation and learning resources.
- Lack of a covered outdoor area.

48. Provision for **personal, social and emotional development** is very good and the children make very good progress. This is a very good improvement from the judgements of the last inspection. On entry to school, the pattern for the day is quickly established, which helps the children to feel secure and to grow in confidence. When the children come into school each morning, they self register, which is very good as this helps them to learn to be responsible at a very early age. When they have settled into the school routine, each week they have a tracking sheet, which they use to plan their day, when an adult is not teaching them. The tracking sheets have three or four pictures of activities, which the teachers want the children to take part in during the week to ensure that certain skills are practised, and the children add two more activities of their own choice. This provides the children with a feeling of responsibility and helps to extend their independent learning very well. The children can also independently choose to use other activities from a very wide range within the Reception area. They quickly learn to take turns and to share with others. Children are given valuable help to establish boundaries for acceptable behaviour through the very good relationships, which are quickly established between the children and adults within the department. Children are helped to understand the importance of telling the truth through stories with a moral. The children behave very well and positively respond when they are asked to stop their activities and to be ready to listen. Many children are likely to achieve higher than the expected level by the end of their Reception year in their personal, social and emotional development.

49. Teaching and learning are very good with some excellent features for **communication, language and literacy**, which enables the children to make very good progress in developing these skills. Many children start school below the expected level of attainment for their age for speaking, listening, reading and writing. However, for some activities within this area of the curriculum, the children work in their ability groups, which enables them to be suitably challenged and supported. This is enabling many children to make very good progress from their below average starting point. Adults within the department speak clearly and are very good role models for the children. The teachers make learning fun, such as when an adult plays alongside the children in role play in the Animal Rescue Centre or the Pet Shop, which helps to develop the children's vocabulary and their

understanding of story structure. Children listen attentively to stories and make a good attempt to join in with repetition, such as in the story *Who's in the shed?* or *The Hungry Caterpillar*.

50. Teachers enable the children to see the link between spoken and written language very well by pointing to the text as they expressively read a story to them. Most children are at the early stage of reading. They confidently handle books correctly and use the pictures to read the stories. A very good range of high quality books is available for the children to use and to take home to share with their parents. Shared reading with an adult helps the children gain well in their learning of how the written text represents spoken language. Many opportunities are provided for the children to write such as when working in the vet's surgery and writing a prescription for a pet. Children's own mark making and emergent writing are accepted, which is very good, as this helps them to feel confident to write. A cursive style of letter formation is taught, which enables the children to easily progress to using joined writing. Many children can write in a neat style using joined writing, which is very good especially for children of this age.

51. Phonic sounds are taught in conjunction with the teaching of letter formation and together these combine very well to help children learn to spell well. A group of more able children made a very good attempt to write an information booklet on how to look after a dog after the veterinary nurse's visit to the Reception children. Each child used joined writing and many words were either correct or plausibly correct, which is a very high standard for their age. By basing the work on the veterinary nurse's earlier visit that day combined with the teacher's excellent teaching, the children were enabled to achieve very well. The children use computer programs to extend their language and literacy skills. They enjoy listening to a story while looking at the pictures and text on the screen, which helps to reinforce their early reading skills. After listening to a story, a more able child then rearranged five mixed up sentences on the screen to create a synopsis of the story by clicking and dragging the sentences into their new position using very good control of the mouse.

52. Teaching and learning in **mathematical development** are very good. Although mostly taught within their class, sometimes the children are taught in their ability group for their mathematical development to enable each child to be appropriately challenged or given more support. By combining these different approaches, most children are achieving very high standards for their age. Great emphasis is placed on practical, 'hands on' activities, which enables the children to have a very good understanding of mathematical concepts. The teachers use many opportunities throughout every activity to reinforce the children's learning about numbers, such as counting the number of children at school or how many are having school lunch compared with those having packed lunch. Some of the children use the terms 'more than' and 'less than', when explaining the difference between two numbers. The children are encouraged to count by playing games and singing number songs, such as *There were ten in the bed*. Children develop their ideas well through many practical experiences, such as using money to buy items in the pet shop and using scales to weigh food. They use play dough to make long or short snakes and use toy snakes to find the longest or shortest by measuring them along a ten-centimetre rule or a metre stick.

53. Children enjoy filling and emptying containers in the water tray. Adults question the children very well while they are engaged in these activities, such as, Why do you think...? What shape is it? What do you think will happen if...? They are always trying to draw out and encourage mathematical thinking. A group of more able children have a good understanding of numbers to 20. Very good practical work using a number line and small plastic teddy bears to jump back ...paces from given numbers enables the children to gain well in their learning about simple subtraction. Children who need further reinforcement on learning the value of numbers to ten work in pairs to find a given number of objects on a sheet. They enjoy working together and quietly, yet enthusiastically, move around the classroom finding, matching and counting items such as small tiles and pencils. They are keen to show their work to the teacher, who helps them to count out each set of objects, which reinforces their learning, but also helps them to realise when they have miscounted. This also provides teachers with a very good assessment of the children's understanding and on-going assessment notes are made, which is very good.

54. Teaching and learning for **knowledge and understanding of the world** are very good. The children have planted broad bean seeds and are caring for flowering plants, which is enabling them

to learn about the conditions needed for seeds and plants to grow. Very good use is made of the science garden and the very good school grounds to enhance the children's learning about the world around them. A visit to the Longdown Activity Centre has helped the children to learn more about animals and has been linked very well with their mathematical development and their information and communication skills. The children ask adults and other children in the room for their favourite animal and make a tally of this on a piece of paper, which has both words and a pictorial representation of the animals. Many confidently transpose this information to a computer by themselves to produce a pictogram. They click on the picture of an animal the number of times to match with their paper tally, which is a very good skill for their age. The children are making very good progress with their information and communication skills. They enjoy using computers and can use the cassette player on their own to listen to story tapes. They use a good range of commercial construction kits to explore and make models. The children know some stories from the Bible, such as Noah's Ark, and enjoy using a small world replica of the ark and animals, which helps to reinforce their learning.

55. Teaching and learning for **physical development** are very good. The children are provided with a good range of experiences to develop their hand control, such as tracing, cutting and sticking different materials. Most children are likely to achieve above the expected level in their physical development by the end of the Reception year. There is a good range of high quality large wheeled toys for outdoor use. In a very good physical development lesson in the hall, the children enjoyed moving freely and most had good body control. After a good warm up session, the children confidently balanced and travelled in different ways on the high quality apparatus. The apparatus was grouped in a wide range of varying heights, which enabled the children to feel confident to attempt to move along, over or under the apparatus. The teacher explained the tasks very well. During the lesson, she asked for volunteers to show many different ways of travelling, so the children learned from others how they might improve their own expertise.

56. Teaching and learning for **creative development** are very good. The children enjoy playing in the Animal Rescue Centre and the Pet Shop. They enjoy dressing up as a vet or veterinary nurse. They play well together and their imaginative play is enhanced when an adult works with them, as this helps to extend their vocabulary and learning about story structure. Many of their paintings are good for their age, such as their self-portraits and hedgehogs. They manipulate clay well to produce different animals. They use Revelation Art computer program for their flower and abstract artwork. They enjoy singing songs, such as *When we're on the farm* and playing percussion instruments to accompany their singing. Many can keep a steady beat and respond well to the conductor's movement to stop. There is a very good range of musical instruments in the Reception base, which the children use freely.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average in speaking, listening and reading.
- Achievement is good in writing but there is scope to develop pupils' creative work.
- Very good resources contribute to pupils' skills in reading and in finding information.
- Pupils are not given enough opportunities to explore the richness of language.
- Teaching is confident, knowledgeable and well-structured.
- Good leadership ensures a constant focus on improvement.
- A broad range of visitors gives another dimension to pupils learning.
- There are strengths and weaknesses in the pupils' use of ICT in English.

Commentary

57. In Year 2, standards in English are above average overall. This reflects the broad pattern of results in the national tests and assessments during recent years. The achievement of all groups of pupils is good. At the last inspection, standards in English were reported to be average overall so improvement has been good. This is because the school is always challenging itself to improve standards. Its very rigorous and constant analysis of pupils' performance means that problems are quickly picked up and programmes of action put in place to tackle them. A recent successful initiative has been the raising of standards further in reading especially through the development of pupils' speaking and listening skills. This is particularly important as the current Year 2 group of pupils entered the school with weaker skills in communication, language and literacy than in their other areas of learning.

58. In Year 2, standards in speaking and listening are above average. Pupils are given good opportunities in class, assemblies and other activities to develop their skills as speakers and communicators. As a result, most speak confidently and convey their ideas clearly in well-formed sentences. In a Year 2 PSHCE lesson, pupils answered questions carefully and gave their views about a 'buddy stop' in the playground freely yet thoughtfully. Many pupils are careful and responsive listeners and this helps them to absorb new information and apply it to their work. They listen closely to teachers' explanations and instructions so that they know what is expected of them and settle to work without delay. In discussions, they listen to what others have to say and are aware of the importance of valuing their contributions.

59. Reading skills are above average in Year 2. The subject's very good resources, including the attractive and welcoming library at the hub of the school, mean that pupils are surrounded by a large and exciting range of books which encourages them to take great pleasure in reading. As a result, they read with a good degree of confidence, fluency and accuracy and cheerfully talk about how they practise their skills at home. Some of them are aware of the importance of reading with lively expression. Pupils have a good range of techniques for tackling unfamiliar words using their knowledge of sounds and letter combinations, clues from illustrations and their understanding of the context. A few guess new words rather than using their knowledge of sounds to help them. Most pupils are keen to make simple comments about characters and their responses to a story and to identify favourite books. Early research skills are good.

60. Skills in writing are average in Year 2. Although this is a weaker element of the subject, pupils' achievement in writing is good in view of their lower standards in this area on entry to the school. It is also a good improvement from the below average standards reported at the previous inspection. In Year 2, many pupils are developing a growing awareness of the structure of a story and are used to writing in a variety of styles like instructions, letters, descriptions, posters and information work. They know how to improve simple sentences with descriptive words and with connectives to provide a more interesting story line. Some pupils are becoming more confident in their use of language and can sustain the pace and interest of the story. Less able pupils write simple words and phrases but they do not always convey clear meaning and sometimes move on without punctuation. Pupils are given plenty of opportunities to develop their non-fiction writing but there is not enough emphasis in the school on devising creative ways of expanding pupils' imaginations and enriching their vocabulary. They are not given enough freedom, for example, in poetry, to experiment with language and content and to be bold and inventive in their choice of words. This limits their creativity and especially limits more able pupils from realising their talents and achieving the higher levels. Handwriting is good and a lot of pupils have a neat joined style. Spelling is weaker and some pupils are not sufficiently using their knowledge of phonics and growing awareness of spelling patterns to help them.

61. As in the previous inspection, the quality of teaching and learning is good. Teachers are very conscious of the importance of pupils' active involvement in their own learning. In a Year 1/2 lesson about creating a character, there was a lively sense of fun and enjoyment as the teacher sprinkled 'magic dust' over the pupils as they re-enacted the shrinking of the giant guinea pig. In Year 2 class where pupils were creating a story setting, the teacher built up suspense very dramatically when pupils were escorted outside to a 'dungeon'. Teachers' good command of the subject is evident in the skilful way in which they ask questions which help pupils to think more precisely about what they are going to write. In a Year 1 lesson, the teacher asked probing questions to remind pupils what

they had learned about growing seeds. Pupils responded with ready interest and spoke confidently about the growth of a beanstalk. Teachers' relaxed and natural control of pupils also makes for a friendly, supportive atmosphere in the classroom. Other common strengths are good use of ICT to teach key skills, good expectations of pupils' work and response and effective use of timed targets. Teachers usually move lessons along sharply so that a sense of urgency is conveyed well to pupils but, occasionally, a flagging pace means that the lesson starts to lose momentum. There is insufficient modelling by teachers as a stimulus for pupils' creative writing. Work is not always targeted precisely to individual needs within ability sets. Marking does not give enough constructive guidance to pupils on how to improve their work.

62. The subject is well led. The subject manager has a good overview through her well-established monitoring role. Tracking procedures are very good and lead to decisive action when problems are highlighted. Pupils enjoy using reading, spelling and dictionary programs but ICT is not used adequately to develop word processing skills. A wealth of visitors and activities including Story Sack Week, storytellers, authors, puppeteers, theatre groups and illustrators effectively helps to bring the subject to life for pupils.

Language and literacy across the curriculum

63. The development of language and literacy in other subjects is satisfactory. For example, in geography, pupils write about life on the island of Struay, carry out mathematical work on symmetry based on *Little Beaver and the Echo* and study Creation stories in RE. 'Circle time' in PHSCE enables them to discuss issues and cope with life in a school community. Simple planning and evaluations are carried out in DT. Specific language is used well in some subjects but, in others, it is not reinforced frequently enough to encourage pupils to use it naturally and confidently.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Many pupils are attaining well above average standards with very good achievement.
- Teaching and learning are very good.
- Very good inclusion.
- Very good procedures for and use of assessment.
- Targets are set for pupils in order to raise standards.
- The subject manager provides very good leadership.

Commentary

64. Standards in Year 2 are well above average. Many other pupils are also achieving well above average standards of attainment. The provisional results for the 2005 tests show that they match this judgement. Throughout the school, pupils' achievement, which takes account of their capabilities and previous levels of attainment, is very good.

65. The quality of teaching and learning is very good. Teachers provide challenging tasks, which are suited well to pupils' needs. Pupils are interested and enjoy their mathematics lessons. The ability setting system enables pupils to be provided with appropriate levels of challenge and support for their individual needs. This enables them to make very good progress in line with their abilities. The setting system is enabling many pupils to achieve very well.

66. In a high achievers set, very good teaching in a Year 2 lesson inspired pupils to achieve very well. The teacher explained the learning intention of the lesson, which was to calculate addition of money, so pupils were aware of what they were to learn. After a brisk mental maths session, the teacher asked pupils to explain their different strategies to the class. This enabled everyone to be involved and to feel confident. There was a buzz of anticipation throughout the class, especially

when pupils showed their mathematical ideas on the interactive whiteboard. The use of the interactive white board enabled pupils to see clearly items of food for sale, which were all grouped in pairs. Using the interactive whiteboard enabled the teacher to change the prices on the goods for sale very quickly. She priced some items in pairs and others singly. The teacher posed a range of questions, such as 'What can I buy for four pounds?' Pupils used small white board to list their chosen items listing totals and any change. The teacher enabled pupils to feel confident, as she explained that there were no right or wrong answers. The teacher set time limits, which ensured a brisk pace and pupils enjoyed the challenge. The teacher and other pupils could easily understand the strategies used, when some pupils showed their ideas by dragging up coins on the interactive whiteboard. This enabled the teacher to assess pupils' mathematical thinking quickly and also enabled other pupils to be fully involved. Their very good attitudes to work enabled the teacher to provide pupils with appropriate levels of support and to check on their level of understanding without worrying about any behaviour problems. Pupils were engrossed in their work and successfully completed their tasks. They followed instructions well and enjoyed their lesson.

67. Pupils confidently use ICT in their mathematics lessons. Older pupils can create a pie chart to show the number of different birds seen during a weekend, while younger pupils can use a pictogram to show a list of favourite animals. Pupils enjoy using the ICT mathematics programs, which reinforces their learning and makes learning fun.

68. There are very good inclusion procedures, which ensure that pupils achieve high standards in line with their ability. Pupils who have SEN are fully included in all activities. They are provided with very good support, which enables them to make very good progress towards their own targets. More able pupils are given appropriately demanding tasks to ensure that they are able to maintain their high level of attainment.

69. There are very good procedures for assessment. Information gathered is used very well to plan future work, so that pupils are given the most appropriate level of work. This is very effective in helping to raise standards. For example, after studying data from assessments, the school identified a small number of pupils in Years 1 and 2, who might underachieve by the end of Year 2. In order for these pupils to achieve as well as possible, special programmes of work were set up to minimise any underachievement. Targets are set for pupils so that the work set is appropriately challenging for their ability, which is enabling many to achieve high standards and to feel successful.

70. The co-ordinator provides very good leadership. She has a clear sense of direction on how to continue to improve the standards of mathematics across the school. She is a very good role model for other staff and monitors teaching and pupils' work. The co-ordinator initiated and organises the Maths Puzzle Club and the Maths Games Library, to help pupils to develop their problem solving skills and to make learning fun. Since the last inspection, the school has continued to improve upon the already high levels of attainment.

Mathematics across the curriculum

71. Provision for developing pupils' numeracy skills across the curriculum is good. There are particularly good links with subjects, such as in science, when pupils use tally charts to show the number of birds seen in their gardens during a weekend and when they weigh ingredients for their cooking. In addition, for example, pupils measure and cut wood to a given length in their DT lessons.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils, particularly the more able, do very well in science.
- Curricular provision is very comprehensive.
- Teaching combines investigative work and knowledge of science very well.
- Pupils make good use of their mathematical and ICT skills in the subject.
- Teachers provide the pupils with demanding and imaginative work.
- Pupils enjoy this subject and work very hard.
- The subject makes a very good contribution to the pupils' spiritual, social and moral development.
- The subject is very well managed.

Commentary

72. Standards are well above average in Year 2 and pupils achieve very well. This is an improvement on the findings of the school's last inspection when standards were judged to be above average. The improvement is due to the fact that the quality of teaching and learning is now judged to be very good whereas, in 2000, it was found to be good. The present overall very good achievement by the pupils is due to the large number who gain above average standards. However, the data from the school's national assessments by teachers also show that, on some occasions, less able pupils do not do as well as they might.

73. The pupils show a good knowledge of the full range of the scientific curriculum. For example, they understand the basic requirements that plants and humans have in order to remain healthy. They know that some changes in materials are reversible, and that some are not, and can say how friction affects a moving object. The pupils have a good understanding of practical science. However, in conversation, pupils showed some difficulty in using and explaining scientific concepts such as prediction and fair testing.

74. The use of ICT supports the pupils' learning in science very well. For example, pupils have collected data about the number and type of birds and minibeasts seen in the science garden. They have used ICT to produce bar graphs and pie charts displaying and interpreting this data. This work, of course, also gives a strong link between science and mathematics which is emphasised by the fact that the pupils often record their initial data by using tally charts. However, analysis of the pupils' work showed significantly less use of their literacy skills than is commonly found in many other schools.

75. The quality of teaching and learning is very good. Teachers give the pupils work which makes them think but which also allows them to make progress and to experience success. Much of the work is based on first hand experiences conducted very effectively through investigative work. This shows the success of the school's initiative to develop this aspect of the pupils' work in science. For example, pupils were able to relate their work in cookery in the school's Friday clubs to changes in materials. They could also explain how minibeasts they had found in the school's science garden were adapted to their environments. The result of this approach is that pupils take pleasure in their work in science and work with a will. Just occasionally, the pace of learning slows down and this can cause the pupils' attention to wander.

76. During the work on minibeasts in the school garden, the pupils squealed with delight when one of their number turned over a good sized piece of tree trunk and a wide range of minibeast scuttled for cover. Furthermore, another class sat silently spellbound as the teacher put a live tarantula spider on her arm and showed it carefully to them. Work of this nature promotes the pupils' spiritual, moral, social and cultural development as they understand the wonders of nature and learn to respect them.

77. The leadership and management of science are very good. Since the school was last inspected, standards have risen and the quality of teaching and learning has improved. In addition strengths such as resources, explanations and expectations have been maintained and

shortcomings in assessment and monitoring have been improved. In addition, for example, links with ICT have improved, the science garden has been developed with the involvement of parents and pupils and one aspect of the Friday afternoon clubs has a scientific focus. The co-ordinator has clear plans for the further improvement of the subject. These include additional work on assessment and the science garden and completing the review of medium term planning to include more investigative work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils do well and reach higher standards than those found in most schools.
- Provision has significantly improved since the school was last inspected.
- The subject is well resourced.
- The subject is well managed.
- Teachers successfully challenge pupils to be independent in their use of a wide range of ICT applications.
- Teachers use ICT well to support the pupils' learning.
- All areas of the subject are well developed.
- Pupils are very confident in their use of ICT.
- There are strengths and weaknesses in the way ICT is used to support the pupils' learning in other subjects.

Commentary

78. Standards in ICT are above average in Year 2 and pupils' achievement is good. The represents a very good improvement since the school was last inspected as, at that time, standards were judged to be below average. In addition, resources have improved from satisfactory to good, ample time is now given to the subject, use of ICT across the curriculum is satisfactory rather than not good enough and effective assessment systems are being implemented.

79. The quality of teaching and learning is good. Teachers have ensured that pupils have a good understanding of the range of ICT. In conversation and during observations, it was clear that the pupils understood that the subject included not only computers but also, for example, video and audio tape recorders, CD ROM players, digital cameras, mobile telephones and digital microscopes. In many cases, they were seen to operate this equipment with confidence and competence. Teachers themselves also use ICT very effectively as a teaching and learning aid. The most obvious example is the use of interactive whiteboards in Years 1 and 2 which are very well used to stimulate the pupils' interest. However, there is a good range of other instances, for example, videotapes in RE.

80. The evidence shows that teaching covers the full range of the programmes of study. For example, pupils present data they have collected using graphs and pie charts. They give instructions to a robotic toy to control its movements. The pupils understand the effects of the choices they make when using programs such as Bader's Trail and know how to find information using the Internet. ICT skills such as understanding the functions of the major keys of the keyboard, saving and retrieving work, accessing and closing programs and changing font are carefully taught. However, the evidence available during the inspection indicated that the pupils' word processing skills are not used frequently enough.

81. The pupils are given ample opportunities to learn independently in ICT. As a result, they have the self-confidence to apply the skills that they have to new situations. If they make mistakes in the sense that they do not achieve the result they were expecting, they simply learn from this and try again a different way. This significantly helps them to improve their rate of progress. This was illustrated when a group of pupils were using a program designed to help them to touch type. They

worked with great confidence, corrected any mistakes they made and improved their keyboard skills as a result.

82. The improvement in the school's provision of ICT since it was last inspected indicates good leadership and management of the subject. Furthermore, the co-ordinator has clear plans for the continued improvement of the subject including even more development of the pupils' independence in ICT. Other aspects of provision in the subject which merit particular mention are the Friday afternoon Computer Club which gives pupils across the school access to a wide range of interesting activities and the problem board for staff. This simple but effective device allows staff to draw problems to the attention of the co-ordinator so that she can address them or arrange for the school's part time technician to do so.

ICT across the curriculum

83. The use of ICT across the curriculum is satisfactory. The evidence shows clearly that there are examples of the use of ICT in many other subjects. Its use in mathematics is strong especially in the presentation of data. Pupils collect evidence, for example, of the number and types of birds observed in the science garden, and present it as block graphs and pictograms. When questioned, they are able to analyse and interpret these data well. This also illustrates the way in which the pupils' learning is sometimes enhanced in a number of subjects, in this case, ICT, mathematics and science, at the same time. In addition, pupils use ICT effectively to find out the meaning of words in their work in English and to support the development of their reading. However, the use of word processing to present and develop their work is less evident than it is in many other schools. In other subjects, the pupils use of ICT in art has enabled them to produce a range of work such as a firework display and they have made Easter Cards using ICT in their work in RE. The pupils also use the Internet to find information including, for example, how to care for the snails being kept in their classroom. Nevertheless, the use of ICT is not a natural part of the pupils' learning in all subjects. This is recognised by the school which has plans to continue to improve this aspect of its work.

HUMANITIES

84. Too little evidence was gathered to make firm judgements about **geography**. One lesson was observed, the pupils' work and the school's documentation were analysed and discussions were held with pupils and teachers. This indicated that standards are average. Pupils have a secure understanding of life on the fictional island of Struay. Their literacy skills have been well developed in this work which has also included the use of some maps. The Year 1 lesson seen showed that pupils' understanding of the local area was developed effectively. The pupils were asked to say what they liked and disliked about aspects of life in Marchwood and to say how they would improve the things they disliked. The pupils' work and conversations with them showed that useful fieldwork had also developed their understanding of the local area appropriately. However, the evidence of progressive development of the pupils' map work skills was limited. They have a good understanding of aspects of the environment. This is developed through work in the science garden and through a curricular Environmental Week. During this week, pupils, for example, heard a talk from a representative of the Forestry Commission and a BBC weather forecaster. They also used the school grounds to extend their understanding of the points of the compass. The pupils' knowledge of the environment was considered to be a weakness when the school was last inspected. ICT has been used to find information and to make E-mail links with a school in Fiji. Photographic evidence shows a strong element of geographic awareness during the school's multicultural week.

85. No lessons in **history** were observed during the inspection and there was not enough evidence to make reliable judgements about overall standards or the quality of teaching and learning. In Year 1, pupils are gaining an awareness of the passing of time and are developing their understanding of past and present through looking at homes and household objects that change over time. They have also learned to ask simple questions about objects from the past and to identify similarities and differences between old and new toys. In Year 2, pupils develop a sense of time and change by comparison with the past in their study of Guy Fawkes and the Gunpowder Plot. This linked well

with their work on the safe use of fireworks highlighted by Health and Safety Week. They also realise why so much of London was destroyed during the Great Fire. Pupils understand the significance of Remembrance Day, the symbols associated with it and why events are still celebrated worldwide. This was given added meaning and relevance by a visit from a Chelsea Pensioner. They also have insight into the life and legacy of famous people like Florence Nightingale. A highlight of the school calendar was the celebration of the school's 150th Anniversary when pupils returned to 1854 by dressing up and re enacting a Victorian school day. This gave pupils a very good sense of the school's past and that they themselves are part of its history.

RELIGIOUS EDUCATION

Provision in religious education (RE) is **good**.

Main strengths and weaknesses

- The ethos of the school underpins good teaching and learning in RE.
- There are plenty of opportunities to discuss important issues.
- Good relationships mean that pupils express their views freely and thoughtfully.
- There are not enough visits or visitors from other faiths to give a different perspective.
- Good links with collective worship give a sense of purposefulness and community.

Commentary

86. In Year 2, pupils' attainment is above the expectations of the locally agreed syllabus and the achievement of all groups of pupils is good. Standards have been maintained since the previous inspection, teaching has improved and assessment procedures are now well-established so improvement has been good. The warm and caring ethos of the school where pupils are expected to help one another and learn together supports teaching and learning in the subject well. Evidence was taken from lessons observed, looking at pupils' work, displays and the subject manager's portfolio and talking to teachers and pupils.

87. Overall, the quality of teaching and learning is good. Teachers involve pupils in their work sensitively and ask challenging questions to develop their responses and their thinking. Pupils in Years 1 and 2 study the values, beliefs, festivals and key stories of Christianity and Judaism and teachers encourage them to think how they can relate this learning to their own lives and feelings. In a Year 1 lesson, pupils were very interested in a Jewish family celebration of Shabbat and in the importance of the synagogue in the family's worship. This linked well with their knowledge that the church is a special place for Christians through their frequent visits to St. John's Church. Pupils have also explored the simple meaning of parables like *The Good Samaritan* and *The Lost Sheep* and their universal messages of love, kindness and forgiveness.

88. Teachers' calm and efficient management of pupils promote learning well because pupils feel secure and able to ask questions and develop their thoughts and ideas. A quiet, focused atmosphere was evident in a lesson where Year 2 pupils were exploring the banishment of Adam and Eve from the Garden of Eden. The teacher's perceptive questioning enabled them to think about the significance of the Tree of Good and Evil and the importance of resisting temptation. Teaching was confident, knowledgeable and well paced and, as a result, pupils discussed the story thoughtfully and with good maturity for their age. They have also looked at the role of angels and why the Bible and the Torah are sources of inspiration and learning for believers. Pupils in Years 1 and 2 are aware of the symbolism of light in both religions and the significance of festivals like Harvest, Christmas, Easter and Pesach. Oral skills are used well in the subject: pupils share their ideas willingly and show respect for the contributions of others.

89. The subject is well led and resourced. The subject manager has a good overview of teaching and the development of RE. There are good links with themes in collective worship so that the subject makes a distinctive contribution to pupils' personal development. Visits to the local Church are a natural part of school life but there are not enough visitors from different faiths to enable pupils

to discover other religions. Displays such as Rainbows and Reflections, Judaism and Creation stories have a powerful visual appeal and are a good stimulus for learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development when they write letters to God, discover sadness and joy in the Easter story, learn about Farm Africa at Harvest and celebrate the Hindu festival of Holi in their artwork.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

90. During the inspection it was only possible to observe one **art and design lesson** and there was insufficient evidence to make judgements on teaching and learning and pupils' achievement over time. In the good Year 1 lesson, pupils learned to record from first-hand observation and to explore ideas for a design. After looking at and discussing designs by Matisse and William Morris based on a theme of leaves, the teacher encouraged pupils to observe closely and discuss the different features of leaves growing on plants outside the classroom before starting their own leaf designs. This was good, as pupils used their observational skills and gained first-hand knowledge of the shape, colour and size of different leaves. A good range of art materials and a wide variety of leaves and bark were well prepared in advance for pupils to choose for their artwork. The teacher extended pupils' learning well through clear explanations of different techniques used by well-known artists. Pupils carefully chose which materials they wanted to use and quickly settled to work. They used collage materials, paints, pastels or coloured pens for their interesting designs; some used repeating patterns while others produced colourful abstract designs.

91. Pupils' artwork is attractively displayed around the school and enhances the learning environment well. The displays show that pupils experience a good range of different artwork as they progress through the school. Pupils in Year 1 use paint for their underwater scenes and colourful Elmer the elephant paintings. They use paint for their village scene and sunflowers in the style of Van Gogh and have made paper weavings. Pupils in Year 2 use pastels and collage for their bonfire night pictures and Dinosaur sunsets. They use paints and pastels for their observational drawings of fruit and drawing pencils for their observational drawings of musical instruments. Pupils in Years 1 and 2 enjoy using the ICT program revelation Natural Art to create spring pictures. Ladies from the local church come in for an afternoon once a week to help pupils in Year 2 with their textile work. Good links are made with other areas of the curriculum, such as in geography, when pupils in Year 1 made high quality pencil drawings of buildings in Marchwood. Pupils enjoy the art and craft club work and many take part in art competitions. At the end of an arts week, the school held an exhibition of pupils' artwork, which was very good for their self-esteem.

92. In **music**, there was insufficient evidence to make judgements on teaching and learning and pupils' achievement over time, as only one **music** lesson was seen. In the very good Year 2 lesson, pupils made very good progress in developing the skill of using musical instruments to create sound pictures. The lesson was part of a series of lessons based on a published scheme of work for music. They tunefully sang *Do-re-mi* from the *Sound of Music* to warm up their voices. They quickly learned a new song *Gonna build a house boat* and used actions to illustrate the movements in the song. The teacher made very good links with RE, by asking questions, which helped pupils to realise the similarities between the song and the story of Noah's Ark. Pupils were grouped into four groups and asked to discuss and choose a percussion instrument, which would best represent the four different tools mentioned in the new song. They very sensibly set about the task and each group chose their set of percussion instruments, which they used to accompany their singing. Most knew the names of the instruments, such as Indian bells, tambourine and claves. They practised the song with the accompaniment twice before finishing with their best performance. They made very good progress within the lesson. Their learning was greatly enhanced by the teacher's very good subject knowledge, which she used very well to inspire pupils.

93. Pupils listen to many different types of music from a wide range of cultures, which enhances and extends their learning well. In whole school assemblies, pupils enjoy singing. Pupils sing at Marchwood Priory Hospital Christmas concert and at the concerts in the church. Pupils take part in whole school Christmas productions, Easter and Harvest services and Year 2 pupils take part in their Leavers' service. Performing before an audience greatly enhances pupils' self-esteem and celebrates their achievements. Pupils in Year 2 are able to learn to play recorders. Visiting

musicians perform for pupils, which extends pupils' awareness of different types of music, such as Scottish, Fijian and African.

94. The Friday Afternoon music and drama club enables pupils to enjoy many forms of music. The music room has a very good range of good quality percussion instruments and some tuned instruments. During a Music and Drama week, a visiting orchestra from Marchwood Junior School and the swing band from Noadswood Secondary School entertained pupils. Many individual musicians and dancers gave performances, which enthralled pupils. During the Multicultural Week, the 'Shake Rattle and Roll' musicians played a range of ethnic music and musicians from Fiji helped to extend pupils' understanding of music from other cultures.

DESIGN AND TECHNOLOGY

Provision in design and technology (DT) is **good**.

Main strengths and weaknesses

- Pupils make good progress.
- Teachers ensure that the full range of skills required in DT is well developed.
- Pupils work with a good range of materials in varied situations.
- Good links are made with other subjects particularly science and mathematics.
- The use of ICT, particularly to support the pupils in the design process, is underdeveloped.
- Pupils are keen on this subject and apply themselves enthusiastically to their work.
- The subject is well managed.
- The Friday afternoon clubs make an important contribution to the provision of DT.
- DT is very well resourced.

Commentary

95. In Year 2, standards are above average and achievement is good. This is a good improvement since the school was inspected in 2000 as standards at that time were judged to be average. The improvement is due to the fact that teaching and learning are now judged to be good rather than satisfactory.

96. The quality of teaching and learning is good. Teachers enable the pupils to gain a wide range of skills and to work with very varied materials including wood, card, textiles, construction kits and food. The evidence showed that pupils successfully discuss their ideas and draw plans. They turn their plans into products, for example, winding mechanisms by choosing tools, materials and techniques from those provided by the teacher. In doing this, the pupils become aware of the characteristics of the materials which they use and measure, shape and join the components of their models. They finish their products appropriately and evaluate them in order to improve them. At the time of the school's last inspection, food technology required further development. This is no longer the case. Food technology is now a well established part of the curriculum and the pupils are well aware of the need for good practice in hygiene and safety.

97. The pupils apply their skills and knowledge of some other subjects well in DT. For example, there are clear links with science through cooking and making winding mechanisms. Mathematics is, in some ways, fundamental to DT because of the need for accurate measurement of length and mass and was fully represented in the pupils' work. There was also evidence of a link with history and geography as the pupils had made models of houses in Marchwood following their work in these subjects. However, there was very little evidence that ICT played a significant part in the pupils' work in DT. There was, for example, no evidence that the pupils had used ICT for displaying and communicating their ideas or printing a pattern for a finished product as recommended in the subject's programme of study.

98. The pupils enjoy their work in this subject and apply themselves to it with a will. This was illustrated in a good Year 2 lesson where they made winding mechanisms. The pupils worked

enthusiastically and purposefully. They fully understood what they had to do. The pupils selected their tools and materials well and used them successfully to make working winding mechanisms. In this lesson, the teacher supported the pupils well. She assisted them in overcoming problems and encouraged them to develop and improve their work.

99. The leadership and management of DT are good. This is illustrated by the strength of the provision in the school and by the rate of improvement since the school's last inspection. The co-ordinator is well established in the role and has enthusiasm for the subject and expertise in it. This is successfully transmitted to other members of staff. DT makes a significant contribution to the success of the school's Friday afternoon clubs through woodwork, cooking and sewing activities. DT is very well resourced in terms of both the range of materials available to the pupils and the number and quality of tools to which they have access. The subject also benefits from the contribution adults from the community make to a Thursday afternoon sewing group.

PHYSICAL EDUCATION

Provision in physical education (PE) is **good**.

Main strengths and weaknesses

- Pupils perform confidently in gymnastics.
- There are strengths and weakness in teaching and learning.
- There is a strong emphasis on safety in PE.
- The use of videotapes to enhance pupils' skills is being implemented.
- Management of the subject is developing well.
- The improvement of gymnastics is a focus in the school development plan.
- The subject is very well resourced.
- Extracurricular activities support provision in the subject well.

Commentary

100. Standards in gymnastics in Year 2 are above average and pupils' achievement is good. This was the only aspect of the subject which formally observed during the inspection. For this reason, no comparisons with the findings of the school's 2000 inspection can be made as that inspection only judged standards in dance and gymnastics. However, broader evidence such as curricular planning indicates clearly that National Curriculum requirements are fully met in PE. Dance was seen informally during an extracurricular activity and very briefly during a lesson. The indication from these observations was that the high standards reported by the 2000 inspection have been maintained.

101. Strengths of the pupils' performance in gymnastics include the poise with which they perform particularly at the beginning and end of their sequences of movement. They also land well when jumping, make good use of techniques such as tension and demonstrate their performance to others with confidence. Areas of relative weakness include the pupils' limited ability to make use of all the apparatus without overcrowding some more favoured pieces when they are allowed to move freely between the available equipment. In addition, they are relatively slow at setting out apparatus which causes lessons to lose momentum.

102. The quality of teaching and learning is good overall but there are some important variations between lessons. General strengths in lessons include the control and the management of pupils. This results in their understanding of what they are required to do, working together in a way that develops their social skills effectively and behaving well and acting safely. The need to work safely is appropriately emphasised by teachers who regularly remind pupils about safe practice and, for example, make sure that they do not run behind and through large apparatus. In once lesson, care was taken to ensure that a child who was new to the school fully understood what was required in a PE lesson. Teachers also develop the pupils' understanding of technical vocabulary related to PE by reference to things such as the importance of varying the height of their balances. In a relatively

new initiative, pupils watch examples of good practice on a videotape before their lessons and then apply these skills during their work. This was seen to good effect in the pupils' progress in rolling. In conversations, the pupils said that they found watching the videotape very helpful in making their work better.

103. The most important variations in the quality of teaching and learning involved differences in the importance teachers attached to ensuring that pupils warmed up and cooled down effectively and that they understood the need for these procedures. Additionally, the pupils' evaluative skills and their understanding of the effects of exercise on the body were developed well on some occasions and not on others. The effectiveness of the use of demonstrations by the pupils was also variable. In one lesson, a child who was unable to take part in the lesson was set to read rather than being given a task related to PE.

104. The management of the subject is satisfactory. The co-ordinator is in her second year as PE co-ordinator and is developing her skills and the subject appropriately with suitable specialist support. Areas for development include provision in gymnastics which is a priority in the school development plan and developing the existing satisfactory informal assessment procedures. There has already been significant development in gymnastics, for example, greatly improved resources have been provided. The subject is generally very well resourced. The only shortage the co-ordinator was able to identify was goals for the football club, and plans to purchase these are being considered. The school's hall, field and hard surfaced areas also support the teaching of PE very well. When the school was last inspected, it made no provision for extracurricular activities. It now provides a very good range of these activities, some of which, for example, football, cricket and dancing, make a significant contribution to its provision in PE. As at the time of the school's last inspection, the co-ordinator does little monitoring of the subject through the direct observation of teaching and learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health and citizenship education (PSHCE)

Provision in PHSCE is **very good**.

Main strengths and weaknesses

- The school's excellent ethos provides plenty of opportunities for personal growth.
- Pupils can be very thoughtful when considering important issues.
- Pupils are very responsible towards others.
- The School Council gives pupils a say in the running of the school.
- The Health and Safety week is a very good focus for pupils' personal development.

Commentary

105. Standards in the subject are above average in Year 2 and the achievement of all groups of pupils is good. The school's Golden Rule *We will always take care of every one and everything in our school* is at the heart of its ethos. This means that pupils have trust and confidence in those who support them and feel personally valued and secure in their surroundings. PHSCE has a high profile in the school and across the curriculum. Apart from classroom observations, judgements were made from looking at displays, portfolios and talking to teachers and pupils.

106. In both Years 1 and 2, teaching and learning are good overall. Teachers build warm, supportive relationships with their pupils and issues are sensitively managed so that pupils feel safe to explore ideas and responses in depth. As a result, they grow in skills and confidence, develop a sense of self-respect and show courtesy and consideration towards others and the environment. Lessons often take the form of 'circle time' where pupils can discuss important matters and learn to cope with life in a school community. In a Year 1/2 lesson, pupils spoke sensibly about the values of friendship and the introduction of a 'buddy stop' in the playground. The teacher's thought-

provoking questions about 'selfless' and 'selfish' helped them to realise their personal responsibility towards those who needed friendship in the school. Year 1 pupils were very reflective when they considered the difference between the concept of 'want' and 'need' and how not all commodities were essential to sustain life. In a Year 2 lesson about expressing various emotions, the teacher's well framed questions and good rapport with pupils helped them to explore the incidents that triggered certain feelings.

107. The school also gives pupils a very strong framework of values to regulate behaviour and attitudes to work including the Golden Rule, class, playground and 'circle time' rules. 'Celebration' helps pupils to develop confidence and experience a sense of achievement. Pupils show responsibility and a readiness to help others in the school such as Red Caps and Year 2 helpers as well as their support for local and national charities. The school also takes part in the Healthy Schools initiative which has raised pupils' awareness of the importance of healthy eating, for example, by learning about 'Fussy Freda'. Friday clubs where pupils of different ages and brothers and sisters work together in practical activities underline the need for helping and sharing. The School and Class Councils ensure that pupils have a voice in bringing about changes in the school. Respect for the environment is shown by Year 2 helpers in the school grounds and during the New Forest Pride Week. The emotional literacy support assistant helps pupils with emotional and behavioural problems.

108. The subject is well led and very well resourced. The new subject manager already has a good overview of provision and brings plenty of fresh ideas to her role. PHSCE was not taught as a separate subject at the last inspection so it is not possible to judge improvement. One of the highlights of the school's year is Health and Safety Week where visitors such as the fire challenge crew, school nurse, paramedic and a police officer linked with 'Getting It Right' provide pupils with strategies to cope with different situations. PHSCE gives the school a real sense of identity as a caring community in which all have a part to play.

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	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (Ethos)	1
Attendance	4
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	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
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	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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