

# INSPECTION REPORT

**Guillemont Junior School**  
Farnborough

LEA area : Hampshire

Unique Reference Number : 116157

Headteacher : Miss B J Cook

Reporting inspector : Mr S Hill  
21277

Dates of inspection : 8 - 11 March 1999

Under OFSTED contract number: 704275

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

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## Information about the school

Type of school :	Junior
Type of control :	County
Age range of pupils :	7 to 11
Gender of pupils :	Mixed
School address :	Sandy Lane Farnborough Hampshire GU14 9ES
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Appropriate authority :	The governing body
Name of chair of governors :	Mr Clive Norris
Date of previous inspection :	March 1995

## Information about the inspection team

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
S Hill, Rgl	Science, Design and Technology	Attainment and progress, Teaching, Leadership and management
L Halls, Lay Inspector		Attendance, Support, guidance and welfare, Partnership with parents and the community.
G Beasley	Music, Information technology	Spiritual, moral, social and cultural development
N Williams	Mathematics, Art, Physical education	Efficiency, staffing, accommodation and learning resources
K Ford	Geography, religious education, Equal opportunities	Curriculum and assessment
K Andrews	English, History, Special educational needs	Attitudes, behaviour and personal development

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## Main findings

### WHAT THE SCHOOL DOES WELL

- Pupils' behaviour, attitudes and personal development are good. Their relationships are very good.
- Pupils make good progress overall, and attain high standards in English, science, history, art and music.
- Teaching is generally good.
- The overall management of the school is good.
- Attendance is good.
- Provision for pupils' social and moral development is of a high standard.
- Good provision is made for pupils with special educational needs, and they make good progress.
- The school has a positive ethos and is committed to high standards.

### WHERE THE SCHOOL HAS WEAKNESSES

- Monitoring of standards and provision, whilst improving, is not yet sufficiently systematic.
- There are shortcomings in the provision for mathematics and, despite sustained major improvements, some aspects of pupils' progress in the subject are weak.
- The use of assessment to inform curriculum planning, although improving, is unsatisfactory.
- Teachers' planning does not always make sufficient provision for pupils who learn at different rates, particularly those of high attainment, and does not always clearly outline what pupils of different attainment levels are expected to learn.

This is a good school, whose strengths considerably outweigh its weaknesses, and it provides a good education for its pupils. **Where weaknesses are identified, these will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils of the school.**

### HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The quality of teaching has improved. Standards have improved in English, science, history and music. Standards in mathematics have improved considerably over the last three years. Schemes of work have now been written and implemented in all subject areas, and this provides a better basis for continuity and progression in pupils' learning. Although some progress has been made in outlining learning objectives, and taking into consideration pupils' differing levels of ability, there are still some shortcomings in these areas. Assessment procedures have been improved, and are being developed within the framework of the school development plan, but there are still some shortcomings in how assessment data is used to inform future planning. The curriculum management role of the headteacher has been improved, and good progress has been made in monitoring the breadth and balance of the curriculum, although some weaknesses remain, particularly in respect of the role of subject co-ordinators. Cultural and spiritual development have improved and are now satisfactory overall. However, there is still insufficient provision for pupils to learn about cultures outside those of Western Europe, or about a wide range of beliefs and values.

Overall the school has made good progress since the last inspection, has set suitable and challenging targets for itself, and is well placed to continue to improve.

## STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<b>Key</b> <i>well above average</i> <i>above average</i> <i>average</i> <i>below average</i> <i>well below average</i>
English	A	C	
Mathematics	B	D	
Science	A*	A	

Pupils attain at least satisfactory standards in all subjects. Standards in science are very good. Standards in English, art, history and music are good. Standards in mathematics have improved over the last three years. However, there are still some shortcomings in aspects of numeracy and using and applying mathematics. This is a particular issue for higher ability pupils.

## QUALITY OF TEACHING

Teaching in:	7 - 11 years
English	Good
Mathematics	Satisfactory
Science	Good
Information technology	Good
Religious education	Satisfactory
Other subjects	Good

During the inspection, teaching was satisfactory or better in 94% of lessons. Of this, teaching was good or better in 61% and very good in 21%. Teaching was unsatisfactory in 6% of lessons.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.*

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good.
Attendance	Good.
Ethos*	Good. Positive relationships are supported particularly well.
Leadership and	Good overall. The school development plan is good. There are

management	some weaknesses in the monitoring of standards and provision.
Curriculum	Broad and balanced. Assessment procedures are sound, but data is not used adequately to support curriculum planning.
Pupils with special educational needs	Provision is good and pupils make good progress. Pupils with SEN are well integrated into the rest of the school.
Spiritual, moral, social & cultural development	Provision for pupils' spiritual and cultural development is satisfactory. Provision for moral development is good and for social development is very good.
Staffing, resources and accommodation	Provision and use are good.
Value for money	Good.

*\* Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

### THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>• Parents are welcomed into the school.</li> <li>• Their children enjoy school.</li> <li>• Children make good progress.</li> <li>• Good provision is made for pupils' personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• The lack of school uniform.</li> <li>• The provision of homework.</li> <li>• Lack of consistency in the implementation of the behaviour policy.</li> </ul>

Inspection evidence supports parents' positive views. There is no evidence of any detrimental effects on standards from the lack of school uniform. Homework is satisfactory, but is better in English than in maths. The behaviour policy works effectively, and there are only minor inconsistencies in its implementation in different classes.

## Key issues for action

In order to continue to build upon the current good standards and progress, the school should:-

1. Continue to **improve standards in mathematics** (paras.6, 63, 75-76, 78-79), in line with plans in the school improvement plan by:-
  - a. Giving more attention to pupils' practising and consolidating their numeracy skills, particularly in the quick recall and use of number bonds and multiplication facts.
  - b. Providing higher attaining pupils with more consistently challenging work, based on assessments of their prior understanding.
  - c. Providing more opportunities for pupils to use and apply their mathematical knowledge, particularly through more challenging investigative work.
  - d. Providing further training for staff in the subject, where appropriate.
2. Continue to **improve the monitoring of standards and provision in different subjects**, (paras. 53-55, 79, 86, 91, 95, 108, 124) by:-
  - a. Developing the role of the subject co-ordinators in this aspect.
  - b. Making more consistent the monitoring of pupils' work and teachers' planning and assessment.
  - c. Developing systematic ways of feeding back and recording monitoring information to teachers and senior management.
3. **Make better and more consistent use of assessment** (paras. 6, 13, 25, 32, 34, 37, 79, 97, 102, 119, 129, 131) to inform teachers' planning, particularly in devising different work for pupils who learn at different rates, and especially in ensuring that there is sufficient challenge in work given to higher attaining pupils.

Some more minor weaknesses were also identified in paragraphs 24, 29, 38, 41, 49, 59, 88, 92-93, 97, 109, 121, 127-128 which the governors may also wish to consider in their action plan.

## **Introduction**

### **Characteristics of the school**

1. The school is on the outskirts of Farnborough in Hampshire, and draws most of its pupils from the immediate area. It caters for 375 boys and girls aged between 7 and 11. There is a 20 place speech and language unit which opened in September 1997. Overall the social circumstances of pupils are better than those found nationally. Less than 5% of pupils are entitled to free school meals, which is well below average. Most pupils speak English as a home language, although about 3% have a home language other than English; most of these pupils are Nepali speaking. A similar number come from ethnic groups other than white.
2. Overall attainment on entry is broadly average, but with high numbers of both higher and lower achieving pupils. The school receives pupils from 3 main "feeder" infant schools. Pupils come to school with a wide range of ability. There are a large number of pupils who have significant special educational needs, including 20 in the speech and language unit who have statements of special educational need, and 13 in the main school who also have statements. 117 pupils altogether are on the special educational needs register. Evidence suggests that, outside the unit, the number of pupils with special needs has decreased over the last few years, so that the most recent intake is not entirely typical of the whole school population. There are also a relatively large number of pupils who enter the school with higher attainment than average, and this is reflected both by national test results from feeder schools, and by the school's own assessments in the current Year 3.
3. The school aims to educate the whole child; to provide its pupils with a curriculum which is rich, broad, balanced, relevant and real, and which provides many opportunities for first hand experiences. Priorities for the current school year have included the introduction of the literacy project, improving the quality of teaching, developing information and communications technology, improving assessment, and improving monitoring of the curriculum by the governors.

## Key Indicators

### Attainment at Key Stage 2<sup>1</sup>

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1998	44	41	85

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	27	31	42
	Girls	37	29	40
	Total	64	60	82
Percentage at NC Level 4 or above	School	76	71	97
	National	65	58	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	30	34	41
	Girls	36	37	41
	Total	66	71	82
Percentage at NC Level 4 or above	School	77	82	95
	National	(63)	(64)	(69)

### Attendance

Percentage of half days (sessions)

missed through absence for the latest  
complete reporting year :

		%
Authorised Absence	School	5.3
	National comparative data	5.7
Unauthorised Absence	School	0.2
	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school  
age)

during the previous year :

	Number
Fixed period	0
Permanent	0

### Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	21

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

Satisfactory or better	94
Less than satisfactory	6

## **PART A: ASPECTS OF THE SCHOOL**

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

4. Pupils make good progress overall, attain at least satisfactory standards in all subjects, and often attain good standards by the end of the school.
5. In English national assessments in 1998, pupils at the end of Key Stage Two achieved overall standards above the national average. In comparison with similar schools pupils achieved standards that are average. Inspection evidence confirms that pupils make good progress across the key stage and achieve standards, at the end of Year 6, above national expectations. Since the last inspection, the school has maintained good standards in reading and presentation and has raised standards in speaking and listening and in writing. The development of literacy across the curriculum is good in science, history, information technology and design technology. It is under-developed in religious education and geography.
6. In mathematics, results of national curriculum tests for 1998 show that standards at the end of Key Stage Two were above the national average for all schools, but below average for similar schools. Results have improved significantly in each of the last three years, as in 1995 results showed standards to be well below the national average. Inspection evidence shows that pupils make satisfactory progress overall, and achieve standards broadly in line with national expectations by the end of Year 6. However, there remain some weaknesses in pupils' standards in numeracy, particularly in their quick recall and use of number facts, and in using and applying mathematics. Higher attaining pupils do not always make the progress which might be expected in the subject. The school has identified these shortcomings, and plans to address them through, among other things, the introduction of the numeracy strategy.
7. In science, results of statutory assessments at the end of Key Stage Two for 1998 indicate that standards overall are well above average. Almost all pupils (97%) attained the expected level 4 in the tests, and a high proportion (44%) gained the higher level 5. Results for the two previous years show that standards have been consistently above average, and have improved steadily over three years. Inspection evidence confirms this picture, with pupils attaining consistently high standards, and overall attainment being well above the national expectation by the end of Year 6. This is major improvement since the last inspection, when standards were average.
8. In religious education pupils make sound progress overall, and attain standards at the end of the key stage in line with the expectations of the agreed syllabus. Their understanding of Christianity is better than that of other faiths.
9. In information technology (IT), pupils make sound progress and attain standards in line with national expectations by the end of Year 6. They have good overall skills in using the computer, but have not had sufficient experience in using control to develop appropriate standards in this aspect. Their use of their IT skills in other subjects is good, and strongly supports their learning across the curriculum. In design and technology pupils make satisfactory progress and attain sound standards. They have good

standards in evaluation, and sound standards in their making skills, but their design skills are limited.

10. Pupils make good progress in music and attain high standards in all facets of the subject except singing, where standards are satisfactory. Pupils make good progress in art and attain high standards, particularly in their painting and drawing skills. Pupils make sound progress in physical education, attaining standards which are appropriate to their age.
11. In history they make good progress when they undertake their “history fortnight”, and attain a good depth of knowledge and understanding of the topic studied, and show well-developed historical skills. Progress in geography is satisfactory, and standards are sound overall, but pupils’ understanding of European and other international aspects is less secure than other areas of the subject.
12. Pupils with special educational needs (SEN), including those in the Language Unit, make good progress. Attainment is usually appropriate to age and ability. Since the introduction of the literacy hour, the special needs co-ordinator and the literacy co-ordinator have worked closely together to rewrite Individual Education Plans [IEPs] and link them closely to literacy hour targets. IEPs are written in small achievable steps and match the need of most pupils well, including those pupils in the Language Unit. Overall, the school has maintained a good standard of provision for pupils with SEN since the last inspection.
13. Pupils with high levels of attainment make good progress in some subjects, notably in English and art, where there is targeted extra work given to pupils in Year 6, and in science, where the generally high level of challenge, and teachers’ high expectations, support them well. In some other subjects, they do not always make the progress which might be expected, because they are not given sufficiently challenging work, based on their prior understanding. This is a particular issue in mathematics, and for some skilled instrumentalists in class music lessons.

### **Attitudes, behaviour and personal development**

14. Pupil’s attitudes to learning are good, and often very good. They enjoy working together, contribute positively in lessons, share ideas and make suggestions that are relevant and well received. They settle to their work quickly and conscientiously and join in discussion confidently. They talk appropriately to adults about their work, staying on task throughout. Where teachers’ expectations are high, pupils respond well. Collaborative working is a feature in many classes, with pupils working effectively in groups and in pairs. Where this happens, such as when preparing for the plenary session at the end of the literacy hour, it is well developed and pupils work effectively. They show good application, work independently and persevere well to solve difficulties, for example when undertaking their own research in topic work. They successfully organise their own resources and work quietly and purposefully when participating in group work. Pupils with special educational needs have good attitudes to learning. Pupils readily help one another and seek help from the teacher if needed. They understand well what is expected of them and they do not interrupt when others are speaking. Even in the small minority of lessons, where work lacks challenge and pace, most pupils still apply themselves diligently to the activity. On a minority of occasions, in a few classes, some pupils’ concentration waivers, they lose interest and start to fidget.
15. Overall, since the last inspection, the school has successfully developed collaborative working in many classes and has introduced effective strategies to overcome the persistent misbehaviour of a minority of pupils.

16. Overall behaviour is good. In the majority of lessons pupils behave very well. No incidents of aggressive behaviour or bullying were seen. Pupils generally treat each other and property with respect and consideration. Social skills are good for most pupils, including those identified with emotional and behavioural special needs. All pupils know and understand how the school "Behaviour Code" works, and respond well to it. Many pupils demonstrate good self-discipline. Very occasionally, in some classes when a few pupils lose interest, some silliness occurs, other pupils are distracted from their work and teaching time is disrupted. Behaviour outside lessons is generally good, but on occasions there are instances of fairly rough play in unsupervised areas, when a few pupils show a lack of awareness of safety rules.
17. Relationships are very good between all groups of pupils and the adults in the school. Pupils share ideas well and listen attentively to the viewpoints of others. They are generally very polite and courteous to each other and to adults and visitors to the school. They try hard to offer thoughtful and supportive comments on the achievement of others, such as in drama when they applaud the performance of their classmates. Very good relationships are evident in the Language Unit and when these pupils are integrated into other classes. All pupils, including those with special needs are well integrated into the school and their contribution is valued.
18. Pupils' personal development is good. There is a comprehensive policy, which includes discussion of issues such as drug abuse and environmental protection. Provision is good and is successful in developing pupils' self-esteem and confidence. "Circle Time", used to good effect in some classes and particularly in the Language Unit, is seen as a successful method of developing pupils self-esteem. There is a very caring attitude towards pupils with special needs. Pupils with physical disabilities are helped particularly well to organise their resources and to move successfully around the school. It is an expectation that older pupils provide good role models for younger pupils and this expectation is usually fulfilled well. Pupils enjoy taking responsibility in the classroom, for example when putting out and clearing away equipment in lessons. They also respond well to opportunities for whole school responsibilities, such as caring for the birds in the aviary at lunchtime. However, opportunities for pupils to develop their own initiative are limited, particularly in independent group working, when in many instances, tasks are firmly directed by the teacher.

## **Attendance**

19. Attendance and punctuality are good. Attendance figures have improved since the previous year by almost 2%. Most absence is due to sickness or holidays taken during term time. Lessons start on time and there is very little unauthorised absence. Pupils enjoy coming to school.

## **Quality of education provided**

### **Teaching**

20. The quality of teaching is good. During the inspection, 94% of teaching was at least satisfactory, and of this 61% was good or better, and 21% was very good.
21. A major strength of teaching is the positive quality of relationships between teachers and their pupils. Teachers manage their pupils well, involve them all in the lessons and maintain high standards of discipline, which support the good progress found in most lessons. Teachers know their pupils well and give them good support in their personal and social development.

22. Teachers' subject knowledge is good overall. There are particular strengths in teachers' expertise in music, history, science, literacy and art which support high standards in these subjects. Most teachers are confident in the use of information technology, and this has enabled pupils to develop their own skills and confidence in using computers. There are, however, some weaknesses in teachers' subject knowledge in mathematics, which contribute to the shortcomings in some aspects of the subject.
23. Teachers organise lessons efficiently and give clear instructions and explanations to their pupils. Teachers make good use of resources, and establish clear and useful classroom routines, which contribute effectively to pupils' progress.
24. Some features of teaching, while sound overall, are variable in quality. A particular feature of many of the best lessons observed was the high quality of teachers' questioning, which reflected high expectations and challenged pupils to think through their ideas and to take their learning further. A brisk pace, effective use of time, and perceptive monitoring and feedback to pupils about their progress, were characteristics of many of the better lessons observed. Conversely, less successful lessons were often characterised by slow pace, expectations which were too low, and a lack of challenge for pupils.
25. Teachers' planning is satisfactory overall, and in the medium term outlines clearly what pupils are expected to learn. Shorter term planning, however, often does not give sufficient detail of this for different groups of pupils. The teaching of pupils with special educational needs is good, and all teachers work hard and successfully to integrate these pupils into all aspects of the school. Within lessons, good support is given to pupils who find work difficult; teachers know pupils well, and make effective use of this to modify work for these pupils. Work for the majority of pupils is generally appropriate, but higher attaining pupils are sometimes not sufficiently challenged by their work, in mathematics in particular. Teachers undertake assessments appropriately, but do not consistently use the data obtained to modify planning for individuals and groups.
26. In most classes teaching promotes the learning of pupils with special educational needs (SEN) well. Teachers keep very detailed information and they know their pupils well. They assess progress regularly and plan challenging, suitably differentiated work which is well matched to the targets set in individual education plans, and is marked positively. The pace and timing in lessons is good and expectations for SEN pupils are high. In better lessons, good teaching raises the attainment level of pupils and the need for support is gradually reduced. In a minority of classes, on some occasions, where learning objectives are unclear and lack of challenge and pace prevails, pupils needs are not fully met. Good liaison between teachers in the Language Unit and mainstream teachers ensure that the school's very complex integration programme runs smoothly and efficiently. Special needs assistants ably support the teaching programme.
27. Teachers' use of homework is satisfactory, and is a strength in literacy, but some opportunities are missed in mathematics.

### **The curriculum and assessment**

28. The curriculum is broad and balanced, and reflects the school's aims and values well. The curriculum promotes effectively pupils' intellectual, physical and personal development. All the required subjects are included and pupils' experiences are extended by a good range of extra curricular activities, which include music, sporting activities and French. These are well supported by a significant number of pupils. The school makes appropriate provision for religious education in line with the locally agreed syllabus. Sex education, as well as other aspects of health education, such as drugs

awareness, are addressed through a well-considered personal, social, moral and health education programme. Beyond these activities, the school's commitment to keeping animals and birds, and regular participation in field trips and residential activity, contribute effectively to pupils' personal and social development.

29. The curriculum balance within the subjects taught is less secure in some subjects, and some aspects are not yet sufficiently emphasised. For example, in design and technology the design element is weaker than 'making' and 'evaluating'. The study of world faiths is not a strong feature in religious education, and in geography the European and international dimensions are not well developed.
30. The school makes good use of curriculum time. Appropriate time is allocated to all subjects, and due emphasis is given to the core areas of English and mathematics. A large amount of time is given to science, and this has supported very high standards in the subject. All pupils enjoy access to the school's curriculum. Boys and girls are expected to work together in pairs and groups and this encourages personal maturity.
31. Overall curriculum provision for pupils with special educational needs (SEN) is good, both in mainstream classes and in the Language Unit. Great care is taken to ensure that all pupils with SEN benefit from a broad, balanced and rich curriculum. Occasionally, restriction of access occurs for some pupils when, for example, they are withdrawn for extra support or when pupils in the Language Unit integrate into other classes. The school has identified this as a problem and is attempting to address it. The school's policy for SEN complies fully with all the requirements of the Code of Practice. The special needs co-ordinator [SENCO] has no class teaching commitment, and this enables her to ensure that provision is effective for all pupils on the SEN register, particularly those on stages 3-5 of the Code. She works conscientiously with Local Education Authority support services to ensure that all needs can be properly met. Evidence from results in national tests and in pupils' own records shows that the school is successful in removing the need for support for many pupils before transition to secondary education.
32. Curriculum access for higher attaining pupils is not so effective, although it works well for the core subjects of English and science, and in art. In other subjects, the lack of sufficient challenge, when all pupils do the same activities, sometimes limits the possibilities for these pupils.
33. The school has made good progress since the previous inspection in developing policies and curricular guidance for teachers. Schemes of work are in place for all subjects. These are at different stages of development and the school has clear systems in place for the future development of curriculum guidance and for regular review of schemes of work.
34. The school is committed to a policy of mixed year group teaching in which pupils from two year groups work together. Furthermore, the school believes that the academic and social needs of pupils are often best met through activities which bring together pupils in pairs and groups that include pupils working at different curriculum levels. Inevitably this results in a complex approach to curriculum planning. This is very detailed at some levels. Teachers work together to plan the curriculum in English, mathematics and sometimes in science. Co-ordinators play a significant role in the careful preparation of sequences of lessons in other subjects. The activities described for lessons are often very detailed but curriculum plans are not always clear enough about what pupils should know, understand and be able to do by end of each lesson. The objectives for learning in some subjects are described for the full half term or term, rather than for the week or the day, and they are written, in terms that are too general to be helpful to teachers in assessing pupils' learning. For example 'to learn how people affect the environment' or 'explain some key teachings of Jesus' are statements relevant to all

age and ability groups, and are not specific enough to ensure that pupils make sufficient progress in developing a mature understanding and deeper curriculum knowledge. Beyond the planning for particular periods or blocks of work, the school relies on teachers' use of day books to provide the detail of their work on a day-to-day basis. These are used inconsistently by teachers. They vary considerably in quality and detail and often make no reference to assessment. The school's approach is not yet entirely successful in ensuring that pupils' learning activities are provided in an appropriate sequence that builds on previous learning.

35. The school's procedures for assessment are effective. Statutory tests are carried out efficiently and the results are analysed carefully. These, together with a range of screening tests that the school carries out regularly, have provided valuable information which the school has used to identify shortcomings in curriculum provision, for example, the need to give more time to teaching shape and space in mathematics. Tests undertaken in Year 3 have helped the school to establish an accurate base line for its work and to identify more precisely the learning needs of all pupils. The school has collected carefully annotated examples of pupils' work, which represent the expectations at each National Curriculum level in English, mathematics and science. These have been used well for professional development and in supporting teachers in carrying out the required teacher assessments. The match between Teacher Assessment and National Curriculum test results has improved and the school has meticulously analysed the reasons for minor discrepancies. This represents a considerable improvement on the judgement of the previous report that Teacher Assessments 'lacked validity'.
36. The school keeps satisfactory records about each pupil, which include the yearly report prepared for parents about their child's progress and attainment. Transitional arrangements with other schools are sound. Records and reports are received from local feeder infant schools and completed records are passed to the secondary schools. There are good working relationships between schools, which ensure a smooth transition for pupils at eleven.
37. In relation to more detailed assessment and its links to planning and teaching, the school has taken seriously the concerns of the previous inspection, that assessment did not sufficiently inform teachers' planning. Progress has been made in addressing these issues but some concerns remain. The head teacher is the assessment co-ordinator and has a very good grasp of what has been achieved and what remains to be done. A detailed assessment and marking policy is in place. A considered programme of staff development is being undertaken in line with the requirements of the school's improvement plan and this is having a positive effect on teachers' understanding of assessment. This is not yet filtering through consistently into teachers' own short term planning and it is still a missing element in the curriculum planning for some subjects. Teachers' assessments of reading are inconsistent and home school reading diaries are unsatisfactory, as a record of attainment, although they are a useful link between home and school. Diaries rarely contain a clear diagnosis of pupils' errors and problems and do not give specific support to parents in helping their children with reading. A major factor in the school's approach, as set out in the school development plan, has been to link the quality and use of teachers' marking to the learning that was intended, particularly in English, mathematics and science, and to set targets for development. Considerable attention has been paid to this and teachers are becoming more adept at the process. Nevertheless these assessments do not yet consistently inform teachers' weekly and daily planning, and there are many examples of common work and activities being set for pupils of different abilities.

## **Pupils' spiritual, moral, social and cultural development**

38. The school's provision for the spiritual development of pupils is satisfactory overall. The school has made good improvements since the last inspection when spiritual development was identified as a key issue. There are good opportunities provided throughout the curriculum, but particularly through paired work in dance and IT, and group work in music, drama and RE, when pupils are effectively encouraged to consider sensitively the ideas and values of others. However, insufficient opportunities are provided in assemblies and acts of collective worship for quiet reflection on issues of values and beliefs of other cultures and religions. Opportunities for extending spirituality, identified by the school in planning, are not always effectively developed to allow pupils to consider the issues about the meaning and purpose of life.
39. The provision for the moral development of pupils is good. The school has built on the good practice noted in the previous report and has successfully extended provision further. The effective behaviour code is displayed prominently in classrooms and is well known to pupils, whose understanding of the difference between right and wrong is constantly being developed by staff. A few instances of inappropriate behaviour were noted during the inspection, for example when pupils are allowed to walk along benches behind other pupils as they are eating their lunch. Systems for monitoring behaviour are good. Pupils are given good opportunities to discuss and debate issues about fairness, honesty, respect and the effects of crime on victims. They talk about substance abuse and bullying, through a well planned programme of personal, social, moral and health education.
40. The school's provision for the social development of pupils is very good. The integration of pupils with special educational needs (SEN) into the school is particularly good and pupils develop very good relationships with adults and each other in response to the positive ethos within the school. It is a decision of the governing body to increase funding from the local authority for pupils with SEN to ensure that they are fully supported to enable them to play a full part in all the activities of the school. The residential visit for older pupils is very valuable for the development of social skills and pupils with Special Educational Needs are given good opportunities to take part. Good opportunities are also provided for pupils to participate in social events, and the good range of after school clubs makes a good contribution to social development. Pupils are given many good opportunities to take responsibilities for jobs around the school and they take these responsibilities seriously, for example when pupils care for the range of animals conscientiously. The assistant and senior pupils scheme is very good for developing this sense of responsibility further. Pupils are able to use their initiative when accessing a 'Help Booklet' or computer database in the library to help locate the required book, however there are too few opportunities for pupils to use their initiative in other areas of the curriculum. An improvement since the last inspection is the many opportunities for pupils to work collaboratively and co-operatively particularly in music, IT, dance and drama.
41. The provision for cultural development is satisfactory and has improved since the last inspection when this aspect was identified as a key issue. Pupils are given good opportunities to appreciate their own cultures through visits into the local environment and beyond, during their historical studies of the Victorians and the Greeks for example, and through the many visitors into school who include poets, theatre groups and musicians. The contributions during assemblies, RE, geography and art to pupils' cultural development are limited, however, and there is a particular weakness in the study of cultures other than their own.

### **Support, guidance and pupils' welfare**

42. The school has successfully sustained good provision for the welfare, support and guidance of all pupils, in a caring secure environment. This has a beneficial effect on

pupils' learning and gives them the ability and confidence to cope very effectively with school life. Many parents expressed the view that the school provides consistently good support to their children and is a caring place. Inspection evidence confirms these opinions. The school is an orderly, caring, sharing community which promotes individuality, self discipline, independence and pupils' self esteem. This results in good standards and behaviour that encourages pupils to want to learn. The teachers and staff establish good relationships with pupils and have a good knowledge of individuals which they use well to provide procedures that are appropriate to meet the academic and social needs of all pupils. The school has improved its personal, social and health education programme and works closely with specialist visitors to raise pupils' awareness of keeping safe and healthy.

43. Pupils' progress and personal development are monitored through their topic work books, test results and annual reports. However, there is not a consistently systematic recording of pupils' attainment and progress in all subjects. There are generally appropriate procedures to identify individual needs and to match work to pupils' levels of understanding; this works better for lower attainers than for higher attainers. Pupils with special educational needs are supported very well by skilled staff who set appropriate individual education plans which generally meet their needs. These pupils are effectively provided for, both in the language unit and when integrated into the school. The pupils often work in small groups which are supported effectively by teaching and non-teaching staff. Their progress is monitored well and achievable targets are set for improvement.
44. Procedures for monitoring and promoting good attendance are very good. The school follows up any absences where no notification has been received, resulting in very little unauthorised absence. The school works closely with the education welfare service when necessary. Punctuality is monitored closely. There are good procedures in place for child protection and promoting the well-being and health and safety of all pupils with high staff awareness of the issues. The school liaises closely with other agencies when required. The school is clean, well maintained and health and safety checks are carried out regularly.
45. There are good measures to promote and maintain good discipline and behaviour, with a code, rules and rewards and sanctions system which pupils understand and value. However, several parents expressed the view that the behaviour code was not applied consistently between classes and pupils were reprimanded for minor misdemeanours. Inspection evidence shows that there are only minor inconsistencies between classes, and generally the code is effective. There are appropriate procedures for dealing with bullying. Pupils report that any that occurs is promptly and effectively dealt with.
46. Teaching and non-teaching staff are fully aware of the needs of all pupils with SEN. This is reflected in the comprehensive records of both academic and pastoral progress that these pupils make. The use of specialist support from outside the school is well-managed and effective both in helping to increase staff knowledge and in ensuring that pupils' needs are met in order for them to fully access all aspects of the curriculum.

### **Partnership with parents and the community**

47. The school has successfully sustained good relationships with parents and actively promotes their working in school. At the parents' meeting prior to the inspection it was apparent that parents are supportive of the school and this support was much in evidence during the inspection. Many have contributed artefacts for the school museum. Parents comment very favourably on the efforts made by the school to involve them in their children's education and they are happy their children attend this school. The school has canvassed parental opinion about the life of the school through

a questionnaire, and has responded to issues raised. Parents are welcomed into school and have appropriate opportunities for both formal and informal discussions with staff.

48. Parents of pupils with special educational needs are fully involved and very good relationships are successfully being developed. Parents are kept informed of progress and any concerns that the school may have and they play a full part in decisions made at annual reviews. This is particularly effective in the Language Unit where an active parents support group has been developed and in mainstream school where another parents group is active in supporting the development of literacy skills.
49. The quality of information provided to parents is good and parents are kept well informed about school life. However, both the school booklet and the governors' report to parents have several minor omissions. Parents' consultation evenings provide good opportunities to discuss children's progress. Topic books are sent home each term and parents are invited to evaluate their child's progress. Annual reports to parents are very informative on their child's work in all areas of the curriculum but are sometimes lacking in details about progress, particularly outside the core subjects of English, maths and science. Good opportunities are provided for parents and children to include their views in reports. Some reports have useful comments on areas for improvement. Curriculum evenings are provided for parents to explain what is taught. These are well supported. Parents help with reading, spelling, tables and other homework. However, they report inconsistencies between classes in the homework that is set. No clear evidence was found of this. The home school diary provides an effective communication tool. There is, very active 'Friends Association' which has raised considerable funds for the school through social and fund-raising events. Pupils benefit greatly from the additional resources that they provide.
50. There are good links with other local schools, police and residents in the neighbourhood. Links with the community are good and include visits to local areas of historical or geographical interest. Pupils participate in field studies projects and regularly visit local sites. The school is involved actively in work with other schools and works hard to ensure continuity in the learning between key-stages when pupils transfer.
51. The school has successfully developed relationships with local businesses and has benefited greatly from sponsorship for updating and upgrading their information and communication technology resources. Pupils also benefit from visiting speakers and travelling theatre groups linked to topic work. This all makes a valuable contribution to pupils' personal and social development. The school encourages the pupils' awareness of international, national and local needs by promoting fund-raising that benefits selected charities.

## **The management and efficiency of the school**

### **Leadership and management**

52. The overall quality of leadership and management is good. The quality of leadership for the curriculum has improved since the last inspection. The headteacher provides clear direction to the work of the school, both in its pastoral and curricular aspects. This is a successful development since the last inspection, when developing the curriculum management role of the head was a key issue. The headteacher is supported well in managing and leading the school by her deputy, and by a committed and hardworking staff.
53. Subject co-ordinators provide sound support and leadership to colleagues, both through informal advice and through writing appropriate policies and schemes of work. This is

an improvement since the last inspection, when the writing of schemes of work for all subjects was a key issue for action. The monitoring of the breadth and balance of the curriculum has improved since the last inspection, although some weaknesses remain in the role of the subject co-ordinators in this aspect. Co-ordinators have varied in the opportunities they have had to monitor and support colleagues in their subjects. Priority has, appropriately, been given to subjects where the school has identified a need for improvement. In particular, the work of the mathematics co-ordinator in supporting colleagues has contributed to raising standards in the subject over the last three years. This year the literacy co-ordinator has been given the time and opportunity to support her colleagues across the school in introducing the literacy strategy, and this has been effective in promoting this development. The co-ordinator for special educational needs works effectively in monitoring the work of pupils on the special needs register against their individual education plans.

54. The headteacher and senior colleagues have undertaken some effective monitoring of teaching, but the majority of subject co-ordinators have not had this opportunity in any systematic way. Most co-ordinators have undertaken some monitoring of planning or of pupils' work in order to gain a clearer picture of provision and standards across the school. The extent and effectiveness of this is variable, and there is no coherent system for them to obtain and record information, or to feed it back to colleagues, and relate an overview to senior staff and governors.
55. The complex nature of planning in some subjects, such as science, makes the systematic monitoring of provision and standards more difficult, and in some ways means that teachers have to work much harder to plan and prepare their lessons. Although staff work hard and successfully to implement the current system, the rationale for it is not clear to all teachers or governors. There is a need to review the strengths and weaknesses of the current planning provision when deciding how to improve and make coherent the systems for monitoring.
56. The governing body supports the work of the school well. Governors have recently undertaken the monitoring of the work of the school on a more systematic basis, and keep records of what is done. This is enabling them to have a closer understanding of, and involvement in, the life of the school. The school's aims and policies are generally reflected well in its work. The school's development plan is of good quality and identifies appropriate key priorities which are related to the central activities of the school, such as standards and teaching. Clear strategies are outlined to address priorities, and overall costings are given. There are clear plans to evaluate the effectiveness of work on specific dates, and criteria for effectiveness include an appropriate priority given to pupils' achievements. This is an improvement since the last report, when the evaluation of curricular decisions and developments was a weakness.
57. Concern for the success of special educational needs (SEN) provision permeates the school's organisational and curricular structure and practice. In close co-operation with the headteacher, special educational needs co-ordinator (SENCO) and the language unit co-ordinator, the governing body carefully monitors the effectiveness of provision. The introduction of the literacy hour for SEN pupils has been a major concern for the governors and the decision was made, through priorities identified in the school improvement plan, to make additional funding available to ensure its success. To help this process, a committee of governors, working with the SEN link governor, has been established to monitor the effectiveness of reading practice and attainment through the school. The annual report of the governors reports on all SEN issues effectively. The SENCO ably oversees the role of the special needs assistants and arranges training, both in and out of school. She carefully monitors the quality of support by regular scrutiny of pupils' work. She checks progress against targets set in individual education plans and discusses any targets not achieved and the reasons why. Review is then undertaken in close liaison with teachers and the special needs assistants. The results

of her monitoring are regularly discussed with the link governor, who reports back to the governing body.

58. The school has a positive ethos which strongly reflects its commitment to an effective learning environment and good relationships. There is a commitment to high standards which supports pupils' good overall progress, and has led in particular to major improvements in mathematics and sustained good standards in science.
59. Statutory requirements are generally met except that there are minor omissions in information provided to parents in the governors' annual report and the prospectus.

### **Staffing, accommodation and learning resources**

60. The school is adequately staffed to meet the demands of the curriculum. All staff have job descriptions and have undergone a system of appraisal. Professional development of individual teacher's needs is balanced against the targets set out in the school improvement plan. The schools drive to meet the demands of the national literacy strategy has been a priority in staff development and training. For special educational needs (SEN) the school's allocation of responsibility, both in the language unit and for mainstream classes, is effective. All teaching and non-teaching staff work closely together to promote good and efficient use of SEN provision. The governing body has allocated extra funding to cover for non-contact time for staff to undertake relevant SEN training and for the employment of classroom assistants to work with every class, including support during the literacy hour. Classroom support assistants enhance the learning of those pupils with special educational needs and provide additional support to all classes as part of the introduction of the literacy strategy.
61. Accommodation in the school is good, generally adequate in size and well maintained. There is some overcrowding in those classes, which are enclosed when the teacher decides to teach the class without using the shared areas. Conversely noise sometimes spreads from one home base to another in those shared areas. This sometimes makes it difficult for pupils to listen when being taught by their teacher as a class and they are required to listen attentively. Accommodation for the new Language Unit opened in 1997 is good and includes administrative and therapy rooms in addition to small but suitable learning areas. A withdrawal/meeting room for pupils in other classes provides appropriate working areas and a suitable assessment area. Access to accommodation and outside areas is good for pupils with physical disabilities and they move easily around the school, integrating well.
62. The school is surrounded by attractive and extensive grounds which are used well for sport and games. They are also used as a resource for learning to support core and foundation subjects of the national curriculum and to enhance pupils' social development. During the week of the inspection pupils were observed using the grounds to develop their understanding of how to classify plants. On regular occasions pupils were also observed caring for the range of animals the school keeps. There is a member of staff who is responsible for managing the school outdoor environment, and does this well. Areas of the school grounds are carefully resourced to provide for a range of environment and habitats. This is a strength of the school.
63. Overall the range of resources is good and they are used well. There are weaknesses in some areas of mathematics, but provision is good in English, science, art and history. The school has a very good collection of artefacts materials and objects of interest. These are stored in the school museum. The school foyer has very good displays of pupils' work and interesting artefacts. General resources are good for pupils with SEN. Great care has been taken to ensure that suitable new reading materials were

purchased for the literacy hour for them. Resources in the Language Unit are satisfactory and are still being developed. Of note are the laptop computers, used to good effect to support work in literacy.

### **The efficiency of the school**

64. The governing body has improved its strategic management of the school since the last inspection. The responsibilities of the governing body and its committees are clearly defined and the limits of delegated authority are clearly established. Governors are active in the school and have begun to develop strategies for assessing the targets set in order to raise standards.
65. There is a finance committee to oversee the budget planning of the school. Internal financial controls ensure that budgetary details are reliable and accurate. There is a planned revision of the budget mid term through the financial year. The information provided in monthly forecasts is very good and the budget is carefully monitored. This has resulted in the governors providing continuing support to staff in order to achieve the targets identified in the school improvement plan. The school's aims in supporting the teaching of literacy have been successful.
66. Although the style and layout of the school improvement plan and budget plan do not provide detailed costings and deployment against improvement for all targets, the constant monitoring and careful grasp on finances ensures that overall this is effective and efficient. Subject co-ordinators submit a termly audit, which provides additional information to review and adjust expenditure. The head teacher's teaching role also ensures that she has a very practical oversight on the efficient use of resources. Administrative staff are deployed effectively to maximise the head teacher's management of the curriculum. They carry out their duties extremely well and are an asset to the school. All these procedures ensure that the school maintains a good standard of efficiency.
67. In view of the good progress which pupils make, their good behaviour and positive attitudes, good attendance, and the good teaching and management, the school provides good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **English, mathematics and science**

#### **English**

68. In national assessments for English in 1998, pupils at the end of Key Stage Two achieved overall standards above the national average. In comparison with similar schools pupils achieved standards that are average. Inspection evidence confirms that pupils make good progress across the key stage and achieve standards, at the end of Year 6, above national expectations. Since the last inspection, the school has maintained good standards in reading and presentation and has raised standards in speaking and listening and in writing. The development of literacy across the curriculum is good in science, history, information technology and design technology. It is under-developed in religious education and geography.
69. Standards in speaking and listening are good by the end of the key stage. Pupils formulate good ideas, relevant to their own and others' points of view when engaged in meaningful discussion. For example, they put forward persuasive arguments as to whether a planning application for a local quarry should, or should not, be approved. They listen carefully, and ask relevant and interesting questions, when considering a formal text about the effect of volcanoes. They make good contributions which add more information to what others say. In drama, some pupils describe effectively what they have seen and use a broad range of vocabulary to interpret a scene. In the majority of classes, when working in groups, speaking and listening skills are well extended with pupils describing and discussing, using mature arguments and vocabulary. However, in a minority of classes these skills are not developed as well, because pupils too often work alone on individual worksheets and tasks.
70. Standards in reading are good at the end of the key stage. Most pupils are expressive, fluent readers, demonstrating interest and enjoyment in reading over a broad range of fiction, poetry and non-fiction texts. They respond readily to the content of a book and talk freely about aspects they have enjoyed or disliked. They offer suitable opinions when they compare books they have read. Most pupils, including those with special educational needs, have a good understanding of phonic and spelling systems and many use this to read and spell accurately. They all understand how to locate information in the library or in CD-ROM programs. Good home-school reading links enhance standards in reading. Pupils with special needs are supported well and are encouraged to reach their full potential in English. They benefit well from suitable individual education programmes, carefully planned to contain small achievable steps and they make good progress. A number of pupils in Year 6, identified as having the potential to reach level 4 in national tests, are successfully encouraged to become enthusiastic readers in carefully planned weekly sessions with the literacy co-ordinator. Targets for improvement are set and regularly discussed. Pupils in Year 6, identified as able readers, are further extended when they participate in the "Readers Challenge". They work well with the Headteacher to read and review a variety of set books. They prepare and enthusiastically deliver presentations to encourage younger pupils to read well. Regular group and individual reading is well-developed. Pupils in this group easily identify key themes and main characters of a book. They confidently express opinions on the key features of their set book. For example, the neglect of Tom in "Goodnight Mr Tom". Pupils with English as an additional language are supported well and make suitable progress in reading.
71. Standards in writing for Year 6 pupils are consistently good across most classes with evidence of a good range of extended writing. Pupils write well for a variety of purposes, including poetry, letter writing, reports, note taking and stories. When studying the conventions of letter writing, pupils in some classes ably identify the writing

purpose and suitably place letters into different categories. Examples of lively thoughtful writing with sustained ideas are developed in an interesting way when pupils write their own poetry on aspects of their topic. Vocabulary is often adventurous and chosen for effect. When producing a non-chronological report to support work in science, pupils write appropriately and organise their writing in note form under headings. When producing a poster to persuade people to “save the grove”, pupils confidently self-edit and redraft their written ideas. Many pupils use a complex sentence structure well, with generally accurate spelling and punctuation. Most pupils have well-developed fluent handwriting using an italic script. They take pride in the presentation of their written work, particularly in their topic books. However, in some instances, writing is not consistently joined.

72. Pupil’s response to English is good, and sometimes very good. Most pupils are eager to participate in the oral sessions of the literacy hour. They concentrate very well throughout, readily helping one another and seeking help appropriately if needed. They persevere with their reading and written tasks, listen carefully to each other, access the computer independently and collaborate well together in group work. Very good relationships between pupils and adults are usually seen with positive attitudes to learning. Pupils are generally well behaved. They work independently and complete the given tasks in an appropriate time. On occasion response is slow and standards of behaviour are more variable. This is usually caused by lack of clarity in the learning objectives set at the beginning of the lessons and lack of challenge and pace in the delivery of the teaching programme.
73. The quality of teaching is at least satisfactory and often good. Most teachers follow the structure and overall planning of the literacy hour well and, through regular lower and upper-school team meetings, develop their own short-term plans effectively. This system is still in its first year and has yet to be evaluated, although the school has identified some inconsistencies. Where standards are good and in best practice, teachers’ subject knowledge is good, planning is thorough and clear learning objectives are set at the beginning of each lesson and carefully explained to pupils. The pace, timing and level of challenge in these lessons are good. Teachers know their pupils well, relationships are good and pupils’ behaviour is well managed. Work is matched to need with suitably differentiated tasks, supported with well-prepared appropriate resources. However, in some classes, when the pace and challenge is low, some pupils occasionally become restless and disengage from the activity, sometimes distracting others. Assessment is carried out conscientiously and, particularly for pupils with special educational needs, this is used effectively to inform practice. Good quality homework is consistently set.
74. The literacy hour has been introduced successfully. It is a top priority in the school development plan and much time and money is being spent to good effect to meet targets set to raise standards in literacy across the ability range. A committee of governors has been established to carefully monitor progress in reading by tracking pupils’ development through the school. Overall planning for the development and monitoring of the literacy hour is the responsibility of the literacy co-ordinator who has been given non-contact time to prepare, support and monitor this. Support is being funded for every class and good resources, recently purchased, are being used well. Many new initiatives have been started. These are organised by the co-ordinator and include a parent-led committee to encourage family reading activities. Some activities, such as inviting a famous cricketer to the school, are especially aimed at raising underachievement in boys. Book clubs and fairs are held regularly and a new “reading at home” booklet was well received by parents. Curriculum evenings, to discuss aspects of literacy have been particularly well attended.

## Mathematics

75. Standards in mathematics have improved over the past three years and the school has made significant progress. Results from national test and tasks suggest that standards are slightly above those expected nationally although when compared with the performance of similar schools, the school is still underachieving. Inspection evidence shows that although pupils in Year 6 are in line to meet national expectations by the time they leave school, pupils of high prior attainment are not making the gains that should be expected. There is also a significant minority of pupils of average ability whose recall of basic number facts is not fluent.
76. Pupils in Year 3 and 4 make good progress in aspects of shape and space and sound progress in their work in number. Good teaching was a strong feature of lessons observed with pupils in the lower school. There is less difference between the work produced across these classes than in those with older pupils at Years 5 and 6. There is also a wider variance in standards in presentation of the work of older pupils between classes, and it is not always of a consistently good quality. Not all teachers use the same format for presenting pupils' work. For example, some Year 5 and 6 classes have investigation books, while in others the majority of their work is presented in exercise books. Pupils' misconceptions are not often followed through with appropriately targeted teaching. However, in the majority of classes with Year 5 and Year 6 pupils, teachers are making sound progress in their assessments and this is having a positive effect on pupils' progress. The improved mathematics scheme of work has only been introduced this year and is subject to review and modification. The full implications in terms of challenge and progress especially for higher attaining pupils working with this scheme in classes with mixed age ranges is yet to be observed. Pupils with special educational needs generally make good progress and teachers are supported by additional documentation, which gives specific guidance for the teaching of these pupils. Although in some classes with older pupils there are good links with other subject areas, notably in geography and science, there is still an over-reliance in pupils' exercise books of worked examples from texts. There is often a lack of challenge in the use of problem solving and investigations, especially for the higher attaining pupils. Work for pupils of higher prior attainment is not consistently provided and, in some classes, the uneven spread of ability does not always ensure that pupils can discuss their work with others who are at the same level of attainment. Targeting of specific groups that takes place in art and English is not provided for in mathematics, even where a specific need has been identified. However, the school is currently developing plans to do this next year.
77. Pupils' attitudes to their work are generally good and were never less than satisfactory even when the teaching was not challenging. Presentation is more variable especially with older pupils. They discuss their work quietly with regard to others and manage equipment well. Behaviour is generally good.
78. The quality of teaching is variable but is sound overall. In just over half the lessons teaching was good or very good. Features of very good lessons were very good subject knowledge, clear aims, very detailed planning, activities appropriately matched to pupils' abilities and a brisk pace. An example of this was when a game used to develop pupils' understanding of place value was extended to challenge them in devising winning strategies. A high proportion of good lessons were observed with year 3 and 4 pupils. These were characterised by clear explanations of what pupils are expected to learn and effective use of ongoing assessment to modify introductory and plenary sessions. Unsatisfactory teaching occurred when teachers' subject knowledge was weak, planning did not identify clearly pupils' misconceptions, and activities were not sufficiently structured for pupils to maintain a brisk pace in the lesson.
79. The co-ordinator has worked extremely hard to produce written documentation to support the teaching of mathematics. This includes a two year delivery map and an

amended scheme of work for the upper and lower school, that has been in place since the beginning of the school year. In addition to this she has provided classroom plans for Year 5 and 6 teachers. These are used by teachers but are not always adapted and modified to account for individual and group differences. There are classroom assessment grids, which have been introduced from the beginning of the academic year, and a system of marking pupils' work. The overall system is good but there is variability in the quality and regularity of how teachers use the system to monitor, record and plan future work. Some of the assessment statements that teachers have made are too broad to identify individual strengths and weaknesses in pupils' understanding. The quality of the assessments teachers make is often influenced by the degree of subject knowledge that they possess, especially in their understanding of how pupils make progress in their use of mental and written strategies in number, and in numeracy in general. At present, the use of assessment to inform curriculum planning is unsatisfactory. There is a homework policy that is being revised in light of the introduction of the numeracy strategy. The work which individual pupils receive is not consistent across classes. There has been some monitoring of classes by the head teacher and co-ordinator but this has not been sufficient to support fully the initiatives and improvements that have been planned. The co-ordinator has worked extremely hard but has had to balance her work in mathematics with time allocated to develop the overall quality of teaching and learning in the school. Resources are well deployed and managed through the use of the curriculum plan. However, there is a shortage of books and materials to support the teaching of using and applying mathematics, numeracy, and work for pupils of higher attainment.

## Science

80. Results of statutory assessments at the end of Key Stage Two for 1998 indicate that standards overall are well above average. Almost all pupils (97%) attained the expected level 4 in the tests, and a high proportion (44%) gained the higher level 5. Results for the two previous years show that standards have been consistently above average, and have improved steadily over three years. Inspection evidence confirms this picture, with pupils attaining consistently high standards, and overall attainment being well above the national expectation by the end of Year 6. This is major improvement since the last inspection, when standards were average.
81. Pupils make good progress across the school. Although the progress varies between classes, it is never less than sound, and is sometimes very good. During the inspection, pupils made at least sound progress in all lessons, and made good or very good progress in almost three-quarters of the lessons observed.
82. Pupils show equally good standards in their knowledge and understanding of scientific ideas, as they do in their experimental and investigative skills. Younger pupils make simple predictions, and contribute sensibly to the design of an experiment. They have good observational skills. They have a good understanding of the characteristics of living things, and can explain this clearly. They make good use of their previous knowledge and their observations to develop their understanding. For example, in a very good lesson observed, pupils surmised that the pattern of lines made by dye, observed on carnation petals, must be due to tiny tubes in the petal bringing water to this part of the plant. Younger pupils also reach a good understanding of electrical circuits, including series circuits, and start to understand parallel circuits. Older pupils continue to develop their investigative skills, and make predictions firmly based on their scientific knowledge. When investigating the effect of exercise on their heart-rate, for example, they were able to link their increased pulse-rate to the need of the body for oxygen, and understood, at an appropriate level, the exchange of oxygen with carbon dioxide. They have a very firm grasp of the need for a fair test, and are able to contribute well to experimental design. They have a good understanding of the concept

of a life-cycle, and can apply this intelligently to human development.

83. Pupils respond very positively to their lessons, and show good listening skills. They join in discussions with enthusiasm and contribute their ideas thoughtfully. They behave well and work together effectively when required. Pupils are interested in their work and enjoy their learning. They work conscientiously and concentrate well. Their good response contributes well to the high standards they achieve.
84. The quality of teaching is good overall, is never less than sound, and is often very good. Teachers' subject knowledge is good and they provide good opportunities for practical work, discussion and direct teaching. Teachers have high expectations, and challenge pupils to attain high standards. Lessons are well resourced and well organised. Planning is thorough, and is firmly based on the scheme of work and the National Curriculum programmes of study. Planning makes clear what the class are to learn, although this is not often modified to suit the needs of individuals. Teachers give clear explanations and teach specific knowledge well. Relationships with pupils are good, and this supports good discipline. Good use is made of pupils' literacy skills in explaining their understanding in their own words, and in reporting their experimental work in a systematic manner. The good teaching is a major factor in the high standards pupils achieve.
85. The curriculum is broad and balanced. A lot of time is devoted to the subject, and this helps contribute to high standards. The school has an effective scheme of work which promotes continuity and progression in pupils' learning. The use of science as the central pivot of a cross-curricular theme is effective in promoting a good understanding of the subject. The complex way in which the topics are structured works effectively, despite the extra work which it often generates for teachers. Summative assessments are undertaken each term and these are levelled against the National Curriculum and feed into an accurate overall judgement of pupils' attainment. Shorter term assessments to support planning of individual lessons, or the provision of different work for different pupils is undertaken informally. This is generally effective, but varies between classes and teachers.
86. The subject is well managed and the co-ordinator gives good support to colleagues. Major improvements have been made since the last inspection. Some useful monitoring has been undertaken of teachers' planning, but this has not been systematically undertaken or recorded. Little systematic monitoring of standards between different classes has been undertaken, and although the standards across the school are at least sound, they do vary between classes. The complex nature of the curriculum makes monitoring of standards and provision by the co-ordinator more difficult. Resources are good, and the use of the school grounds, and the range of animals kept in school, contribute well to pupils' progress.

## **Other subjects or courses**

### **Art**

87. Attainment in art is good and the school has maintained the high standards observed in the last report. In the foyer there are well displayed examples of work, generally from the more able pupils, and in shared areas and classrooms work from a range of abilities is used to good effect to produce an ethos and environment that states quality. Good links are developed with other subjects across the age range. For example, in work in clay and in line drawing, using the myths shown as decoration on Greek vases as a stimulus, from work in history.
88. Pupils generally make good progress in their art work. They mix colours to good effect

and can produce colour cards and charts with a good range of tones when beginning their work. They develop a good understanding of the effects when using different grades of sketching pencils. The development of mark making is extended into work in textiles, for example in work in tie and dye. They are able to distinguish the differences in using natural and man made dyes and in adjusting colours according to their desired effect. Progress in a few classes is sometimes slowed by the teacher's weaker subject knowledge, and by the way tasks are managed and organised. By the end of the key stage pupils are less confident than might be expected in using terms like line and tone to describe how they are going to complete their work. Their knowledge of the work of well known artists, both from European and other cultures is not well developed. However, their personal responses to their art work are good, as are their skills in self evaluation.

89. Pupils collaborate well when working independently or directly with their teacher. They approach their work with care and communicate their ideas effectively with a limited range of specialist vocabulary. They are able to review and modify their work. In only one lesson observed was their response unsatisfactory. Then they became listless and did not respond to the teacher's instructions and explanations.
90. Teaching overall is good. A common feature of better lessons was the teachers' understanding of the processes involved and the effective links made with other subject areas. A good example of this was when pupils closely observed and sketched the features of leaves of different plants, as part of their work on classification in science. Very good teaching occurred when there was a clear focus on pupils evaluating their work, with the use of specific vocabulary, after a carefully prepared explanation by the teacher. Classroom assistants are generally deployed effectively but in some lessons the pace slackens and opportunities are lost for pupils to make good progress. Prompt cards are used in some classes to help pupils focus on their task when working independently. These are used more effectively when pupils are asked to challenge each other and to use them as a source of reference in their discussions. In the one unsatisfactory lesson observed the pace was too slow and this resulted in the majority of pupils making unsatisfactory progress. Organisation was lax and, as a result, the lesson was poorly resourced. Pupils were not encouraged to take responsibility for aspects of the organisation and management of the task.
91. There is a co-ordinator for the subject who has received appropriate training. The school benefits from being the meeting point for the local art support group. There is a two year rolling programme for the teaching of art. Pupils undertake three core experiences each year. There is an appropriate scheme of work and the co-ordinator has worked hard to produce plans for the teaching of each core experience. There is a portfolio of work to illustrate the content of the lesson plans and a useful book, demonstrating the development of techniques, which teachers can refer to. When used carefully and effectively this support improves the quality of teachers' lessons and gives understanding of the development of the essential features of the process. Sketchbooks are being piloted in some classes and a portfolio of pupils' work has been introduced in each class. Support is provided by the co-ordinator on a needs basis. However, there are teachers who are not as secure as their colleagues in the teaching of art and they require more carefully targeted support. The monitoring of pupils' work across classes is in its early stages of development. Resources for teaching the subject are good, and the co-ordinator conducts a termly audit. In some shared areas there are workstations for the teaching of art, resourced with good quality equipment and materials. Provision is further supported by the use of the school kiln and a range of suitable glazes.

## **Design and Technology**

92. Pupils make sound progress in design and technology (DT) and generally attain standards appropriate to their age. Their making skills are sound, and they have good evaluation skills, but their skills in design are not well developed. Younger pupils make wheeled vehicles with construction kits, to an appropriate standard, and make working models of torches. Their evaluations of the latter are of a good standard. Finger and glove puppets, made in different classes, are at least satisfactory in construction, and sometimes good. The quality and variety of the designs varies between classes from good to unsatisfactory, and is satisfactory overall. Older pupils have made models of moon buggies, and have written good quality descriptions of how they were made, and evaluated their strengths and weaknesses. Pupils have made models of Greek temples which show a good use of a range of materials in construction, but a low level of finish to the product. Although overall standards have not improved since the last inspection, there is now a more balanced curriculum in terms of the range of materials used, and a better overview of the subject across the school.
93. All pupils undertake a project each term, based on the particular science topic they are studying. The projects are set out clearly in the detailed scheme of work. The level of detail provided means that pupils experience a broad and balanced range of materials and tools over their time in the school, and develop appropriate skills in using them. Teachers generally have a good understanding of the evaluation process and use appropriate help-sheets as a framework for pupils to assess the strengths and weaknesses of their products. Pupils make good progress in this aspect of their work, and make good use of their literacy skills in writing about their work in a clear and organised way. However, the structure of the tasks does not always allow pupils much freedom in the way they interpret a design brief, and makes little space for them to formulate a design brief of their own. Some teachers show better skills than others in their understanding of the design process, and in their ability to enable pupils to contribute effectively to the design of a product. The range and variety of the work pupils produce varies from class to class. In some classes, pupils' work shows a high level of individual contribution to the design, and some designs are imaginative. In others, many products are similar except in their decorative or aesthetic aspects. For example, in a sound lesson with older pupils, they had a good grasp of the commercial and aesthetic requirements of a package, but had chosen the shape and design of the package with no attention to the practical requirements of what it was to contain.
94. Few lessons where the main focus was on DT were seen during the inspection, although work on DT often took place within a group where the teacher's main focus was another subject. Teaching is generally sound, and occasionally good. Lessons are well organised and relationships are good, supporting sound discipline. Planning is sound, but notes about what the class is to learn are often too general, and do not relate either to the specific lesson, or to the different needs of individuals. Conversely, in a good lesson with younger pupils, there were clear objectives specified for the lesson, which were shared with pupils at the beginning, and progress was evaluated at the end in a useful plenary session. Pupils respond positively to DT, working conscientiously and carefully, and behaving well. In the better lessons, they are successfully challenged to think through their ideas and explain them in detail.
95. The co-ordinator has a good understanding of the subject and provides effective informal support to colleagues. She monitors at a general level by collecting in her colleagues' evaluations of how a project has gone, but has undertaken little systematic monitoring of standards or planning in the different classes. There are no formal processes for assessment in the subject, and teachers are expected to use the work in pupils' books as a framework for making a yearly summative assessment, and writing reports.

## Geography

96. A limited number of geography lessons were observed during the inspection. However, these, together with a scrutiny of pupils' work and discussions with Year 6 pupils, provide sufficient evidence for a judgement to be made. By the end of Key Stage 2 pupils' attainment in geography is typical of that expected of pupils aged eleven. Most pupils have good general geographical knowledge. They use geographical terms and know the main physical areas of the world such as the continents, the Arctic and Antarctic regions, the equator and the tropics, and understand the effects of these climatic conditions on plants and animal. The oldest pupils have satisfactory mapping skills and use 6 figure grid references successfully. They understand the use of symbols on Ordnance Survey maps and can use co-ordinates to identify different locations. Overall, pupils display better skills in using maps than in drawing them.
97. Pupils' knowledge of the local area and the region is satisfactory, as a result of their study of rivers, woodland, rural and urban locations and the environmental appraisals they undertake. They understand the way in which environmental issues affect peoples' lives and that these are controversial matters about which people hold a range of opinions. This was reflected in the work of Year 5 and Year 6 pupils following a field trip to Watmore quarry. They showed that they understood the complexity of the situation and could construct a reasoned and balanced picture of both sides of the quarrying issue. Disappointingly, pupils' knowledge and understanding of locations in Europe and other continents is unsatisfactory. For example, in relation to Kenya, which is the specific country studied in Years 3 and 4, pupils have very little in-depth knowledge or understanding, and this becomes more uncertain as they move through the school. Pupils with special educational needs achieve satisfactory standards in most of their geography work, as a result of the good support that they receive in class. However, higher attaining pupils do not achieve the standards of which they are capable. Their written work does not reflect the maturity of understanding, which they show in discussion.
98. Overall, pupils make satisfactory progress in acquiring geographical knowledge, understanding and skills as they move through the school. This is particularly the case in relation to their understanding of land settlement and its use for industry and farming and environmental change. They learn to use atlases, globes and a range of maps, as well as information technology and CD ROMs to support their investigations. Year 6 pupils used a useful software programme on 'The Rain Forest' to find out more information about their topic. Nevertheless in some respects, progress is erratic and not as steady as it should be. For example pupils' field work, undertaken as part of residential trips does not show sufficient progress in skills from one study to the next. In their books, pupils' use of maps does not always show a logical progression in scale and complexity across the key stage. Pupils with special educational needs make satisfactory progress. They are supported well by adults and by the school's organisation, which encourages pupils to work in mixed ability groups. This does not always work so well for higher attaining pupils whose progress is sometimes limited when all pupils undertake the same work.
99. Pupils are interested in the subject and are well motivated. They persevere at their tasks and work diligently. Older pupils worked co-operatively in a class discussion about quarrying in which different views were sought. They listened carefully to each other, and responded, offering supportive or challenging arguments on the basis of what other pupils had said.
100. The quality of teaching is satisfactory. Teachers are confident in their subject knowledge. They plan and prepare lessons carefully, according to the school's planning guidelines. Teachers know their pupils well and are good at assessing their knowledge and understanding during lessons through careful questioning and observation. However, teachers do not use the marking of pupils' books effectively, as a way to

assess pupils' knowledge, and there were examples of unmarked work in pupils' books scrutinised during the inspection.

101. The school has a comprehensive curriculum plan for geography, linked to science. This emphasises the use of interesting and relevant field trips as the basis of pupils' learning. Geography is taught in carefully timetabled blocks of time across the year, but the curriculum plan is not yet entirely successful in ensuring that pupils' will be provided with appropriate activities in a sequence that builds on their previous learning. For example the international dimension is weakly represented. The study of Kenya is scheduled for Year 3 and 4 and the curriculum does not afford sufficient opportunities to extend and deepen pupils' knowledge of other countries in Years 5 and 6. The geography curriculum is planned in consultation with the co-ordinator who has conscientiously prepared detailed plans and resource packs for each topic.
102. The plans include the learning that is to take place over the period of the topic, the resources that will be needed, and the outline of lessons to be followed. However, the precise knowledge, understanding and skills that pupils of different abilities are expected to learn in lessons is not identified in sufficient detail to ensure that individual pupils progress as well as they should. For example the learning described in plans for work on both the 'Rushmoor Enquiry' and Rain Forests includes 'how people affect the environment' and 'how people maintain their environment'. These are not specific enough to support the assessment of pupils' knowledge and understanding, and could pertain to any year group and any topic. Assessment opportunities do not figure strongly in teachers' planning. Overall, assessment in geography is unsatisfactory and does not affect the nature of the work set, which is often common to pupils of all abilities.

## History

103. No lessons were seen the week of the inspection but evidence from talking to pupils and scrutiny of work shows that pupils generally make good progress across the key stage, and attain high standards. This shows improvement from the last inspection where progress was satisfactory.
104. Younger pupils show a good understanding of chronology through effective use of time lines. Many demonstrate good factual knowledge of everyday life in Ancient Greece and how it developed and changed and, in discussion, give reasons why this happened. For example, they describe how the Greeks became more powerful through seafaring, trade and conquest. They know that health and fitness became increasingly important to the development of a strong capable army. They understand well the importance of slaves to the increasingly wealthy lifestyles of the Greeks. In describing the everyday life of a slave, they thoughtfully comment on aspects of this that they find most unacceptable and give appropriate reasons why. They enthusiastically recall the main characters and themes of many Greek myths and legends. They ably describe some of the main events of Greek life, such as the Olympic Games, and how these have remained, but changed, over time.
105. Older pupils communicate the results of their historical investigations well, both orally and in good examples of well-structured extended personal writing, containing dates and Greek terms. They can identify, select and evaluate a number of appropriate sources of information that they have used, including information technology. For example, when they ably describe the legacy of the Greeks in many aspects such as literature and poetry, medicine, science and mathematics and their research into life in modern Greece, they make appropriate comparisons on, for example, changes and similarities in food, employment and industry. When carrying out research into life in Sparta and Athens, they make comparisons and enthusiastically argue their own views

and preferences as to which lifestyle is preferable. They show an understanding that some events, people and changes have been interpreted in different ways over time. They suggest possible reasons for this, for example, when passing down Greek legends orally. In their study of special events, such as the Olympic Games, they demonstrate ability to sort fact from fiction and opinion when using source materials.

106. Pupils' response to history is good. They have very positive attitudes and show a high level of interest and excitement in their historical study. They are very enthusiastic when describing or discussing various aspects. They take pride in the quality of their writing and artwork, and in their ability to explain in great detail stories they know from Greek mythology. Discussion of research they have carried out shows a good level of interaction and sharing of ideas.
107. Many aspects of teaching are good. Lessons are well planned across the school, with many suitably differentiated, interesting and challenging tasks. Teachers are enthusiastic about history and compile good photographic evidence of whole school participation in the topic. Written work is carefully assessed in each class to ensure that targets in planning are properly met.
108. The history curriculum is suitably broad and balanced and has been developed on a 4 year rolling programme of whole school topics, taught during "history fortnight". The scheme of work is currently under review and is being rewritten to better support good progression in teachers' planning. Good opportunities are included in the scheme to undertake investigation of events from local and British history and also history from other parts of the world. The co-ordinator displays her keen interest in history when she plans an interesting programme of visits and visitors to enhance the programme of work. These are carefully linked to an extensive bank of source material used both to support planning and pupils' learning and have considerable impact on historical study. A good start has been made in developing a school museum of suitable artefacts to enhance work in history. Although some monitoring of planning is undertaken, monitoring of standards, progression and quality across the classes is underdeveloped.

## **Information Technology**

109. Progress is satisfactory over time with good progress made in handling information and very good progress in some aspects of communicating information particularly in the lower school. By the end of the key stage pupils attain standards which are in line with national expectations. In communicating and handling information their attainment is above expectations. This is due to the progressive development of skills through the well planned scheme of work, good and often very good teaching and the good integration of the subject across other curriculum subjects, especially English and history. There has been some recent significant improvements in the quality and quantity of computer hardware and software available in the school and this is beginning to have a significant impact on standards, especially on the development and level of expertise in skills. Currently pupils have had insufficient experience of control to reach suitable standards in this aspect, but the school has plans to rectify this next term.
110. Pupils in Years 3 and 4 are confident users of IT and are able to access their own files, add to and refine work. They skilfully use the mouse to change the style, colour, size and effect of their writing and add borders, using a Windows Word Art package. They are able to insert pictures into their text and reposition the components of their finished piece when considering presentation. They can save and print their work independently. Pupils are beginning to use a database to present information, for example when presenting a graph on the lower school's favourite breads. They are becoming familiar

with a range of programs using CD ROM and, with support, can use the digital camera to insert photographs into text.

111. Pupils in years 5 and 6 have good skills. They can confidently find their way around the keyboard and access and use facilities such as spell-check, bold and underline to refine and improve the content and presentation of their work. A group of more able pupils confidently use the digital camera to take photographs which are scanned into the computer to provide a relevant background for their word processed poems and reports. They are able to interrogate a CD ROM, and access, extract and add information in written and pictorial form, to a piece of research appropriate to their chosen topic. With support, pupils are able to enter information into a spreadsheet format and are able to change totals in order to meet the budget allowed for their planned party. Pupils with special educational needs work effectively in pairs to word process their writing using E-mates.
112. Pupils are very well motivated, show great interest and work with sustained concentration. This is partly due to the lively and interactive teaching styles, very good relationships and to the very good attitudes of pupils. Pupils ask relevant questions and listen well to each other and the teacher. They work cooperatively and support each other well when working in pairs. They persevere when difficulties arise especially when their work disappears or the printer refuses to cooperate. All resources are treated with due respect.
113. Teaching observed during the inspection was at least satisfactory and mostly very good. Teachers have very good subject knowledge and are confident practitioners. They use a number of teaching strategies well, and effective questioning assesses pupils' understanding and takes learning forward. Planning is detailed, however the learning objectives are sometimes too general, are not sufficiently specific to meet the learning needs of all pupils and do not always challenge the more able.
114. The curriculum is broad and balanced and meets statutory requirements. All strands of the curriculum are covered well, except control and the monitoring of external events. However this has been addressed in the recently developed good scheme of work which ensures coverage of the national curriculum, is well linked to many other subjects particularly English including literacy, mathematics, science, geography and design technology, and allows for the progressive development of skills. The co-ordinator leads the subject well and is beginning to monitor standards, access and coverage. The planned developments in the school's improvement plan are on course and networking is in place for connection to the Internet. There are sufficient computers and other hardware, and a good range of software to meet the requirements of the subject.

## **Music**

115. Pupils make good progress throughout the school and the majority attain standards above those expected of pupils of this age in all aspects except singing, where standards are satisfactory. This is an improvement since the last inspection, when standards were judged to be average.
116. Pupils are able to work together in groups to compose simple accompaniments to a poem, giving considered thought to the elements of dynamics, tempo, texture and timbre. They are able to describe rhythmic and melodic ostinato and use these in their compositions. They do not yet record these compositions systematically either on tape or as graphical scoring. They make informed choices and select instruments which they think will create the required effect, developing listening and appraising skills in the process. By the end of the key stage, pupils are able to sing melodically with thought to intonation and dynamics. The singing, however, often lacks enthusiasm. This could be

due to the choice of song or to the too infrequent opportunities the pupils have to sing. They are able to keep a rhythmic chant accompaniment to a slow tempo, although accuracy is lost as the tempo speeds up.

117. Pupils' attitudes to music are good. They treat the instruments with respect and play them in an appropriate manner. They work well together in collaborative group work and listen carefully to each others' compositions. They are very well behaved and show good self discipline. The exchange of ideas to adapt and improve their compositions is good.
118. Teaching is good overall. There is very good subject expertise and teaching is enthusiastic and interesting. Lessons cover a good range of skills and elements and are set within a clear, well-planned and progressive series of lessons. Pupils are given good guidance in the development of skills, and questioning is used well to develop pupils' understanding. An improvement since the last inspection is the opportunities given to pupils to make decisions and select instruments from a good range of pitched and non pitched percussion, well-matched to the learning objectives.
119. The subject is enriched by opportunities to learn a range of musical instruments including flute, clarinet, guitar and trumpet which are taught well by the peripatetic music staff, and keyboard and recorders taught well by staff in after school clubs. Many pupils also have private music lessons. These pupils contribute well in assembly to add interest although their expertise is not used well in class music lessons, where they are seldom challenged. The school choir meets weekly and all are welcome. They take part in a number of concerts throughout the year.
120. The subject has a good overview map which gives the pupils a broad, balanced and worthwhile experience. The co-ordinator leads the subject well and is available to advise colleagues who ask for support. The subject does not yet make a significant contribution to spiritual development but opportunities for pupils to study music from a number of countries makes a satisfactory contribution to cultural development.

## **Physical Education**

121. Pupils make sound progress overall and achieve standards appropriate for their age. Lessons were observed in a range of activities, including dance, gymnastics and games. In Years 3 and 4 pupils' work in body management skills is good, and they make good progress. In older classes, progress is sound overall, but pupils do not always refine and develop their skills as well as might be expected. This is the case in pupils' movements in travelling, balancing, jumping and landing. All pupils are able to develop work into longer sequences and are given ample opportunities to engage in planning and evaluation. Good progress across the year groups is characterised by pupils completing well-refined movements in carefully constructed sequences. In games lessons, pupils show a secure understanding of the organisation of invasion games. They are developing appropriate skills in sending and receiving the ball in football and hockey. Swimming is provided for pupils in Year 5, and there is an appropriate programme of outdoor and adventurous activities.
122. Pupils' response is good. They work effectively, either alone or collaboratively, to refine their movements and to develop control and confidence. They explain and reflect upon their work, even on occasions there is insufficient challenge in the work they are given.
123. Teaching is variable, but is good overall. In over half the lessons observed, teaching was at least good, and was often very good. Very good teaching was characterised by effective questioning to challenge pupils to improve their sequences, and by well-focused interventions with pupils to improve their actions or refine their skills. In the one

unsatisfactory lesson observed, there was no warm-up, instructions given lacked clarity and precision, and insufficient time was given to the lesson, so that pupils made unsatisfactory progress.

124. There is a co-ordinator for the subject who has been in post since the start of the school year. She has a good overview of the subject, and has an appropriate plan to support revision and further development. Some lesson plans included in the scheme of work have been revised and extended to improve the match between schemes of work and lesson content. There have been notable improvements in the guidance for the teaching of games, but support for teachers in gymnastics is under-developed. There is no systematic recording of pupils' progress although, in the better lessons observed, teachers were taking into account their observations of pupils, and re-defining tasks accordingly. Teaching and learning in the subject, across the school, are not monitored effectively. Resources are sound, and there is an improvement in the storage of equipment for games. Good use is made of extra curricular activities, including sporting fixtures against other schools, to support the subject.

### **Religious Education**

125. By the end of Key Stage 2 pupils attain standards that are typical of those expected of eleven year olds, and which are broadly in line with those set out in the locally agreed syllabus for Hampshire schools. Overall, pupils make satisfactory progress as they move through the school, especially in relation to their knowledge and understanding of Christianity. Progress in understanding other faiths is not so good and higher attainers do not make enough progress.
126. Pupils extend their knowledge of Christianity through a carefully planned programme of work. Younger pupils understand the importance of The Bible to Christians and older pupils talk knowledgeably about key events in the Old and New Testaments. They understand the meaning of events in the life of Jesus and can describe in detail the sequence of events in Holy Week, the last week of Jesus' life, as well as the details surrounding his birth in Bethlehem. The oldest pupils can relate events in the life of Jesus, and in the parables he told, to their own lives and can draw lessons from the moral in these stories, about their own behaviour and attitudes towards others. Pupils are developing a clearer understanding of the rituals and traditions associated with Christianity. They know the importance of the cross to Christians and the way in which the Christian church celebrates birth, marriage and death. Pupils have a good understanding of the meaning of prayer and this is reflected in the beautiful class books of prayers written by pupils in connection with special events or in praise of the world around them.
127. Pupils' knowledge of other religions is developing but is less secure. The oldest pupils recall some facts about Judaism and Hinduism but their thinking is rather hazy and not well developed. They do not encounter these faiths regularly and there is some confusion in their minds about the details and important aspects of these religions. This was obvious in the comments of some older pupils in discussion – "Jews believe the same as Christians only they don't believe that Jesus has been born yet." "Hindus use a branched candlestick to celebrate their festival of light".
128. Overall, pupils' knowledge about religion and their understanding of the importance of religion in peoples' lives is better developed than their ability to engage with the deeper aspects of religion. Pupils do not easily make the links between different religions, in respect of similarities and differences in ideas of pilgrimage, or a spiritual journey, sacredness, the significance of rites of passage, key values, the underlying importance of religious symbols or ideas about God. As a result they do not yet appreciate the spiritual dimension as well as might be expected by Year 6. Pupils with special

educational needs are usually well supported in their lessons so that they make steady progress and attain satisfactory standards.

129. Pupils' written work does not always reflect a mature response to the ideas being discussed or explored. Too often they offer one line answers to complex questions and the 'answer box' format in pupils' workbooks often reinforces the notion of simple response. The common tasks that are set in the workbooks for pupils of all abilities are too often linked to recalling knowledge and do not give enough opportunities, especially for higher attaining pupils, to consider some of the deeper issues involved.
130. Overall, pupils' response to religious education is satisfactory although older pupils are more enthusiastic. Pupils usually listen carefully to the teacher and to each other, but younger pupils become restless when whole class discussion goes on for too long and they are not enthusiastic about the completion of written tasks in their workbooks. Older pupils treat religious education seriously and are thoughtful about their work. In a lesson on the 'temptations of Jesus', older pupils worked well together in paired discussion on what this meant in their own lives. They were respectful of the views of others and took these into account when preparing their own response.
131. The quality of teaching is satisfactory overall and sometimes it is good. Teachers' subject knowledge is secure although one or two teachers lack confidence in addressing some of the deeper issues involved. Teachers are careful to ensure that pupils in all classes have the same curriculum opportunities, and ensure this by the consistent use of lesson plans prepared by the co-ordinator for the subject. These plans describe the learning that is to take place over each term or half term but they do not clearly state the specific skills and knowledge that are to be taught each week. Teachers know their pupils well. They are sensitive to pupils during class discussions, and they are observant and responsive to pupils' answers but too often follow up tasks are common to pupils of all abilities. There is little evidence that pupils' learning is carefully assessed and used as the basis of the next lesson.
132. Work in religious education contributes appropriately to the development of pupils' literacy in their use of reading, but gives them insufficient opportunities to use and develop their writing skills. They are encouraged to discuss their ideas and to listen carefully to others. However, the subject does not contribute as well as it might to pupils' understanding of other cultural traditions through the regular study of other religions.
133. Religious education is well managed by an enthusiastic co-ordinator who is working hard to develop the subject and to ensure that the school is implementing the guidance in the Locally Agreed Syllabus. She has prepared a comprehensive curriculum plan and a range of resource materials to support teachers, including a number of workbooks for each religious topic that is studied. These are only partially successful and the current approach has some limitations. The curriculum is planned partly by content for example 'The Life of Jesus' and partly by religious concepts, for example 'Symbols of Faith', also mainly Christian in content. The approach does not allow pupils to regularly encounter and examine the parallels between the 3 world religions being studied in respect of their underpinning ideas. In their current form, the school's religious education workbooks also hinder the comparative approach, which might help pupils to gain the deeper insights over time that the school is committed to achieving.

## PART C: INSPECTION DATA

### Summary of inspection evidence

The school was inspected for a total of 22 inspector days by six inspectors. The inspectors observed classes at work, talked to pupils, and scrutinised the work from a range of pupils across the school. 106 lessons or parts of lessons were observed formally, and a sample of pupils heard to read from each age group. A wide range of documentation was analysed, and interviews and discussions held with the headteacher, deputy head, governors, subject coordinators and other staff. A variety of people involved in the school were spoken to informally, including parents. A meeting was held which was attended by 51 parents and 240 parents completed questionnaires about the school.

### Data and indicators

#### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y3 - Y6	375	33	117	17

#### TEACHERS AND CLASSES

##### Qualified teachers (Y3 - Y6)

Total number of qualified teachers (full-time equivalent)	19
Number of pupils per qualified teacher	19.7

##### Education support staff (Y3 - Y6)

Total number of education support staff	20
Total aggregate hours worked each week	380

Average class size:	31.2
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#### FINANCIAL DATA

Financial year:

1997-8

	£
Total Income	650338
Total Expenditure	640617
Expenditure per pupil	1727
Balance brought forward from previous year	27622
Balance carried forward to next year	37343

## PARENTAL SURVEY

Number of questionnaires sent out:

375

Number of questionnaires returned:

240

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	42	56	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	51	4	2	0
The school handles complaints from parents well	15	47	31	5	1
The school gives me a clear understanding of what is taught	21	61	12	6	0
The school keeps me well informed about my child(ren)'s progress	30	57	9	5	0
The school enables my child(ren) to achieve a good standard of work	29	60	8	2	1
The school encourages children to get involved in more than just their daily lessons	32	57	8	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	22	60	7	7	4
The school's values and attitudes have a positive effect on my child(ren)	27	59	9	3	2
The school achieves high standards of good behaviour	28	57	8	5	1
My child(ren) like(s) school	41	51	4	3	1

### Other issues raised by parents

A few parents were unhappy about the lack of a school uniform. The inspection evidence shows no observable effects of the lack of a uniform.