

INSPECTION REPORT

WALLOP PRIMARY SCHOOL

Nether Wallop

LEA area: Hampshire

Unique reference number: 115957

Headteacher: Mr D Paterson

Reporting inspector: Mr J Bald
17932

Dates of inspection: 25 – 28 February 2002

Inspection number: 197371

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4 –11

Gender of pupils: Mixed

School address: School Lane
Nether Wallop
Stockbridge

Postcode: SO20 8EH

Telephone number: 01264 781216

Fax number: 01264 782347

Appropriate authority: The governing body

Name of chair of governors: Mr H Floyd

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17932	John Bald	Registered inspector	English	The school's results and pupils' achievements How well are the pupils taught? How well is the school led and managed?
			English as an additional language	
			Special educational needs	
			Information and communication technology	
			History	
9748	Cliff Hayes	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
27895	Margaret Skinner	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
			Geography	
			Music	
			Physical education	
10270	Sandra Teacher	Team inspector	The Foundation Stage (The reception class)	
			Science	
			Art and design	
			Design and technology	
			Religious education	

The inspection contractor was:

Open Book Inspections
6 East Point
High Street Seal
Sevenoaks
Kent
TN15 OEG

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12 - 14
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 - 18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18 - 19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19 - 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22 - 25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26 - 40

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wallop County Primary School has 153 pupils aged four to 11, with broadly equal numbers of boys and girls. At the time of the inspection, the school was much smaller than most others of its type, because family accommodation for the nearby military base was being rebuilt. Roughly half of the pupils come from service backgrounds, and a very high proportion begin or continue their education in other schools. Most pupils are white, but two are from minority ethnic backgrounds and have English as an additional language. These pupils are no longer in the early stages of learning English. Standards among pupils joining the school vary from year to year, and are a little above average overall. The school has some very high-attaining pupils, but an above-average proportion have special educational needs, often involving significant problems with literacy. A very small number of pupils have statements of special educational need. Pupils come from all sections of the community, but their overall backgrounds are above average.

HOW GOOD THE SCHOOL IS

Wallop Primary School provides good education. It has a strong sense of community that includes all pupils, even after a short time in the school. Standards are above average overall and teaching and learning are good. The school is led and managed well and provides good value for money.

What the school does well

- Standards are above average in English, mathematics, music and physical education.
- Standards and provision for art and design are very good.
- Pupils have excellent attitudes to school and work very hard.
- The school is led and managed well by the headteacher and governors.
- Teaching is good; it was very good to excellent in a third of lessons observed.
- There is good provision for children in the reception class.
- The school has an excellent partnership with parents and the community.
- Provision for pupils' personal development is very good and they are very well cared for.

What could be improved

- Standards in other subjects could be improved.
- The teaching and learning of writing in all subjects needs to be improved.
- Teachers need to use information from tests and assessments more consistently.
- The curriculum and timetable need to be improved.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected, in September 1997, it was led and managed well and had good relationships with parents and the community. Standards in most subjects were broadly average. Since then, the school has raised standards in English, mathematics, physical education (PE), music, and art and design. It has developed its relationship with all sections of the community very well, and parents' views of its work are now exceptionally positive. Provision for pupils with special educational needs, including the work of teaching assistants, has improved since the last inspection and is now good. The school has improved its management systems and the quality of teaching has improved. However, standards, teaching and learning could be improved further in most subjects, including science and information and communication technology. The school has built well on its strengths, including provision for older pupils joining the school, which gives an immediate

boost to their learning and confidence. Overall, the school has shown good improvement since the 1997 inspection and is more than meeting its targets. There is a strong sense of pride and teamwork among the staff, and the school is very well placed to raise standards further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	B	A	B
mathematics	D	C	C	C
science	D	C	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Results over the last five years have improved in line with national trends, and the school sets and meets suitably demanding targets for improvement. Standards in Year 6 during the inspection were above average in mathematics and English. Pupils' factual knowledge and understanding are above average in science, but they have only average understanding of experimental and investigative science. Standards throughout the school are well above average in art and design, and above average in music and physical education. Standards in most other subjects in Year 6 are broadly average, but they are below average in information and communication technology (ICT) and in religious education.

The results of national tests in Year 2 were above average in reading in 2001, and well above average in writing and mathematics. Year 2 pupils reached average standards in reading during the inspection, but below average standards in writing, because of special educational needs and a very high turnover of pupils in the class. Standards were above average in mathematics, in response to very good teaching, and broadly average in science. Standards in art and design in Year 2 are well above average, and they are above average in PE and music. Standards in the reception class are above-average overall, and well above average in early literacy and number work.

Overall achievement in the school is good. Pupils with special educational needs, those from minority ethnic backgrounds and pupils with English as an additional language achieve well, and the school is very well organised to ensure continuing learning and achievement among pupils who join it for only part of their primary education. Strengths in the standards achieved significantly outweigh the weaknesses, which the school is very well placed to put right.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very committed to the school, and work very hard.
Behaviour, in and out of classrooms	Very good. Pupils are attentive and co-operative in class, and play sensibly at breaks and lunchtimes.
Personal development and relationships	Very good. Pupils develop a strong sense of responsibility, and feel part of a happy and successful learning community.
Attendance	Well above average, with very good punctuality.

All pupils are fully included in the life and work of the school, and racial harmony is excellent. Arrangements to help pupils settle into the school are a major strength. Pupils accept responsibility well in the school council.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teachers plan an interesting range of activities for each lesson, and use discussion and questioning very well. Where the teaching is very good, they match work very closely to the range of learning needs in the class, and enable pupils to work independently to a high standard. Where teaching is excellent, it is based on advanced understanding of the subject, highly skilled planning and dynamic presentation. Teaching in the reception class is good, and very good in early literacy and mathematics. Teachers are highly skilled in helping new pupils to settle in, in building confidence, and in helping boys as well as girls to learn consistently.

Teaching in English lessons is good throughout the school. Reading skills are well taught, but writing skills are not developed consistently enough in work across subjects. In mathematics, teaching is good in Years 3 to 6, and very good in Years 1 and 2. The teaching of number skills is systematic and effective. Teachers have good skills in most subjects, but their knowledge of ICT needs further development, as training has not yet taken place. They mark work regularly and set termly targets for all pupils. Other than in English and mathematics, however, teachers do not use information from their assessments to match work to what pupils most need to learn. This leads to some weaknesses in learning in subjects where standards are average rather than above average. There was a small amount of unsatisfactory teaching during the inspection, caused by weaknesses in planning.

Overall, teaching meets the needs of all pupils in the school well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in the reception class and in Years 1 and 2, but weak organisation in Years 3 to 6 limits learning in some subjects.
Provision for pupils with special educational needs	Good overall. Very good for pupils with behavioural difficulties and for those who have started their education in other schools.
Provision for pupils with English as an additional language	Very good. The small number of pupils with English as an additional language are challenged to achieve as much as possible and are among the highest-attaining in their classes.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school makes excellent provision for pupils to develop a sense of community and responsibility. They receive a very comprehensive introduction to their own and other cultures, and have good opportunities to reflect on non-material aspects of life.
How well the school cares for its pupils	Excellent for pupils' personal health and well-being. Guidance in their work is satisfactory overall, and good to very good in some classes.

The school has a very effective partnership with parents from all sections of the community. The curriculum has good emphasis on mathematics and English, but provision for some other subjects is less well organised, and this affects learning. Provision for children in the reception class is good, but does not take full account of the current national guidelines. Writing in subjects other than English is not effectively co-ordinated, and the use of computers to promote learning needs to be more systematic.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well organised to ensure good learning for all of its pupils, and has an inclusive atmosphere. The headteacher gives a strong personal lead, and there is a strong sense of teamwork.
How well the governors fulfil their responsibilities	Well. Governors are closely involved in the school. They contribute well to its educational and social priorities and to financial standards.
The school's evaluation of its performance	Good. The school compares its work effectively with that of other schools, adjusting national data to take account of its circumstances.
The strategic use of resources	Good. The school has given priority to retaining experienced teachers, and to providing good support for pupils through teaching assistants.

The school is well staffed with teachers and teaching assistants. It has good accommodation, including very good grounds, although facilities for children in the reception class to play outside need to be improved. Resources for learning are adequate, but computers are not used systematically enough and higher-attaining pupils need to read more challenging non-fiction.

Management has succeeded in raising standards in English and mathematics, but not consistently in other subjects. It creates a strong sense of community, which includes all adults and pupils in the school. The school uses the principles of best value well when making spending decisions and deploying staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is approachable• The school is led and managed well• Teaching is good• Children enjoy school	<ul style="list-style-type: none">• Homework• Activities outside lessons

Parents were exceptionally positive in their views of the school and very few expressed any criticism whatever. Inspectors strongly endorsed most of the parents' positive views, but felt that further improvements were needed in teaching and learning in subjects other than English and mathematics. The inspection team found that homework was satisfactory, but that its quality and timing could be improved in some classes. They found that provision of activities outside lessons was very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The standards reached by children joining the school in the reception class vary from year to year, but are above average in most years. Standards in the reception class during the inspection were well above average in personal development and social skills, communication, language and literacy, and number work. They were broadly average in other areas. Overall, children achieve well, though higher-attaining children are achieving more in relation to their capabilities than those who learn more slowly.
2. There is great variation in the standards reached by pupils joining the school at a later stage in their education. Some have reached well above average standards for their age, but a greater number have not, and a significant proportion have special educational needs. This affected standards in several years during the inspection. In Year 2, for example, under half of the pupils had started at the school in the reception class, and incoming pupils often had significant problems with literacy. At the time of the inspection, there was a tendency for higher-attaining pupils to leave the school before taking national tests in Year 6, and for pupils joining the school to have lower standards than those who were leaving.
3. The school is very well organised to deal with this challenge, and the overall pattern of achievement is good. Results in national tests have been improving in line with the national trend, and the school has met its targets for standards in mathematics and English by a large margin in 2001. Standards, however, vary from year to year. In Year 2 during the inspection, for example, standards in writing were below average, due largely to an influx of pupils with special educational needs. Pupils in the previous Year 2, on the other hand, had reached higher standards in writing than in reading in national tests, and had produced an interesting range of published stories. Throughout the school, some pupils were reaching standards in reading and writing well above average for their age, while some were struggling with writing. Standards in reading are above average overall, with higher-attaining pupils achieving very well, but some older pupils of average ability lack fluency and understanding when reading aloud. Speaking and listening skills are good. Pupils benefit from teachers' careful attention to what they say, and this builds confidence.
4. Standards during the inspection in mathematics, including number work, showed some improvement on the results of the 2001 national tests and were above average. While some pupils learn more slowly than others in mathematics, they have fewer learning difficulties than in English. Pupils with English as an additional language do particularly well in mathematics, and parents appreciate the level of challenge to higher-attaining pupils. However, some pupils with particular gifts for the subject could achieve still more if they were consistently challenged at their own intellectual level. Standards in science are average overall. They are above average in the elements of knowledge and understanding that feature most prominently in national tests, but below average in designing and carrying out experiments.
5. Standards and achievement in subjects other than English, mathematics and science are less consistent. Pupils do very well in art and design, reaching high standards across the National Curriculum, with some outstanding work, including very well controlled drawing in Year 2. Standards are also consistently above average in physical education, a subject of particular importance to many parents, and in music, where they benefit from the work of a specialist teacher. There are, however, some

weaknesses in standards in subjects where co-ordination has been less effective, and where teachers' planning has not focused on the requirements of the higher levels of the National Curriculum. The weakness is most significant in information and communication technology (ICT), where pupils use computers confidently, but for a limited range of purposes, and history, where standards are affected by weak writing skills and by a lack of consistent challenge to the oldest pupils. It was not possible to make a judgement on standards in religious education in Year 2, but by Year 6 they are significantly below those expected in the Hampshire Agreed Syllabus, as topics are not treated systematically and in sufficient depth.

6. The school's attention to individual needs ensures good long-term progress among pupils with special educational needs, particularly in reading. Pupils with behavioural and physical difficulties do very well, and make exceptional progress in some physical education lessons. Standards in writing are affected by weaknesses in teaching writing across the school, although they are satisfactory by Year 6. The very small number of pupils from minority ethnic backgrounds and those who have English as an additional language are among the higher-attaining pupils in their classes. They make very good progress in English and in other aspects of learning.
7. Standards have shown good improvement since the last inspection, when they were average overall, with no consistently above-average work in any subject. The school sets and meets suitable targets for improvement, including targets for pupils to reach above-average standards in national tests. Taking account of all of the circumstances of the school, including the exceptionally high turnover of pupils and the above-average number with special educational needs, achievement in the school is good. It is well placed to build on its strengths to raise standards in subjects where they are not at present above average.

Pupils' attitudes, values and personal development

8. Children in the reception class, and older pupils joining the school, settle in quickly and soon feel it is 'their school'. They enjoy their work, like and trust their teachers, and feel part of a friendly and supportive learning community. The school's work in this area at the time of the last inspection was an important strength, and its high quality has been maintained.
9. Behaviour is very good. Pupils follow instructions in class, rarely raise their voices to each other, and apply themselves conscientiously to whatever task they are engaged upon. When outside the classroom, they play happily and are friendly and courteous to adults. No bullying or other forms of harassment were seen during the inspection. The behaviour of pupils with special educational needs is also very good and helps them to make good, and in some cases exceptionally good, progress. There were no exclusions in the year prior to the inspection, but there has been one, fully justified, exclusion this academic year which is the first for 13 years. All parents responding to the pre-inspection questionnaire praised behaviour, and inspectors wholeheartedly agreed. This very good behaviour makes a consistent contribution to learning.
10. Pupils are very much aware of the impact of their actions on other pupils. They respond very well to a system of rewards that stresses group, as well as individual, achievement. Pupils know, and are pleased, that their positive efforts benefit the whole class. In lessons, as well as at play, pupils listen to the views and feelings of others and treat them with respect.
11. Where pupils are given responsibilities within the school, they accept and discharge these willingly and well. The school council takes a responsible attitude to its work, and

some of its suggestions, for example on the development of the playground, have been included in the school development plan. However, there are rather fewer opportunities for pupils to assume responsibility than in most schools. Relationships between pupils and teachers are excellent. Teachers know the children well and show them respect, which results in pupils being very willing to give of their best for them. Relationships in the playground are particularly warm, both between pupils and adults and among pupils. Boys and girls happily play together and friendship groups frequently contain pupils of varying ages. Collaboration between pupils in group work during lessons is also very good.

12. Attendance is well above average, and would be higher still but for some parents taking children on holiday during term time. Punctuality to school and to lessons is excellent and there was no unauthorised absence in the year before the inspection.

HOW WELL ARE PUPILS TAUGHT?

13. Teaching across the school is good, and was very good or better in a third of lessons seen during the inspection. These included a small but very significant number of excellent lessons in English, art and design and history. With the exception of ICT, where nationally sponsored training has not yet taken place, teachers have good knowledge and understanding of the subjects they teach, and individual teachers have outstanding skills in areas where they have a particular professional interest. Teachers manage classes very well throughout the school, and during the inspection were making good use of their small class sizes to promote pupils' speaking and listening skills. In the Year 1 class, for example, a pupil who tended to become confused through speaking too quickly was advised to think through what he was going to say before he said it, and was given time to do this. There is a very effective partnership in all classes between teachers and teaching assistants, who often teach to the same standard as the teacher. Teaching in the Early Literacy Skills programme for Year 1 pupils is very good. Students following initial teacher training courses also made good contributions to learning during the inspection.
14. Teaching is well adapted to the particular needs of the school's pupils, and is very good when they first arrive. Pupils' learning needs are quickly and accurately assessed, and work is adapted to their needs. This is particularly effective for pupils with special educational needs, whose parents often note an immediate boost in confidence. These pupils sustain good learning as they move through the school. Higher-attaining pupils, including gifted and talented pupils, are also quickly identified, and given suitable targets. Their learning is satisfactory overall, and they reach the above average standards that should be expected of them. Teaching meets the needs of the school's small number of pupils with minority ethnic backgrounds, and of those with English as an additional language, very effectively. They make very rapid progress in learning English, and use their language skills well when learning other subjects, notably mathematics.
15. All activities in the reception class are carefully planned. Adults use conversation and questions very effectively to draw out children's ideas and develop their confidence. Expectations of children's performance are high, and there is a positive climate for learning that makes children enjoy their work. The work is well suited to the majority of the children, especially to those who learn quickly. However, slower learners, especially those with special educational needs, struggle at times when the activities are too structured for them to understand. For example, they were unable to form sentences from word cards. Support staff make a very good contribution to learning, but are sometimes deployed to administrative tasks which prevent them from providing support when it is needed.

16. The teaching of mathematics, including numeracy, is very systematic, and enables pupils to build a strong range of skills by Year 6. Mathematics teaching in Years 1 and 2 is very good, and enables pupils to reach higher standards than they achieve in most other subjects. The teaching of reading is good across the school, though older pupils' skills in reading non-fiction need to be developed further. Writing is effectively taught in the literacy hour, and there is some very good additional teaching of writing for special projects leading to publication. The teaching of writing in subjects other than English is inconsistent. Too much is copied, particularly in science, and some writing tasks do not challenge pupils to write to the same standard they achieve in English. This is a significant issue in raising standards further across the school. The teaching of science is satisfactory, but focuses too much on the acquisition of knowledge, rather than on developing skills in investigation and experiment.
17. The teaching of art and design is excellent in Years 1 and 2, and very good in Years 3 to 6. PE is taught well throughout the school. The consistency and quality of teaching in both subjects benefits from effective and systematic co-ordination. There is good teaching of music, based on good planning and good specialist musical knowledge and understanding. Learning benefits from good opportunities for pupils to perform, and from highly skilled teaching from musicians of the Army Air Corps. Teaching in history, design and technology and geography is satisfactory across the school, with good teaching in history in Years 1 and 2. There is too little teaching of ICT to enable pupils to achieve all they should in the subject, and the school made plans to tackle this immediately following feedback during the inspection. The teaching of religious education is not planned and co-ordinated in sufficient depth to enable pupils to reach the standards they ought to reach in the Hampshire Agreed Syllabus.
18. Homework across the school is satisfactory, with some good extended projects. Parents told the inspectors that they could expect a telephone call if it was not completed. However, some also said that the timing of homework in some classes needed to be improved, and that some was not demanding enough. Inspectors agreed with these points. Marking is satisfactory overall. The best gives sensitive and effective guidance on progress towards pupils' targets, but some work is too lightly marked, and significant errors are not always pointed out. Teachers make use of other information from the school's assessment systems in planning work in English and mathematics, but most do not do this enough in other subjects. This is the main reason why teaching in over a quarter of lessons during the inspection was satisfactory rather than good, and was also a significant weakness in the small number of lessons where teaching was unsatisfactory.
19. The pattern of learning in the school is good. When the teaching is very good and excellent, learning accelerates. In art and design, where the teaching is very good to excellent in almost all lessons across the school, learning and standards have risen to match it. In some other subjects, however, teachers' individual skills are not supported consistently enough through co-ordination to enable pupils to reach the highest standards of which they are capable. Learning throughout the school benefits from pupils' very good attitudes. They work very hard and co-operatively at each task they are given, and this ensures that time is rarely wasted.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

20. The curriculum for pupils in the Foundation Stage and Years 1 and 2 has satisfactory breadth, balance and relevance to pupils' needs. It promotes effective learning for the vast majority of pupils. There are, however, some weaknesses in the curriculum in the

reception class for the lowest-attaining children, who do not understand the work in some of the more formal sessions, and there are too few opportunities for children to play on large apparatus. The curriculum in Years 1 and 2 has very good features, including very well-planned provision for mathematics and art and design, but some lessons are too long to enable pupils to concentrate effectively, and planning for writing is not consistent across subjects.

21. The curriculum in Years 3 to 6 makes good provision for mathematics and satisfactory provision for English in the literacy hour. There is very effective co-ordination in art and design and PE, and good co-ordination in music. There are, however, weaknesses in other subjects, chiefly in pitching work at the right level to enable all pupils to make progress. There is also some lack of balance, with too little teaching of ICT and too little emphasis on design and evaluation in design and technology. In science, pupils spend too much time learning facts and not enough in designing and carrying out experiments. As a result, standards are lower than they should be in experimental science, history, ICT and religious education, and satisfactory rather than good in geography and design and technology. The teaching of reading across the school is satisfactory, but many writing tasks are not designed to enable pupils to apply and develop their skills. Good features, such as note-making and research in the most successful history lessons, are not built on, and some work is copied, especially in science.
22. The school ensures that all pupils have equal opportunities, taking a personal interest in each pupil and ensuring that particular skills, such as high levels of ability in mathematics in a pupil with English as an additional language, are recognised and developed. It takes care to ensure that boys as well as girls remain interested and committed to their work and learn well. Boys and girls take part happily in mixed sports teams. Provision for pupils with special educational needs is good, with work in most classes very effectively matched to pupils' targets, though it is less effective for their writing, in line with provision for other pupils. Provision for gifted and talented pupils is satisfactory overall. They are often given specially designed work, and some do very well, but the school does not plan systematically to challenge pupils with the most exceptional academic gifts.
23. The school makes very good provision for personal, social and health education. There is an established whole-school curriculum for this subject, including sex education, citizenship and drugs education. This plan is an improvement since the last inspection. Pupils in Year 2, who had been discussing the need to make informed choices, put this into practice when organising suitable equipment for their PE lesson. Collective worship meets legal requirements.
24. There is very good provision for learning outside the classroom. There is a good range of clubs including gymnastics, recorder and after-school sports. A calligraphy club was started at the instigation of Year 6 pupils after a school visit to Winchester Cathedral. There is a gardening club, in the setting of the very peaceful and attractive Millennium Garden. Various competitive matches, in football, rounders, cricket and netball, take place in the large and very well tended school playing fields. The choir and orchestra meet regularly, performing at the termly school concerts and also in the parish church. All classes participate in school visits and Years 4 and 5 go on an Adventure Training week in Cornwall.
25. The local community make excellent contributions to learning. The Band of the Army Air Corps teaches music and performs regularly for the school. The Army has helped extensively with modifications to the school grounds, including building a play area and a large wildlife pond. Many parents or members of the local community work regularly

in the school as volunteers, and some of this help is highly skilled, particularly in numeracy. Some members of the community have a very long association with the school - one governor, who was helping with fund-raising during the inspection, was a pupil at the school in the 1930s.

26. Opportunities for learning for pupils arriving from other schools are excellent, and their learning often receives a strong boost when they join the school. Particular care is taken with the transfer of all pupils, both to secondary schools and, just as frequently, when their parent is transferred by the Army. The school has very good links with its secondary schools and pupils in Year 5 go there for special subject days as well as transfer days in Year 6. The school sends very comprehensive records with pupils who move. Parents strongly appreciate this aspect of its work, and pupils are sorry to go.

Provision for personal development.

27. Overall provision is very good, with excellent provision for moral development.
28. Provision for spiritual development is good. Many subjects and art, in particular, help pupils to express their feelings about the world in depth, although the contribution from religious education is limited. In an excellent art lesson in Year 2, pupils' appreciation of the beauty inherent in groups of everyday objects contributed greatly to their spiritual and cultural awareness. The purity and clarity of the choir's voices as they sang 'Spring' in assembly provided the audience with an emotional and reflective experience, although the spiritual content of some assemblies was much more limited. The beautiful grounds, especially the Millennium Garden, provide a quiet place where pupils can reflect. An assembly led by the Vicar during the inspection provided good opportunities for pupils to reflect and contribute.
29. Provision for moral development is excellent. The school promotes the highest standards of respect among all members of the community. The influence and example of class teachers and other adults reinforce this learning and they encourage pupils to think out ways of applying moral rules as a group and as individuals. This was apparent when pupils played sports games and honoured the rules. The provision helps pupils to grow very effectively in moral awareness and understanding so they make these moral commitments their own.
30. Provision for social development is very good. The school works as a purposeful, caring and achieving community. In a very good PHSE lesson in Year 6, a pupil whose target was to speak louder gave a 30-minute presentation to the class about bats. As the talk developed she gained in confidence, her diction was clear and purposeful, and all the class could hear. The teacher and class congratulated her warmly on the talk. Some pupils in Year 6 have responsibilities for preparing the hall for assembly and controlling the overhead projector. There is a school council. Pupils become aware of the wider needs of the community by collecting for many charities. The choir sing in a local nursing home. In gym club there was evidence of excellent provision for pupils with particular problems when the teacher calmly helped an especially active pupil so that he could enjoy the experience of the club. Pupils who have behavioural difficulties make excellent progress in response to very clear targets and sensitive personal support.
31. There is very good provision for cultural development, especially through geography. Pupils in Year 3 and Year 4 have close links with a former teacher from the school who now teaches in Uganda. They have written to pupils in her class. In July the school is to hold an international festival, when the headteacher of the Ugandan school will be present. The pupils sponsor children in Uganda and India. Through a 'Window on the World' pupils learn about a school in Romania. Teaching introduces them to a very

good range of cultural achievements in art and music. Pupils study Anglo-Saxon art and learn songs from many different countries. Many pupils are able to discuss different cultures because they have lived in other countries. The range of reading material covers literature both from other times and from other cultures through story and fable. This is a very good improvement since the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. When the school was last inspected, the quality of care for pupils' health, safety and well-being was excellent, but there were significant weaknesses in assessment, including assessment in subjects other than English and mathematics, and reading records. The school has maintained and developed the strengths of its work, which are warmly appreciated by parents and pupils. It has also made some improvements in assessment procedures, but is not yet ensuring that the outcome of assessment is used consistently to guide pupils and to plan work, particularly in subjects other than English and mathematics.
33. Arrangements to ensure the health, safety and well-being of pupils are excellent. Pupils receive very effective guidance on all relevant issues through the personal social and health education programme, and the school follows up individual needs very closely, particularly when pupils are ill. Procedures for monitoring and promoting good behaviour and attendance and eliminating oppressive behaviour are very good, and build very effectively on the values pupils bring from home in these areas. There are excellent arrangements for fire protection, dealing with injuries, and safety on the journey to and from school. The headteacher's personal intervention has ensured proper safety arrangements on buses. Personal guidance to pupils, by all adults in the school, and particularly by the headteacher, is excellent and a cornerstone of the school's success as a learning community.
34. The school has very effective arrangements to assess pupils' work when they join the school, and to provide their next school with a full record of their work. Screening for special educational needs is a particularly effective feature of this process, and results in accurate identification of learning difficulties, some of which have previously gone undetected. Several parents expressed strong appreciation of this to the inspection team.
35. The school has a satisfactory system for assessing and tracking the progress of all pupils as they move through the school. This system is used very well to plan work in the reception class and in Years 1 and 2. In Years 3 to 6, there is considerable variation between subjects and classes in the way in which the system is used. At best, all aspects of assessment, including pupils' targets, are used in planning work, and this contributes to consistent learning across all subjects. In half of the classes, however, information from assessment is not used consistently enough to pitch work at the right level, particularly in subjects other than mathematics and English, and some pupils' targets are not worded clearly enough to provide them with a clear goal. Weaknesses in older pupils' reading records, which often consist only of a very brief comment on what has been read, are similar to those at the time of the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Parents have an exceptionally positive view of the school. Replies to the pre-inspection questionnaire indicated 100 per cent approval of its work on eight of the eleven points raised, and over 90 per cent approval on the other three. Contributions from parents at the pre-inspection meeting also showed strong support for the school.

Partnership with parents was found to be good at the time of the last inspection, and the current position shows a very significant improvement on this position.

37. The prospectus and governors' annual report are comprehensive, and provide a very good overview of the school's activities. They are supplemented by regular newsletters and Parent Teacher Association (PTA) notices. Pupils' annual reports contain all of the information required by law, and often provide a good analysis of their strengths and weaknesses, although rarely in subjects other than English and mathematics. Parents of children in the reception class complete a home-school book fully and regularly to communicate with teachers, but the home-school reading record for older pupils is much less consistently used for this purpose.
38. The school responds quickly to concerns expressed by parents, and teachers are easily approachable. In addition to frequent informal contacts, there are three opportunities each year for parents to discuss their children's progress, and there are termly opportunities for parents to review the plans and progress of pupils with special educational needs. The PTA is effective in raising funds and is also used as a forum for parents to air their views on school matters. Parents are consulted further through opinion-seeking questionnaires issued with the governors' annual report.
39. Parents make a good contribution to learning through their consistent support for homework and their involvement in the work of the school. Some provide very good help in lessons, and a larger number support the PTA's successful fund-raising events and the school's extra-curricular activities. The bond between parents and the school is fundamental, and based on a shared commitment by all to do the best they can for the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. As at the time of the last inspection, the school is led and managed well by the headteacher and governors. They have a very clear understanding of its unique situation and ensure that all pupils joining the school, and their parents, immediately feel part of the community. The school continues to have a very inclusive atmosphere, and pupils from minority ethnic backgrounds, including those with English as an additional language, feel at home and make very good progress. Since the last inspection, the school has given priority to raising standards in English and mathematics, and this has led to a significant improvement in these subjects, despite the continuing high turnover of pupils. Steps to raise standards in other subjects, however, have been only partly successful, and some of the issues the school still needs to address, including standards in ICT and history, were also highlighted in the last inspection report. The headteacher and co-ordinators monitor teaching and learning closely in English and mathematics, but has given too little attention to this monitoring in other subjects. This has prevented the school from identifying and tackling the relative weaknesses in teaching in some subjects. The school development plan identifies the issues facing the school effectively and has good programmes of action, though these do not always have a tight enough timetable.
41. The school uses electronic systems well to compare its results with those of other schools, even though its circumstances make direct comparisons impossible. Computers are also used well to provide each teacher with a record of individual pupils' progress in English, mathematics and science. Teaching is monitored closely, with detailed analysis and feedback, but monitoring has been heavily concentrated on mathematics and English. While the school is aware of teachers' strengths in other subjects, it does not have an equally clear view of weaknesses. Since the last inspection, there has been good improvement in the co-ordination of assessment,

including very good arrangements for assessing pupils new to the school. Provision for pupils with special educational needs is managed well, and new initiatives, such as Early Literacy Support for pupils in Year 1, are very well organised. There has been some improvement in the work of subject co-ordinators; co-ordination is excellent in art and design, and good in music and physical education. However, the co-ordinators of several other subjects have not been able to develop a clear focus on standards across the school, and the senior management team has no consistent arrangements to monitor the work of co-ordinators.

42. Provision for children in the Reception class is well managed. Very good procedures are in place to support children's induction into school. A thorough assessment of children's skills and understanding is carried out during their first half-term in school, with valuable parental contributions. This information is used to inform subsequent planning and teaching. Children's systematic development in learning is aided by detailed record keeping, careful observations and ongoing assessment.
43. Parents from all sections of the school community are well represented among the governors. Governors have a valuable range of professional and management skills, are well organised and are in close touch with all aspects of the school's life and work. They track standards closely, and reward achievement among staff. The governors and headteacher understand the principles of providing as well as obtaining best value in the school's work. Their good financial management has enabled the school to retain all of its teachers, to extend and develop the work of teaching assistants, and to avoid having classes containing more than one year group during the severe, but temporary, drop in the number of pupils it was experiencing at the time of the inspection. This is the reason for the substantial amount of money brought forward to the current financial year. However, they have not ensured that the above-average standards in English and mathematics in Year 6 are also achieved consistently in other subjects.
44. The school is well staffed with teachers and teaching assistants. Teachers have good and often very good knowledge and understanding of the National Curriculum. Some teachers have good skills in using computers, but some others' ICT skills are underdeveloped. Teachers new to the school have a good programme of induction, and newly-qualified teachers receive good training and support from colleagues. Teaching assistants have very good qualifications and experience for their work, for example as parents of children who have significant special educational needs, and this provides a powerful personal dimension to their support for pupils. Training for teaching assistants is systematic and effective.
45. The school has good accommodation, which is kept in very good condition by the caretaker. There are large playing fields, and very good grounds, which have been developed with the support of the community, including help with building from the Army Air Corps. There are some facilities for children in the reception class to play outdoors, but they do not always have access to large equipment, such as climbing frames. Resources for learning, including the library, are adequate, but computers are not used systematically enough, and higher-attaining pupils would benefit from reading a broader range of challenging non-fiction.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to build on the school's success in raising standards in English, mathematics and art and design, the headteacher and governors should take the following steps:

(1) Raise standards, particularly in information and communication technology, history and religious education, by:

- ensuring that the National Curriculum and the Hampshire Agreed Syllabus for religious education are fully taught;
- improving arrangements to monitor standards, teaching and learning in all subjects;
- using the National Curriculum programmes of study and level descriptions to ensure that all pupils work at the highest standard of which they are capable in all subjects.

(Paragraphs 5, 17, 19, 40, 41, 72-3, 76, 94, 98, 111-114)

(2) Raise standards in writing across the school, by:

- developing a consistent approach to note-making and writing to record pupils' work;
- ensuring that pupils write in other subjects to the same standard as in English;
- using marking and targets more consistently to improve pupils' work.

(Paragraphs 5, 6, 16, 40, 62-3, 75, 94, 114)

(3) Make better use of information from tests and assessments to plan pupils' work, by:

- referring more consistently to what pupils already know, understand and can do when planning work;
- planning work at the start of the school year to build on the highest standards reached during the previous year;
- reflecting pupils' personal targets more consistently in the work they are given.

(Paragraphs 4, 18, 22, 35, 72, 95)

(4) Improve the contribution of timetabling and curricular arrangements to learning, by:

- improving the use of national guidelines in planning work for the reception class;
- ensuring that all subjects, particularly information and communication technology, receive sufficient teaching time;
- ensuring that all lessons are suitably timed for their purpose.

(Paragraphs 15, 20, 21, 49, 55-7)

Additional point for inclusion in the action plan.

- Make further improvements in the deployment of teaching assistants to support learning.
(Paragraph 15)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	12	15	12	3	0	0
Percentage	7	27	33	27	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	155
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	55

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	9	2817

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	19	19
	Girls	7	9	9
	Total	24	28	28
Percentage of pupils at NC level 2 or above	School	86 (88)	100 (94)	100 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	17	19
	Girls	8	8	9
	Total	27	25	28
Percentage of pupils at NC level 2 or above	School	96 (94)	89 (94)	100 (97)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	7	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	15
	Girls	7	6	6
	Total	21	18	21
Percentage of pupils at NC level 4 or above	School	95 (89)	81 (79)	95 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	4	4	4
	Total	20	18	20
Percentage of pupils at NC level 4 or above	School	68 (74)	73 (79)	77 (89)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	135
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	18.5
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	165

FTE means full-time equivalent.

Financial information

Financial year	2001
----------------	------

	£
Total income	435,292
Total expenditure	412,995
Expenditure per pupil	2,321
Brought forward from previous year	18,923
Balance carried forward to next year	59,220

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	155
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	65	35	0	0	0
My child gets the right amount of work to do at home.	65	30	5	0	0
The teaching is good.	88	12	0	0	0
I am kept well informed about how my child is getting on.	82	18	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	92	5	2	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	78	22	0	0	0
The school is well led and managed.	90	8	2	0	0
The school is helping my child become mature and responsible.	80	20	0	0	0
The school provides an interesting range of activities outside lessons.	52	38	5	0	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

47. At the time of the inspection, 18 children were in the reception class. This is part of the Foundation Stage, and has national guidelines leading to Early Learning Goals. Nearly all attend the nearby pre-school group before joining the school, and there are excellent links within the community.
48. Most children joining the reception class have above average skills for their age, and they learn well. Pupils in the reception class during the inspection were reaching well above the standards expected in the Early Learning Goals, particularly in their personal, social and emotional development, their communication, language and literacy skills and their mathematical skills.
49. On the other hand, the principles of national guidance for children of this age are not fully integrated into the school's work, and this hinders some aspects of learning, particularly for pupils who do not learn as quickly as others. Pupils do not always have ready access to outdoor play, and have too little use of large apparatus for climbing and balancing. They have some opportunities to explore musical instruments, though not in the context of their classroom, and have few opportunities for dressing up. Their access to computers and to programmable toys is restricted.

Personal, social and emotional development

50. Children make excellent progress as a result of highly skilled teaching. The teacher, knows each child personally, and almost as second nature adapts the way she speaks to them to meet their individual needs. This makes the children feel important and valued. Children quickly learn to work together in a friendly and supportive manner, and show respect for each other, adults and visitors. All children, including those with special educational needs, take an active part in a variety of activities, some chosen by themselves, others led by adults, and handle resources sensibly. The teacher plans these activities very skillfully, and swiftly adapts them to consolidate progress or to provide extra support according to how well children are learning. Children follow instructions, listen carefully to what they are told, and begin activities eagerly. They become sensitive to the needs of others, and show obvious pleasure in friends' successes, such as sharing objects which they have proudly brought in like a 'walkie-talkie' or 'a snow-scene paper weight'. They learn to change and dress themselves with increasing speed and ability, and line up and move around the school in a sensible manner. They develop excellent social skills at lunch in the dining room and when playing with the rest of the school at break-times. Planning for outdoor play does not include enough opportunities for children to develop group play where, for example, they can work together to solve problems.

Communication, Language and Literacy Development

51. Children make very good progress, and those in the reception class during the inspection were on track to reach standards well above those expected in the Early Learning Goals. Teaching is very good overall. Children have many opportunities to speak and listen to adults and to each other, in groups or as a whole class. For example, they listen attentively, and join in enthusiastically, reading a big book about babies. Teachers choose stories carefully to help children to recognise words in familiar contexts, and teach the basic connections between sounds and letters

systematically and well. Children who learn more quickly read confidently texts from the school's reading scheme; others use picture clues and can tell the story in their own words. Higher-attaining children understand the difference between fiction and non-fiction and the terms 'author', 'illustrator' and 'blurb', correctly explaining each one. These children can form simple sentences using word banks. The children with special educational needs find some of these activities too difficult, and need more opportunities to develop their literacy skills through language-based play activities.

52. Parents make a very important communication to their children's literacy skills. Reading books, spellings and phonic sounds are sent home daily for parents to practise or read with their children. The home-school book promotes an excellent daily dialogue between home and school.

Mathematical development

53. Teaching and learning are very good. By the end of the Foundation Stage, most children reach well above average standards, particularly in number work. Children accurately count the dots on dice and relate them to numerals. They enjoy number rhymes that involve early addition and subtraction. Many count confidently to ten, and higher-attaining children well beyond. They recognise numerals to ten, can combine groups of numbers and some are learning how to write number sentences. Children know their basic shapes and have begun to look at, and identify, three-dimensional shapes. Photographs of the children at different stages of their lives are used well to help the children sort, number and sequence in order.
54. Teachers explain work with numbers and shapes very well to ensure understanding and to clear misconceptions. Group activities are well planned and very effectively supported by adults through systematic teaching, based on a thorough knowledge of what children know and can do. The teacher and teaching assistant find very effective ways of promoting the learning of pupils with special educational needs, often approaching the same learning goal from several different angles in the course of a lesson to sustain interest and consolidate understanding. Display is used effectively to promote learning.

Knowledge and understanding of the world

55. Provision is satisfactory, and most children are on track to reach the standards expected in the Early Learning Goals. The teacher plans good opportunities for children to extend their understanding of their local community and beyond through visits. For example, they see snowdrops and aconites in the woods, and visit the local farm and bird sanctuary to see owls and hawks. Adults encourage children to comment on and ask questions about what they see and do. They make pancakes, counting out the eggs, the spoons of flour and the amount of milk required. Children develop the skills of cutting and joining when they make a long rain-coat for Teddy, considering appropriate materials. There is good cultural development in paintings and writings about Australia, and children during the inspection were expecting an email from a friend in Australia. The children celebrate the Chinese New Year, and make dragon masks. Opportunities to use and develop skills in ICT are more limited. The computers are not always used, and the range of programmable and communication toys is limited. There is no listening station in the classroom.

Physical development

56. Provision is satisfactory and standards are broadly average. Children handle pencils, brushes, scissors and glue tentatively at first, but soon become confident users with careful guidance by staff. By the end of a sandwich-making activity, for example, they can spread butter and cut sandwiches with a knife with reasonable proficiency. In a drama lesson in the hall, they moved with sound co-ordination and control and could show the stages of development from a young baby to a child. Outside, they run, skip, jump, balance and climb with growing inventiveness and control and they use bikes with considerable agility, turning corners and dodging others with skilful speed. However, opportunities to use the outside area and the large climbing apparatus are limited, and this is restricting their progress.

Creative development

57. Children's achievements in music, art and imaginative play are in line with those expected in the Early Learning Goals. They use a good range of media to draw, paint, print and make models. They create a holiday shop, and use mature language and persuasion to decide on their venue and booking procedures. They enjoy singing songs from memory and song is used well as a teaching aid. Their progress is restricted at times through insufficient opportunities to use the sand, water and art materials, dressing-up clothes and musical instruments independently.

ENGLISH

58. The standards reached by pupils starting the National Curriculum in Year 1 are above average overall. However, pupils joining the school part-way through their primary education often have difficulties with literacy, and a significant proportion have special educational needs. In addition, a significant number of higher-attaining pupils leave the school before the end of Year 6. These factors are more significant in English than in most other subjects, and make it impossible to establish clear long-term trends in standards. In Year 2, for example, only half of the pupils who had joined in the reception class were still in school at the time of the inspection. Overall, standards in work seen during the inspection were above average in Year 6. In Year 2, they were broadly average in reading, but below average in writing.
59. The school's good results in Year 6 national tests in 2001 were achieved despite the presence of a high proportion of boys in the class, and the school is successful in interesting boys in English. While girls often write more fluently and neatly than boys, the differences between boys' and girls' standards in English are narrower than in most schools. Pupils with English as an additional language make very good progress in English and achieve good standards in all aspects of the subject, often after a short time in the school. Pupils with special educational needs make good progress in Years 3 to 6. Their learning in Years 1 and 2 is good in reading, but unsatisfactory in writing, as teaching is not sufficiently adapted to their very significant learning difficulties in this area. The present standard in Year 6 represents satisfactory achievement and good improvement from the average standards reached during the last inspection. However, the standard of writing needs to be improved in Year 2, and could be improved further in Year 6.
60. By Year 6, standards in speaking and listening are above average for boys and girls. Pupils listen carefully and speak confidently about their work and interests, supporting their points well with evidence from texts. This is the result of good teaching and learning in all subjects. While many pupils join the school with good speaking and

listening skills, many others are much less fluent and confident, and teachers in all classes plan very effectively to give pupils time to express their views, and to help them formulate their thoughts. In a Year 1 history lesson, for example, pupils were encouraged to think through what they were going to say before they said it, and this enabled lower-attaining pupils to make cogent points about the differences between Victorian and modern hospitals. Good provision for speaking and listening continues in Years 3 to 6, where it also makes an important contribution to pupils' social development, by ensuring that all are included and that pupils pay attention to each other.

61. Standards in reading are above average in Year 6. Higher-attaining pupils read widely, fluently and accurately, adapting their phrasing well to the demands of unfamiliar texts. Most lower-attaining pupils read to broadly average standards for their age, although both they and some average pupils are slightly hesitant in reading aloud. Pupils in Year 2 during the inspection were achieving better standards in reading than in writing. Most read suitable stories for their age, such as *Mr Gumpy's Outing*, with average levels of understanding, and make effective use of information contained in letters when tackling unfamiliar words. Pupils throughout the school enjoy reading, and are happy to give their opinions on books they have read.
62. Pupils in Year 6 organise their writing well into paragraphs, and use an above-average range of vocabulary. Higher-attaining pupils reach well above average standards for their age, and some in Year 5 already write to a standard well above-average for Year 6. However, most pupils' writing has some weaknesses in spelling and sentence construction, including the accurate use of full stops, and they do not produce their best work consistently. There is a similar pattern in writing in subjects other than English. Pupils' best work, for example in stories related to the experience of war, is very good, but they do not write to a consistently good standard in history and religious education, and in most classes do not compose their own accounts of scientific experiments. The standard of writing in Year 2 varies considerably from year to year. During the inspection, writing was significantly below average. Higher-attaining pupils were only just reaching the standard expected for their age, and lower-attaining pupils were still in the early stages of learning to write.
63. The quality of teaching is satisfactory in Years 1 and 2, and good in Years 3 to 6. Teaching in individual lessons throughout the school ranges from satisfactory to excellent. Teachers throughout the school have good, and often very good, knowledge and understanding of English, and lesson planning often makes imaginative use of stories and other texts to engage pupils' interest and develop their imagination. Work in groups is consistently well organised, and classes are very well managed, so that pupils sustain concentration very well to the end of lessons. Teaching assistants make a very good contribution to learning, and the new Early Learning Strategy for lower-attaining pupils in Year 1 is well taught. Teachers make good use of ICT in lessons, particularly in Year 2, and set regular homework. On the other hand, analysis of pupils' work showed that teaching in Years 1 and 2 is not giving them sufficient practice in writing. While some marking is detailed and helpful, not all of it picks up basic errors in spelling and punctuation, and this contributes to the inconsistency of the school's approach to writing. Where teaching in Years 3 to 6 is satisfactory rather than good, pupils are not encouraged to pay enough attention to detail, for example in assessing the value of questions they intend to use in an interview. There is some excellent teaching of pupils with special educational needs, which enables those with behavioural difficulties to concentrate very well and work independently, but some teaching of pupils with writing difficulties is not focused closely enough on composing text. Pupils throughout the school read regularly, and teachers foster a sense of

enjoyment in reading. Reading records, however, are very brief, and could contribute more to the development of writing.

64. The co-ordination of English is satisfactory. The school's flexible use of the National Literacy Strategy in Years 3 to 6 allows skills to be developed over several lessons, and contributes to good teaching. On the other hand, it is not ensuring a suitable balance between reading and writing in Years 1 and 2. Pupils' learning needs are very effectively assessed when they join the school, and there are good arrangements to assess and track progress. Pupils are given termly targets. In most classes, these are closely reflected in teaching, although some targets for pupils in Years 3 to 6 are too broad to give pupils a clear goal, and are not tied in closely enough to work in class. Throughout the school, teachers provide good opportunities for pupils to write for publication, and keep examples of their best work in anthologies. These are particularly attractively presented in Year 2 and Year 6.

MATHEMATICS

65. Pupils achieved average results in national tests for Year 6 in 2001, though few pupils reached standards above those expected nationally. Standards in Year 6 during the inspection were above average. Results in national tests for Year 2 in 2001 were well above average, and an above-average proportion of pupils reached higher than expected standards. Boys and girls achieve similar standards. Pupils with special educational needs and English as a second language are supported well and make good progress. Gifted and talented pupils achieve the above-average standards they should be reaching, and their achievement is satisfactory. Overall, there has been good progress in mathematics from the average standards reached during the last inspection.
66. By Year 2, pupils can identify shapes and are able to describe them referring to corners, angles and faces. They know the 2, 5 and 10 times tables well. They can count and manipulate numbers swiftly to 100 in mental mathematics, counting on and back in tens from random numbers. They are able to measure using centimetres and are aware of lines of symmetry. Higher-attaining pupils understand that if you rotate a right angle four times it will return to the original position. They undertake mathematical investigations with confidence, as in a recent inquiry to find how many combinations of numbers can be made, first with three then with four odd numbers. Pupils can use block graphs and Venn diagrams. They are encouraged to apply their number skills in different contexts when working in other subjects; for instance, pupils in a Year 2 geography lesson read co-ordinates on a treasure map they had made and used compass positions on a map of a village. Teachers encourage pupils to use mathematical terms. This enables them to respond confidently to questions and to talk about the method of working out problems.
67. By Year 6, pupils can use a variety of mental and written methods for calculating numbers up to 1000 or more. They can double and halve numbers such as 16,281. They can calculate percentages of whole numbers. They are able to measure acute, reflex and right angles with accuracy. They are able to interpret line graphs to find information about temperatures. They can find the area and perimeter of shapes and then use this information to solve problems; for example, they worked out how much grass seed they would require for different sized lawns. In Year 3, many pupils can draw the line of symmetry through regular shapes. Pupils in Year 4 can find the numbers which, when multiplied by 3 or 4, have the remainder of 1. Higher-attaining pupils are able to use this information to solve problems such as how many tents would be needed when 44 scouts use 6-person tents. Year 5 pupils can equate fractions with decimals, and the higher-attainers know that $\frac{2}{3}$ of 36 is less than $\frac{1}{8}$ of 200. On

the other hand, pupils' ability to organise their work independently is held back by over-use of worksheets.

68. The quality of teaching and learning are very good in Years 1 and 2, and good in Years 3 to 6. All teachers have good and, in some cases, very good knowledge and understanding of numeracy and the National Numeracy Strategy. Lessons are well planned, and all start with mental or oral work that helps pupils develop and sharpen their skills in numeracy. Support staff and volunteers, including the numeracy governor, build confidence and help pupils with special educational needs to develop confidence with basic skills. In one lesson, however, pupils who had to work without support, as the teaching assistant was completing clerical work, made much slower progress. Teachers give pupils good personal support and feedback. In a very good lesson in Year 1 the teacher assessed the pupils' understanding of three-dimensional shapes by asking for descriptions of the towers they had built, using the relevant language of cube, cuboid, sphere and pyramids.
69. Pupils with special educational needs make good progress because work in lessons is carefully organised to fit their requirements. Pupils with English as an additional language also make very good progress. In Year 6, for example, a pupil who had begun at the school less than two years ago, speaking no English, very confidently explained how to use the area formula to solve problems. Higher-attaining pupils are suitably challenged in most classes. For example, a boy in Year 6 was asked to design a computer program to calculate areas, as none was available for his class. However, in Years 3 and 4 some worksheets ask too little of the most able pupils.
70. There are good procedures for assessment, including termly targets for each pupil, but sometimes teachers do not use the results to pitch work at the right level for all pupils in their class. Marking is a very informative to pupils in Years 1 and 2, where it is related to pupils' targets. It is satisfactory, but less detailed, in Years 3 to 6. Teachers throughout the school use homework effectively. Pupils use their numeracy skills well in other subjects. For example, in Year 5 geography, they constructed a graph comparing daily rainfall in three cities each on a different continent. They use computers well to construct graphs in Year 2, but there is too little use of ICT to promote learning in Years 3 to 6.
71. The subject is very well co-ordinated by an enthusiastic and well-qualified teacher. She has clear plans for the further development of the subject and is clearly focused upon extending the challenge and achievement of the more able pupils. The curriculum has improved since the last inspection, particularly in the range of practical and investigative tasks for pupils. The school has built up a good collection of resources for learning.

SCIENCE

72. Standards in Year 6 are broadly average, and similar to those achieved during the last inspection. Results in national tests in 2001 were above average, and were reflected in pupils' good knowledge and understanding of scientific facts during the inspection. However, pupils' skills in scientific enquiry and in designing experiments, which do not form part of the national tests, are underdeveloped, a weakness noted in the last inspection report. There was also little evidence during the inspection of pupils using their computing skills to enter their own data from investigations and data handling programs to look for patterns. The achievement of pupils with special educational needs and those with English as an additional language is satisfactory. Gifted and talented pupils are fully challenged in factual knowledge and understanding, but could achieve much more in experimental and investigative work.

73. In Year 6, pupils have good knowledge of common characteristics of plants and animals, and record this in detailed diagrams. They describe properties of solids, liquids and gases clearly, and know how they are related. For example, they knew that when solid chocolate was heated, it changed to a liquid, and that this reaction was reversible, as when it cooled it changed back to a solid. Building on this knowledge, Year 6 pupils in a science lesson identified other ingredients that made irreversible and reversible changes, such as eggs, butter and toast. The teacher used skilful questioning to build on pupils' previous learning. She developed pupils' scientific vocabulary well, insisting that pupils used it correctly. In another activity in this lesson pupils were studying the conditions in which a lump of sugar might dissolve, and how to separate sand, salt and iron filings. Although they gained satisfactory knowledge, the full impact of the teaching and learning was lost on many pupils, as they did not have the opportunity to design and record their own investigations. In their lesson, Year 3 pupils were looking at properties of magnets and were discussing what they had learned through their own research. The teacher encouraged pupils to use correct scientific vocabulary and most were comfortable with this, confidently using words such as, 'attract', 'repel' and 'poles'. However, pupils sat on the carpet for forty-five minutes during the initial discussion, and their investigations were directed too rigidly through the use of worksheets. Often, the importance of prediction and of making the test 'fair' has been missed in experimental work.
74. Standards in teachers' assessments for the pupils in Year 2 in 2001 were above average. Standards in Year 2 during the inspection were broadly average, although the quality of the pupils' oral work is better than their written work. High-attaining pupils have good understanding of forces. They can describe ways in which objects move and what affects the speed and direction. Work in Year 1 is of a good standard. Pupils know what plants need to grow and they record their observations on the growth of a sunflower in a daily diary. They know the parts of the body.
75. Evidence from lessons observed and of pupils' work over the year shows that teaching is satisfactory overall, and good in some lessons. In the good lessons, teachers make the learning intentions clear at the start of the lesson, and some discussed at the end whether they had achieved this, giving pupils good knowledge of their own learning. Teachers' enthusiasm for the subject and good knowledge promote effective learning, and they have high expectations of behaviour and work, to which the pupils respond well. Pupils with special educational needs are supported effectively by teachers, who direct appropriately levelled questions at them and used praise well to encourage their answers. However, there is a distinct difference between the quality of pupils' factual work, such as the study of the functions of the heart, and their investigative work, which is under-represented in teaching. In nearly all age groups, the books indicated that the teachers had prescribed the experiment to be carried out, rather than teach the pupils to devise it for themselves. This is particularly inhibiting for pupils who learn more quickly. There are weaknesses in the marking of pupils' work. In the best examples, teachers praise and make suitable comments for improvements and developments. Too often, however, work is unmarked, sometimes simply ticked, and, albeit infrequently, ticked where answers are wrong.
76. Co-ordination in science is not ensuring consistently good teaching and learning throughout the school. While there is some effective use of the nationally-produced scheme of work, and pupils' work is assessed annually, teachers do not use these procedures effectively to pitch work at a consistently demanding level. The co-ordinator understands the weaknesses in current provision, and has prepared a plan to tackle them as part of the school development plan. However, there is not a clear timetable for this, and the co-ordinator has not yet undertaken any formal monitoring of

the curriculum and teaching. Displays and opportunities for learning outside the classroom, including a very effective display on ways of investigating the environment, and a gardening club, stimulate pupils' interest and give a practical dimension to learning.

ART AND DESIGN

77. Standards are well above average in Year 2 and in Year 6, and the subject is a strength of the school. Displays throughout the school are excellent and add to the quality of both the teaching and the learning in many subjects. For example, the Wallop gallery contains high quality work in the style of Van Gogh, Picasso, Bruegel, Lowry and Matthew Rice, and this work makes a strong contribution to the pupils' spiritual and cultural development. When the school was last inspected, standards were broadly average in Year 2 and slightly below average in Year 6. The consistency of work, and the involvement of all groups of pupils in the school, including those with special educational needs and gifted and talented pupils, indicate that improvement since the last inspection has been very good.
78. Mixing and shades of colour are the focus in Year 1. There is good language development, with the use of terms such as 'lighter' and 'darker', and pupils paint self-portraits that clearly emphasise their individual features. They use a paint program well on the computer. Year 2 pupils make excellent progress in their close observational still-life drawings. They arrange the objects themselves, and then, having watched a careful demonstration by their teacher, they develop very good control of shade, using hatching, cross-hatching and blending techniques.
79. Year 6 pupils were observed in an art appreciation lesson. They listened with rapt attention as their teacher brought to life an interpretation of the work of Lowry. The teacher used her excellent knowledge of art and her own paintings to compare urban and landscaped work. There was a very good contribution to literacy skills; pupils had to write a Life of Lowry for homework. One pupil wrote, 'Had he not been lonely, Lowry would not have painted'. There are very good links with their work in history on the Victorians, and discussions centre on life in an urban environment. Pupils are given magnifying glasses so they can observe miniature postcards in detail, and are learning to recognise and discuss the key features of Lowry's work.
80. Pupils in Year 5 during the inspection had made very good, detailed collage portraits of Tudor Kings and Queens in full court dress to support their work in history. They had used their imaginations well to choose a wide range of decorative embellishments, including sequins, paint, buttons and scraps of foil to suggest precious metals, feathers and fine detail applied with felt tip pens. A third dimension, produced by adding glazed clay faces to the portraits, was particularly effective and realistic. Pupils in Year 5 make well-observed and beautifully-executed pastel paintings of landscapes, expanding small areas of reproductions of artists' work to extend their knowledge of line and form and their skills of colour selection and blending.
81. Teaching is very good. All teachers have benefited from the work of the co-ordinator, and have high levels of understanding of the subject. They expect work of high quality, and know how to give effective guidance to pupils on ways to improve their work. They convey their enthusiasm for the subject to pupils very well. All teachers introduce art skills systematically to ensure that pupils make progress as they move through the school. Records are kept of what tools, materials and techniques pupils have experienced, but there are less detailed records of each pupil's learning and achievement. Art is very well used to enhance learning in other subjects, including manuscript printing in the style of Anglo-Saxon monks and consideration of the place of

art within religion – for example, in Aboriginal art. Pupils respond very well to teaching of this consistently high quality, and readily show appreciation for good work. They sustain concentration for long periods and show good attention to detail in their observational drawings.

82. The management of the subject is very good and the co-ordinator's personal commitment has done much to improve provision. There is no time allocated for monitoring but the co-ordinator feels she only has to view what is hanging up to make an accurate evaluation. In this instance, inspectors agreed.

DESIGN AND TECHNOLOGY

83. It was possible to observe only one lesson during the inspection; further evidence was drawn from discussions with pupils and analysis of their work. As in the previous inspection, pupils' standards in design and technology in Year 6 and Year 2 are broadly average and achievement overall is satisfactory. Some areas for improvement identified in the last report, such as the planning and the acquisition of resources, have been effectively addressed, but others, such as assessment procedures and monitoring, have not. This affects the quality of learning, as it is difficult for the teachers to ascertain the progress of pupils from year to year, so that they can plan challenging work for higher-attaining pupils or assist those with special educational needs. Overall, improvement since the last inspection has been satisfactory
84. In Year 2, pupils use their skills well to design a vehicle with moving parts. For example, a pupil produced a picture of 'Biking down a lane,' with a caption that included reference to making the heart and lungs work faster. This is just one example, among many, of the way in which design and technology is integrated in the science curriculum. Year 1 pupils are designing their own playground apparatus. They use a data-handling program well to draw block graphs of the survey of favourite apparatus.
85. Older pupils work on a range of projects that include designing and making Dream Catchers, making toys using cam mechanisms, making monsters move with pneumatic systems, designing and making torches or producing story books with moving pictures. The overall standard of the work is broadly average, but it is stronger in making than in designing. Design plans, particularly of the older pupils, lack detail, and do not always include the materials and equipment to be used. Pupils do not always evaluate the finished article or identify ways in which it could be improved. There is limited review of their work in order to suggest improvements, and little use of information and communication technology.
86. The lesson seen during the inspection was very good. The particular strength was in the support provided by a volunteer from the community, and this happens on a regular basis. Planning for the subject is based on a new commercial scheme of work and contains too little identification of the development of skills. It is clear that some skills necessary for design and technology are used by pupils, but with only one project a term, it is difficult for the pupils to practise their skills regularly and to remember what they have learned after a few months' gap.
87. There are good links with other subjects – for example, in history, where pupils make an Egyptian pot, and in music with the making of instruments – although these are not pursued systematically. The subject makes a sound contribution to pupils' social development through opportunities to work together, and to cultural development though its links with history, science and music.

GEOGRAPHY

88. Standards are broadly average throughout the school. Pupils with special educational needs and English as an additional language make the same progress as other pupils in their classes. Standards and progress are similar to those at the time of the last inspection.
89. Pupils in Year 2 develop sound understanding of maps and globes, and of differences between life in different places, such as Wallop and the Isle of Struary. They can use the index of the atlas, for example to find Ghana, and then use the appropriate map to name its surrounding countries. Higher-attaining pupils can use compass directions to follow a route around a map of a village. By Year 6, pupils have extended these techniques to a broader range of sites, such as K Kuppam in India, comparing health care and education, and debating issues such as fair trade with developing countries. They make effective use of charts and other evidence in their debates. Pupils use four-figure grid references to find places on maps. Their understanding of scale is well developed, but they do not use six-figure references.
90. The quality of teaching ranges from good to unsatisfactory, and is satisfactory overall. In most lessons, teachers plan interesting and challenging activities, often encouraging pupils to work collaboratively. In Year 3, for example, pupils were asked to suggest geographical reasons why countries such as Germany, Norway and the USA won more medals in the Winter Olympics than Australia. They used maps, their knowledge of climate and some personal experience of living in Germany to reach conclusions. In another good Year 5 lesson, the teacher used a wide range of resources including a video, artefacts made of wood from the rain forest, the internet and books to research the environmental and human issues surrounding the rain forest. Pupils worked eagerly and productively at tasks well suited to the range of learning needs in the class. Support staff help pupils with special educational needs very effectively. In the minority of lessons where the teaching is unsatisfactory, the work pupils are given is not substantial enough to develop their understanding beyond the level of basic observation.
91. Co-ordination is satisfactory, though the co-ordinator has not had an opportunity to monitor teaching across the school. Work in geography makes good use of the personal experience of many pupils, for example in Nepal, and there are good links with schools around the world, including email links with a school in Rumania, and exchanges of letters with a school in Uganda, where a former teacher from the school now works. There is some good use of computers, for example to help pupils in Year 1 to illustrate methods of getting to school, but this is not planned in sufficient detail to promote learning, particularly among older, higher-attaining pupils. Resources for learning are good and up-to-date, and the very attractive and well-targeted displays in each classroom are a valuable teaching and learning experience.

HISTORY

92. Standards are broadly average throughout the school, although there is very good and excellent learning in some classes. There are no marked variations in the achievements of boys and girls, and the learning of pupils with special educational needs is satisfactory. However, higher-attaining pupils in Year 6 are not achieving the high standards of which they are capable. When the school was last inspected, standards were above average in Year 2 and broadly average in Year 6. History was identified as an area for improvement in the school's development planning. That inspection took place before the national strategies for literacy and numeracy, and

there has been a very high turnover among pupils in the current Year 2. Nevertheless, there has been no significant improvement in history since the last inspection, and the subject has once again been identified for improvement in development planning.

93. Pupils in Years 1 and 2 develop broadly average understanding of differences between modern life and life in the past. Pupils in Year 1 have good recall of details of the differences between modern hospitals and those in the time of Florence Nightingale. However, pupils' very weak writing limits the extent to which they can record their work, and some are not encouraged to attempt to write about it.
94. Teaching and learning in Year 3 are exceptionally well planned, and benefit from professional subject knowledge of a high order. Work on ancient Egypt during the inspection involved research tasks that were very carefully matched to the learning needs and talents of all pupils in the class. Lower-attaining pupils were making good progress in reading and writing about food, while the highest-attaining pupils used a range of sources to investigate the powers and roles of gods. A student and a teaching assistant made a very effective contribution to this lesson, and pupils used the computer well to locate further relevant information. Good learning continues in Year 5, with a very effective contribution from the local community. Owners of Tudor houses, for example, allow pupils into the attic to learn about their construction at first hand. The support given to pupils with special educational needs in Year 5 is excellent, helping them to develop consistent patterns of learning and to address underlying problems, partly through outstandingly sensitive marking. However, as pupils prepare for transfer to secondary school, they do not develop their work in sufficient depth. While there are some examples of good learning, often involving pupils putting themselves in the place of people from the past, too much work consists of straightforward observations, which do not require pupils to consider the causes of events or developments over time. There are some examples of good note-making and stories, but too much writing is copied, and marking does not pay attention to basic mistakes in writing. Computers are used, but often only to locate basic information from a single site, and the requirements of the higher level descriptions of the National Curriculum are not systematically addressed in planning.
95. The overall quality of teaching and learning in lessons during the inspection was good, with excellent teaching in Year 3 and very good teaching in Year 4. Teachers have good, and in some cases outstanding, knowledge and understanding of history. However, analysis of pupils' work over the year shows that teachers are not developing pupils' skills and understanding consistently enough, and there are no systems in place to track progress. This leads to a lack of challenge for the oldest, higher-attaining pupils, and prevents the subject from contributing as much as it should to literacy, numeracy and ICT skills. Arrangements for co-ordination ensure that there is consistent planning for history, but do not have a systematic focus on raising standards. As at the time of the last inspection, history has been identified as a subject for improvement in development planning.

INFORMATION AND COMMUNICATION TECHNOLOGY

96. Standards are broadly average in Year 2, but below average in Year 6. This represents satisfactory achievement in Year 2, but not in Year 6. The weaknesses in achievement in Years 3 to 6 affect all groups of pupils, including those who have particular aptitude for work with ICT and those with special educational needs. The skills of pupils who have computers at home are better developed. At the time of the last inspection, standards were below average, but higher-attaining pupils in Year 6 were achieving less than they should. Since then, the school has extended the range

of skills of pupils in Year 2, but there has been too little development in the subject in Years 3 to 6, and standards have not risen as they should.

97. Pupils in Year 2 can enter and save text using a word-processor. During the inspection, they were beginning to modify and edit their work, and to use features such as bullet points. Work in their folders showed good use of databases and graphs. Pupils in last year's Year 2 had produced attractive story-books using word-processing. By Year 6, pupils use word-processing confidently, and have some experience of control technology and databases. They use the Internet to find information. However, the range and quality of their skills are limited for their age. Most are in the very early stages of using databases, and do not use the full range of graphs and other available devices. They can locate relevant sites and basic information on the Internet, but higher-attaining pupils do not use it to investigate issues in depth. Skills in control technology are generally limited to experience of Logo and of using mobile floor robots, to a standard expected of younger pupils. Pupils have not yet been introduced to multimedia presentations. Younger pupils save their work on disk and keep it in folders, but some pupils in Year 6 said they had saved no ICT work all year.
98. Pupils do not have timetabled lessons in ICT, and provision has been interrupted by the departure of a specialist teacher, for whom the school could not find a suitably qualified replacement. The present subject manager was appointed six months prior to the inspection and is not a specialist in the subject. She has attended a concentrated training programme to enable her to undertake this work. However, teachers have not yet had New Opportunities Fund training in ICT, and as a result some have limited knowledge and understanding of the subject. Computers are effectively incorporated into teaching in Years 1 and 2, but their use in Years 3 to 6 is not systematic, and is not planned to challenge pupils and develop advanced skills. The school does not keep records of standards and progress.
99. The school has made suitable plans to make adjustments to teaching to ensure that pupils in Year 6 have the expected range of skills before they move on to secondary school. It has arranged dates for the necessary training and is in a position to make the necessary improvements to its provision.

MUSIC

100. Standards are above average in Year 2, and broadly average in Year 6. Pupils with special educational needs, and those with English as an additional language, reach standards similar to those of other pupils in their classes. Tuition provided by visiting specialists of the Army Air Corps in guitar, clarinet, piano, flute and violin enables higher-attaining pupils to achieve well. Standards and provision have shown satisfactory improvement since the last inspection.
101. Year 2 pupils recognise the higher and lower notes in tunes, and copy ostinato patterns demonstrated by their teacher. They have good knowledge of musical instruments, recognising notes, including F# on the glockenspiel, and hold the beaters correctly. Pupils can maintain a rhythmic pattern beat on the glockenspiel while other pupils sing tunes. They listen attentively to music and suggest what instruments they could use to imitate the sounds they hear.
102. In discussion, all Year 6 pupils referred to their performing opportunities at the regular termly concerts given by the school. They had listened to music from the time of the American Depression and recognised how time and place influences the lyric and the style of music. They had worked in groups to compose their own protest slogans after studying the music of Bob Dylan. In a Year 4 lesson, pupils sang in a rhythmic tuneful

manner with clear diction to, 'Doe a deer, a female deer'. They suggested suitable points in the song for two-parts, and then for a four-part round. They evaluated their performance well, suggesting different entry points that would improve the contribution of harmony to the performance. Eventually, they sang with strong and confident voices, emphasising the rhythm and dynamics of the tune.

103. Teaching and learning are good. The syllabus is fully covered and the progress of the pupils is assessed against programmes of study. Singing in assembly is very tuneful and, on some days, flutes and recorders play while pupils enter the hall. All pupils show great enjoyment of music. Although the specialist teacher uses information technology to produce backing tapes, it is not used by the pupils to enhance their knowledge and understanding. The specialist teacher and class teachers co-operate well together.
104. The choir meet weekly and are polished performers, producing a very melodic and harmonious tune with obvious enjoyment. The choir perform regularly both in school and at the village music concerts in the church and provide a rich experience for the audience. They understand musical vocabulary, and recognised that the mistake they made in 'Have You Ever' was because they did not acknowledge there was a 2-beat bar amongst all the 4-beat bars. Pupils learning the recorder accompany hymns well in assembly, and those who receive specialist tuition read and play music confidently, especially in the school orchestra.
105. The co-ordination of music is satisfactory. It ensures good coverage of the National Curriculum, but the co-ordinator has not had an opportunity to monitor the teaching of non-specialist colleagues. Music makes a good contribution to pupils' knowledge of their own and other cultures, for example through work on a Tudor song in Year 5, and through songs drawn from countries outside Europe. A Balinese gamelan is brought to the school each year for the pupils to hear. This is a good improvement since the last inspection, when music from other cultures was not fully explored.

PHYSICAL EDUCATION

106. Standards in Year 2 are above average. Because of poor weather and the timetable, it was not possible to judge standards in Year 6, but standards in Year 5 are above average. Pupils with special educational needs, including those with physical disabilities, make good progress. Pupils from minority ethnic backgrounds, including those with English as an additional language, learn well. Standards, particularly among older pupils, have improved since the last inspection, and achievement in physical education is good.
107. Pupils in Year 2 have good achievement across the range of the National Curriculum. They have above-average control of their movements, and put together sequences of movements fluently. In gymnastics they select a wide variety of jumps with different landings, displaying control and balance. They evaluate their own and each other's performance constructively to improve the landing sequence they develop from apparatus. In dance during the inspection, they interpreted the movements of the Mayor of Hamelin in 'The Pied Piper' story with rhythmic twists and turns to the beat and pitch of the music. Pupils show good understanding of how exercise affects their bodies and of the need for warm up sessions.
108. In Year 5, in a dance session linked to their geography topic of the rainforest, pupils linked their jumping sequences well to demonstrate how frogs move in beat with the rhythm. They worked effectively in pairs to create, practise and refine complex sequences to perform to the rest of the class. The same pupils in games showed a

good range of catching, fielding and batting skills, and both boys and girls showed good tactical sense. Pupils learn to accept victory or defeat with good grace, and to play to the rules of the game. Standards in swimming are above average, and almost all pupils can swim the nationally recommended 25 metres in Years 4 and 5 rather than in Year 6.

109. Teaching and learning are good, and sometimes very good. Calm, quiet management and good relationships promote pupils' self-confidence. Teachers plan carefully, have high expectations and make opportunities for pupils to practise and improve their skills. Teachers evaluate pupils' performance informally but effectively, and give good guidance on ways of improving it. In a very good Year 2 lesson, after a discussion about health and safety issues when moving large equipment, pupils were given the responsibility to choose combinations of apparatus that would give them the opportunity to use their skills. They co-operated very well in erecting the apparatus, and later evaluated the success of their designs. In one lesson for the youngest pupils, teaching and learning were satisfactory rather than good, as pupils found it very difficult to sustain concentration in a lesson lasting well over an hour.
110. Both the school and parents attach much importance to physical education. It receives more time than in most schools. Co-ordination, which includes monitoring of teaching, is enthusiastic and effective. Each element of the National Curriculum receives a close focus at different parts of the year, ensuring a good balance among pupils' skills. However, while there are good arrangements for assessment, information from these is not used regularly to plan the next phase of work. There is a good range of mixed sports teams in cricket, netball, rounders and football. The older pupils compete against other schools, and are usually very successful. There is a wide range of after-school activities, including a gymnastics club for the younger pupils and after-school sports. Professional training courses are organised for cricket. Resources, including the well-maintained school grounds, are very good. There are additional and very attractive opportunities for outdoor activities during a residential week in Cornwall for pupils in Years 4 and 5.

RELIGIOUS EDUCATION

111. Standards in religious education are below average in Year 2 and in Year 6, and there are significant gaps in pupils' knowledge and understanding. These affect the learning of pupils with special educational needs and gifted and talented pupils as much as that of other pupils in their classes. Provision does not meet the full requirements of the Hampshire Agreed Syllabus for the subject, and has not shown satisfactory improvement since the last inspection.
112. The overall quality of teaching and learning is unsatisfactory. Analysis of pupils' work showed that very little had been recorded since the start of the school year. There has been some work on both the Hindu religion and Judaism, but the work does not progress in difficulty as the pupils move up the school. For example, pupils have studied the Christmas story but there are only minor differences in the detail in different year groups. Pupils in Year 6 have some knowledge of Bible stories commonly taught to younger children, such as the story of 'Joseph and his brothers' or the parables of Jesus, but have more limited knowledge of the world's leading faiths. There is very limited use of religious objects from a variety of faiths, both in teaching and in display. This is in strong contrast to the excellent use of display in other subjects. Teaching was satisfactory in one of the two lessons seen during the inspection. In this lesson, the teacher gave pupils good opportunities to extend their cultural knowledge through the study and comparison of Aboriginal art to the Biblical text from St. Mark's gospel of 'The Calling of the Disciples'. Through a discussion of the picture, the pupils were able

to relate the main features of the Christian story. In another lesson, pupils compared the Biblical creation story to the Aboriginal and Chinese stories of creation. However, they were not sure what conclusions to draw from this, and the lesson was pitched at too low a level for their age.

113. Co-ordination of work across the school is unsatisfactory. Teachers do not yet assess pupils against the attainment targets of the Agreed Syllabus. This leads them to planning work that is not always matched to pupils' needs, including the needs of higher-attaining pupils.
114. Work in religious education does not make an effective enough contribution to pupils' literacy skills. Pupils do not have enough opportunities to write independently, and too much is copied. Work is not always recorded, and there are fewer displays than for other subjects. There are too few links between religious education and the literacy hour, and limited use is made of computers in teaching the subject. There are too few resources for learning, and pupils have too little contact with visitors from faiths other than Christianity.