

INSPECTION REPORT

BARTON STACEY Cof E PRIMARY SCHOOL

Barton Stacey, Nr Winchester

LEA area: Hampshire

Unique reference number: 116270

Headteacher: Mrs J Sylvester

Reporting inspector: Michael J Pipes
17651

Dates of inspection: 7 – 9 October 2002

Inspection number: 247632

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Church of England Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	The Green Roberts Road, Barton Stacey Winchester
Postcode:	SO21 3RY
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Christopher Tubbs
Date of previous inspection:	17 – 19 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17651	Michael Pipes	Registered inspector	Mathematics	What sort of school is it?
			Science	The schools results and pupils' achievements
			Music	How well are pupils taught?
			Physical education	How well is the school led and managed?
			Religious education	What should the school do to improve further?
9779	Suzanne Smith	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
17826	June Punnett	Team inspector	Foundation Stage	
			Educational inclusion	
			Information and communication technology	
			Art and design	
			Design and technology	
10367	Norma Myers	Team inspector	Special educational needs	Pupils' attitudes, values and personal development
			English	How good are the curricular and other opportunities offered to pupils?
			Geography	
			History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a former Ministry of Defence housing estate, within the boundary of Barton Stacey, but drawing pupils from a wider area. Numbers have risen steadily since the last inspection. There are 88 pupils on roll, 56 boys and 32 girls, much smaller than the national average. Nearly two-fifths of the pupils did not start their education in this school. Attainment of the pupils on entry to the school varies from year to year, but is about average at present. The percentage of the pupils entitled to a free school meal (1 per cent), is well below the national average. There are no pupils of ethnic origins other than white British, and no pupils for whom English is a second language. The percentage of the pupils identified as having special needs (37 per cent) or with a statement of special educational need (5 per cent) are both well above the national average.

HOW GOOD THE SCHOOL IS

This is an effective school because all its pupils achieve well, relative to their capability. The headteacher leads very well, is well supported by her governors, staff and the parents, has a clear sense of purpose and direction, and manages the school efficiently. The teaching is predominantly good. No unsatisfactory teaching was seen during the inspection. The results of the eleven-year-olds in national tests, though based on very small numbers of pupils, have been above average for the last few years. The pupils are keen to come to school and participate in a good range of extra-curricular activities, ranging from French to rugby football. The curriculum covers all the required subjects, expertly interlinked. There is a clear disciplinary framework, with demanding expectations. The school manages its finances very efficiently and gives good value for money.

What the school does well

- The very good leadership of the headteacher gives a clear sense of purpose and direction.
- The quality of teaching and the progress made by the pupils is good, especially in the early years.
- There are good links with the parents and the community; children are keen to come to school.
- The curriculum is well planned for interlinking between subjects; very good provision is made for developing multi-cultural awareness.

What could be improved

- Standards and resources in control technology, aspects of information and communication technology and science in the junior years.
- The accountability of subject coordinators, for instance, in monitoring and evaluating the quality of teaching and learning in their subjects in other classes

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection the school has been sustained through a period of considerable change by the steadfastness, vision and determination of the headteacher, and the support she received from the governors, local authority and the parents. There has been a complete change of the other full-time staff, with long periods of absence at a time when it was difficult to

find temporary or supply replacements. Despite this, the progress made by the pupils was maintained and the issues raised by the last inspection given prominence and priority. The school continued to attract increasing numbers and the finances were expertly managed to support that growth. The school is now fully staffed and has the capacity to continue improving after a demanding period.

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			similar schools	Key
	all schools				
	2000	2001	2002	2002	
English	A*	B	A	A	
mathematics	A	C	A	A	
science	A	B	A	A	

The numbers of the pupils taking the national tests at the age of eleven have been too low for the grades to be reliable, with the performance of one pupil being worth a high percentage. Only nine pupils took the tests in 2002. Nevertheless, with more pupils performing above the expected level than below it, the grades have been consistently average or above, with the A* in English in 2000 indicating results in the top 5 per cent of schools nationally. The standards of the children entering the early years classes are wide-ranging but, overall, about average at present, though below average in the past. The good teaching produces good progress, leading to the prospect of above-average standards by the time these children start in Year 1. Standards have improved in the infant section, since the last inspection, in religious education and are improving in geography but are judged to be not quite so high in history. In all other subjects throughout the school, standards have been maintained overall. All the pupils, including those with special educational needs, achieve well, and progress is best in the Foundation Stage, the infant years and in Year 6 where focused teaching very well matched to prior attainment and capability, serves the wide range very well. The school is meeting its targets and is now well placed to move forward strongly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are keen to come to school, and most respond well in lessons.
Behaviour, in and out of classrooms	Good. For most pupils a quiet word is all that is necessary. Teachers and support staff manage well the occasional episodes of challenging behaviour by a few of the pupils.

Personal development and relationships	Good. The teachers know their pupils well enough to anticipate both academic development and personal reactions. The pupils know this, and there is a good level of confidence between pupils and staff.
Attendance	Good. The parents cooperate very well with school and there are very good systems to monitor attendance. Attendance is average.

The school has high expectations of behaviour and personal development. There is a clear, high standard of self discipline expected of all the pupils, for instance during the lunch time. The pupils enjoy their times in the playground and mix very happily together. Older pupils take good care of the younger ones, and any tendency to oppressive or intimidating behaviour is dealt with very promptly. Pupils address their teachers and visitors politely and with respect. The pupils have a good sense of right and wrong, reinforced by all the staff, including the long-serving senior lunchtime supervisor. The very good attendance monitoring systems link well with the school's understanding of the background and home contexts of the pupils.

TEACHING AND LEARNING

Teaching of pupils	Reception	Years 1 - 2	Years 3 - 6
Quality of teaching	good	good	satisfactory

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.

Nearly all the teaching seen in the reception class was good. The children were at the very early stages of their school career but were settling very well and already making good progress. There is a good, balanced curriculum for them and they seem well prepared for meeting the early learning goals. In the Year 1 and 2 class, most of the teaching seen was good. In ten lessons the teaching was good, and in two others satisfactory. In Years 3 to 6, the junior years, 17 lessons were seen. The teaching was very good in two, good in two more, and satisfactory in thirteen. The top class, with Year 5 and Year 6 pupils, contains a high proportion of pupils with special educational needs, some of whom transferred into the school only recently. Meeting their needs, as well as having to cover two year groups, means that, particularly in whole-class sessions, some of the pupils are better served than others. Nevertheless they all make progress, and the headteacher gives expert support, focusing on particular needs. The pupils capable of above average learning and standards have, in recent years, done well, contributing to the school's overall above average results in national tests. Throughout the school, lessons are well planned for progress in knowledge, skills and understanding. The teachers know their pupils well enough to anticipate needs and emerging difficulties, for instance for the pupils with special needs related to behaviour. The pupils with special educational needs are fully and equally included in all aspects of the curriculum. English is taught well throughout the school. Mathematics is taught well in the infant years, and satisfactorily in the junior years. It was early in the year, but very little investigative mathematics was seen. There is, however, within the school, very good English expertise, and some of the older pupils were seen doing some very good writing. The literacy and numeracy initiatives have had a satisfactory impact on the acquisition of basic skills, but in mathematics the sharpness of the three-part lesson was too often blurred and the pace of the lesson not brisk enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements and there is a sound apportionment of teaching time between subjects. The range and quality of the extra-curricular provision is very good for a small school.
Provision for pupils with special educational needs	Good. The school has a high proportion of such pupils, all of whom have individual education plans and clear targets for improvement and development. The provision is well organised, for instance linking occasional expert speech therapy with continuing effective support in the school.
Provision for pupils with English as an additional language	There are no pupils currently for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for cultural development, especially of multi-cultural issues, is very good. The school has good links with, and visits are made to, an inner city school with a mixed ethnic population. Social and moral development are good, and spiritual development, also good, is reflected across the curriculum.
How well the school cares for its pupils	The school provides a good standard of care for its pupils. There is a good level of confidence and respect between staff and the pupils. Good behaviour and courtesy are the norm.

The school works well and closely with the parents. Parents are supportive of what the school does, and raise money to help with special projects. The governors are effective in supporting and encouraging the headteacher, maintaining the vision, and managing resources to meet the school's priorities for development. The curriculum is balanced with no significant weaknesses.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads very effectively and by example as a teacher. With a new staff, it has not yet proved possible for coordinators to evaluate the delivery of their subject in other classes. Financial resources are managed well with a keen eye to obtaining best value for money.
How well the governors fulfil their responsibilities	Well. The chairman gives generously of his time. The chair of finance has a very good overview of the use of the school's money. Governors keep a good monitoring eye on the day-to-day performance of their school. They fulfil their statutory responsibilities effectively.

The school's evaluation of its performance	Good. There is a very good strategic overview of where the school is, and where the governors and headteacher want it to go. The coordinators, new to their responsibilities, do not yet have a clear enough understanding of what is happening in their subjects as pupils progress through the school.
The strategic use of resources	Good. As well as distributing funding equitably, the school uses financial planning effectively to support its educational priorities.

The school is fully staffed after several very difficult years. The school secretary has been absent ill for long spells. The headteacher and a willing part-timer have done very well keeping the administration in very good order.

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 well led and managed. • Their children like school. • The approachability of the head and staff. • Behaviour in school is good. • The school is helping their children to be mature and responsible. 	<ul style="list-style-type: none"> • A few feel the school does not provide a sufficient range of activities outside lessons. • Some think that their child does not get the right amount of work to do at home. • Some would like to be better informed about how well their child is doing. • A few feel their child is not making sufficient progress.

The parents, both in the meeting and through the returned questionnaires, expressed confidence in, and support for, the school. Inspectors confirmed the positive views expressed. For a small school, the range of outside activities is broad and includes French and rugby football. They agree that the reports to parents might be made easier to read and understand. All pupils make progress and, relative to their capability, achieve well. Homework needs explaining and should, perhaps, be the subject of further consultation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The national test results of the pupils when they leave the school have been above average overall for the last three years, and were in the top five per cent in English in 2000. At the end of the infant stage, results have varied more widely, from well above average overall in 1998, to being in the bottom five per cent nationally in reading and writing in 2000. These results reflect several important factors. Firstly, the numbers of pupils in each year group are very small, so that the performance of one pupil has a magnified effect on the overall results. Secondly, they are different pupils. The only cohort tracked through, which did well at the end of the infant years in 1998, produced results that are, subject to national ratification, well above average at the end of the junior years in 2002. Thirdly, there is an above-average degree of pupil mobility; only two of the eleven pupils who left in 2001 had been in the school since the reception class. Overall, therefore, detailed analysis of the results is statistically unreliable. Nevertheless, two trends stand out. First, that by the time the pupils leave, they have made above-average progress during their time in the school. Second, the results of the eleven-year olds have been maintained at the above-average level and parallel to the improving national trend. These high standards have been maintained during a period when there was a complete change of full-time teachers, except for the headteacher. Also, the school has increased pupil numbers, but with an increasing proportion of its pupils having special educational needs. With pupils admitted to the reception class at about average standards of attainment, the overall picture is of good pupil achievement.
2. There is no overall pattern of difference in the attainment of boys and girls. Pupils with special educational needs attain standards never less than in line with their capabilities. This is because the level of support provided for these pupils is very good. Teachers, teaching assistants, parents and voluntary helpers create a positive climate for learning, well supported by regular input from a wide range of outside agencies. Effective procedures support pupils with behaviour problems, some of whom are capable of higher levels of attainment. The school maintains a register of pupils who have above average capability and show talents in a variety of fields. The school maintains high overall standards because the more capable pupils receive focused support, especially in Year 6, and achieve well in their national tests. In 2001, for instance, the percentage of the pupils attaining the higher Level 5 was well above average in English, above average in mathematics and average in science. These above average results outweighed the smaller number of lower-attaining pupils, giving overall results above average.
3. The school bases targets on the known capability and prior performance of its pupils. In 2001, the targets for both English and mathematics were 78 per cent to reach Level 4. The results, but with only eleven pupils in the cohort, were 82 per cent and 73 per cent respectively. The targets for 2002, based in part on the good results in 1998, were 88 per cent in English and 100 per cent in mathematics. With only nine pupils in the cohort, the results were 89 per cent in both English and mathematics. The school sets challenging targets, including the higher Level 5 where, in 2002, it exceeded its targets with 44 per cent attaining that level in English, mathematics and science.

4. During the inspection, albeit early in the school year, standards were judged to be above average in English, history and art in the junior years, with no judgement possible in religious education, and average in the other subjects. This is similar to the time of the last inspection, with only physical education judged to be average rather than above average as in the last report. However, recent developments in information and communication technology (ICT) have not yet been fully met by the school. The required curriculum is covered, but there is a lack of equipment in control technology, affecting both this subject and science. Standards in ICT are, therefore, only just satisfactory in the junior years, and this subject is a relative weakness at that level.
5. In the infant years, standards seen were above average in English, science and religious education and average in other subjects, except that in art and geography no lesson was seen. Nevertheless, other evidence, such as displays and talking with the pupils, indicates that standards in those subjects are well up to expectations. The principles of the National Literacy Strategy are well established. Drama and theatre groups who visit the school have worked well with the school to make an additional positive impact on the quality of learning in speaking, listening, reading and writing. The introduction of the National Numeracy Strategy and a clear understanding of the key objectives for each age group have ensured that there is a proper sequence of learning, with checks for understanding and the development of the necessary skills.

Pupils' attitudes, values and personal development

6. Pupils have very good attitudes towards school. Most parents who responded to the questionnaire said that their child enjoys school, and this is borne out by conversations with pupils. They appreciate the informal family atmosphere, small size and the opportunities it gives them to learn with pupils of all ages. Children in reception leave their parents without fuss, keen to get on with the activities provided. When it is time to go home, they are still engrossed and some are loathe to leave. Older pupils move quickly between activities because they are keen to learn more. They concentrate well and work hard to solve problems. They are keen to answer questions and make perceptive suggestions to stimulate discussion. Pupils take a very practical attitude to doing small jobs, seeing them as part of their responsibility to help the smooth running of the school. They are enthusiastic about doing things outside the classroom, taking part enthusiastically in the good range of extra-curricular activities provided.
7. The behaviour of pupils is good, overall. In lessons pupils respond well to encouragement and praise. For most pupils a quiet word is all that is necessary to keep them focused on their activity. The teachers and support staff are good at managing the more challenging behaviour of a minority of the pupils, and are well supported by an agreed range of whole-school strategies. This has a positive impact on the good rate of learning seen in the majority of lessons. Some older pupils occasionally lack discipline and call out before being asked, or talk at the same time as the teacher, but this does not detract greatly from the learning. Behaviour as pupils move around the school is good. Pupils have the opportunity to discuss the reasons behind school rules, and fully accept their validity. Pupils treat all things they work with, and the property of others, with care.

8. The personal development of pupils and relationships within the school are good. In class, the strong rapport between adults and pupils is a noticeable feature of all lessons. They thrive in the orderly atmosphere. Pupils work well to support each other, discussing problems and making suggestions about solutions. In the playground, pupils of all ages play well together and older ones respect the needs of younger pupils. Pupils recognise that, although theirs is a mono-cultural school, there are other ways of life and beliefs and that these should be respected. They recognise that their actions may have an impact on others, and are keen to explain their thinking in circle time. Pupils willingly accept responsibilities given, for example, to clear up or help around the school. Some volunteer to help younger pupils with their work or with practical things like getting ready for playtime. No incidents of bullying or social exclusion were observed during the inspection and pupils confirmed that these are very rare. They are confident that, should any occur, staff would quickly sort them out.
9. Attendance last year was in line with the national average for primary schools. The school does all it can to promote and reward good attendance. There was one short-term exclusion in the school last year.

HOW WELL ARE PUPILS TAUGHT?

10. Teaching, overall, is predominantly good. It is good in the foundation and infant years and satisfactory, overall, in the junior years. Focused support for Year 6 pupils, provided in part by the headteacher, lifts the teaching of that year group to good, and accounts for the above-average proportion of the pupils attaining the higher Level 5 in national tests. The school has adopted nationally recommended schemes of work and fitted them into its two-year rolling programme, which is necessary with classes containing two year groups. Teachers plan their own programmes within this good framework, and the linking between subjects in their classes is very good throughout the school, and a particular strength. However, with two of the four classroom teachers new to the school or full-time class responsibilities, the newly-allocated subject coordinator roles are at an early stage of development. The school is aware of the need to try to make it possible for subject coordinators to monitor and evaluate teaching and learning in their subject in other classes, thus strengthening subject links between classes.
11. The pattern of teaching quality is similar to that at the time of the last inspection. It is good, as before, in English throughout the school. In the infant years it is good in mathematics, science, physical education and religious education, as before, and good in music, judged very good last time, and in information and communication technology (ICT), not judged in the last report. It is satisfactory in history, but no lessons were seen in art, design and technology (D and T) or geography; art was reported good last time. In the junior years, teaching is good in history, art and music, as last time. It is satisfactory in geography and religious education, as in the last report, but, at satisfactory in mathematics, science and physical education, is not quite as strong as at the time of the last inspection. No judgement was possible in ICT or D and T; lessons in these were scheduled for days other than when the inspection was occurring. Nevertheless, inspection of records and work done, and conversations with pupils, led to a judgement about standards in these subjects.

12. The teaching of literacy is good and of numeracy is sound. Both are well supported by the subject interlinking adopted by all teachers, and with literacy and numeracy underpinning all learning. The structure and pace of literacy lessons are good and pupils respond well. However, learning objectives are not always clear enough or shared with the pupils and, at the end of the lesson, the pupils are not always involved in an evaluation of their learning. The teaching in the numeracy lessons seen was good in the infant section and satisfactory in the junior class. The opening short session, intended for mental speed and agility, was not always meeting that objective. In the top class, for instance, it turned into a traditional explanation of work to be done in the group session. In the infant class, not all the pupils were involved in the opening session; several Year 1 pupils in the Year 1/2 class sat with the class, assistant and did not offer answers. Nevertheless, the pace was brisk and the group work was well planned for different levels of capability.
13. The teaching of the pupils with special educational needs is sound overall. All the staff, including designated learning assistants, know the pupils well. They provide particularly good support for pupils with behavioural problems. In a focused session, a learning assistant was seen reinforcing work done by a speech therapist who visited the school during the inspection. This was a very good example of joint planning and cooperative working, but in the normal classroom situation, the assistants were often used to monitor and control behaviour, and too little was seen of joint planning with the teacher. Individual education plans (IEPs) exist for the special needs pupils and the further development of these will lead to a sharper prescription of targets and tasks to guide the assistants.
14. Overall, matching the predominantly good teaching, the pupils make above-average progress and achieve well. The school regularly assesses progress and attainment and meets the diverse needs of the mixed year groups and special needs pupils well. Due regard is paid to the needs of the pupils with higher capability, particularly in Year 6 where effective focused support is provided. Despite the high proportion of special needs pupils, and the above-average level of pupil mobility in and out of the school, the national test results, albeit with small numbers, confirm the above-average achievement of the pupils and that their learning is, overall, good.

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

15. The quality of the curriculum, including extra-curricular activities, is good. It successfully promotes pupils' intellectual, physical, social and personal development and prepares them well for the next stage of education. Statutory requirements are met fully. The previous inspection report identified the need for schemes of work in all subjects. These are now in place and good use is made of them to guide teachers' planning. The quality of multi-cultural education is now very good and a particular strength in the school. The school fulfils its aim of achieving the best all round education in a stimulating and happy environment.
16. The quality and range of learning opportunities in the Foundation Stage are very good. The school has successfully introduced the Early Learning Goals for the Foundation Stage curriculum. A well-structured programme for literacy and numeracy is in place. These together with the six areas of learning recommended nationally prepare children for work in

the National Curriculum, which some children are ready for before they reach the reception class. High emphasis is placed on pupils' personal, social and emotional development. Learning through play and the development of independence skills are promoted and valued.

17. The curriculum for the infant and junior years is broad, balanced and relevant to pupils' needs. It complies with the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. Good account is taken of the requirements of Curriculum 2000. There is an appropriate emphasis on the development of subject specific skills. Long and medium-term planning provides a two-year cycle of themes, in line with the needs of mixed year class groups.
18. The school meets the requirements of the revised Code of Practice for pupils with special educational needs. It makes good provision for such pupils. They are identified at an early stage and their needs assessed. Classroom assistants provide good quality support. Individual education plans (IEPs) are written jointly by teachers and support staff, often with input from parents and the pupil.
19. In accordance with governors' policies the school makes good provision for personal and social development and health education. Drug awareness is taught through an appropriate programme of study, and sex education forms part of the science curriculum. There are opportunities for tuition in violin and cello by private arrangement.
20. The principles of the National Literacy Strategy are well established and are reflected in the improving standards in reading and writing achieved by pupils when they leave the school. Drama and theatre groups who visit the school have made a positive impact on the quality of learning in both reading and writing. The introduction of the National Numeracy Strategy and a clear understanding of the key objectives for each age group have informed teaching. Teaching of literacy is good and numeracy teaching is sound. Both are well supported by the consistent cross-curricular approach adopted by all staff.
21. The school promotes, and puts into practice, educational and social inclusion very well, and is committed to raising the achievement of all pupils. This is successfully demonstrated in the time and money it devotes to providing effective support for all pupils. Provision of extra-curricular activities is very good. Pupils have the opportunity to attend a wide range of clubs including recorders, sport, gardening, mathematics, French, rugby football and a first class cross-stitch club. For Years 5 and 6 the school also provides a homework club run by teachers. Participation in all clubs is high. For example, 20 children, one quarter of the school, attend the cross-stitch club.
22. Visits and visitors enrich and extend curriculum provision. For example, pupils from Years 1 and 2 visited a school in Reading to compare life in a multi-cultural urban area with their rural lifestyle. This supports learning in geography and raises multi-cultural awareness, which is very good. Regular visitors to the school include the local Rector and his wife, who runs a school club, the school nurse and parents who help in classrooms. The school makes good use of its partnership with other schools through gathering together sufficient numbers to take pupils on a residential stay in the New Forest. The good links established with pre-school playgroups and local secondary schools are a key feature in ensuring smooth continuity of experience for the pupils. There are good links with the community through a range of activities. These include participation by the choir in services in the

local church and senior citizens' activities, concerts, plays and school participation at all village activities.

23. As in the previous inspection, the arrangements for the pupils' spiritual, moral, social and cultural development, are a strong area of the school's work and are good overall. The provision for pupils' cultural, especially their multi-cultural, education is very good. The last inspection judged the overall provision to be excellent. The pupils are encouraged to appreciate and be involved with the creative arts throughout their time in the school. There is richness to the work that is displayed throughout the school. This school successfully encourages pupils to aspire to high levels of social, moral and spiritual values.
24. The pupils' spiritual development is enhanced through religious education and assemblies, where they learn about world religions and faiths. In assemblies, pupils enter to an atmosphere of calm created by well-chosen music. Although the focus of assemblies is mainly Christian, the school plans well for the introduction to pupils of other faiths and beliefs as well as aspects of personal social and health education and citizenship. In class assemblies, the pupils take part in prayers and have time for reflection. Pupils are encouraged to develop an appreciation of, and to wonder at, the natural world through art displays.
25. The provision for the pupils' moral development is founded on the high expectations that staff have of them. All members of staff provide good role models and are consistent in the way they show respect for the pupils and adults. The school has a positive approach to the management of behaviour and there is a variety of rewards for pupils and classes. Members of staff make the pupils aware of what is acceptable and help them to understand what is right and wrong. Moral issues are taught very well in class, using circle time and assemblies. Most pupils are well behaved in and around the school.
26. For the pupils' social development the school has a caring ethos in which everyone is respected as an individual and supported very well. This is exemplified in the way that all pupils are included in school activities, and the way that they are valued. Older pupils support younger pupils, and the pupils operate a friendship system at play times when they support pupils who may be feeling lonely or hurt. The personal, social and health education curriculum provides opportunities in class, circle times and assemblies to understand social issues, to accept that others may hold different opinions and beliefs, and to listen to others.
27. For pupils' cultural development, the school draws on examples from many cultural traditions. The very good provision for multi-cultural education is a strength of the school's work. As well as helping children experience their own local culture, the school celebrates the ethnic and cultural diversity of British life and the richness of life around the world. Through English, art, music, religious education, geography and history the pupils are given many opportunities to learn about the peoples, beliefs and places of the world. There is provision through the curriculum to learn of the cultural and faith traditions of Britain's multi-cultural population. There is a very positive link with a multi-cultural school in Reading. The '*Heartstone Project*' enables older pupils to reflect on the prejudices suffered by minority ethnic members of a community. The pupils have made visits to locations near to the school and some further afield that have added to their cultural experiences, as well as visiting their local church. Assembly themes are planned to reflect celebration and worship in a variety of faiths. Visiting drama, theatre and dance groups, art workshops, concerts and plays also enrich the pupils' experience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school makes good provision for the pupils' welfare, health and safety. Effective arrangements to introduce parents and children to the school before they start in the reception class ensure that they settle well. Relationships are positive, and pupils feel happy and secure, enabling them to thrive as confident learners. There is a suitably trained person with designated responsibility for child protection. Where needed, the school works closely with social services. Members of staff are updated as and when there are changes to locally agreed procedures.
29. The governing body takes an active interest in matters relating to health and safety, and the school benefits from the knowledge and understanding they bring from the world of work. Inspections of the premises each term are conscientious, but the need for these to be informed by an assessment of risk has been overlooked. There are suitable arrangements to deal with first-aid emergencies, although procedures for recording and reporting these are not sufficiently rigorous. The periodic testing of equipment and appliances used in the school meets requirements fully. Procedures to evacuate the premises in the event of an emergency are practised with sufficient frequency for pupils and staff to be familiar with them. The school seeks support from local agencies where additional help is needed for individual pupils. The policies that guide the work of the school are reviewed bi-annually by the governing body to ensure they are kept up to date with current legislation. Pupils benefit from a range of visits outside the school, including residential stays, and, although there is an awareness of the need for them to be guided by an assessment of risk, records of these are not retained for long enough.
30. There are good procedures for monitoring and promoting positive behaviour and good attendance that give clear guidelines to staff. Expectations are expressed in a simple and straightforward manner that is understood well by pupils and parents. Guidance for staff about how to use rewards and sanctions results in consistency and ensures the pupils understand what to expect if they misbehave. The rewards for achievement in all aspects of pupils' lives contribute well to their confidence and motivation. Procedures to deal with the rare occasions where exclusion is needed comply with requirements fully. Arrangements to deal with the occasional incidents of bullying are effective and result in pupils and parents being confident that any problems will be dealt with well. Registration procedures meet requirements fully and result in an accurate record of those present. In the event of unexplained absence the school contacts parents the same day. Parents are encouraged to bring their children to school in good time and lessons begin promptly, ensuring that the time available for learning is used to best effect.
31. Arrangements for the pupils' personal and academic support and guidance are good. Pupils benefit from effective circle time that supports their personal development well. There are suitable opportunities for them to take responsibility, although most of these are for pupils in Year 6. Opportunities for social development in the dining room are limited because of restrictions on conversation and where pupils are allowed to sit. The personal, health and social education policy (PHSE) includes suitable areas for providing guidance, for example health education, citizenship and relationships.
32. Pupils identified as having special educational needs are assessed through the same sound procedures that apply to all pupils. Review procedures for specific targets on individual education plans are too variable. This is because targets are not all measurable

or have a review date identified. All requirements of the statements of special educational need are met fully in terms of the support pupils receive.

33. The school regularly assesses progress and attainment and meets the diverse needs of the mixed year groups and special needs pupils well. Due regard is paid to the needs of the pupils with higher capability, particularly in Year 6 where effective focused support is provided. Where teachers offer explanations in marking about how work can be improved, pupils find this helpful, although in Year 6 they are not always clear about what they might do to obtain a higher grade in end of key stage testing. In those lessons where learning objectives and targeted key vocabulary are shared with pupils and learning is checked and reinforced, this supports progress well. However, this is not a consistent feature of all lessons. There are effective working relationships with local secondary schools, helping learning when the pupils transfer to Year 7.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. There are high levels of satisfaction amongst parents with what the school provides and achieves. They value the quality of leadership and management and say their children like coming to school, behave well, are expected to work hard and are encouraged to develop responsible attitudes. Inspection evidence confirms these positive views. Some parents are not happy with the work their children are expected to do at home, although evidence during inspection indicates that arrangements for homework are satisfactory. Inspectors consider that annual progress reports, although very detailed, do not give parents easy access to the information they want. Some parents felt there are insufficient activities for pupils outside lessons but inspectors are able to reassure them that, in relation to the size of the school, very good provision is made.
35. The effectiveness of the school's links with parents is good overall. There is a very useful booklet for new parents, which ensures they support their children effectively during their early stages at school. The prospectus and governors' annual report for parents offer good information about routines, expectations and achievements, although the need to provide national comparisons for end of key stage test results has been overlooked. A regularly produced newsletter gives useful information about news and events. Letters that are sent home when needed supplement these well. As at the time of the last inspection, parents feel very welcome in the school and able to raise concerns as they arise. Arrangements to ensure they have the information they need when making choices about the next stage of their children's education are effective.
36. The school welcomes parents of pupils with special needs to discuss progress on a weekly basis. As well as arranging formal appointments, the school operates a 'drop in hour' when parents can come for informal discussions with the special needs co-ordinator. The school encourages parents to play a full and supportive role in the education of their children. This is a major strength in the provision for special educational needs pupils.
37. Annual progress reports provide good information about attitudes to school and personal development. Although information about levels that children are working at is given in detail and shows a good understanding by the school of standards attained, many parents feel that it is not provided in a way that gives suitable access to an evaluation of relative strengths and weaknesses, what their children know and can do and where future efforts should be focused to ensure that they improve. Parents are confident about approaching the school to discuss their children's progress where needed. In addition there are good

opportunities to discuss progress through the formal arrangements for consultation with teachers each term and informal opportunities on a daily basis.

38. The involvement of parents has a good impact on pupils' learning. Parents show high levels of interest in how well their children are doing through well-attended consultation evenings and other events. There is an active parent support group that holds a wide range of social and fundraising events. Monies raised through these supports the work of the school well. Parents take an active interest in the work their children do at home, many ensuring that their children have access to information technology to support this. Some parents would like more information about what their children are going to learn, to ensure that opportunities to support this at home are not missed. Although few parents regularly help in the school, many offer support as and when they are able, for example with maintaining the sensory trail and the garden and where they have specialist knowledge that will bring interest to lessons. Several parents have completed the training for the 'better reading project'. Recent staffing difficulties, however, have resulted in it not being run over the last year. The school has plans for its re-introduction next term.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The headteacher is a very good, strong and determined leader. Since the last inspection there has been a very difficult and demanding time, resulting in a complete change of all the other full-time teachers and with long periods of absence of the school secretary. This means that the headteacher has assumed very wide detailed responsibility, from curriculum to finance. Throughout this time, the school has continued to expand in line with the clear development aim of justifying four classes to aid curriculum planning and reduce the spread of capability in each class. The school's continuing progress and success are accountable, more than usually, to her steadfastness and determination. With a new teaching team, the sharing of management responsibilities is planned, and a deputy head is to be appointed. However, these developments have not yet happened and so leadership by other than the headteacher has not been demonstrated and is, at present, satisfactory. The day-to-day management of the school is very good.
40. The co-ordinator for special educational needs is providing sound leadership. She has implemented the revised Code of Practice. She manages and liaises weekly with learning support assistants, but too little was seen of joint planning with the teacher. The co-ordinator makes very good use of all additional support procedures available from outside agencies. Her action plan clearly identifies the main area for development in the school's special needs systems, revising and reviewing individual education plans. The school has a number of policies to promote the inclusion of all its pupils in the opportunities that it provides. These are well thought through and ensure that equality of opportunity is available to all the pupils.
41. The part-time relief secretary looks after routine communications and welfare matters very efficiently, but leaves finance to the headteacher. The foundation class is very well managed, and the arrangements for extension work for the higher-attaining Year 6 pupils are good. Teachers manage their own lesson planning well, but the oversight by co-ordinators of their subjects throughout the school is at a very early stage of development, and opportunities for evaluating the quality and impact of teaching and learning in their subjects are not yet possible. Overall, therefore, the efficiency and effectiveness of the leadership of, and management by, the headteacher and key staff are good.

42. The governors are well informed and have clear responsibilities and specific areas for contact with the school, on which they report. They fulfill their statutory responsibilities well, and have a clear vision for the continuing development of the school. Consistent with the good business plan they have for the school, the governors are aware of the strengths, weaknesses and possible pitfalls of the long-term strategy they are pursuing. For instance, the recent increases in pupil numbers have brought a disproportionate increase in the number of pupils with special needs. This is not in conflict with the school's aim to be a 'nurturing' community, and is balanced by the recruitment of some pupils of above-average capability from outside the area. Nevertheless, the governors are aware of the possible impact on results statistics. They are, therefore, keen to see that those pupils capable of higher attainment receive good support. The parents at the meeting were aware of these trends, and were keen to express their full support.
43. The strategic management of the finances is very good. There are systems for checking that best value is obtained for all expenditure. Special funds, for instance to support the pupils with special educational needs, are applied appropriately and spent effectively. A modest surplus is a buffer against the possibility of increasing pupil targets not being met, and governors have taken the considered decision to increase to four classes with 88 pupils, fully aware of the impact of increased expenditure on staffing on the overall shape of the budget.
44. The school is now fully staffed and the accommodation is sufficient for the recent expansion in pupil numbers and classes. There are extensive grounds with sports pitches and a very good sensory trail area. The buildings and grounds are kept in good condition. Resources, however, have come under some strain with the recent expansion. Welcome donations of ICT equipment have brought computers up to standard, but there are still some deficiencies. When finances permit, there is a need to improve resources in control technology for ICT and science. At present, there is a weakness in this area, and this is having a detrimental impact on standards, particularly in ICT in the junior years.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. To improve standards and the overall quality of the education provided by the school the governors, headteacher and staff should now:
- (1) improve standards in information and communication technology and enhance the science curriculum in the junior classes by providing the resources for, and training the teachers in, applications of control technology;
(Paragraphs 4, 44, 79, 99, 100, 101)
 - (2) increase the accountability of subject co-ordinators by giving them the responsibility for monitoring and evaluating the quality of the teaching and learning in their subjects in the other classes.
(Paragraphs 10, 39, 93)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
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	0	2	18	16	0	0	0
Percentage	0	6	50	44	0	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	88
Number of full-time pupils known to be eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR- Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	64	0	0
White - Irish	0	0	0
White - any other White background	0	0	0
Mixed - White and Black Caribbean	0	0	0
Mixed - White and Black African	0	0	0
Mixed - White and Asian	0	0	0
Mixed - any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British - Bangladeshi	0	0	0
Asian or Asian British - any other Asian background	0	0	0
Black or Black British - Caribbean	0	0	0
Black or Black British - African	0	0	0
Black or Black British - any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	5.2
Number of pupils per qualified teacher	16.9
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	74

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	263 108
Total expenditure	265 070
Expenditure per pupil	4 141
Balance brought forward from previous year	19 074
Balance carried forward to next year	17 112

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)

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