

# INSPECTION REPORT

**BROCKENHURST CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Brockenhurst

LEA area: Hampshire

Unique reference number: 116276

Headteacher: Mrs T Bateman

Reporting inspector: Mrs S Browning  
1510

Dates of inspection: 9 – June 2003

Inspection number: 247634

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  
School category: Voluntary Controlled  
Age range of pupils: 5 – 11  
Gender of pupils: Mixed

School address: Sway Road  
Brockenhurst

Postcode: SO42 7RX

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Appropriate authority: The governing body

Name of chair of governors: Mrs N Ball

Date of previous inspection: 17 January 2000

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                    |                      | Subject responsibilities                  | Aspect responsibilities  |
|--------------|--------------------|----------------------|---|--|
| 1510         | Sheila Browning    | Registered inspector | Art and design                            | Standards of attainment and achievement<br>Teaching and learning<br>Leadership and management                                  |
|              |                    |                      | Music                                     |  |
| 11414        | Ann Bennett        | Lay inspector        | Educational inclusion                     | Pupils' attitudes values and personal development<br>How well does the school care for its pupils?<br>Partnership with parents |
| 23036        | Jennifer Nicholson | Team inspector       | Foundation Stage                          | Provision for pupils' spiritual, moral, social and cultural development  |
|              |                    |                      | English                                   |  |
|              |                    |                      | Geography                                 |  |
|              |                    |                      | History                                   |  |
| 25925        | Elizabeth Pacey    | Team inspector       | Special educational needs                 | How good are the curricular and other opportunities?   |
|              |                    |                      | Mathematics                               |  |
|              |                    |                      | Information and communication technology  |  |
|              |                    |                      | Design and technology Religious education |  |
| 17522        | Nigel Stiles       | Team inspector       | Science                                   |  |
|              |                    |                      | Physical education                        |  |

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Brockenhurst Voluntary Controlled Church of England Primary School, with 203 boys and girls aged 5 to 11, is about the average size of primary schools nationally. Most pupils come from Brockenhurst village in the southern part of Hampshire, although some 25 per cent come from a wider area. On entry, the pupils' attainment is broadly average. The percentage of pupils having special learning needs, at 10 per cent, is below the national average. The number of pupils with statements of special educational need is well below the national average. The proportion of pupils eligible for free school meals, at four per cent, is below the national average. There are very few pupils drawn from minority ethnic backgrounds. Pupils come predominantly from homes that are socio-economically advantaged. A new headteacher took up her post in January 2003 and there have been considerable staffing changes in the last two years.

### **HOW GOOD THE SCHOOL IS**

This is an effective and improving school. In the 2002 National Curriculum tests at the end of Year 2, pupils achieved standards that were well above average in reading, writing and mathematics. In the 2002 National Curriculum tests at the end of Year 6, pupils achieved standards in line with the national averages in English, mathematics and science. But, for Year 6, results were below the average for similar schools. The overall quality of teaching and learning is good, with nearly one in eight lessons being very good or excellent. Behaviour is good. Pupils' attitudes to learning, their personal development and relationships are all very good. Leadership and management are good overall. Extra-curricular provision is very good, as is the overall provision for pupils' spiritual, moral, social and cultural development. The school provides satisfactory value for money.

#### **What the school does well**

- In the 2002 National tests pupils at the end of Year 2 achieved standards that were well above average in reading, writing and mathematics. In design and technology, standards are higher than those normally expected of pupils at the end of Year 2
- There is good teaching and learning overall, which promotes good learning.
- Leadership and management by the headteacher, governors and key staff are good overall.
- Pupils' attitudes to learning, their personal development and relationships are very good and as a result their behaviour is good.
- Extra-curricular provision is very good and the overall provision for pupils' spiritual, moral, social, cultural and personal development is also very good.
- The headteacher has brought a thorough, compassionate and efficient awareness of pupil welfare, updating systems so that they give good support.
- The willing and enthusiastic involvement and support of parents is a strength of this school.

#### **What could be improved**

- Consistent challenge for all pupils and especially higher-attaining pupils in all subjects.
- Assessment is not yet working well enough.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

An OFSTED inspection of the school in 2000 was critical of many aspects of its work and the school was made subject to special measures. The unacceptable standard of education they received then is still being felt by the oldest pupils in the school. Nevertheless, when Her Majesty's Inspectors reported on the school in July 2001, it had improved and was found to be providing an acceptable standard of education and, therefore, no longer requiring special measures. In the last two years the school has made appropriate further progress. It is taking effective action to improve standards in core subjects. Much work has been done to extend teachers' understanding and use of assessment, but there is still a need to refine what is in use to ensure consistency. The school is aware of this need and has plans to address it. Subject co-ordinators' knowledge, understanding and management of their areas of responsibility are improving. The school's determination and capacity to continue its improvement are very strong.

## 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 |
|                 | 2000          | 2001 | 2002 | 2002            |
| English         | A             | A    | C    | D               |
| Mathematics     | A*            | A    | C    | D               |
| Science         | A*            | A    | C    | E               |

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

The attainment of most children when they enter the reception class is in line with national expectations. Children make steady progress and most are securely on course to reach the early learning goals, set nationally for the end of the reception year, in all areas of learning. Personal, social and emotional development is good, as are speaking and listening. Standards are broadly comparable with those reported at the time of the last inspection.

Results at the end of Year 6 in the 2002 national tests in English, mathematics and science were in line with the national average. When compared with similar schools results were below average in English and mathematics and well below average for science. Achievement was in line with that of schools with pupils of similar prior attainment in English and mathematics but it was well below average for science. The trend of improvement over the past five years is below the rising national trend. The school set challenging targets for improving standards but fell slightly short of them in 2002.

The work of current pupils indicates that standards, at the ends of Years 2 and 6 are average in the core subjects of English and mathematics, and in most other subjects. The exceptions are science and geography in Year 6, where standards are below average and design and technology at the end of Year 2, where they are above those expected nationally. Standards in religious education are in line with those expected for the locally agreed syllabus. Pupils with special educational needs achieve appropriately but this is not reliably the case for higher-attaining pupils.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Very good. Pupils enjoy school and are keen to get involved in all aspects of school life.   |
| Behaviour, in and out of classrooms    | Good. Pupils behave well. Behaviour is very good in assembly and around the school. There is plenty for pupils to do at break times, and this encourages them to play well together. |
| Personal development and relationships | Very good. Pupils are developing very good personal skills. Relationships between pupils and all the adults working in the school are very good.                                     |
| Attendance                             | Good. Attendance in the current school year is good. Unauthorised absence is lower than the national average.  |

## TEACHING AND LEARNING

| Teaching of pupils in: | Reception    | Years 1 – 2 | Years 3 – 6 |
|------------------------|--------------|-------------|-------------|
| Quality of teaching    | Satisfactory | 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.*

Teaching and learning are good in Years 1 to 6, in the reception class they are satisfactory. There are more instances of very good teaching in the juniors than in the infants. Teachers have secure subject knowledge and use effective teaching methods. They manage pupils well and use support staff and resources well. Teaching is good in English and satisfactory in mathematics. The skills of literacy are taught well and those of numeracy are taught appropriately. The school meets the needs of pupils with special educational needs appropriately. Higher-attaining pupils are not always suitably challenged in all subjects. Overall, pupils make good progress in their intellectual, physical and creative development. Pupils work hard and at a good pace. They are interested, concentrate and work well independently.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum             | Satisfactory. The curriculum is broad and includes all the subjects of the National Curriculum plus religious education. The school provides a very good range of extra-curricular activities.           |
| Provision for pupils with special educational needs | Satisfactory. However, the school is aware that targets on many individual education plans need to be sharper and teachers and the newly appointed assistants need to be more aware of individual needs. |

|   |  |
|---|--|
| Provision for pupils with English as an additional language                                 | There are no pupils on role with English as an additional language.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall. Provision for pupils' moral and social development is very good and for their spiritual and cultural development it is good.                            |
| How well the school cares for its pupils  | The school takes good care of its pupils during the school day, although levels of supervision at lunchtime are light. Pupils who are injured or unwell receive good care. |

Parents are very supportive of the school and, in particular, of the new headteacher, who they feel has brought about a 'refreshing change', listening, tackling issues sensitively and caring for their children. Parents' strong support for the school has been a significant factor in easing it through its troubled past.

Inspectors have concerns about road safety at the beginning and end of the school day, because there is no safe dropping-off area, and most parking spaces involve crossing a relatively busy road. Governors have been in unsuccessful discussions with the local authorities to provide a pedestrian crossing.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Good overall. Leadership and management by the headteacher are very good. The headteacher, acting deputy headteacher, and the teaching and learning manager work well as a team. The co-ordinators' roles are developing satisfactorily. |
| How well the governors fulfil their responsibilities             | Good. Governors fulfil their responsibilities well and are led by an experienced and forthright Chair of Governors.  |
| The school's evaluation of its performance                       | The school's priorities for development, monitoring and evaluation of its performance are satisfactory. It now has some stability in management and staffing, enabling it to move forward.   |
| The strategic use of resources                                   | The strategic use of resources is good.  |

The number and qualifications of staff meet the needs of the National Curriculum. Accommodation and resources are good overall. The outside area, however, although spacious, is not well equipped for children under five. It lacks large equipment for their physical development. Effective management of change has led to school improvement. The school applies the principles of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"><li>• Children like school.</li><li>• Staff are easily approachable with questions or a problem.</li><li>• Behaviour is good.</li><li>• The teaching is good.</li><li>• The school expects children to work hard and achieve their best.</li><li>• The school works closely with parents.</li><li>• The school helps children to be mature and responsible.</li><li>• The school is well led and managed.</li><li>• Children make good progress.</li></ul> |   |

The inspection team agrees with all of the parents' positive views. A minority of parents had some concerns about the amount of homework that is set but inspectors found it to be appropriate.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The attainment of most children on entry to the school is in line with national expectations. The children make steady progress in their learning and most are securely on course to reach the early learning goals, set nationally at the end of the reception year, in all areas of learning. Personal, social and emotional development is good, as is speaking and listening. Standards are broadly comparable with those reported at the time of the last inspection. The progress that higher-attaining children and children with special educational needs make in their reception year is appropriate.
2. At the end of Year 2 in 2002, the national test results showed that pupils achieved well above average standards in reading, writing and mathematics. When compared with similar schools, results were well above average in reading and writing and above average for mathematics. Standards in science attained by pupils at the end of Year 2, on the basis of teacher assessment, were very high when compared with national averages and with similar schools. The percentage of pupils who achieved the higher levels (Level 3 and above) was above the national average in reading, writing and mathematics and very high in science. Pupils made good progress against their baseline targets on entry to the school. Since the last inspection in 2001, results at the end of Year 2 have risen significantly. Over the past five years, results have fluctuated. This can be explained by the different range of abilities in different year groups, and staff and pupil mobility in recent years. Provisional results for testing in English in 2003 suggest that fewer pupils than last year gained the higher Level 3 in English.
3. At the end of Year 6 in 2002, the national test results showed that pupils achieved average standards in English, mathematics and science. When compared with similar schools, results were below average in English and mathematics and well below in science. Achievement in mathematics and English was in line with that achieved by schools with pupils having similar prior attainment but it was well below average for science. The data suggest that this cohort of pupils made the expected progress in English and mathematics but insufficient progress in science based on their prior attainment in Years 1 and 2. The school set challenging targets for raising standards in 2002. They were almost met for English but were not met for mathematics at the end of Year 6. The comparison with the national rising trend for test result over the last five years shows that the school's trend was below the national trend. The percentage of pupils who achieved the higher levels (Level 5 and above) was in line with the national averages for English and mathematics but too few pupils achieved the higher levels in science. Since the last inspection in 2001, results have fallen. This is a consequence of the fluctuating range of abilities in different year groups, exacerbated by staff and pupil mobility in recent years. For example, the Year 6 group who took the tests in 2002 had experienced over 15 different teachers during their time at school. In the last two years, standards in science at the end of Year 6 have shown a significant decline compared with the standard expected nationally; again the range of abilities in different year groups, mobility and gaps in pupils' previous knowledge and understanding all contributed to this.
4. The performance data for seven-year-old pupils in 2002 indicate that girls were doing better than boys, reflecting the national picture. Girls were making the equivalent of one and a half term's progress above that achieved nationally in reading and writing and the equivalent of just over two terms' extra progress in mathematics. The data for eleven-

year-olds in 2002 indicate that boys were doing better than girls in mathematics and science, and girls were doing better than boys in English. However, nothing was observed during the inspection to suggest that there are any significant differences in the achievements of boys and girls currently at the ends of Years 2 and 6.

5. The school has considerable data that shows the value it has added to pupils' achievement, based on its on-going analysis of pupils' performance. This shows that good progress is made from entry to the end of Year 2 but that pupils at the end of Year 6 are not making the equivalent progress. The analysis of on-going assessment has identified gaps in pupils' knowledge, understanding and skills, particularly in the current Year 6. The issues that put the school into special measures in 2000 directly affected the current and the previous Year 6 classes. Although the school has much data, information and results from many external assessments, their value is somewhat diminished because of the previous high pupil mobility in Year 3 and because some of the tests used to indicate progress are not compatible with National Curriculum levels. The school is now using both teacher assessments and Qualifications Curriculum Authority data to track and monitor pupils' progress. There is now some secure evidence that shows that pupils are making appropriate progress, but there has been insufficient time for this information to become fully embedded across year groups. There is an awareness of the need to ensure that boys and girls make appropriate progress and the school is making every effort to avoid gender differences.
6. The whole school focus for literacy, especially with the more able in writing, and the focus on handwriting are having a positive effect on standards. The school is also focusing on raising achievement in mathematics and scientific enquiry. The school works well to address underachievement and weaknesses by providing booster work in literacy and numeracy for identified pupils. It is too early yet to evaluate or make a secure judgement on the full impact of this support but clear improvements are emerging. The school is monitoring pupils' achievement and is sharing this information and future target setting with parents and pupils.
7. Inspection findings indicate that standards of current pupils at the end of Year 6 are at expected levels in English and mathematics but fall below those expected in science. Standards in other subjects are at expected levels with the exception of geography in Year 6. Pupils achieve well in sport and physical education. Standards are in line with the locally agreed syllabus for religious education. Pupils are making appropriate gains in their achievement in all subjects.
8. In English, at the end of Year 6, standards are in line with expectations, reflecting the findings of the last inspection. Pupils generally make appropriate progress, but too few pupils achieve the higher levels. Standards for pupils at the end of Year 2 also meet expectations, reflecting the findings of the last inspection but in contrast to the very good test results in 2002, when a high proportion of pupils gained the higher Level 3, especially in reading. Overall, pupils achieve appropriately, from expected levels when they enter the school to satisfactory standards when they leave. Again, the high pupil-mobility factor in Year 3 and staffing instability have hindered greater progress. In summary, standards in speaking and listening, reading and writing meet national expectations at the ends of Years 2 and 6. Standards in handwriting are consistently good across the school.
9. The National Literacy Strategy is implemented well. The high priority that the school gives to developing literacy skills is making a positive difference to standards achieved. Pupils transfer their literacy skills to other subjects. In different subjects, pupils are encouraged to use specific subject vocabulary well, although in some lessons

opportunities for speaking and listening are missed. In mathematics, pupils are encouraged to explain how they solve problems. In science, pupils write accurate and effective accounts of the life cycle of a butterfly, and they have a good command of basic scientific language. In art and design, Year 4 pupils are well able to explain and evaluate the importance of different symbols used in paintings. In geography, pupils write letters to local councillors about improvements to Brockenhurst or about a traffic problem. Independent research is encouraged and undertaken enthusiastically.

10. The National Numeracy Strategy is implemented appropriately. Pupils are transferring their numeracy skills to other subjects and they are achieving appropriately. Pupils' knowledge of numeracy supports their learning across the curriculum. For example, in science, Year 3 pupils record plant growth data in the form of charts, in art and design Year 3 pupils measure out a grid for a large-scale wax resist design and Year 4 pupils use their knowledge of symmetry to produce 'aliens' from the planet Sym, in geography Year 4 pupils record traffic surveys and in history pupils have a sense of chronology. Pupils are also confident using information and communication technology to support their learning in most subjects.
11. The school has targeted support for particular pupils. Pupils with special educational needs make satisfactory progress and attain good standards in relation to their abilities. The school is aware that some of the targets on their individual education plans are not sharp enough to be effective. Some targets are either too complex or too vague. New and sharper targets have recently been written but they are not yet having sufficient impact on progress because they have not been implemented long enough and they are not yet being used consistently by teachers when planning lessons. The school has no pupils for whom English is an additional language.
12. Higher-attaining pupils are targeted for support but they are not always sufficiently challenged in all lessons. As a result, they generally make appropriate progress at the end of Year 2, but unsatisfactory progress at the end of Year 6. The school has a policy in place for the identification of talented and able pupils across the school and has successfully identified pupils. Formally planned opportunities for learning are still at a very early stage of development. Although able pupils are given opportunities to develop their thinking skills further, they are not always sufficiently challenged. The co-ordinator has plans to monitor their progress with class teachers. The school is aware of the need to develop more challenging expectations for the able pupils and to monitor their progress across the curriculum.

### **Pupils' attitudes, values and personal development**

13. Pupils enjoy school, and are keen to get involved with what is on offer. After-school activities are very popular, and pupils appreciate the variety they can attend. On the whole, pupils' very good attitudes towards learning make a strong contribution to what they achieve. This builds on and confirms the positive judgements made at the last inspection. Year 2 pupils' enthusiasm was captured in a spontaneous lesson, when they did their best to use computers to look for a puppeteer's website. Year 4 pupils thoroughly enjoyed their music lesson, because it related well to their Tudor history topic and the teacher encouraged them to use their whole bodies, so that the lesson concluded with them dancing a pavane. On the other hand, Year 6 pupils' only satisfactory attitudes to a mathematics lesson, in spite of good teaching and strong encouragement, were reflected in their lower achievements.
14. Children in the Foundation Stage are keen to take part in the variety of suitable and interesting activities on offer. Children almost always behave well. Their behaviour only

falters when activities are too complicated or unsuitable. They enjoy working and playing together and have a caring attitude towards each other.

15. In over three-quarters of the lessons observed, pupils behaved well, and became involved actively in the lesson. They know this is expected, and they understand that they will lose golden time if they misbehave. A Year 1 boy was delighted to 'earn' the last five minutes of his time back, and his friends were pleased for him. Occasionally they fidget, because the teacher has been talking too long or the pace of the lesson is too slow. Their behaviour is very good in assembly and around the school. There is plenty for them to do at break times, and this encourages them to play well together. Pupils are trusted to help themselves to equipment from the shed and they usually return it carefully.
16. Pupils are developing very good personal skills. Relationships between pupils and all the adults working in the school are very good because adults treat them as individuals and are rewarded with respect. Pupils are good at following the clear examples set for them, and their relationships are very good. In class, they work together sensibly and share equipment. In an exceptional art lesson, drawing a Tudor portrait in the style of Picasso, pupils were engrossed in discussing the social conventions of the day as they worked. From quite young, they are maturing as thoughtful young people. Year 2 pupils, discussing the assembly theme, realise how important it is to share things like a smile, kindness, or respect. Year 3 pupils, sorting class members by whether they wore trousers or not, had an interesting discussion after one boy suggested that shorts did not count as trousers. The teacher and class took the matter seriously, listened and agreed with the boy's argument. School council members are quick to volunteer to take responsibility to talk to members of staff about making arrangements. Older pupils escort the younger ones to lunch, and develop responsibility through caring.
17. Attendance in the current school year is good, an improvement on the last year when it was lower than other schools nationally. Unauthorised absence is also better than national averages. Parents have responded well to gentle reminders about lateness, and the school gate closes punctually.

## **HOW WELL ARE PUPILS TAUGHT?**

18. Overall, teaching and learning are good throughout the school. In nearly two thirds of lessons teaching is good or better and it is very good or excellent in nearly one in eight lessons. Two unsatisfactory lessons were observed. Teaching in the Foundation Stage is satisfactory overall. There are more instances of very good teaching in the juniors than in the infants. The quality of teaching continues to improve and there are more instances of good teaching than at the last inspection. However, there has been insufficient time for the good teaching seen during the inspection to have impacted consistently on improving standards in all subjects and throughout the school.
19. Children in the Foundation Stage are taught by the reception class teacher and teaching assistant. For one session each week, a specialist music teacher teaches the children. The quality of teaching and learning for children in the Foundation Stage is satisfactory overall. Teaching is good in personal, social, and emotional development and in communication, language and literacy. Strengths in the teaching lie in the way the class teacher and teaching assistant enable the children to be well settled and secure in school. Their consistently patient, kindly and caring approach ensures that the children come to school happily each day, eager to learn. This aspect of the teaching successfully underpins the Foundation Stage work and play. The teaching assistant makes a valuable contribution to children's learning, and she and the class teacher work

well in partnership. Other strengths lie in the provision of a stimulating and interesting learning environment in the classroom, and the suitable range of relevant and well organised activities on offer. A daily session, where children initiate their own activities, takes appropriate account of the active and practical way that young children learn, indoors and outside. In general, however, the garden is less motivational than the classroom, and underused overall to promote outdoor learning. Other shortcomings in the teaching occur when sessions are too formal for young children and activities too complex. On these occasions, the balance between focused, adult-led activities and those that the children select for themselves is upset. The class teacher and teaching assistant work hard to link learning in school with learning at home, for example through the provision of exciting story sacks as well as home reading books.

20. In the core subjects of English and science in Key Stages 1 and 2, teaching is good; in mathematics it is satisfactory. The teaching of literacy skills is good and that of numeracy appropriate, across the curriculum; as a result pupils are achieving well. Teaching ranged from good to very good in art and design, good in geography and history, satisfactory to good in music and physical education, to satisfactory in design and technology and religious education.
21. Generic strengths are the teachers' secure knowledge of the subjects they teach, which reflects the judgements of the last inspection. Pupils are often well motivated by the teachers' inspirational teaching, such as in a Year 4 history lesson when pupils were immersed in the past when their teacher conducted the lesson in role as a Tudor lady. As a result the pupils were spellbound. Teachers use effective teaching methods; for example, learning objectives are shared and are reinforced with pupils. Plenary sessions are used well to consolidate what has been learned, as for example in a Year 1 English lesson, about understanding and recognising long vowel sounds. The teacher successfully used different methods to reinforce pupils' knowledge of familiar and new words with long vowel sounds. Lessons are generally brisk and purposeful, as for example in a Year 3 lesson, the teacher created an exciting working atmosphere and worked intensively with the pupils who wrote a newspaper report as an archaeologist who has just discovered a new tomb in the Valley of the Kings. There are also less effective occasions when pupils sit passively whilst the teacher gives lengthy instructions. Teachers plan work carefully, but they do not always take enough account of groups in the class who learn at different rates which restricts their learning.
22. Good questioning skills ensure pupils' understanding of challenging texts, such as in a Year 6 English lesson, when studying a funeral poem 'The Funeral' by Lindsay Mac Rae. In a Year 5 geography lesson, about understanding how places relate to each other in an atlas, pupils were stimulated by the probing questions set by the teacher as they tried to plan a route from Brockenhurst to Chembakoli. Teachers manage pupils well and use support staff and resources well. Some pupils can be challenging, and in the best cases they are managed effectively and with discretion. Teachers use resources to good effect, including visits beyond the classroom such as to museums and local places of interest, and having visitors to the school but, in geography, some opportunities are missed to visit and investigate the nearby forest environment.
23. The few relative weaknesses in teaching are largely due to lengthy introductions, and too few opportunities for pupils to explore, measure or research for themselves, as in a Year 3 mathematics lesson about capacity. Because of unsatisfactory management of activities this led to some pupils becoming restless. In a reception creative music lesson the tasks were too complex and there was insufficient adult support.

24. Good progress is seen in pupils' intellectual, physical and creative development. They build well on learning and work hard and at a good pace. They are interested, concentrate and work well independently. They are enthusiastic learners, as judged at the time of the last inspection. Independent research is undertaken, at home as well as in school. When given the opportunity, pupils are confident and enjoy using information and communication technology. In a Year 2 class, for example, pupils having talked excitedly about a visiting puppeteer looked up his website towards the end of a lesson and their enthusiasm was captured.
25. The quality of teaching and learning for pupils with special educational needs is sound. Teachers know their pupils well and adjust work intuitively to their needs during lessons. However, not enough notice is taken of pupils' individual education plans to plan work to match their specific needs. Teaching assistants make a positive contribution to the their learning through effective support in the classroom. However, many of the teaching assistants have only been in the school for a few weeks and are still not entirely sure of their role in the classroom because their induction and training are still at an early stage.
26. Higher-attaining pupils are not always sufficiently challenged in all lessons, as for example, in a Year 2 information and communication technology lesson finding out about mini beasts when pupils had too few opportunities to research for themselves. Teachers do not always take account of pupils who learn at different rates and as a result this restricts their learning.

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

27. The curriculum for children in the reception class is satisfactory and broad and meets the requirements of the Foundation Stage of learning for young children. They are provided with a suitable and wide range of activities which help them make a sound start to their education and reflect national guidance overall. Activities and lessons are planned within the six areas of learning with a satisfactory balance between those which children choose for themselves and those which are led by adults. The long-term planning, however, as the school is aware, is too subject based and sometimes this influences work in class. In science, for example, work about electricity sources and night creatures reflects early National Curriculum programmes more closely than Foundation Stage guidance to encourage curiosity through practical investigation and enquiry. The appropriately high priority given to personal, social and emotional development underpins work in all other areas of learning. The daily priority given to communication, language and literacy and to the development of mathematical skills through focused activities is making a suitable impact.
28. The curriculum for the infants and juniors is broad and includes all the subjects of the National Curriculum and religious education. Provision for sex education, education about drugs misuse and personal, social and health education are all sound. The curriculum is enriched by lessons in French and German, which also make a good contribution to pupils' understanding of different cultures. This reflects the judgements made at the time of the last inspection. Strategies for teaching literacy have been effectively implemented and have been instrumental in raising standards in English. Strategies for teaching numeracy are appropriate but there is insufficient emphasis on raising expectations for higher-attaining pupils.
29. This is an inclusive school. Every effort is made to ensure that all pupils have equal opportunities to take part in all of the activities provided. Provision for pupils with special

educational needs is satisfactory. They have full access to the curriculum and carry out most of their work within the classroom. However, the school is aware that targets on many individual education plans need to be sharper and that teachers and their newly appointed assistants need to be more aware of them when planning and carrying out activities for these pupils.

30. The whole school overview of topics ensures that all subjects are covered appropriately and good links are made across the curriculum, confirming the judgements made at the last inspection. Some teachers plan topics with flair and imagination to stimulate the creativity of the pupils and establish a positive learning environment but this is inconsistent. Teachers are concerned to plan work that is relevant to their pupils, but they plan independently, so there is little sharing of ideas and creativity. Planning does not always take into account pupils who learn at different rates in a class. As a result, some higher-ability pupils have work that is too easy and some lower-ability pupils do not have work that is appropriate for their needs. This has a negative impact on the attainment and progress of substantial groups of pupils in the class, especially the more able. At the time of the last inspection, work was judged to be well planned, and a comprehensive range of assessment information was used systematically to monitor the pupils' progress and to set targets for raising attainment. Current planning by teachers is no longer quite as good as this.
31. The school provides a very good range of extra-curricular activities. Popular clubs include gardening, cricket, archery, table tennis, netball and athletics. A positive feature of the curriculum is the enrichment provided by visits and visitors, especially during weeks when the whole school joins for a special topic such as 'Speaking and Listening week.' During these topics all pupils have an opportunity to engage in exciting and stimulating work, such as African drumming, story telling and dance, described by the pupils as 'brilliant!'. Every class has a programme of visits to bring topics alive; for example, a topic on the Tudors included a visit to Hampton Court and the visit of a drama teacher for work based on the Mary Rose. Pupils' personal and social development is fostered well during residential visits. Very good links are forged with the community and other schools. Local veterans of World War II come to talk to pupils about their lives, the local community helped to establish the attractive garden and there are very close ties with the local Church. The police, fire service and a nurse visit to talk to pupils and explain their work. Students from the local college perform for pupils and good links are maintained with local nurseries. All of this makes a good contribution to pupils' personal development and helps to make the transition to the next stage of education smooth and efficient.

### **Spiritual development**

32. The provision for pupils' spiritual, moral, social, cultural and personal development is good overall reflecting the judgement made at the last inspection. Provision for pupils' spiritual development is good. Good opportunities are provided in lessons for pupils to reflect on a variety of issues. For example, sensitive religious education and English lessons allow pupils in Year 6 to reflect about how people of differing faiths view death. In a lesson about confirmation, a moment of awed stillness occurred when Year 5 pupils suddenly realised how religious belief can affect people's lives. Assemblies and collective worship create a family atmosphere, which give pupils time to think and learn about values, such as what the gift of the Holy Spirit means to Christians. However, there are insufficient planned opportunities in other areas of the curriculum for pupils to develop an understanding of their own or other people's beliefs.

### **Moral development**

33. The school makes very good provision for pupils' moral and social development, because the school's Christian heritage is being lived out. The headteacher has introduced a new behaviour code, and provided all teachers with training so that it can be applied consistently across the school. It was discussed with the school council in advance, so that pupils could support and understand it. The golden rules are reinforced in assembly and in circle time, and Year 6 pupils contributed a short drama to an assembly on 'do not cover up the truth' giving them some feeling of ownership. The gentle sound of a rainmaker, used in the classroom to attract pupils' attention, has a calming effect, and reduces the need for raised voices. 'Golden time' is a pupil's right and, if lost by poor behaviour, it may be redeemed by good behaviour and co-operation.
34. There are high expectations of moral absolutes, reflected in the golden rules. The headteacher expects pupils to take responsibility for their own actions, and encourages pupils who have misbehaved to make amends, both for their own self-esteem and for the benefit of the school community.

### **Social development**

35. Pupils are encouraged to take responsibility, show initiative and develop an understanding of living as part of a community. There are many visits from school to places of interest and a residential experience for Year 6 that develops pupils' social awareness. Special days are celebrated, so that pupils realise that they are part of a local and wider community. Visits, like that from the fire brigade during the inspection week, provide pupils with broader experiences, in this case of safety in the home. The school council provides a very good forum for pupils to develop their social skills. A Year 4 pupil is the nominal chairman, with guidance from the deputy headteacher. Pupils volunteer to make arrangements with members of staff, resolve issues and feedback to their own class. Individual achievements are celebrated, and individual responsibility expected. Circle time gives pupils time and space to raise their own concerns, and others to listen with respect. The school is inclusive, and unkindness or problems are expected to be resolved.

### **Cultural development**

36. Provision for pupils' cultural development is good. The production Hopscotch and rehearsals for Brock Rock and parent assemblies give opportunities for pupils to perform. Pupils are encouraged to play and perform in the school choir and orchestra at assemblies and in the local community. There are good links with visiting performers such as the forest rangers, storytellers and puppeteers. Educational visits are an increasing feature of the curriculum, such as visits to Hampton Court, Beaulieu the Dorchester museum and St Saviour's Church. Residential visits have taken place in Wales. Awareness of other cultures is fostered in art, dance and music. Pupils study the art of different cultures such as Aboriginals and Japanese. There are funded projects, which allow pupils to experience African drumming and Chinese and Indian dancing. The school is aware that the multi-cultural aspect of religious education is under-developed and is exploring ways of how to improve it.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37. Teachers know their pupils very well, as indicated by the personal comments made in their annual reports. The school takes good care of its pupils during the school day, although levels of supervision at lunchtime are light. At the most there were only two adults supervising three sides of the building. The headteacher is very aware of all

aspects of health and safety and child protection, and leads by example in her care for the individual. In the short time she has been in post, she has already organised training for all the staff in child protection, and this is to be followed by training in first aid.

38. Pupils who are injured or unwell receive good care, but there is no dedicated space for them, or even for the first aid equipment. Inspectors have concerns about road safety at the beginning and end of the school day, because there is no safe dropping-off area, and most parking spaces involve crossing a relatively busy road. The Chair of Governors has been unsuccessful in discussions with the local authority via the parish council to provide a crossing.
39. The school maintains regular records about pupils with special educational needs. These clearly show the movement of pupils on and off the register. However, targets on pupils' individual education plans are not always specific or measurable and progress towards the targets is not always recorded as success is achieved. There is little indication of how pupils' targets are used to plan specific work for them. Teaching assistants are keen to support and help pupils, but those who have only been in the school for two weeks are understandably not yet sufficiently well aware of the targets set for individual pupils. The arrangements for pupils with statements and the liaison with external agencies such as doctors and educational psychologists are very good. However, there has not been time for all the information to percolate to class teachers and teaching assistants, so it is not yet being used as effectively as it should be. Arrangements are currently underway to provide full disabled access and facilities for any disabled pupils in the future.
40. Registers are checked routinely for absences, and this year attendance has improved. The new procedures for encouraging good behaviour and dealing with misbehaviour are settling down well because pupils clearly understand the principles of 'golden time'. There have been no exclusions.
41. Assessment has been on the school's agenda for many years, and is still not satisfactory. Too many external solutions have been applied, resulting in teachers undertaking too many external assessments, a number of which are inappropriate. Teachers have relied too heavily on these tests to organise groupings within their class. They have not had confidence in their own judgement, building on their experience, to assess a pupil's attainment, by subject, as they go along. A few classes have group targets for English and mathematics, but there is insufficient and consistent emphasis on individual targets that would help pupils to be aware of how well they are getting on. Marking still does not always help pupils to understand what they need to do to improve.
42. Teachers need a system that is manageable, simple to use and will become an integral part of their planning. The headteacher has plans ready for the next school year that will reduce and re-focus assessment. A good start has been made, by collecting folders of individual pupils' work in English, mathematics and science. These are labelled with National Curriculum levels and dated so that clear progression can be seen. As part of staff development, these will be moderated to confirm their accuracy. Curriculum co-ordinators are to be given time to analyse what is happening in their subject area, and teachers will identify targets for individual pupils, to be a focus for their work.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

43. Parents are very supportive of the school and, in particular, of the new headteacher, who they feel has brought about a 'refreshing change', listening, tackling issues sensitively and caring for their children. Both the pre-inspection meeting for parents and

the questionnaire were very positive in all aspects of the school's work. Parents' strong support for the school has been a significant factor in easing it through its troubled past. At the time of the last inspection links with parents were judged to be good so improvement is seen in this area.

44. The school provides parents with very good quality written information. Weekly newsletters help to keep everyone informed and gently reminded. Pupils' progress reports are attractively presented, with the pupil's photograph on the front. They are completed mid-year, giving time for school and home to work together on areas for improvement. Most are of very good quality because they clearly say what the pupil knows, understands and can do without getting bogged down in excessive detail. They tell parents how their child is progressing compared with national expectations, and clearly identify ways in which parents can support their child.
45. Parents do help their children at home, listening to them read and with homework. For most pupils this support also contributes to their very good attitudes towards learning. Parents of reception class pupils may borrow a well-made story bag to work with their child. Parents' practical support within the school is very evident and of great value. Large numbers help voluntarily in classrooms and in organising a particularly wide range of after-school clubs.
46. Information for parents of pupils with special educational needs is very good. They are kept fully informed and aware of their children's progress at all stages. They are invited to attend reviews and contribute to them, usually offering written comments to agree with and support the school.
47. Parents at the pre-inspection meeting expressed satisfaction with the school's provision for their young children. Home visits before the children start school are appreciated and help to ensure a smooth start.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

48. The progress made by the school most recently can be attributed to the high quality of leadership and management. The clear direction given to the school by the newly appointed headteacher and senior management team, with the strong support of a group of committed governors and staff, has been instrumental in the recent improvement that has taken place. Action has been taken to raise the expectations of teachers and improve their performance; inspectors judged teaching to be good overall. However, the impact of this has yet to be seen in improving test results across the school. As yet there has been insufficient time for the good practices to yield results. Staff work hard together to support plans to improve the school.
49. Management of the school has undergone several changes. Most recently, these have been very effective. The headteacher, acting deputy headteacher, and the teaching and learning manager have worked very effectively as a team. The school is now entering a period of stability and a new phase in its development. All staff have clear roles and responsibilities, focused on identified priorities for school development, such as raising standards in English, mathematics and science, target setting and assessment, providing greater challenge for all pupils, and developing information and communication technology across the curriculum. Good procedures are in place to enable staff to discuss and determine future priorities.
50. There have been considerable changes in curriculum co-ordinators since the last inspection, which have served to strengthen the school. Curriculum co-ordinators are

well supported, although some are not yet fully established to perform their roles. This is a similar position to the findings at the time of the last inspection. However, plans are well in hand to enable all co-ordinators to monitor and evaluate standards, teaching, learning and the curriculum in their area of responsibility. Several are developing portfolios of moderated work and good exemplars to share with staff.

51. Leadership of the Foundation Stage is not yet clear. However, a comprehensive action plan identifies appropriate areas for the future development of this stage, for example promoting child-initiated activities and developing the garden. The headteacher is closely involved through her personal expertise as well as because of her senior role.
52. Since the last inspection in July 2001, the school has worked hard to address the key issues appropriately. It continues to work to improve standards in the core subjects, and raising attainment is a whole school priority, as is filling the gaps in pupils' previous knowledge, particularly in Year 6. The skills of all curriculum co-ordinators are being strengthened in terms of planning, monitoring and evaluating the school's work. Assessment has been on the school's agenda for many years and, although still not satisfactory, the plans in hand are manageable, build on existing good practices and provide greater opportunity for more accurate assessment of pupils' progress. Marking does not always help pupils to understand what they need to do to improve; at the time of the last inspection the marking policy was being applied more consistently throughout the school.
53. School improvement and action planning are clear and comprehensive. The school's development plan is comprehensive. The current priorities for development, focused on raising standards, improving teaching, learning, and the curriculum, are good and manageable. Good use is made of the advice and support the school receives from the local education authority.
54. Management of provision for pupils with special educational needs is good. The co-ordinator has only been in post for a short while and has a full-time teaching commitment, but has already put in place many procedures to improve provision. Teaching assistants for pupils with statements of special educational need are being trained to fulfil their roles. However, some training takes place during class time when these pupils, in particular, need adult support. Liaison with the governor for special educational needs is very good. The co-ordinator is fully aware that much remains to be done to continue to raise standards for these pupils. She has a clear vision and a good action plan that includes training and monitoring to ensure the effectiveness of provision.
55. The school's aims and values, underpinned by the strong Christian ethos, are successfully nurturing pupils in this positive, friendly and supportive learning environment, much valued by the locally community. This is an inclusive school, valuing all pupils and supporting minority groups. An on-going programme of policy review is in place. School documentation is of a very good quality.
56. Committed governors, ably led by the very experienced chair, have provided focused leadership and have moved the school forward. They provide strategic and secure management and act as critical friends. This is similar to the judgement at the last inspection. Clear targets have been set for senior management, which are reviewed and more recently, with the appointment of the new headteacher, have served to generate a momentum for change and improvement. The governing body is well informed of school developments and has been very focused on implementing the action plan after the school was placed in special measures. They meet their statutory

obligations. Governors have played a crucial role in the improvements seen in recent years and recognise that their role can now change as the school becomes successful and management is secure.

57. The number of staff is appropriate. Their qualifications and experience enable them to meet the requirements of the National Curriculum. The recently increased number of teaching assistants and administrative staff is good. The deployment and support of teaching assistants, some of whom are new in post, and of volunteer helpers are contributory factors to the standards achieved. The administrative staff are very efficient and ensure that the day-to-day organisation of the school is smooth. Effective arrangements are in place for teachers to share the responsibility for a class of pupils. All staff are committed to improve in everything they do; and they are hardworking and dedicated.
58. Accommodation overall is spacious and meets the demands of the National Curriculum. The school has an attractive and welcoming entrance area, a well-resourced library, and a new information and communication technology suite. The hall is multi-functional and there is an additional art/design and technology room, resources room with a parent area and a swimming pool. Other various small areas are used for teaching, offices and storage. There is no dedicated medical room for sick pupils, although the headteacher has plans in hand to address this. The reception class is suitably equipped and has appropriate indoor space for active children. The outside area, however, although spacious is not well equipped. It lacks, for example, large equipment for climbing and clambering, and this reduces children's opportunities to be adventurous, energetic or imaginative. Their learning outdoors is further inhibited by the lack of a covered area for use in inclement weather. There is good access for wheelchair-bound pupils. Displays about the school, particularly in the public areas, are interesting and successfully celebrate pupils' achievements. The school has taken good steps to reinstate the grounds and make more use of them. The gardening club has been very busy in this area. The grounds are most attractive and are kept very clean; areas are well marked. An adventure play area and a millennium garden enhance this very well maintained site. Work is underway to make more of the woodland area adjacent to the school, especially the pond area, for wildlife studies.
59. Resources are good and they are used well and contribute to pupils' learning. The library is well organised and used by pupils, teachers and parents. The library assistant has clear ideas to develop its use further. The well-made story-sacks are thoroughly enjoyed by parents and young children. Resources for information and communication technology have improved and are close to the national target. Teachers have been well supported in using the new technology suite and equipment. The school acknowledges that as yet the use of information and communication across the curriculum is at a relatively early stage of development. The school continues to invest in software and associated equipment. Resources are well managed, carefully organised and accessible. The school generally makes good use of outside resources, for example the local area, visitors and parents.
60. Educational priorities are well supported by the school's careful financial planning. The governors, headteacher and chair of finance manage the school's budget effectively. Specific grants are used well for their specified purposes and special educational needs funding is supplemented and put to good use. Funding has been earmarked for on-going building improvements. Day-to-day financial control and administration are most efficient. No significant weaknesses were found in the recent financial audit. There is appropriate use of new technology, although teachers are not yet using it for lesson

planning. Governors carefully apply principles to ensure that they get best value out of the resources. The school provides satisfactory value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

61. In order to build on the existing good and very good features of the school and raise standards further, the headteacher, staff and governors should:

- (1) Ensure that all pupils and particularly higher-attaining pupils, are suitably challenged in all subjects by:
  - raising teachers' awareness of what pupils can do and matching the work to meet individual pupils' needs;
  - ensuring that pupils are provided with suitably challenging work in all subjects;
  - providing more planned opportunities for information and communication technology across the curriculum;

- developing the role of subject co-ordinators to raise standards.  
(Paragraphs 2, 3, 8,11,12, 21, 24, 25,26, 30, 49, 50, 58, 79, 80, 81, 82, 83, 84, 85, 86, 89, 90, 99, 104, 108, 109, 110, 111,123, 126)

(2) Implement the planned changes for assessment by:

- adopting a manageable system to reduce and re-focus the use of assessment;
- ensuring that all teachers use assessment information to inform the next stage of teaching and learning so as to raise standards;
- consolidating teachers' experience and knowledge of what pupils can do and achieve;
- building on the folders of individual pupils' work indicating National Curriculum levels and date them so that clear progression can be seen;
- providing opportunities for teachers to moderate standards achieved;
- ensuring that all staff use the agreed marking policy consistently;
- reviewing the targets set in individual educational plans, ensuring that they are sharp and appropriate.  
(Paragraphs 5, 21, 25, 28, 29, 30, 39, 41, 42, 52, 70, 74, 77, 79, 80, 84, 95, 104, 108, 117)

### **Additional concern**

Inspectors have concerns about road safety at the beginning and end of the school day, because there is no safe dropping-off area and most parking spaces involve crossing a relatively busy road.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 56 |
| Number of discussions with staff, governors, other adults and pupils | 32 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 1         | 5         | 28   | 18           | 2              | 0    | 0         |
| Percentage | 2         | 9         | 52   | 33           | 4              | 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 because each lesson corresponds to almost 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)      | 203     |
| Number of full-time pupils known to be eligible for free school meals | 8       |

#### Special educational needs

|   | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs       | 5       |
| Number of pupils on the school's special educational needs register | 18      |

#### 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 | 7            |
| Pupils who left the school other than at the usual time of leaving           | 3            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 5.0 |
| National comparative data | 5.4 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.3 |
| 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 |
|--|------|------|-------|-------|
|  | 2002 | 12   | 13    | 25    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 10      | 11      | 12          |
|   | Girls    | 13      | 13      | 13          |
|   | Total    | 23      | 24      | 25          |
| Percentage of pupils at NC level 2 or above | School   | 92 (88) | 96 (92) | 100 (92)    |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 11      | 12          | 12       |
|   | Girls    | 13      | 13          | 13       |
|   | Total    | 24      | 25          | 25       |
| Percentage of pupils at NC level 2 or above | School   | 96 (92) | 100 (96)    | 100 (96) |
|   | National | 85 (85) | 89 (89)     | 89 (89)  |

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 |
|--|------|------|-------|-------|
|  | 2002 | 17   | 16    | 33    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 13      | 13          | 17       |
|   | Girls    | 15      | 13          | 14       |
|   | Total    | 28      | 26          | 31       |
| Percentage of pupils at NC level 4 or above | School   | 85 (94) | 79 (86)     | 94 (100) |
|   | National | 75 (75) | 73 (71)     | 86 (87)  |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 11      | 13          | 14       |
|   | Girls    | 13      | 12          | 15       |
|   | Total    | 24      | 25          | 29       |
| Percentage of pupils at NC level 4 or above | School   | 73 (94) | 76 (91)     | 88 (100) |
|   | National | 73 (72) | 74 (74)     | 82 (82)  |

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

**Ethnic background of pupils****Exclusions in the last school year**

| <b>Categories used in the Annual School Census</b>  | <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|---|-----------------------------|--|---------------------------------------|
| White – British                                     | 201                         | 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                             | 2                           | 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) | 8.4  |
| Number of pupils per qualified teacher   | 24;2 |
| Average class size                       | 29   |

#### **Education support staff: YR – Y6**

|   |        |
|---|--------|
| Total number of education support staff | 8      |
| Total aggregate hours worked per week   | 173.75 |

*FTE means full-time equivalent.*

### **Financial information**

|  |           |
|--|-----------|
| Financial year                             | 2002-2003 |
|  |           |
| Total income                               | 543738    |
| Total expenditure                          | 538342    |
| Expenditure per pupil                      | 2652      |
| Balance brought forward from previous year | 30257     |
| Balance carried forward to next year       | 35653     |

### **Recruitment of teachers**

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years   | 4.8 |
| Number of teachers appointed to the school during the last two years   | 3.2 |
|  |     |
| 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) | 0.1 |

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 134 |
| Number of questionnaires returned | 52  |

### **Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 46             | 52            | 2                | 0                 | 0          |
| My child is making good progress in school.  | 42             | 50            | 6                | 0                 | 2          |
| Behaviour in the school is good.   | 37             | 60            | 4                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 27             | 56            | 13               | 2                 | 2          |
| The teaching is good.  | 42             | 54            | 0                | 0                 | 4          |
| I am kept well informed about how my child is getting on.                          | 31             | 58            | 12               | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 50             | 48            | 2                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 50             | 46            | 4                | 0                 | 0          |
| The school works closely with parents.   | 55             | 71            | 4                | 0                 | 0          |
| The school is well led and managed.  | 57             | 37            | 0                | 2                 | 4          |
| The school is helping my child become mature and responsible.                      | 35             | 60            | 0                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 41             | 49            | 4                | 0                 | 6          |

### **Other issues raised by parents**

Seven written returns were received. They were mainly supportive of the school, its standards, quality of leadership, teaching and curriculum offered.

## **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**

62. The attainment of most children when they enter the reception class, in the autumn following their fourth birthday, is in line with national expectations. This is supported by baseline test results. The children make steady progress in their learning and most are securely on course to reach the early learning goals, set nationally for the end of the reception year, in all areas of learning. Personal, social and emotional development is good, as are speaking and listening. Standards are broadly comparable with those reported at the time of the last inspection.

#### **Personal, social and emotional development**

63. Good provision in this area of learning underpins all aspects of the children's work and play. Good teaching helps children to progress well. Many have already reached most of the nationally expected goals, set for the end of the reception year. The sensitive caring approach of the class teacher and teaching assistant ensure that children, including those with special educational needs, are well settled and confident. They enjoy the relevant activities and become involved, sometimes staying for extended periods with good concentration, as when making boats or playing in the sand. The class teacher's good range of imaginative strategies successfully fosters good behaviour. She and the teaching assistant manage the children in a consistently positive and encouraging way. As a result the children are almost always well behaved. With their gentle reminders, children are learning to share and take turns and be part of a group. They enjoy playing and working together, as in the seaside café. Relationships are good and children readily approach the adults. The class teacher is keen to encourage children to be independent, through readily accessible resources, for example during the daily planning sessions when children organise their own activities. Children manage their personal needs well, folding their clothes neatly when changing for physical development sessions, for example. Overall, the class teacher and teaching assistant are developing effectively the children's sense of well-being.

#### **Communication, language and literacy**

64. Provision for this area of learning is good, with daily priority given to the development of early literacy skills and talk. Teaching and learning are good and as a result most children are well on course to reach the expected goals by the end of the reception year. The teacher's expectations for children's learning in this area are appropriately high. Because of good opportunities to talk and to listen, many children have already reached the set goals in these areas. The teacher and teaching assistant value what children have to say and as a result children talk readily, to each other in their play and to the adults. They are confident in talking before the class and listen well to each other. Useful sentence starter cards encourage children effectively to talk in whole sentences, about their self-chosen activities, for example. They ask each other relevant questions and some talk in an extended way, as when explaining why the foolish man's house, built on sand, fell down. The class teacher extends children's vocabulary effectively through introducing new words in a structured way.

65. The teacher and teaching assistant provide a suitable range of writing materials and books, which children use with confidence. Many read and write simple common words correctly and use their good knowledge of sounds and letters to attempt unknown words. The class teacher's careful modelling of writing, on the whiteboard or

in children's books, for example, means that letters are generally formed correctly. Those children with the potential to attain highly write short pieces, such as a poem, with most words accurately spelt. They read simple texts accurately, with understanding and some expression. The children in general enjoy books and handle them with care. They know how books are organised and many recognise the title and author, for instance. They join in with repetitive parts when the teacher is reading, as when she read a poem about finding a 'hot spot' in the sun. They enjoy listening to stories and remember them well, for example the Biblical story about the houses of the wise and foolish men. The class teacher uses her voice clearly and to good effect when reading aloud and uses probing questions to draw out children's understanding about previous stories, for example, or to discuss what makes a poem.

### **Mathematical development**

66. Teaching in this area of learning is satisfactory, and as a result most children are securely on course to meet the expected outcomes by the end of the reception year. Most children count with confidence, to 10 and beyond. They write numerals, often correctly. They recognise simple patterns and make pictures with basic geometric shapes. In calculation, some children have already reached the set goals and are making inroads into National Curriculum programmes. They put numbers together practically and record in simple written sums. Higher-attaining children devise their own sums, finding logical ways to make seven, for example. Activities cover a suitable range of mathematical aspects, including daily focused practical activities as well as those that the children can select for themselves. Daily focused tasks are not always matched carefully enough to challenge children's differing abilities, however. Routines such as group planning time are used suitably, to reinforce counting skills, but staff do not always draw out well enough the mathematics potential of children's chosen activities.

### **Knowledge and understanding of the world**

67. Teaching in this area of learning is satisfactory and as a result children are on course to reach the nationally set goals by the end of the reception year. Children appropriately observe the weather and make simple recordings. They use construction equipment, sometimes for extended periods, making objects such as complex model boats with great enthusiasm. They carefully fix small construction bricks together. In information and communication technology they listen to a story tape at the listening centre. They manipulate the mouse with confidence to move images across the computer screen, as when putting toys in a cupboard and sitting teddies on a sofa. They draw pictures on the screen, of Cinderella's carriage, for example. Children learn about famous people in the past and gain an awareness of other places through visits such as to Longdown Dairy Farm. They draw maps of their route to school. They are confident in using all parts of their learning environment, inside and out and also other parts of the school. Although staff interact with the children in their chosen activities as they explore and investigate their learning environment and the equipment, there are not enough adult-focused activities to promote curiosity and enquiry.

## **Physical development**

68. Teaching and learning in this area are satisfactory and as a result children are likely to reach the expected outcomes by the end of the reception year. The teacher and teaching assistant provide a range of appropriate activities to encourage children to use their hands and fingers dexterously. They give suitable direct guidance to encourage children to use tools such as scissors appropriately. Many children hold implements such as pencils, crayons and paintbrushes with a comfortable and effective grip. They use their fingers well to click small construction pieces together firmly. They pat, scoop, and dig sand, enjoying its gritty feel when tipped out in a shape. In physical development sessions, children move with confidence in different ways with a reasonable awareness of space. They jump, hop, walk and run. They enjoy being active and energetic. On occasion, however, activities in such sessions become too complex and the children's interest and control wane. Overall, although children occasionally visit the school adventure play area, opportunities to enjoy adventurous and energetic play and to exploit their physical skills are limited. As the school is aware, the Foundation Stage outside area does not promote this area of learning well enough.

## **Creative development**

69. Teaching and learning in this area are satisfactory, and children are on course to reach the expected goals by the end of the reception year. The class teacher and teaching assistant provide a wide range of appropriate creative activities for children to enjoy. Children paint freely, make collages from a variety of papers, do careful observational drawings, and experiment with pastels, for example. They mix paint to make different shades. Their pictures are realistic and their drawings are often quite detailed. The children enjoy playing in the role-play area, the seaside café, serving pizza and making drinks. Staff suitably join them in their imaginative play to develop and extend ideas. The café, however, is too small, restricting ease of movement inside. In musical aspects, children are gaining a wide repertoire of songs and rhymes through the expertise and enthusiasm of the specialist music teacher. She and the class teacher use their voices to good effect and, as a result, children sing tunefully and use appropriate hand actions. They play instruments enthusiastically, to accompany walking or jogging music, for example. They enjoy musical activities, only becoming restless or behaving inappropriately when there is insufficient adult support or when activities are unsuitable.

## **ENGLISH**

70. Standards in English at the end of Year 6 meet national expectations, reflecting the findings of the last inspection and also national test results in 2002, although these results overall fell below those for similar schools, because fewer pupils gained the higher Level 5. Standards for pupils at the end of Year 2 also meet national expectations, reflecting the findings of the last inspection, but in contrast to very good test results in 2002 when a high proportion of pupils gained the higher Level 3, especially in reading. Differences may be due to variations in the groups. Provisional results for testing in 2003 show that fewer pupils than last year gained the higher Level 3. National test results reveal that, at the end of Year 2, girls do better than boys, reflecting national findings, but at the end of Year 6 it is the reverse. The school is beginning to address this discrepancy. Inspection findings showed no observable difference between the performance of boys and girls in the classroom.

71. Overall, pupils achieve appropriately, from expected levels when they enter the school to satisfactory standards when they leave. The profile, however, is not smooth. For example, because of a high pupil mobility rate in the current Year 3, standards now fall below national expectations, no longer reflecting favourable test results last year. In addition, previous staffing instability has hindered smooth progress, for Year 6 in particular. Higher-attaining pupils make similar progress to their peers through suitably challenging tasks matched to their abilities. Pupils with special educational needs make steady progress towards their individual targets, often working in small groups supported effectively by classroom assistants.
72. Standards in speaking and listening meet national expectations at the ends of Years 2 and 6. Pupils listen attentively, especially when well motivated by an interesting topic. They are keen to offer relevant comments and teachers encourage them further by showing that they value the contributions. At the end of Year 6, pupils make particularly thoughtful comments when discussing the poem 'The Funeral' by Lindsay Mac Rae, talking about the meaning and the format of the poem in pairs, and sharing findings with the class. Pupils are confident in speaking before the class but occasionally, at the ends of both Years 2 and 6, voices are too quiet to be heard by everyone. Standards are sometimes good in other year groups where vocabulary is wide and further extended by stimulating and exciting work, for example about the Tudors. Although the recent speaking and listening week provided many inspiring events to stimulate pupils' talk, overall there are not enough consistently planned opportunities to develop and extend speaking skills. Sometimes pupils' opportunities to speak are limited by overlong lesson introductions and by the teacher talking too much.
73. Standards in reading for pupils at the end of Year 6 meet national expectations. Most pupils read accurately and with a reasonable degree of fluency and intonation. They predict what might happen next and talk about previous books. Higher-attaining pupils read with good expression and discuss favourite characters appropriately. Standards in reading for seven-year-olds are in line with national expectations. Pupils read with a reasonable degree of accuracy and use their knowledge of sounds effectively to build up simple new words. Higher-attaining pupils read with fluency and intonation and a clear understanding.
74. Pupils across the school are familiar with the well-organised school library and use a variety of systems to locate books. They use it for personal borrowing as well as for class research topics. Teachers, the library assistant and parents promote pupils' developing library skills effectively. Pupils make appropriate use of information and communication technology skills to check books in and out, but records are not used to best effect to gain an overview of individual pupils' reading habits or to check that they are reading from a wide range of genres. In addition, reading records, especially for younger pupils, do not show how skills are developing and only record book titles of the home/school link book used for homework.
75. Standards in writing for pupils at the ends of Years 2 and 6 are satisfactory. At the end of Year 6, pupils are beginning to organise their extended work into paragraphs. Their vocabulary is sometimes imaginative and they use a mixture of short and long sentences for effect. Higher-attaining pupils use a range of punctuation and complex sentences. They write in a structured way with some good use of imaginative vocabulary such as 'ruffled echoes'. At seven, pupils spell most basic words correctly. They make plausible attempts to spell unknown words, making effective use of their knowledge of sounds and letters. Capital letters and full stops are generally correct and sentences start in a variety of ways, for example 'after', 'then' and 'next'. Higher-attaining pupils write in a lively and interesting way, using vocabulary and punctuation

for effect. Sentences are often complex. Lower-attaining pupils are aware of capitals and full stops but do not always use them correctly.

76. Handwriting is good across the school and pupils write in a range of styles, for example poems, letters, notes and accounts, as well as creative pieces. They make good use of their developing writing skills to support learning in other subjects, for example history and religious education. They use information and communication technology appropriately for drafting work, for example for making fair copies in a variety of fonts.
77. The quality of teaching in English is good, enabling pupils to make good progress in lessons seen. The good teaching is not yet leading to consistently good standards because the teaching team is only recently settled under the leadership of the new headteacher. Standards are beginning to rise, however, as reflected by some high quality writing in Year 4, for example about angels, and thoughtful book evaluations in Year 5. The high priority that the school gives to developing literacy skills is impacting well. In the best lessons, teachers motivate pupils highly by imaginative and lively teaching. They make good use of other subjects to stimulate and inspire, as when Tudor artefacts and role-play stimulated thoughtful poems and writing in Year 4 about life at Hampton Court. Teachers' subject knowledge is secure and they teach basic skills systematically, for example language structure and punctuation. They make it clear to pupils what they are intended to learn from each lesson and encourage them to evaluate progress towards that learning. Identifying the next learning steps, however, is less clear and personal or group target setting is not yet consistently established.
78. Teachers provide useful frameworks to help pupils organise their thoughts and ideas for writing, as when preparing a newspaper report about an Egyptian tomb. They offer a wide range of writing opportunities but not enough overall for writing in an extended way. They enlarge pupils' vocabulary effectively and help them to understand new words such as 'personification' and 'confirmation'. Good questioning skills ensure that pupils understand challenging texts such as the funeral poem. Tasks are suitably matched to pupils' differing abilities and provide appropriate challenge. Activities are organised well and pupils are managed in an encouraging and positive way. As a result, pupils settle to their tasks and work purposefully. Through discussing work with each other, they develop and extend ideas. Only when the pace is slow or lesson introductions are too long does their attention falter. Teaching assistants make useful contributions to learning and to the progress of lower-attaining pupils, in particular, through intensive small group work.
79. Leadership and management of English are satisfactory overall. The new co-ordinator has a clear view of the future development of the subject and is making an effective start at tackling what needs to be done. Regular monitoring or levelling of pupils' work against National Curriculum criteria is not yet established.

## MATHEMATICS

80. Standards in mathematics are average by the ends of Year 2 and Year 6. There is no significant difference in the attainment of boys and girls. Pupils make satisfactory progress overall. However, teachers' planning does not always build sequentially on pupils' skills or what they have already learnt and understood. As a result, some pupils do not make as much progress as they should, especially higher-attaining pupils. Progress for pupils with special educational need is satisfactory, but restricted by the lack of mathematics targets on their individual education plans. Where pupils do have targets, insufficient attention is paid to them when planning work and this hinders progress. The school has implemented the National Numeracy Strategy appropriately. Lessons begin with mental arithmetic sessions to develop pupils' thinking skills, but these sessions are not always as rigorous as they could be in developing pupils' rapid and accurate mental calculations.
81. Work covers the full range of mathematical activities. By the end of Year 2, for example, pupils investigate number patterns and nets for cubes; they measure with reasonable accuracy using non-standard and standard units and they make pictograms and block graphs of their bed times and favourite fruit. Pupils make steady progress in developing an understanding of numbers, adding, subtracting, multiplying and dividing numbers up to 100. They double and halve numbers quickly and develop strategies for doubling odd numbers and explain their thinking clearly. Higher-attaining pupils in particular have to wait for those who take longer to arrive at a solution; this reduces their working time and hinders their progress.
82. By the end of Year 6, pupils calculate using large numbers and all four operations. They use a satisfactory range of strategies to solve real life problems and use brackets in sums competently. They begin to understand how to convert fractions to decimals and percentages and recognise how to use negative numbers when measuring temperatures. They draw a range of graphs for different purposes but do not make sufficient use of information and communication technology when handling data. Pupils investigate shape when calculating area and perimeters, and when measuring angles. However, many find it very hard to draw simple shapes that can be reflected by two lines of symmetry. Some investigative work is carried out but pupils find it hard to explain their work clearly in good mathematical vocabulary.
83. Pupils have a positive attitude towards their lessons. They settle quickly to their work and take care to present their work well. The quality of teaching is sound overall. One unsatisfactory lesson, three satisfactory and three good lessons were seen. The good teaching is brisk and lively, with activities that pupils find stimulating and enjoyable because they are made relevant to them. In these lessons there is a buzz of quiet and very purposeful talk as pupils share ideas and work together well. Only one unsatisfactory lesson was seen. This was due to unsatisfactory management of the activities that led to some pupils becoming very restless, making little or no progress. Teachers give clear instructions so that pupils know what they are going to do. Occasionally, however, they take too much time and pupils do not have enough time for their work. Teachers plan work carefully. However, they do not always take enough account of groups in the class who learn at different rates, and this restricts pupils' learning.
84. The mathematics co-ordinator has a sound understanding of the strengths and areas that need development in the subject. However, she has not been in the post for long and has not yet had the opportunity to monitor mathematics throughout the school.

Assessment procedures to ensure that pupils are all working at the appropriate level and pace are not yet developed. This is having an impact on the attainment and learning for some pupils, especially the more able. Resources for teaching mathematics are good. Although the new computer suite is being used for mathematics, the school is aware that this is an area requiring further development.

## SCIENCE

85. Standards in science at the end of Year 2 in 2002 are well above the national average as reported by assessments done by the teachers. This judgement suggests a slight improvement on the previous year's standards. By the end of Year 6, results in the national tests indicate that standards are broadly comparable to the national average when compared with all schools, but well below average for similar schools. However, the proportion of pupils achieving the higher levels is below the national average. In the last two years, standards in science at the end of Year 6 have shown a significant decline. Work in Years 1 and 2 seen during the inspection is broadly in line with the standard expected nationally; the range of abilities in different year groups and a mobility factor after Year 2 in Years 3 and 6 are the factors which contribute to the variation in standards.
86. Pupils, including those with special educational needs, make satisfactory progress in Years 1 and 2. However, higher-attaining pupils and the gifted and talented are not yet adequately challenged to produce work at the higher levels. There is no significant difference in attainment between boys and girls. By the end of Year 2, pupils identify the different types of teeth and represent their own mouth pictorially, including gaps for missing teeth. They write sentences about keeping healthy and understand the properties of different foods. They classify and describe a wide range of natural and man-made materials. They write about the changes that occur to snow when it is brought inside the classroom and they provide explanations for these changes. Higher-attaining pupils include more detail in their work, express their knowledge with greater fluency and complete more work. Pupils explain how mini beasts move, their colours, and their habitat; they make accurate and effective portrayals of the life cycle of a butterfly in writing and pictures. During a Year 1 class, pupils sorted plants into edible and non-edible categories effectively. They understood the criteria for selection and knew that, whereas seeds cannot be eaten, when they grow into plants, the plants may be edible. They have a good command of basic scientific vocabulary.
87. Work seen during the inspection indicates that pupils, including those with special educational needs, make satisfactory progress during Years 3, 4 and 5, but that the progress that has been made by Year 6 pupils is unsatisfactory, especially for the gifted and talented pupils. Pupil attitudes, behaviour and mobility over a lengthy period of time are factors affecting the rate of progress. There is no significant difference in attainment between boys and girls. By the end of Year 6, pupils write about the plants and animals that surround the school. They use keys to identify animals and they accurately construct food chains. They make good use of scientific vocabulary, for example producer, consumer, and predator. They name forces such as gravity and air resistance; they know that forces are measured in newtons. They understand that an investigation must be conducted several times to ensure reliable results and most understand the need for a fair test. Higher-attaining pupils are aware that substances should not be tested by tasting. All pupils record their work in a variety of ways, for example by writing text or by the use of graphs, charts and tables. Pupils build well on earlier work. During the inspection, a Year 6 class correctly described differences in dandelions by reference to leaves, roots, and flowers, and linked these differences to different environments, identifying key factors of light, water, and nutrients. A Year 5

class consolidated their knowledge of parts of a flower by identifying the stamen and stigma of a lily and explained the process of pollination.

88. The pupils' attitudes are good. Many sustain concentration well, are genuinely interested and enjoy their studies. For example, during the inspection a Year 2 class enthusiastically studied worms, using a magnifying glass to find out more about worms' bodies. They put the worms into an environment, which contained layers of different materials (grit, leaf mould and soil) in a wormery and some made predictions about which environment the worms would prefer. They volunteer readily to answer questions and they respond well to open questioning. Most listen well and work independently and co-operatively when appropriate. Some lower-attaining pupils find concentration difficult and do not easily absorb the question being asked.
89. The quality of teaching throughout the school is good. Consistent planning has led to the identification of clear learning objectives. The emphasis placed by teachers on investigative science gives rise to interesting teaching, enables pupils to experience hands-on learning and is having a positive effect on the ethos of the subject and on pupils' learning and understanding. When learning objectives are shared with pupils at the beginning of a lesson and an evaluative plenary pulls together the various strands at the end of the lesson, pupils' knowledge of their learning is clear to them. In most cases pupils' behaviour is well handled; in the best cases it is managed effectively with discretion. The teachers use the good range of available resources well. Ephemeral resources such as plants and mini beasts were used effectively and sensitively in a variety of classes during the inspection. Currently, information and communication technology is not used adequately in a planned way to support the teaching of science throughout the school. Year 2 pupils used websites to research worms, but the potential exists for computer technology to make a much greater contribution to pupils' learning, for example, the use of a microscope linked to a computer. Marking is regular and positive, but not always evaluative. The teaching of science makes a satisfactory contribution to pupils' literacy and a good contribution to their numeracy development. The use of a variety of ways to record investigation results is well documented and during the inspection Year 1 pupils used a Venn diagram to sort plants.
90. Science in the school is well managed and led by the co-ordinator, who is not a subject specialist. In her two years' in the role she has continued to promote the subject effectively. The long and medium-term plans are clear and effective. Pupils have clearly written science targets and a system of manageable assessment is well on target for introduction at the beginning of the next academic year. Monitoring procedures in place include lesson observation and the collection of samples of pupils' work that have been moderated. She ensures a good supply of high quality resources for all classes. She regularly attends in-service courses and has organised a Science Week for the school. She is committed to enhance pupils' standards in science. All these factors have the potential to create genuinely good standards of attainment throughout the school.

## ART AND DESIGN

91. Standards in art and design are at the expected level for pupils at the ends of Years 2 and 6. There is no significant variation between standards achieved by boys and by girls. Pupils with special educational needs and those of higher attainment make appropriate progress. However, some of the work on display is of a high quality. Due to timetabling arrangements it was only possible to observe lessons in Years 3 and 4.
92. Evidence shows that pupils are consolidating their knowledge and understanding of art and design. They explore and experiment with ideas using a range of media and they are developing appropriate skills and techniques. Pupils in Year 1 use viewfinders to look closely at flowers and record their observations with increasing accuracy. They experiment with rubbings and mark-making techniques using pencils and crayons. Pupils select and choose different materials to make a seaside collage. Year 2 pupils make interesting glove puppets using different fabrics. They explore the qualities of clay when making dragons. They improve their skills when drawing leaves and plants, which they develop into interesting collages influenced by their knowledge of Van Gogh's 'Sunflowers'.
93. Year 3 pupils research art well from different periods, such as the Egyptians. They make and decorate good quality canopic jars and death masks, embellishing them with gold. They produce imaginative book illustrations influenced by the book 'Christmas' by Jan Pienkowski. Year 4 pupils explore portraiture and facial expressions. They look at art from different cultures and draw designs for a mask of Ganesh, the Hindu God. They can explain some of the differences between the work of realistic, impressionist and abstract artists. They can research and evaluate the importance and influence of symbols and logos in contemporary society and produce stencils and blocks for printing. Year 5 pupils draw fruit and modify these drawings into simple designs and show a developing understanding of different printing techniques, such as repeat printing. Year 6 pupils develop their knowledge and understanding of art from different cultures when they research and explore aboriginal art and paint their own dream maps. They also research Japanese painting. As a result, they show a good understanding of different mark-making techniques. Pupils are using sketchbooks appropriately to collect and show visual ideas. Together with portfolios, these will provide a good record of the range of work undertaken.
94. Pupils work together well. They enjoy art and design and work hard, are interested and they are often stimulated by the teacher's enthusiasm. Pupils with special educational needs are well supported and they make good progress.
95. Lessons were observed in Years 3 and 4. The quality of teaching ranged from good to very good. Appropriate links are made to literacy, mathematics and information and communication technology. Generic strengths are teachers' knowledge and enthusiasm, very good questioning to further and consolidate learning, use of specific terms and the use of resources. For example, in a Year 3 lesson, pupils were excited when using dyes for their wax resist fabric based on hieroglyphics and they thoroughly enjoyed the lesson. They investigated and matched likely colours the Egyptians might use such as Egyptian blue, Seth and Scarab black. In discussion, they used terms such as stylised, texture and pattern with full understanding. In a Year 4 lesson, pupils looked at and decoded a range of portraits, such as those of Anne of Cleves, Henry VIII and Elizabeth I. Due to the teacher's skilful and challenging questioning, they were fully able to discuss the similarities and differences between these and that of Picasso's 'Weeping Woman'. They set about interpreting some of the Tudor portraits in the style

of Picasso. In a Year 4 history lesson, the teacher dressed up as Lady Unton and in role she brought alive the picture depicting the life of her husband Sir Henry. She enabled the pupils to decipher the key points in his life and decode symbols. As a result, pupils developed very good skills, knowledge and understanding of not only the symbols used in painting but also the different styles and approaches artists use to convey information. Lesson planning ensures full coverage of the National Curriculum. As yet there is no day-to-day system to check on pupils' knowledge and understanding, although there are good opportunities for pupils to evaluate their own and each other's work. The co-ordinator, currently on leave, has managed the subject well. The school is aware of the areas to be developed and has raised the profile of art and design throughout the school. The range of resources is good, as is the accommodation. A recreational week promotes pupils' understanding of a wide range of countries and their cultures. Pupils have visited places of interest and visiting artists have worked with groups as part of their studies.

## **DESIGN AND TECHNOLOGY**

96. Standards are higher than those normally expected of pupils at the end of Year 2. They are in line with expectations when pupils leave the school at the end of Year 6. Pupils of all abilities, including those with special educational needs, make good progress by the end of Year 2 and sound progress by the end of Year 6. There is no significant difference between the attainment of boys and girls. No lessons in design and technology were seen during the inspection. Evidence is based on discussions with teachers and pupils, and a scrutiny of pupils' work and teachers' planning.
97. The curriculum is based on nationally available guidelines. This helps to ensure that pupils build on the skills they learn as they progress through the school. It also supports teachers when planning work. However, there is insufficient use of control technology in the current topics, and food technology is not as well developed as it might be. Design and technology is taught, alternating with art and design. The apparent lower standards in the juniors are due to the variations in the standards of different groups in the school.
98. By the end of Year 2, pupils enjoy cookery when making chocolate nests and they make houses from recycled materials. Pupils in Year 2 make good hand puppets. Their work is well prepared with samplers to learn stitches that can be used and a variety of experiments in joining fabrics to test which will be most useful for puppets. Good links are made with mathematics when pupils measure their hand size to make sure that the puppet will fit. The puppets are designed and made to a high standard and pupils make good evaluations of what they have done and learnt. Good links with information and communication technology are made when pupils use the internet to research puppeteers. By the end of Year 6 pupils, experience a range of projects. They design, make and evaluate sandwiches, photograph frames, pop-up cards, torches, toys with cams to make parts move, and slippers. In all of the topics there is a satisfactory balance between designing, making and evaluating products.
99. Pupils remember their work and talk about it well. It is clear that they are interested and enjoy what they are doing. Although no lessons were observed, evidence points towards teaching being satisfactory. There are ample resources for the subject. The school has a small cookery area which also houses art materials and can be used by supervised groups of pupils. The headteacher is currently co-ordinating design and technology. She has a good overview of the subject, and plans are already in place to improve the design and technology curriculum in the near future.

## GEOGRAPHY

100. Standards in geography at the end of Year 6 fall below national expectations. Despite good teaching, teachers are unable to compensate for gaps in pupils' prior knowledge and understanding due to previous staffing instability. Standards in other year groups meet national expectations. With support, eleven-year-olds identify countries to the east and west of the United Kingdom and locate cities such as Mexico City on a world map, using lines of longitude and latitude. They begin to link such work with co-ordinates in mathematics. They find out about aspects of another European country, including the weather, maps, and notable features such as canals in the Netherlands. They undertake research at home on the internet and assemble the information in a booklet. Pupils at the end of Year 2 draw maps of the imaginary Isle of Struay. They identify physical and human features, such as the sea and the hills, and the jetty and the post office. They compare Struay with Brockenhurst and give reasons for where they would prefer to live.
101. Pupils respond with interest to geography lessons. They enjoy learning from different resources such as atlases and photographs. They talk with each other about their task and work purposefully.
102. The quality of teaching and learning in geography is satisfactory overall. In the two lessons observed, for older pupils, teaching was good. Interesting resources were used to good effect and questioning skills were effective in motivating learning. Lively questioning enabled pupils in Year 5 to consider carefully a suitable route to travel from Brockenhurst to Chembakolli, a village in India. Well-focused and persistent questions motivated pupils in Year 6 and by working in pairs they could discuss the tasks and adapt ideas before sharing their thinking with the whole class. In general, teachers have a secure knowledge and understanding of the subject and of other places being studied. They use a reasonable range of resources to stimulate learning and approach the study units comprehensively. Visitors to the school such as The Forest Rangers, Chinese and Indian dancers, African Drummers and storytellers further enhance and excite pupils' interest.
103. Teachers promote pupils' enquiry skills appropriately through the use of atlases, photographs, maps and the Internet. They use the immediate village locality suitably. For example, through their studies of Brockenhurst, pupils in Years 1 and 4 suggested improvements to the village such as the provision of a library. They expressed concern about the problem of fast moving traffic, particularly in Woodlands Road and outside the school. Older pupils enjoy a residential experience in Wales, suitably extending their knowledge and experience of other places, though its main purpose is not in fact geographical. Few other field trips beyond the immediate locality are undertaken. Opportunities are missed to visit and investigate the nearby forest environment. As the school is aware, this aspect of the geography curriculum is clearly not satisfactory, and plans are in hand to extend opportunities for practical enquiry beyond the classroom. Suitable links are made with other subjects such as mathematics, as in the traffic surveys. Literacy skills are used to good effect, for example to record geographical learning or to write letters to local councillors about improvements to Brockenhurst or about the traffic problem. Independent research is undertaken, at home as well as in school.
104. Leadership and management of geography are barely satisfactory. Although the co-ordinator has an adequate view of what needs to be done, moving forward in the subject is hindered by her part-time role. Assessment systems are informal.

## HISTORY

105. Standards in history at least meet national expectations across the school. At the end of Year 6, pupils have a reasonable understanding of life in Ancient Greece, about different gods, and myths and legends, for example. They know about some basic aspects of the 1960s, such as the clothes worn and famous people such as the Beatles and Twiggy. Pupils in Year 4 have a good understanding of Tudor life through stimulating artefacts and inspiring teaching and in Year 3 they know about aspects of Ancient Egypt. At the end of Year 2, pupils are beginning to understand why Florence Nightingale acted as she did and in Year 1, pupils talk with confidence about differences between the seaside today and in the past, identifying bathing machines with a good degree of interest, for example.
106. Pupils respond well and with enjoyment to history. They are generally very interested in how people lived in the past, especially when it is brought to life through high quality role-play and a good selection of artefacts. They are keen to continue learning history at home, finding out more information about Florence Nightingale to share with the class, for example, or making Tudor hats. Interest and good behaviour only deteriorate on occasion when good artefacts are not used to best effect and are too small for pupils to see from a distance.
107. The quality of teaching and learning in history is good overall. Teaching is particularly inspirational when pupils are immersed in the past as in the Tudor role-play when the teacher conducted the lesson in role as a Tudor lady. Pupils were spellbound. Visiting specialists are used to very good effect, for example in drama, to further enliven pupils' experience. As a result, they become very involved as when acting out the sinking of the Mary Rose, struggling to free themselves from netting as Henry VIII stood helplessly by. Teachers make good links with other subjects such as art and design to make Egyptian death masks or Greek pots or to paint Tudor portraits. In music, pupils learn songs from the First World War. They use history effectively as a stimulus for writing in literacy lessons, about Tudor life, for example, or the discovery of an Egyptian tomb. They use resources to good effect including visits beyond the classroom for instance to museums. Teachers' enthusiasm in general, together with good subject knowledge, gives pupils a rich experience of the past.
108. The subject is led and managed satisfactorily. The co-ordinator has a reasonable overview of the needs of the subject. She monitors samples of pupils' work from time to time but has not yet had time to monitor teaching and learning in class. Assessment systems are informal. The school's priority to improve pupils' experience of the past through active enquiry is being addressed effectively. The school, an old foundation, opened in 1752. At just over 250 years old it is among the oldest in the country. Last summer the school celebrated its long history through a very popular whole school production called 'Hopscotch'.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

109. Standards in information and communication technology (ICT) meet expectations. Pupils of all abilities, including those with special educational needs make steady progress, in acquiring skills. They enjoy using the suite and treat the equipment with care. There is no significant difference in the attainment of boys and girls. Resources have improved with the installation of a new computer suite, and teachers have been developing their expertise in order to make the best use of it. They have been well supported in this process by an ICT technician and are beginning to use the resources and their own skills to better effect. However, the school is aware that the subject is still at a relatively early stage of development.
110. By the end of Year 2, pupils use the computers to draw pictograms linked to work on the local environment in geography. They use tape recorders to develop speaking and listening skills in English, and pupils in Year 2 are enthusiastic when using the Internet to research worms in science. Pupils draw and colour covers for some of their topic books, and they use commands to draw simple shapes. Junior pupils import pictures of sandwiches and experiment with font styles and colours in design and technology. Pupils learning French make good use of web-sites produced by other schools to reinforce their vocabulary. Older pupils make use of their literacy skills to word process their work in history, design and technology and geography. They use the internet to research topics in history and geography and use specific programs to make their own presentations. Pupils throughout the school have opportunities to use simulations with simple control technology to move objects around the screen. Pupils with special educational needs have the opportunity to make good use of laptops to support their learning. Although good headway has been made in using ICT, its use across the curriculum is still at a developmental stage.
111. Pupils are confident when using the computers. They have no difficulty in using icons to do what they want on the screen. They discuss what they are doing fluently and can explain their work fully. In one lesson seen, the teaching was good. The teacher made good spontaneous use of the computers to grasp pupils' ideas following a discussion in 'circle time'. This enthused the pupils and fired their desire to learn. No unsatisfactory teaching was seen. Resources for ICT are adequate for the delivery of the curriculum. A new scheme of work has recently been purchased to help teachers to make the most of their resources and skills and ensure that ICT is developed sequentially throughout the school. The headteacher is co-ordinating the subject and has a very good understanding of the current strengths and areas for development.

## **MUSIC**

112. Standards meet national expectations by the ends of Year 2 and 6. The curriculum is enhanced by very good additional provision, for example, the school orchestra, choir, recorder groups and instrumental tuition. There is no significant variation between standards achieved by boys and girls. Pupils with special educational needs and those of higher attainment make appropriate progress. In lessons and assemblies, pupils sing well and maintain good pitch. Twenty pupils receive instrumental music lessons. The members of the orchestra play together well and enjoy performing to the school.
113. By the end of Year 2, pupils warm up quickly, singing short call and response songs, such as 'Let's hold hands' and 'Wednesday is music day'. They improve their voice control and diction and enjoy adding appropriate actions and movement. Pupils build appropriately on their repertoire of new and familiar songs. They generally listen well

and follow instructions. They begin to understand the meaning of terms such as high and low pitch, fast and slow tempo. Pupils particularly enjoy singing and rehearsing the 'Brock Rock', a fugue for three voices written by the music specialist.

114. Year 4 pupils listen to music from the Renaissance, linking with their knowledge in history about the Tudors. Whilst listening to a pavane by Warnock most can tap the rhythm correctly. In discussion with the teacher, they learn about dynamics, expression and minor and major keys. They successfully explore aspects of Tudor dancing in rhythm with the music. Year 6 pupils learn about syncopation whilst singing and moving to the beat in simple songs. In pairs, they develop their musical ideas of calypso and move faster with the increasing beat. Some of the syncopated pair work is of a good standard,
115. Pupils' attitudes are generally good. A few, mostly boys, take advantage of the space and the freedom they are afforded in the hall when moving to the music and need constant reminders from the music teacher to listen carefully and to concentrate. Pupils enjoy all aspects of music and this is evident from the numbers who participate in the extra-curricular activities. Pupils care for and share instruments and equipment with one another well. Whilst rehearsing and before playing in assembly the school orchestra followed directions carefully and performed 'The Blue Danube' and 'Country Music' with increasing accuracy, developing their musical skills well. Many pupils sight read and demonstrate a good understanding of graphic score and standard notation. Pupils listen well in the role of audience and readily show their appreciation. The choir enjoyed singing 'Puff the magic dragon' and 'My heart will go on' from the film Titanic so much that they did not want to stop at the end.
116. Teaching ranges from satisfactory to very good. The music specialist teaches music. Although she is a very good practitioner, the overall quality of teaching and learning would be improved if class teachers or other adults were present to assist those pupils with particular learning and behavioural needs and those that can get easily distracted. The specialist is clear about how children develop their musical skills and reinforces learning well. Planning is detailed and highlights what is to be learned and focuses on the understanding and use of key language. Activities are varied and interesting and appeal to the pupils. Lessons move at a brisk pace, and the teaching ensures that pupils acquire new skills and consolidate their knowledge. Generic strengths are: good use of questioning to ensure understanding, a variety of tasks, good use of resources including instruments, and good opportunities for listening. Overall, the subject makes very good contributions to pupils' personal and cultural development.
117. The subject is led and managed effectively by the music specialist who teaches one day a week. She rightly identifies the importance of developing musical activity throughout the rest of the week to secure and build on the quality of standards, teaching and learning. Currently class teachers withdraw from music lessons for preparation and duties. Additional adult support in these lessons would benefit pupils' learning. The music specialist provides good opportunities to assess what has been learned and for pupils to evaluate their own and each other's work in lessons. As yet there is no on-going system to check on pupils' knowledge and understanding. There is a good range of resources, including non-western instruments. Pupils' understanding of a wide range of countries and their cultures is promoted through the curriculum and by visitors, such as an African drumming workshop and Chinese and Indian dancers. Arts and drama students from the local college also visit and entertain pupils with singing and dancing. Productions such as 'Hopscotch' and 'Brock Rock' and special services at the local Church all provide good opportunities for pupils to develop their musical skills.

## PHYSICAL EDUCATION

118. Pupils reach broadly average standards by the ends of Year 2 and 6. Pupils with special educational needs make satisfactory progress throughout the school. Gifted and talented pupils make satisfactory progress and begin to achieve good standards in their area of strength. The achievement of boys and girls is broadly comparable and is commensurate with their ability. The school's range of extra-curricular activities and the organisation of a Recreation Week are beginning to have a positive impact on standards, interest in and promotion of the subject. The award of Activemark accreditation is tangible evidence of the contribution the subject makes to pupils' development.
119. By the end of Year 2, pupils, including those with special educational needs, acquire and develop skills comfortably. They take part in warm-up activities indoors and outside, by stretching parts of their bodies both in structured and unstructured movements. Most can bounce a ball several times on a horizontal tennis racquet with reasonable accuracy and fluency. They balance a ball on a racquet, maintaining a horizontal position, while they walk round a line of cones. Average and higher-attaining pupils have developed basic control and co-ordination in simple movements; lower-attaining pupils experience some difficulty in controlling the ball and in co-ordinating racquet and ball. In the more restricted confines of the school hall, some Year 2 pupils find it a challenge to find their own space and tend to bunch together. Average and higher-attaining Year 2 pupils copy, repeat and explore with some consistency a sequence of stretching and curling movements, the higher-attaining pupils stretching all parts of the body and finding unusual but effective curling positions. Lower-attaining pupils travel somewhat aimlessly round the hall and move to sit with a friend rather than follow the teacher's instructions.
120. By the end of Year 6, pupils, including those with special educational needs, build on their earlier skills and develop a good range of competencies. Year 5 pupils discussed the link between their science life-processes curriculum and dance. They made a judicious choice of plant and setting, for example, bluebells in a dark wood, and composed a dance to accompanying music, which reflected well the development of the plant from seed sowing to maturity. A Year 6 class explored issues of the rain forest through dance. They understood factors relating to warm-up activities, then split into groups of four to compose a dance. They kept their movements simple and clear, and carried them out with accuracy and precision. They evaluated the skills and competence of each group with realism yet sensitively. They understood how well they were doing and how to improve. There was nevertheless a sense of competition and the peer assessment was an effective tool.
121. Pupils' attitudes are generally good. Most follow the teacher's instructions carefully and work in a safely quiet atmosphere in the hall and on the playground. One very good feature seen to operate in Years 5 and 6 is the brief time devoted to discussion in pairs or small groups to prepare their activities. Whilst a group does not necessarily reach early agreement on their moves, they discuss quietly without disturbing or invading the space of other groups. In many areas concentration is good. However, there are occasions when pupils' silly behaviour, especially in the hall and especially in Year 2, and their constant talking amongst themselves, affect the learning, concentration and enjoyment of others in the class. Such behaviour should be addressed immediately it occurs in the less structured nature of this subject.
122. Teaching is satisfactory in Years 1 and 2. The more effective planning, better management of pupils' behaviour and higher expectations of what pupils can achieve

lead to good teaching in Years 5 and 6. Teachers are very mindful of safety issues and they set a good example of appropriate dress in lessons. The use of professional coaches for tennis teaching and for the organisation of the annual Sports Day adds considerably to the quality of pupils' learning. Teachers offer a good range of activities within the curriculum and through extra-curricular time where a different sporting activity is held every day. Within lessons pupils experience a good range of skill development opportunities. By their commentaries in dance routines teachers encourage the development of and improvement in skills and techniques. Although the inspection took place in the summer term, no swimming lessons were scheduled for the school's pool during the week of the inspection. Nevertheless, all teachers have achieved a certificate for Shallow Water swimming. Almost all pupils can swim at least 25 metres, unaided, by the time that they leave the school.

123. The subject is very well managed and led. The school has very good resources, which are well deployed. Curriculum planning is well executed and is beginning to ensure progression in pupils' achievements as they move through the school. Experience of African, Indian and Chinese dance music contributes well to pupils' cultural development. The co-ordinator works well with other teachers and has identified appropriate priorities for development, which will promote the subject further. Plans include the improvement of the currently informal assessment arrangements so that pupils' developments can be tracked more systematically through their time in the school. The arrangements for Recreation Week, during which pupils have the opportunity to select from almost 20 physical and sporting activities, are well organised and make a very positive contribution to pupils' experiences.

## **RELIGIOUS EDUCATION**

124. By the end of Years 2 and 6, standards in religious education meet the expectations of the locally agreed syllabus. Most pupils make satisfactory progress irrespective of their abilities. There is no significant difference in the attainment of boys, girls or pupils with special educational needs. The religious education curriculum includes the study of some aspects of Judaism and Hindu beliefs. However, it is predominantly Christian, with pupils learning about Christian rituals, beliefs, Churches and writings in great detail, whilst work on the other two world religions studied is relatively brief. However improvements are noted since the last inspection the curriculum continues to be developed in accordance with locally agreed syllabus. Throughout the school, work on Christianity is reinforced very well by visits to the local Church and the involvement of the local Vicar.
125. By the end of Year 2, pupils learn about Moses and the qualities that he needed to be a good leader, 'If you're going through the jungle you need someone to tell you the way!'. They learn about Jesus in the Temple and about Christian baptism. Pupils learn about the importance of Shabbat to Jews and the festival of Holi to Hindus but, on the whole, the emphasis is on the study of Christianity. By the end of Year 6, pupils learn about events in Jesus' life such as the presentation in the Temple and his baptism. Year 4 pupils study the Easter story very closely, focusing on the betrayal and how Peter must have felt. There is some very good work based on religious art when studying famous paintings of angels linked to the annunciation and Christmas, and when looking at paintings of the crucifixion. The oldest pupils make good comparisons of the Gospel accounts of the Nativity. Year 5 pupils begin to understand the impact on the lives of believers of occasions such as confirmation, and the importance of the Eucharist. They study what happened during the Reformation and consider the life of early Christians. Some very reflective and sensitive work is carried out on what Christians and Hindus believe happens after people die by Year 6 pupils. However, in comparison

with Christianity, insufficient work is undertaken about other religions with relatively brief topics about Judaism to learn about Passover, Jewish symbols and the Torah, and Hindu worship and gods such as Ganesh. The school is aware that the multicultural aspect of religious education is under developed and is exploring ways of how to improve it.

126. Pupils are interested in their work. They listen carefully, discuss issues very sensibly and treat artefacts and the discussion of beliefs with great respect. The quality of teaching is satisfactory overall; it was good in two of the lessons observed. No unsatisfactory teaching was seen. The good teaching is characterised by knowledgeable teachers who explain clearly and well, making the subject relevant to the pupils and assessing their understanding by the use of good questioning techniques. Teachers value pupils' work by making very attractive class books; as a result, pupils take care with their handwriting and presentation. Teachers' use a good range of teaching methods as identified at the time of the last inspection. Although information and communication technology is not yet used as well as it might be, literacy skills are used well throughout the subject with the writing of poems, prayers, letters, stories and critical comparisons. The subject makes a good contribution to pupils' spiritual development. In a lesson about confirmation, there was a moment of hushed silence after the teacher gave a simple and very relevant explanation of what confirmation means to a believer. Resources are good. The subject is managed by the headteacher who is well aware of the strengths and areas for development, and has good ideas to develop the subject in the future.