

# INSPECTION REPORT

## **BRAISHFIELD PRIMARY SCHOOL**

Braishfield, Romsey

LEA area: Hampshire

Unique reference number: 115866

Headteacher: Caroline Carter

Lead inspector: Brian Espiner

Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> January 2004

Inspection number: 260692

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	100
School address:	Common Hill Road Braishfield Romsey Hampshire
Postcode:	SO51 0QF
Telephone number:	01794 368 359
Fax number:	01794 367 955
Appropriate authority:	Governing body
Name of chair of governors:	Mike Prince
Date of previous inspection:	5 <sup>th</sup> – 7 <sup>th</sup> October 1998

## CHARACTERISTICS OF THE SCHOOL

The school is in the middle of the prosperous village of Braishfield and attracts about half its pupils from outside the catchment area. Because of an increase in pupil numbers, the school is rather cramped, especially in the Foundation Stage. However, the school is fortunate in having the use of the nearby village hall and social club, as well as the adjacent village recreation field. The number of pupils leaving the school before completing Year 6 is low, as is the proportion of pupils from ethnic minorities and those with English as an additional language. Eleven pupils are on the register of special educational needs (SEN), a broadly average proportion nationally. One pupil has a Statement of SEN. Children enter the school with largely above-average standards. The school was awarded *Healthy School* status in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
30600	Brian Espiner	Lead inspector	Mathematics Science Information and communication technology Art and design Design and technology Music Physical education
9519	Sue Pritchard	Lay inspector	
24137	Gail Robertson	Team inspector	Foundation stage Special educational needs English Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a very happy and **effective** school. Pupils achieve well. Teaching and learning are good, and often very good. Leadership and management are very good. The school gives **good** value for money.

The school's main strengths and weaknesses are:

- The leadership and management of the headteacher and staff are very good.
- Standards in English are well above average, and in speaking and listening they are excellent.
- The ethos of the school is very good. Relationships are very good, between staff and pupils and amongst pupils themselves.
- Pupils have excellent attitudes. They are highly confident, extremely interested in school life, and enterprising. They take responsibility willingly, and are very friendly, courteous, considerate and kind.
- The school gives its pupils excellent support, advice and guidance.
- The school's links with parents are outstanding, ensuring that parents give excellent support to their children's learning. Parents' and pupils' views are sought regularly and acted on with very sensitive consideration.
- Parents and pupils consider the school to be excellent, and are very good ambassadors for it.
- Although standards in pupils' knowledge and understanding of scientific facts are broadly in line with the national average, they are not as high as standards in other subjects.

The last inspection report had two main recommendations for improvement and some minor ones. Standards in information and communication technology (ICT) and the overall provision for more-able pupils were unsatisfactory and they are both now good. The minor recommendations have all been tackled well. Standards have improved, as have teaching, learning, leadership and management. Improvement has been good overall.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	A	A	A
mathematics	C	A	C	E
science	A	A	D	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils achieve well.** Care should be taken in interpreting these results as numbers in Year 6 are small and only one or two pupils' results can change them quite dramatically. Variations from year to year are usual in schools of this size. Pupils make good progress throughout the school. Virtually all reach the standards expected in all areas at the end of reception. In Years 2 and 6, standards are above average in all inspected subjects except science, where they are average, and English, where they are well above average. The inspection team did not have enough time to gather sufficient evidence to make an overall judgement in design and technology or music, although Year 6 pupils have a good knowledge and understanding of the design process, the standard of singing is above average and the recorder ensemble play very well in four-part harmony. Standards in speaking and listening are excellent, and this helps to raise standards in all other subjects. In consultation with the local education authority, the school sets realistic but challenging annual targets for the number of Year 6 pupils reaching the expected Level 4 and higher Level 5 of the National Curriculum in English and mathematics. In 2003, the Level 4 targets were reached exactly. The Level 5 target was not reached in mathematics but was surpassed in English.

Pupils' personal qualities are developed **very well**. Spiritual, moral, social and cultural development is very good. Pupils' attitudes are excellent and their behaviour is very good. Attendance is well above average and punctuality is very good. Pupils actively want to come to school and really enjoy it.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. Teaching and learning are **good** throughout the school, and often very good. Teachers encourage and engage pupils very well. They insist on high standards of behaviour and use teaching assistants very well to improve standards. Assessment is very thorough and constructive and is used very well to cater for pupils' individual needs and ensure very good equality of opportunity and educational inclusion. The curriculum is good and enriched very well by extra-curricular activities. The provision for pupils with special educational needs and those with English as an additional language is very good. All pupils are given excellent support, advice and guidance from staff. The partnership with parents is excellent and parents play an extremely important part in their children's learning. The school's very good relationship with the community also contributes greatly to pupils' achievement.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good**. The headteacher and staff work extremely well as an almost seamless team, providing very good leadership and very effective management. The headteacher has a very good clarity of vision and sense of purpose, which she transmits very well to staff members, who all share her high aspirations. Governors are astute, dedicated and hard working, and governance is good in every aspect. Their prudent financial management supports educational priorities well. The school is always aware of the principles of best value (competition, consultation, comparison and challenge) and applies them well. All statutory requirements are complied with.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The results of the parents' questionnaire, with a very high return rate of 65 per cent, were as positive as any ever seen by the inspection team. No parent disagreed that behaviour, teaching, leadership and management, or the school's expectations of their children were good, and over 95 per cent agreed with every positive statement about the school. This was fully supported in the parents' meeting and by numerous letters. A few parents thought that their children had too much homework, but the team judged homework to be good in supporting learning, so cannot endorse their views on this. The results of the pupils' questionnaire were similarly supportive, with almost all pupils feeling that they had an adult in school to go to if they were worried. Some junior pupils thought that they could be asked to work harder, but this just reflects their self-confidence and high expectations of themselves, for which both parents and school staff can pat themselves on the back. All conversations with pupils showed that they are, justifiably, proud of the school and their part in it.

## **IMPROVEMENTS NEEDED**

In order to improve further, the school should:

- Improve pupils' knowledge and understanding of scientific facts in order to bring overall standards in science to the same level as those in other subjects.

Some matters concerning health and safety were discussed with governors and the inspection team's recommendations were immediately acted on successfully.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

The achievement of all groups of pupils is good throughout the school. Standards in Year 2 and Year 6 are above average in all subjects except science, where attainment is average, and English, where standards are well above average.

#### Main strengths and weaknesses

- Children in the Foundation Stage make good progress and most reach standards that are above the Early Learning Goals, the standards expected of children at the end of reception.
- Pupils' speaking and listening skills are excellent, and this has a positive effect on standards and progress in all other subjects.
- Standards in scientific enquiry and using and applying mathematics are above average.
- The improvement in standards in ICT since the last inspection has been very good.
- Pupils' knowledge and understanding of Christianity are well above expectations.
- The overall improvement in standards since the last inspection has been good.
- Given that standards are above average in all other subjects, standards in the knowledge and understanding of scientific facts are too low, even though they are broadly in line with the national average.

#### Commentary

1. The standards that most children have achieved when they enter the reception class are above average. Some children have started reading, although many of these are not associating words with pictures or reading with true understanding. At the start of the year, some can write their name and many can count, both as a string of words with no meaning to them and in association with objects up to ten, and sometimes more. Children make good progress in reception and achieve well. When they move into Year 1, almost all have achieved the Early Learning Goals (the expectations for children at the end of reception) in every area, and many have gone beyond these and have started the National Curriculum. Progress is particularly good in knowledge and understanding of the world. Parents' help in their children's progress is excellent, here, and very good in general.

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

Standards in:	School results	National results
reading	17.2 (20.1)	15.7 (15.8)
writing	17.6 (18.1)	14.6 (14.4)
mathematics	17.5 (21.7)	16.3 (16.5)

*There were 13 pupils in the year group. Figures in brackets are for the previous year.*

2. One point on this table is the equivalent of one term's education. So the school's results last year showed that reading and mathematics at the end of Year 2 were about six months ahead of the national average, and writing about a year ahead. In 2002, the school's results showed that attainment was a year and a half ahead of the national average. This has continued, and the present Year 4 pupils are very able in general. The school recognises this and provides for these able pupils well, so they make good progress. Over the last four years the school's results in Year 2 national tests have been well above average in reading, writing and mathematics, and often in the top five per cent of schools nationally.



- The inspection team found that standards in the present Year 2 are well above average in English (particularly speaking and listening, which is excellent); above average in mathematics (particularly in using and applying mathematics), ICT, art, humanities (i.e., geography/history/religious education) and physical education; and average in science. No overall judgement was made in design and technology or music, as no lessons were seen. However, the quality of singing is good.

**Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	29.8 (29.3)	26.8 (27.0)
mathematics	27.5 (29.8)	26.8 (26.7)
science	28.4 (30.7)	28.6 (28.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year.*

- These point-scores show that standards in English were a year ahead of schools nationally last year. In mathematics, standards were about a term ahead nationally. In science, standards were below the national average by a couple of weeks. Although all pupils reached the nationally expected Level 4, only three, very unusually for the school, reached the higher Level 5.
- The present Year 6 pupils are reaching standards in science that are in line with the national average. Although some more-able pupils will reach the higher level, overall standards in scientific knowledge and understanding are broadly average, whereas they are at least above average in other subjects, so this is a relative weakness. The school's good concentration on scientific enquiry has ensured that standards in this very important aspect are above average. Standards are well above average in English, being excellent in speaking and listening. Standards in mathematics are above average, especially in the using and applying of mathematics. Pupils' excellent speaking and listening skills ensure that they are able to explain and discuss the strategies they have used and how these have helped to solve problems, or where they made mistakes. This is particularly useful in mental mathematics and when working together on investigations or problem solving. Pupils are highly confident and understand that they learn from their errors.
- Standards in Year 6 are above average in ICT. At the time of the last inspection attainment was below average, so the school has made very good progress here. The school has benefited greatly from the voluntary contribution of a computer expert who gives his time as a technician and teaching assistant.
- In all other subjects for which a judgement was made, standards in Year 6 are above average. In art, pupils draw well and have a good use of colour. In geography and history, pupils have a good knowledge and understanding of place and the passage of time. Standards in religious education are above average, and pupils' knowledge and understanding of Christianity are well above average. Only gymnastics was seen in physical education with the Year 5/6 class, and standards are above average. Standards in dance are well above average in the Year 3/4 class. No lessons were seen in music, but singing is good and the 15-strong recorder ensemble produces good four-part harmony. No lessons were seen in design and technology, but it became obvious when talking to Year 6 pupils that they have a good knowledge and understanding of the design process.
- Pupils with SEN and those with English as an additional language make good progress. Pupils with SEN are identified early and the school is proficient at supporting them for as long as is needed. The overall provision is good, and is well organised by the co-ordinator for SEN and senior management.

## **Pupils' attitudes, values and other personal qualities**

Pupils are very enthusiastic about school, have excellent attitudes towards their work and are very keen to succeed. Their behaviour in and out of classrooms is very good. Attendance at the school is very good and pupils are very punctual.

## **Main strengths and weaknesses**

- The very effective development of pupils' spiritual, moral, social and cultural awareness has a very positive effect on their attitudes, behaviour and personal conduct.
- The level of pupils' confidence and self-esteem is outstanding. Pupils show a lively interest in learning and enjoy taking responsibility.
- Pupils' attendance is very high in comparison with other schools and this level has been maintained over recent years.
- Improvement in this area since the last inspection has been good.

## **Commentary**

9. Pupils like school very much. They are keen to do things for themselves and to share and test their knowledge with adults. Pupils have very good and regular opportunities to reflect, question and feel positive about themselves, their environment and their future. A sense of spirituality and thoughtfulness is evident throughout the day. The school council has extended pupils' opportunities for responsibility and is a useful vehicle in helping pupils think creatively and develop an understanding of citizenship. The school ensures that every pupil, regardless of age, gender or ability has some opportunity to enjoy responsibility. Everybody, for example, participates in school productions with each pupil allocated a speaking part at some stage.
10. Pupils articulate their thoughts, express their opinions and argue their case in a very mature manner. They are quick to assert the rights of others, realising they may have a different perspective drawn from a different set of cultural or social experiences. For example, in a lesson on correct food preparation and storage, the Year 6 pupils moved the debate up a level by initiating a respectful discussion on the traditions of different faith groups in relation to diet and religious observance. The pupils in this school are particularly well prepared for life in Britain's multi-cultural society. Visitors in school are well chosen to give pupils a genuine experience of their own and other cultures. Important festivals and traditions are celebrated, and often highlighted and explained by those who have had personal experience of the event. Two local church communities are actively involved in the affairs of the school. The junior pupils learn French and all pupils have a chance to take part in a wide range of school trips, that include journeys to Normandy and to the Isle of Wight, and visits to art galleries, museums, theatres and to nearby sites of cultural and historical importance.
11. Through personal example and direct teaching, the staff help pupils judge right from wrong and to see the value of social and morally responsible behaviour. Pupils' conduct, both inside and outside of the school buildings, is very good. Pupils say that although the outside play area is small, they still have the space to sit and chat quietly or play more energetically if they want to. They appreciate the degree of independence this gives them and, in return, have begun to regulate their own conduct at break-times. Most find it easy to remember the rules, set by their school councillors, that apply to ball games in the playground.

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – any other White background
Asian or Asian British – Indian

### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
95	0	0
3	0	0
2	0	0

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

12. Parents are confident that the school deals effectively with incidents of bullying. Pupils agree. They do not find it hard to share or to work out between themselves the best way forward, and are good at sorting out their differences amicably. Staff intervene swiftly if there is a hint of aggressive behaviour. None was observed during the inspection and no exclusions have been made in recent years.

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
National data	5.4	National data	0.4

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

13. Registers prove that attendance levels are above the national average and there is no unauthorised absence. Pupils arrive promptly and lessons start on time. The school monitors attendance carefully. Parents know that regular attendance and good punctuality play a very important role in helping their children adopt a responsible attitude to school and work.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good throughout the school.

### **Teaching and learning**

Teaching and learning are good throughout the school, and often very good.

### **Main strengths and weaknesses**

- Every teacher in the school had at least one very good lesson during the inspection.
- Pupils are encouraged and engaged very well. Lessons are interesting and good-humoured, and the very good relationships between staff and pupils and amongst pupils themselves result in pupils' happiness and excellent attitudes.
- Teachers use teaching assistants very well in genuine partnerships. Teaching assistants have a very positive effect on pupils' achievement.
- All teachers and teaching assistants always insist that pupils behave very well. Pupils respond by doing just that.
- Pupils in Years 3 to 6 have a very good capacity to work independently and collaboratively.
- Assessment is very good and used very well to plan for individual and group needs in lessons, ensuring very good equality of opportunity and educational inclusion.
- Pupils have a very good understanding of how well they are doing and what they need to do to improve.

## Commentary

14. The quality of teaching and learning has been maintained since the last inspection, and improved in Years 3 to 6.

### **Summary of teaching observed during the inspection in 27 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	16	2	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

15. Teaching and learning are good in all subjects and areas of learning where a judgement could be made, except science, where they are satisfactory, and physical education, where they are very good. Teachers all had at least one very good lesson. Although the teachers have different strengths, they have several in common. One of these is an enthusiasm that is caught by the pupils – the main aspect of all good and very good teaching. Learning is fun, and lessons are well planned to interest everybody. This is part of the school's very good ethos. Pupils actively enjoy learning because it is made enjoyable for them.
16. Teaching assistants form an important part of teaching teams and teachers plan for their use very well. Some teaching assistants are attached to individual pupils with special educational needs, but all use their initiative very well to broaden their influence and help in the classroom, and they are rightly held in high esteem by the pupils. One very good teaching assistant is also the sports coach (at which she is also very good, and an asset to the school) and pupils justifiably regard her with a great deal of admiration.
17. Pupils work hard and behave very well. They listen carefully, always know what they have to do, and get on with their work purposefully. There is a united insistence of all staff on very good behaviour at all times. This has resulted in pupils themselves expecting this as the norm and a thorough and seamless integration of this expectation into the school's ethos. This results in a positive working atmosphere in class, which helps pupils' achievement and the raising of standards.
18. There is a very good emphasis on giving pupils responsibility for their own learning. By the time they are in the junior classes pupils can work independently, and they also collaborate very well. So, for example, the Year 3/4 class produces some very good collaborative work in the form of booklets. During the inspection, one Year 6 pupil interrupted the headteacher's lunch to report very excitedly and rather breathlessly that she had found a "brilliant" website on Ancient Greece, and she couldn't wait to tell everybody.
19. The teaching of pupils with special educational needs in class and individually is good. It is effective because of the well-planned variety of activities that reinforce and extend pupils' knowledge. Their individual education plans are precise and useful to those who are teaching them as a means of gauging their progress. The targets for improvement are relevant to each individual and have small steps so that pupils themselves understand that they are doing well.
20. The school has worked hard to establish very good systems of assessment so that each pupil's attainment is plotted and their progress is tracked. Pupils learn effectively because teachers track and monitor their progress well. This means that they learn at just the right level of challenge to make them want to succeed. The school has a good range of very effective procedures for analysing statistical data from tests and assessments. The information is used very effectively to identify those pupils who need additional help and support. Pupils' work is marked conscientiously and teachers give helpful suggestions on how pupils can improve.
21. The school is very effective in assessing and monitoring pupils who have SEN. These assessments are used as a basis for good support in classes and individually. Work based on

these assessments is well targeted and includes academic, social and behavioural needs. Teaching assistants make well-informed assessments of pupils' understanding of, and their response to, work and this helps teachers to change their plans if necessary to ensure that work is well matched to their interests and abilities.

## **The curriculum**

The school provides a good, rich curriculum. It makes learning very interesting and fun for pupils. This high quality curriculum is made even better by many trips and visitors. It allows pupils to build on the knowledge and understanding they gain year-on-year. Staff are matched well to the curriculum. Accommodation is satisfactory, although somewhat cramped, and resources are good.

## **Main strengths and weaknesses**

- There are very good links made between subjects, ensuring that learning is a coherent experience.
- The school provides many extra-curricular activities, including sport and music. Clubs are popular and well attended. Several Year 6 pupils attend everything possible.
- Pupils with special educational needs receive very good support in classes and individually, and achieve well.
- Thorough planning ensures that pupils are able to build on the skills they develop and knowledge they learn year-on-year.
- The staff work very well as a team to develop and innovate within the curriculum.
- The curriculum has improved since the last inspection. In ICT it has improved considerably.

## **Commentary**

22. The curriculum is broad and well balanced and has a wealth of exciting ideas and activities that successfully capture pupils' interest and imagination. It promotes high standards and ensures that all learners are able to achieve. The school has chosen to plan across a range of subjects to make explicit the links between subjects and areas of knowledge. This approach to planning allows learning to be meaningful to pupils without losing the discrete nature of the individual subjects. It gives relevance to the pupils' work.
23. In addition to teaching all the subjects that it should, the school continually strives to expand the curriculum. For example, it teaches French to the junior pupils. It encourages pupils to use sports equipment at lunch times. The school wisely measures the impact of such initiatives by looking at their impact on pupils' attitudes and behaviour as well as on their learning. The school plans subjects so that they successfully capture pupils' interest and imagination. As a result, pupils develop good skills in many subjects and this contributes well to the improving standards of achievement in test results and in subjects not tested nationally. Planning of the curriculum is rigorous and is well monitored. All staff are active in developing the curriculum to meet the needs of the pupils.
24. Extra-curricular activities are very popular and many are oversubscribed. They range widely from football to French and from computers to art. Pupils are well served by the opportunities on offer. These clubs take place during lunchtimes and after school. The accommodation is satisfactory. Effective use minimises any problems caused by somewhat cramped conditions. Resources for learning are good and well organised. The school is an attractive place to learn.
25. There is very good provision for pupils with SEN and for those who have English as an additional language. The curriculum takes account of different styles of learning and of the need for stimulating and relevant experiences for all. Curricular provision for pupils with SEN is very effective because it meets the needs of individual pupils and is fully inclusive. This is a strong feature of the school. Pupils' individual education plans are useful working documents that are regularly and thoughtfully reviewed and updated. There is much enrichment of the curriculum for more-able pupils to extend their interest and knowledge.

## Care, guidance and support

Good care is taken of the pupils and excellent support, advice and guidance is given to help them develop into good citizens.

## Main strengths and weaknesses

- Pupils' personal development is very good because pupils are given excellent role models to follow and very good opportunities to broaden their experiences of life.
- Adults support pupils very well based on the monitoring of their needs.
- The school actively seeks to involve the pupils in initiatives aimed at raising standards and has very effective ways of gauging their views on the success of its work.

## Commentary

26. The pupils' excellent attitudes reflect the warmth and effectiveness of the staff and the excellent links the school has with parents and the local community. Pupils have no hesitation in seeking, and have very good opportunities to seek, advice and guidance from at least one adult in school whom they trust and who knows them well. The school nurse is available to pupils and parents one lunchtime each half-term, and pupils know that they can turn to her, in confidence, for advice on any issue that might be worrying them. Child protection procedures are good. Teachers are on the lookout for any unexpected changes in patterns of behaviour. They act quickly on their concerns in establishing the facts, dealing with the problem and caring for those affected.
27. Procedures for first aid are good. All staff have been trained in emergency first aid and refer to the qualified first-aider if they are at all unsure about a child's state of health. Parents are kept properly informed of all matters related to the well-being of their children and the school works very closely with the parents of pupils who have specific medical needs. As a result, all pupils are able to take a full and active part in all lessons and activities. Entries in the accident book are kept up to date and the school now intends to analyse and include information from the record in its risk assessment procedures. The governors acted very quickly to resolve the health and safety issue highlighted by the inspection team, and the matter was settled before the end of the inspection. In general, the potential of risks occurring is minimised by vigilant staff and the concentrated efforts of all in keeping the school a tidy, clean and orderly place in which to learn.
28. The progress of each individual pupil is carefully assessed and regularly monitored over the year. This enables pupils to be given the appropriate support quickly to stop them from falling behind. All staff contribute strongly to the care, guidance and support of pupils with special educational needs, and they achieve well.
29. Staff view all incidents of racism or intolerance between individuals and groups of pupils as serious incidents and everyone in school understands their duty to report and to combat them. The school provides very good opportunities for pupils to work constructively with each other in lessons and after school activities and pupils have responded enthusiastically to these.
30. Excellent role models for pupils to emulate are manifested in governors, staff, parents, visitors and the pupils themselves. School council members explain their role as one of helping encourage good relationships and conduct in school and acting as a voice for others on school improvement. Pupils know that they have a responsibility to care for themselves as much as others care for them. Their physical and emotional well-being is carefully monitored by teachers and successfully promoted in lessons and assemblies, and by well-briefed visitors. The emphasis in one whole-school assembly, for example, was on the importance of building firm foundations for the future and having a vision to work towards. From the mature responses they gave, it was evident that pupils were already thinking about university and a career, knowing they were on the way to building a future for themselves.

## **Partnership with parents, other schools and the community**

The excellent links the school has with parents and the very good links with other schools and the community support pupils' learning and achievement very well.

### **Main strengths and weaknesses**

- Parents think extremely highly of the school. They make an excellent contribution to school life and to their children's education.
- Parents receive very good information on the curriculum and their children's progress.
- Links with the community provide very good enrichment of the curriculum as well as broadening pupils' experience of other cultures from a variety of perspectives.

### **Commentary**

31. An extraordinarily high number of parents made it known from the start of the inspection that they are very happy with the school and the education it provides for their children. They highlighted the pupils' attitudes and their behaviour as particular strengths, rightly linking these very positive features to the excellent role models of courtesy and fairness shown by all adults in school. The inspection evidence supports the strength of their praise. A very mild criticism from a tiny minority of parents was that the amount of homework given was too much for some pupils. The inspection team found no evidence to support the concern.
32. Parents are keen to find out more about how the school operates and the progress their children make, and are provided with very good opportunities to do so. The vast majority have no problem getting their views across to staff in a polite and friendly manner and are pleased with the response they receive to their queries. There are very good assessment procedures that support the well-informed feedback parents receive at consultation evenings. Reporting to parents is very good. Parents willingly act on the suggestions teachers make in annual progress reports, because they are keen to help their children learn at home. They give a high level of support by encouraging their children to speak clearly, listen attentively, read regularly and behave well. Those whose children have SEN are consulted about the individual educational plans and kept very well informed about their progress.
33. The school is well embedded in the local community. Pupils engage in a broad range of subject-based day visits during the year covering sporting, creative, environmental, community and artistic activities and in doing so develop a host of talents and abilities of which they are justifiably proud. For example, pupils competed against other schools to become the proud winners of a challenge award of £500 for designing 'the lightest crane'. Working with an organiser of the Winchester 'Hat Fair', pupils made musical instruments for their part in the very popular festival of street theatre. Moving further afield, pupils take part in residential visits to the Isle of Wight and to Normandy. Valuable links exist with a local secondary school through the teaching of French, and the links with inner-city schools help pupils discover more about life in a multi-ethnic community.
34. Parents fully subscribe to the principle that they must work with the school to help their children gain the best from the time they are there. Staff find parents willingly respond to requests for resources to be used in lessons. The school benefits from the generous support it receives from parent volunteers. A parent governor, for example, gives freely of his time and expertise to advise on the purchase, maintenance and use of IT equipment in school. Through perseverance and determination, parents work with others in the community to raise funds for school improvement projects, the major one being the completion of the new music and drama suite, which has considerably improved the accommodation.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The leadership of the headteacher and deputy headteacher is very good, and delegated very well to other teachers and support staff. Management is very good, and governance is good in every aspect.

### **Main strengths and weaknesses**

- Every aspect of leadership and management is at least good.
- The headteacher has very clear vision, a very good sense of purpose and very high aspirations.
- The headteacher and deputy headteacher inspire and motivate staff and pupils very well.
- There are very effective teams within the management of the school, and the staff work very well as a single team also.
- The whole staff and governing body are totally committed to educational inclusion, the promotion of equality and the needs of individuals.
- The school monitors performance data very well, reviewing patterns and taking appropriate action.
- Staff performance management is very good. Continuing professional development is closely linked to the school improvement plan and to annual appraisal.
- The management of the recruitment, retention, deployment and workload of staff are very good.

### **Commentary**

35. The headteacher carries the staff forward with her very well. Teamwork and mutual respect are apparent everywhere. As is usual in small schools, everybody has several responsibilities. All staff are dedicated and hard working, and really care about the education and welfare of each individual pupil. Every member of staff knows every pupil very well and strives hard to cater for pupils' individual needs, succeeding very well. The headteacher's very clear vision, very good sense of purpose and high aspirations are shared throughout the school. The headteacher and deputy headteacher are inspirational. The result is a very happy, hard-working and successful school. Improvement in leadership and management since the last inspection has been good.
36. Pupils are seen as important individuals and are nurtured in order to develop the whole person as fully as possible. This very good commitment to educational inclusion from all staff and governors ensures that pupils reach their potential in academic and personal development.
37. The school monitors its performance very well and uses the information to decide on sensible priorities for improvement. The school improvement plan is very good. Each subject has its own clear development plan, written by the co-ordinator.
38. There is very good consideration of staff development needs and all members of staff attend courses. Staff development is firmly tied to the needs of the school as expressed in the school improvement plan, and also to the perceived needs of the individual. These are discussed at the annual appraisal of staff and during the school year as needs and courses arise.
39. The management of SEN is good. Pupils' individual education plans are precise, with clear targets that can be assessed to see how much progress has been made. There is a governor for SEN. Teaching assistants are well trained and capable and make a significant contribution to pupils' progress. They are effectively deployed. All school staff contribute towards the school's positive ethos for the inclusion of pupils with special educational needs, which has a considerable impact on maintaining and improving their self-esteem and confidence.
40. The governing body fulfils its statutory duties well. Governors, who are dedicated and hard working, know the school's strengths and where it could improve. They challenge and support senior managers well and help shape the vision and direction of the school. Financial management supports the school's educational priorities well. The school improvement plan is



costed carefully. The school applies the principles of best value (competition, comparison, consultation and challenge) well and all large items of expenditure are put out to tender.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	342,527.82
Total expenditure	345,258.76
Expenditure per pupil	3,749.00

Balances (£)	
Balance from previous year	33,714.97
Balance carried forward to the next	30,984.03

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

41. The quality of provision for children in the Foundation Stage is **good**. Teaching is of a **high quality** and children achieve **well**. The teaching challenges and excites children's curiosity and desire to learn. Children love coming to school and say that they like "everything". The curriculum offered is **good** and the balance between adult- and child-selected activities is carefully planned and resourced. The provision for outdoor play is better than at the last inspection and is now **satisfactory**. Children do not have ready regular access to climbing apparatus. Children enter school the September after their fourth birthday. The induction procedures ensures children and parents are fully and confidently prepared for starting school.
42. Staff work hard to provide a secure, welcoming and calm environment and the children are clearly very happy to come to school. The staff greet families individually when they arrive and parents stay whilst their children settle. Children calmly and confidently choose a well-planned activity and quickly become involved in their exciting learning. Parents say that they are very pleased with the admission procedures. Children enter the reception class with attainment that is generally above that expected for their age.
43. The leadership of the Foundation Stage is good and the management is **strong**. The co-ordinator is fully aware of the principles that underpin the successful early years curriculum. Resources throughout the Foundation Stage are of **good** quality, plentiful in quantity and effectively used to support creative, imaginative, exciting learning.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- The children's attitude to school is excellent.
- Children are encouraged to work independently.
- Staff have great respect for the children.
- Children have a very well developed sense of fair play.
- Children take responsibility well.

#### **Commentary**

44. Most children enter the reception class with mature skills in personal, social and emotional development and, at the end of the Foundation Stage, all reach their Early Learning Goals, the standards expected nationally at the end of reception, and many exceed them. Children's development in this area of learning is critical to the school's ethos and forms a very large part of its work. They make good progress, and their high attainment is due to every child's being treated as an individual, and the staff's expertise in developing every child's potential. Children are confident and happy; they know and understand the routines very well. They show great consideration for each other, and are very good at sharing and taking turns. Children often display a maturity far in excess of their years. They are good at tidying up at the end of sessions and responding appropriately when told to do so. Staff are successful in developing excellent relationships and share a common view of how children can learn effectively through play.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

## **Main strengths and weaknesses**

- Children's listening and speaking is excellent.
- Vocabulary develops very well through role-play.
- Staff encourage a love of books.
- Children want to write and their achievement is high.

## **Commentary**

45. A high number of children will exceed the Early Learning Goals by the time they leave the reception class. Staff give a very high priority to communication, language and literacy and ensure that all activities have a strong language focus. The quality of teaching is consistently good and the high level of support given ensures that children make good progress.
46. Staff are very skilled at providing an exciting and stimulating range of activities for children to enjoy and talk about. All children are treated sensitively; children are not forced to respond if they do not want to. As a consequence, children's confidence grows and they talk unselfconsciously about the exciting activities. They are articulate speakers, talk in long sentences and contribute well in group discussions. They can use language well to clarify their thinking and develop creative and imaginative role-play; for example, in the "costume hire shop".
47. Children are encouraged to think of themselves as readers and writers. Good supplies of paper, pens, envelopes, crayons and pencils are always readily available and children make books, lists, notes and letters. Children are very familiar with a good range of stories with repetitive passages and rhymes which enables them to develop a sense of the patterns of language. Staff read stories, rhymes and poems with a great amount of expression, which captures the children's attention.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

## **Main strengths and weaknesses**

- Staff provide many appropriate, specific activities to develop mathematical skills.
- Children enjoy counting and working with numbers.

## **Commentary**

48. Children's achievements are good; many attain the Early Learning Goals and some exceed them. This is because teachers take opportunities throughout the curriculum to strengthen mathematical thinking. Staff have a good awareness of each child's current level of mathematical understanding so that they are able to consolidate and extend concepts through the wide range of tasks that children tackle. The quality of teaching is consistently good and children make good progress.
49. All children enjoy counting. More-able children identify the numeral, can say the number that preceded and came after it, and refer to the number as 'more' or 'less'. Throughout the activities children use the terms 'bigger', 'smaller', 'taller' and 'same size' as they compare objects, build towers and play for long periods of time with bricks in directed play outside.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **very good**.

## **Main strengths and weaknesses**

- Staff plan a wide and exciting range of experiences.
- Children are very curious and inquisitive because of the very exciting planned activities.
- Children use ICT well.
- Extra-curricular visits enrich the curriculum.

## **Commentary**

50. Children make good progress and most reach the Early Learning Goals. The teaching is good. The activities teachers provide have major emphasis on 'hands on' experiences. Because of this, children make astute observations based on careful handling or watching closely.
51. Children are aware of different times of the year and staff plan very good opportunities to reinforce this and other early science concepts such as the difference between the forces of 'pull' and 'push'. Children are encouraged to create hypotheses about what might happen.
52. To enrich and extend their learning experiences beyond the school, children are taken on visits and visitors talk about their work. Good teaching provides the children with a range of stimulating experiences.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

## **Main strengths and weaknesses**

- Children take part in the school's very good physical education programme.
- There are a limited number of outdoor resources for climbing and balancing.
- Children's fine hand control is very good.

## **Commentary**

53. Children make very sound progress in the development of their physical skills and most attain the Early Learning Goals when they leave the reception class. They confidently and happily run, jump and skip in the playground and show a mature awareness of the needs of others in the space around them. Children are particularly able when handling small equipment indoors. Their control of pencils and scissors is very good.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

## **Main strengths and weaknesses**

- All children enjoy creative play.
- Children enjoy expressing creative ideas with a wide range of materials and media.
- The accommodation restricts the amount of activities offered each day, but this is overcome by good management and use of other available rooms, particularly the new music and drama room.

## **Commentary**

54. The majority of children make good progress towards meeting the Early Learning Goals and attain them by the time they complete the reception year. Teaching is good. The children's good achievements in creative development stems from the variety of activities provided. Opportunities to paint, make models, work with a variety of materials and play creatively in a

range of environments are available on a rota so children are able to extend their knowledge, skills and understanding steadily. There is very little room in the classroom to undertake large pieces of artwork, although this can be done in the music and drama room.

55. Children have opportunities to explore various media and materials. In all respects the provision for creative development is good. Good use is made of a very wide range of materials, and staff plan very carefully to ensure that all children get opportunities to explore and develop their creativity.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- Standards are well above average throughout the school and have improved since the last inspection.
  - Pupils' skills in speaking and listening are consistently extremely high and lead to good learning in other areas of the curriculum.
  - Pupils experience a wide variety of ways of learning, including role-play, discussion and the use of ICT, which provide enrichment to the curriculum.
  - Writing is both creative and purposeful.
  - Pupils read with enjoyment and demonstrate a very good knowledge of books and authors.
  - Excellent links are made with other subjects in the curriculum to ensure that English is both lively and relevant.
56. By the end of Year 6, pupils attain excellent standards in speaking and listening and well above average standards in reading and writing. A good proportion attain the higher level 5 of the National Curriculum. Pupils enter the school with good skills and a wide range of experiences, and the school builds successfully on these to ensure that good progress is maintained through both key stages.
57. Pupils are highly articulate and know how to adjust their speech in a variety of situations. They speak with great confidence in pairs, in small groups and in front of the class. The school makes sure that they have a wide range of stimulating experiences to speak about and excellent opportunities to listen as well as talk. Pupils read with enjoyment and use their reading skills effectively when carrying out research. They use the internet with enthusiasm to locate information and apply their literacy skills well when word-processing stories and poems.
58. Pupils write with imagination and creativity. They write for a variety of purposes, which make sense to them, and writing is always given in a meaningful context. A newspaper article written by Year 5 and 6 pupils shocks the reader when they report on Duncan's death at Macbeth's Castle. Persuasive writing shows that pupils can engage in current debates about society, whilst creative stories based on Colin Thompson's book *Falling Angels* shows that pupils can entice the reader to read on; for example, "The first time I flew, I flew in my bedroom. I felt like a prisoner who had just escaped. Actually, I had escaped from the line of toys that I was dreading to tidy up". Children are always encouraged to edit and revise their work.
59. A real strength of the way the subject is taught is a product of the careful, coherent and consistent planning which includes English as part of a wider curriculum context. Teachers plan for exciting activities and are able to set ambitious expectations for their pupils that demand a high response. There are few mundane or routine activities in which pupils might become bored and lose interest. All teaching is at least good and the majority is very good. Some teachers are highly skilled at questioning that demands that pupils make deductions as a consequence of reasoned thinking. Learning is always supported by well-designed materials and resources, and

teaching assistants are well briefed to pay attention to pupils' individual needs. Key reading skills are taught successfully, with the result that standards improve through the school and pupils are confident learners.

60. The subject is well led and managed; the co-ordinator makes sure that good planning and resources are in place and that teachers are given stimulating and innovative ideas for the subject. This has a direct and very positive impact on the raising of standards.

### **Language and literacy across the curriculum**

61. During their time at the school, pupils are encouraged to value their literacy skills because they use them all the time in other subjects. The contribution of language and literacy across the curriculum is a particularly successful feature of the school. The teacher in the Year 1/2 class helps children to use their spelling knowledge to label the features in geography and history. Pupils in Years 3 and 4 read an extract from 'The Story of Tutankhamun' to find out about the opening of the tomb by Howard Carter in preparation for work on the ancient Egyptians. By the time they leave the school, pupils know how to write in many different forms, from explanations and reports in science and geography, to diaries, letters, poetry, and recounting stories in religious education.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Pupils' excellent skills in speaking and listening, their self-confidence, and the very good relationships between staff and pupils and amongst pupils themselves, support their mathematical development very well indeed.
- Standards are above average, especially in the knowledge and understanding of strategies to make calculation and problem-solving easier.
- Pupils are highly confident. In Years 5 and 6, pupils accept very comfortably that they learn through making mistakes, and are not embarrassed about admitting these mistakes to the rest of the class and the teacher.
- The natural competition amongst pupils, particularly the more able, is used well to spur them on to greater things.
- The school uses ICT well, particularly to extend pupils' knowledge and understanding of geometry and statistics.

#### **Commentary**

62. Inspection findings show that standards in mathematics are above average and pupils make satisfactory progress throughout the school. The results in the 2003 national tests for Year 6 pupils showed that standards were only average nationally and well below average when compared with schools with similar results in Year 2 four years earlier. The inspection team can find no reason for this except for the fact that it was a small cohort and vagaries like this do occur. It is far from typical for the school. After extensive analysis by the headteacher and governors, they can find no obvious reason for it either.
63. The school uses the National Numeracy Strategy well and all areas of the National Curriculum are covered. There is a suitably good concentration on the skills and strategies of mental mathematics and on using and applying mathematics, and standards here are above average and in many cases well above. In a very good mental mathematics lesson with Years 5 and 6 pupils, it was apparent how much their generally excellent skills in speaking and listening contribute to their achievement in mathematics. Pupils explained to the rest of the class what strategies they had used to get the right answer in a 20-question mental mathematics test. They were lucid and articulate, offering helpful suggestions to each other, helping each other to make

everything easier. Moreover, they freely admitted where they had gone wrong, without any of the embarrassment about this that is found in some schools, thus enabling everybody to learn from each mistake. The teacher was sympathetic and asked some very good questions to lead them in the right direction and to get them to ask the right questions of each other, further building on their already high confidence. Pupils reported that they had always talked about their strategies lower down the school.

64. There is a sense of good-natured competition in mathematics lessons that causes pupil to strive hard to succeed. They have individual targets that they take very seriously, but this competitive spirit adds an edge reminiscent of good grammar school lessons. The very good relationships between pupils ensures that everything is good humoured, and they obviously care about each other and help each other willingly. They enjoy their lessons, not least because the lessons are interesting, with plenty of challenge in solving problems and investigating patterns. For example, in a very good lesson with Year 3 and 4 pupils, they were challenged to find four numbers to add up to 200 in overlapping two-by-two squares within a larger square grid. Some Year 4 pupils found ten of these in the short time allowed, well above what would be expected of pupils of this age. They did the exercise in pairs, enthusiastically helping their partners and hiding their work from other neighbours as part of the good-natured competition.
65. Teaching and learning are good, and often very good. Pupils are encouraged and engaged very well in all classes. Lessons are planned well, at several levels to take account of different levels of ability. Pupils work hard and want to succeed, both for their own satisfaction and to please adults. Teaching assistants make a very good contribution to pupils' achievement, working very well in genuine partnerships with teachers. Work is marked well, with helpful suggestions for improvement. Assessment is thorough and constructive, and information from it is used very well to respond to individual and group needs. This ensures very good educational inclusion and equality of opportunity.
66. Leadership and management are very good. The co-ordinator knows every pupil very well, as does every adult in the school, and keeps a close eye on their mathematical attainment and progress. The curriculum ensures that literacy is supported well, with an insistence in every class that technical terms are used correctly. For example, the words 'oblong', the correct term for a non-square rectangle, and 'diamond', the correct term for a non-square rhombus, are used accurately throughout the school. There is a good use of ICT in the subject, covering graphical representation and shape and space in particular. Improvement since the last inspection has been good.

### **Mathematics across the curriculum**

67. Mathematics is used well in other subjects, to their mutual benefit. Pupils explained (very well, as usual) how they measure in design and technology, and combine ICT in geometry and in data analysis with science. This fits well with the school's plans for the curriculum, which actively promote connections between different subjects and help to improve standards and pupils' achievement all round.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Main strengths and weaknesses**

- Standards in science now are average overall, and in scientific enquiry they are above average. Given that standards in general are above average in other subjects, the school should work to raise attainment in science to match these.
- The curriculum is good and based firmly around experimentation and pupils finding things out for themselves.

## Commentary

68. Results in the 2003 national tests for Year 6 pupils showed that standards were below the national average. Compared with schools with similar results four years earlier in Year 2, standards in 2003 were well below average. All pupils reached the expected Level 4 of the National Curriculum, but only 23 per cent achieved the higher Level 5, about half the national average. In a school with a general profile of high achievement and standards, more-able pupils should have reached the higher level (although two pupils were only a mark below it), and the points score, brought down by the Level 5 results, was disappointing to the school. The school analysed the results carefully, but could find no reason for the unexpectedly low results. The inspection team can conclude only that it was a small cohort, and vagaries like this must happen from time to time. Improvement since the last inspection has been satisfactory.
69. Standards in the present Years 2 and 6 are in line with the national average, and above average in the important area of scientific enquiry. Pupils in Year 2 have done some good experiments on fabrics that block out light, on the best soap to wash out ink, and on the non-correlation between height and age. Year 6 pupils are aware of the dangers of smoking, and alcohol and drug abuse. More-able pupils have experimented to make a working bottle-organ and understand about the difference in change of pitch when it is used as an organ rather than a xylophone.
70. Teaching and learning are satisfactory. The school has a good policy of concentrating on scientific enquiry and letting pupils test ideas and discover results for themselves. Consequently, pupils have a good knowledge and understanding of what constitutes a fair test at an early age and, by the time they reach Year 6, can put together a scientific experiment with some precision.
71. The subject is led and managed satisfactorily by the headteacher, who took over co-ordination this year when the previous co-ordinator, a science specialist, left the school.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

### Main strengths and weaknesses

- Standards are above average throughout the school and pupils achieve well.
- Pupils are very enthusiastic and highly confident.
- The achievement of many pupils is enhanced by using computers at home.
- The school is greatly helped by the voluntary contribution of a parent who is a computer expert.
- The school has made very good progress in ICT since the last inspection, when standards and provision were deemed unsatisfactory.
- Leadership and management are very good.
- The subject is used very well to enhance learning in other subjects.

## Commentary

72. No ICT whole-class lessons were seen during the inspection, although individuals and groups of pupils were using computers constantly. Pupils are competent and very confident. They regard computers as just another resource to make learning more interesting and life easier. This very relaxed and confident attitude means that pupils will reach for a computer as easily as reaching for a book or looking for a relevant DVD. Many pupils report that they have computers at home and use them to search the Internet or send e-mails. The school uses e-mail very well; for example, last term, when they arranged for pupils who were temporarily away in Australia or on holiday to keep in contact with their friends back in school. Pupils are often given homework that involves using computers at home or at the local library to search for information or use e-mail.



73. In Years 1 and 2 pupils build well on their good progress in reception. They use the Internet well; for example, to find information on World War II evacuees in history. Pupils have begun to understand how to use branching databases. They learn how to create computer art using *Dazzle*, and how to control Rosie the robot. Word-processing skills are particularly good by the time pupils reach Year 2. They change font, size, style and colour with ease, and use punctuation well, including speech marks and paragraphing in some cases.
74. Pupils in Years 3 and 4 can use a digital camera and import the pictures successfully into word-processed text in a project on local geography. They use databases to print bar charts and pie charts, giving them an informal introduction to angle comparison and measurement, which they meet in Year 6 mathematics. Year 4 pupils' knowledge and understanding of word-processing has reached the stage of being able to produce an impressive newspaper at the beginning of the school year.
75. Year 6 pupils use light sensors to record external physical data in science. They have explored tally charts and the beginnings of algebra by using spreadsheets, and used desktop publishing to make Christmas cards, combining pictures and text. They are confident about giving multi-media presentations, having done these on mini-beasts in science and land use in geography. Pupils were very enthusiastic when recalling an introduction to 'morphing' on a visit to IBM-UK, the main local employer.
76. IBM also awarded the school a grant to buy the computer projector in the new music and drama room, after a bid put together by a parent, a computer expert who voluntarily acts as technician and teaching assistant. This is a good example of how the excellent partnership with parents and the community helps to raise standards, in this case by providing resources that can be used in the learning of ICT and all other subjects.
77. Subject leadership and management are very good. This has resulted in standards being raised from below average to above average since the last inspection. Staff found the training funded by the New Opportunities Fund disappointing, although their subject knowledge is generally good. The school, in common with many others, has yet to find a system of assessment with which it is entirely happy. The present system is based on pupils' self-assessment, and is as good as is found in other primary schools.

### **Information and communication technology across the curriculum**

78. The school uses ICT in other subjects very well. Pupils turn to the Internet to find information in all subjects without being pointed in that direction by adults. Part of their confidence here is built up by using computers at home, encouraged very well by parents. The school arranges for pupils to extend their knowledge and understanding of shape and space in mathematics by the early introduction, in Year 1, of instructing a robot to move right, left, forwards and backwards a certain distance or number of turns or part-turns. This is followed up in Year 2 and in juniors by a similar use on a computer screen using *Logo*, a program designed to increase pupils' knowledge and understanding of geometry. In English, ICT is used very well, through word processing, and eventually desktop publishing, as a way to draught and re-draught work until pupils are happy with it.

### **HUMANITIES**

79. Geography and history are taught in alternative blocks of time. During the inspection only history was seen being taught and learnt. Evidence for geography was gathered through discussion with pupils and an analysis of their work. Although no judgement can be given on the provision for **geography**, standards are **above expectations**. In their geography writing, pupils show great empathy with the environment; for example, "The divers of St Lucia are concerned by waste from factories that destroys the reef system which they need for their livelihood".

## History

Provision in history is **good**; this is an improvement since the last inspection.

### Main strengths and weaknesses

- Pupils' standards in history are above those expected of seven- and eleven-year olds.
  - Lessons are thoughtfully planned and help pupils to build effectively on what they already know.
  - The school makes good use of the immediate locality and places further afield to develop pupils' work.
  - The subject leader has a very good subject expertise, understands how to make the subject fascinating for young children, and provides very good leadership.
80. The teaching of history across the school is good. This results in good standards for all pupils, a better position than at the time of the previous inspection. Pupils say that they enjoy their lessons and find history fun. The good teaching in history is characterised by thoughtful planning which ensures that the events and people of the past excite pupils. Pupils handle artefacts and visit places of historical interest in the immediate locality and further afield. For example, they visit a Victorian house and handle washing-day objects. This brings history alive; a Year 2 pupil wrote, "Monday and Tuesday are always hard. We put the clothes in the copper and put soap on them ... I was very exhausted at the end of Tuesday".
81. A strength of teaching is the way in which pupils are expected to use their reading and writing skills, including ICT, to research and communicate historical (and geographical) information. The youngest pupils record what they would take into an air raid shelter using good sentence structure. Seven year olds write very detailed diaries of 'Tobias Page'. The written work of the oldest pupils demonstrates a detailed knowledge of people and events, together with a real feel for the past.
82. The subject is led and managed very well. The co-ordinator has very good subject expertise and uses her own enthusiasm for history to help colleagues improve their teaching.

## Religious education

Provision in religious education is **good**. Standards in religious education for seven- and eleven-year-olds are above those of the locally agreed syllabus.

### Main strengths and weaknesses

- The school makes good use of the local community to provide pupils with experiences of Christianity.
  - Pupils' knowledge and understanding of Christianity are well above expectations.
  - Older pupils are not consistently sure of the main features of different religions and cultures.
  - Pupils make good use of their literacy skills in recording their work.
83. The school covers the study of Christianity in some detail and this includes a visit to the nearby Christian places of worship. Here, pupils gain good first-hand experiences of the key features of a religious building and of how Christians approach worship. However, although pupils also learn about Judaism and Islam, there are no visits to places of worship for these religions. This makes it difficult for them to understand how the major world faiths are similar, yet different, and for them to gain a rounded picture of how people worship across different religions and cultures.
84. Pupils in Years 1 and 2 used their reading, speaking and listening skills to describe a book that was special to them and why. Pupils had chosen fiction and non-fiction. The discussion was thoughtful and relevant with all pupils anxious to contribute. This was the teacher's skilful way of introducing special books in Christianity and Judaism.

85. All teachers are good at encouraging pupils to be thoughtful in answering. In lessons seen, and in discussions, all pupils showed a genuine interest in religious ideas. Pupils in Year 5 and 6 answered spiritually their ideas on why Jesus was a good leader. One confidently, but reverently, stated, "He is trustworthy, caring, confident - making sure everyone is involved". The writing of older pupils shows how well they use their literacy skills. Two Year 6 pupils wrote a wonderful poem about Jonah, titled 'Jonah's Big Mistake', supporting literacy well.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

86. **Design and technology** is taught in blocks and was not being taught during the inspection. In discussions with Year 6 pupils it became evident that they enjoy the subject and have done some recent good work with wooden cams and electric motors. They have a good knowledge and understanding of the essential plan-do-review nature of the subject.

87. No lessons were seen in **music**. The standard of singing is good. Pupils sing tunefully, with good volume, diction and expression. Year 6 pupils add a descant line to some hymns in assemblies. Pupils have the opportunity of learning the recorder, guitar, keyboards and brass instruments. The impressive 15-person junior recorder ensemble plays well in four-part harmony using descant, treble and tenor recorders.

88. No lessons were seen in **art and design**. From an analysis of a large corpus of work, it became obvious that standards are above expectations, although not enough examples of three-dimensional work were seen to make a judgement. Sketchbooks show that three-dimensional work is an important part of the curriculum and is designed carefully by pupils. Photographs show that Year 5 and 6 pupils have made some impressive paper-and paste models of characters from "A Midsummer Night's Dream". Pupils' work in sketchbooks is above expectations. The continuity of their use throughout the school shows good progress and enables pupils to look back and see how they have improved over time. Sketchbooks show good, steady progress in form, texture and the use of colour and different media. They are used well to teach drawing techniques from Year 1 onwards. By Year 2, pupils are using and comparing different grades of pencil. By the time pupils reach Year 4 they are planning paintings, pastel and charcoal work, collages and prints well. In Year 6 they design patterns based on the work of Morris.

## **Physical education**

Provision in physical education is **good**.

## **Main strengths and weaknesses**

- The school gives physical education and fitness a high priority.
- Standards are above expectations, as reported in the last inspection, and well above expectations in dance in Years 3 and 4.
- Pupils are fit.
- Teaching and learning are very good.
- Pupils enjoy the subject and join in enthusiastically.

## **Commentary**

89. All classes were seen for physical education. The school requested an inspection of it as they have taken the unusual step of appointing a qualified sports coach to teach physical education to all pupils and to run clubs. This has worked very well and is a good example of innovative leadership and management, implementing the National Strategy for physical education very well.

90. Gymnastics was observed with every class, and standards are above expectations in all years. All Year 6 pupils can perform a forward roll successfully, and they do this with precision and

elegance. Almost all can do a headstand, again elegantly. Dance was observed in every class except the Year 5/6 class, and standards here were above average in the classes seen, and well above average in Years 3 and 4. Some pupils in the Year 3/4 class have exceptional talent, in interpretation, choreography and graceful, balletic movement. No games classes were seen, but evidence suggests that standards are above average at least. The school has several trophies on display for winning local sports competitions. One of these shields, for netball in Romsey small schools, has only one year ever recorded when the school did not win. All pupils can swim 25 metres unaided before they leave school. Year 6 pupils spoke enthusiastically of the wide range of sports that they take part in.

91. Pupils are fitter than those in most primary schools previously inspected by inspection team members. Many junior pupils, in all years, can run round the village recreation field without faltering, and some can do this several times – the record is 20, several miles, for the present Year 6. Many pupils volunteer to enter area cross-country competitions, and they are successful. Fitness is one of the aims of the school in its physical education programme, as part of its commitment to being a *healthy school*, and it is succeeding admirably. This is helped by very good school meals, which are healthy and very tasty at the same time.
92. Teaching and learning are very good. The sports coach has an excellent enthusiasm and great energy and talent, and the result of this is that pupils strive very hard to emulate her. Her knowledge and understanding of what is important in physical education are outstanding. She takes lunchtime and evening groups in football or netball if the weather is mild, or benchball or similar games in the village hall if the weather is inclement. Although the headteacher is nominally the physical education co-ordinator, the responsibility is delegated to the sports coach, and she does a very good job.

#### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

93. Only one lesson was seen in this area of the school's work and so no judgements were made on the overall provision. However, the school sees pupils' personal development as a very important part of its work and so most lessons have elements of personal, social or health education woven into them. The work of the school council is respected by all pupils and successfully promotes their understanding of citizenship and, in particular, the advantages of working as one corporate body. Teachers are keen to try out new learning materials that promote healthy living. For example, the older pupils quickly spotted instances of poor food hygiene practice in a video sent into the school for its evaluation. The good working links forged with a large inner-city school provide pupils with a very important insight into what it means to live in a multi-ethnic society. Sex education is provided by the school nurse, starting with a video on puberty in Year 4. In Years 5 and 6, some lessons are mixed and some single-sex in order to avoid embarrassment and encourage pupils' questions. These are in a series of half-days for four weeks in the summer term. Provision here is good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>1</b>
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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