

INSPECTION REPORT

CHERITON PRIMARY SCHOOL

Cheriton, Alresford

LEA area: Hampshire

Unique reference number: 115874

Headteacher: Mr R Wharton

Lead inspector: Jennie Willcock-Bates

Dates of inspection: 20-22 September 2004

Inspection number: 266596

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
Gender of pupils:	Mixed
Number on roll:	105
School address:	Cheriton Alresford Hampshire
Postcode:	SO24 0QA
Telephone number:	01962771278
Fax number:	As above
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs L Prideaux

Date of previous inspection: 5 May 1999

CHARACTERISTICS OF THE SCHOOL

Cheriton primary school is a small rural school that serves a wide rural area covering 6 small villages around the village of Cheriton. It caters for 105 pupils from the age of 4 to 11 years old. Overall, pupils' socio-economic backgrounds are advantaged, although there is a mix of large and small privately owned houses, rented farm workers' cottages and a small number of housing association houses. The cost of housing is very high, and parents change jobs, which causes a higher than average number of pupils moving in and out of the school. Almost all pupils are from white British or mixed heritage, and one is bilingual and speaks English as an additional language. The attainment of children who enter the reception group is generally above average but this varies from year to year because of the small numbers entering the school. Currently, there is a wide range of ability in the reception, Year 1 and Year 2 classes. When children enter school, they join a small group of Year 1 pupils to form a mixed reception and Year 1 class. The number of pupils who have special educational needs is below average. However, a well above average number are either receiving support from the school plus outside agencies or have statements of special educational needs for severe learning needs, speech and communication and social, emotional and behavioural needs. In 2002 and 2003, the school received a Charter Mark for the quality of its work, and it has joined the Eco-Schools project and work is run and organised by a committee of pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1967	Jennie Willcock-Bates	Lead inspector	Areas of learning in the Foundation Stage, English, art and design, design and technology, music, physical education, religious education, special educational needs
9646	Geraldine Osment	Lay inspector	
12367	Anthony Green	Team inspector	Mathematics, science, information and communication technology, history, geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Cheriton primary school is **very effective** and provides good value for money. Standards are high by the end of Year 6, and pupils' achievement is very good overall. Very effective teaching ensures that all the different groups of pupils make the best out of the very good quality of education. The school is highly inclusive. Leadership and management are very good and the headteacher and staff are continually seeking ways of raising standards further.

The school's main strengths and weaknesses are:

- Pupils' achievement is very good overall and pupils of all abilities achieve very well in mathematics, science and music throughout the school.
- The provision for pupils with special educational needs is excellent, ensuring that these pupils are fully included in all the school's work.
- The very effective leadership and management of the new headteacher promote very successful teamwork and reflect a school with ambition.
- Pupils are very keen about their school and they behave very well because relationships are excellent and adults value the pupils' contributions.
- The imaginative curriculum is enhanced by a very good range of extra-curricular activities.
- Marking is uneven in quality and is not always helpful to pupils.

The school has made very good improvement since the previous inspection. The school now has a new headteacher and five new staff, and improvements have become rapid in the last year. Test results have significantly improved when compared to similar schools. At the end of Year 2, standards in writing are now above average and standards in mathematics are high. Teaching is very good. Leadership and management are very effective. Teaching and learning are now very effectively monitored and results rigorously analysed to track pupils' achievement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	A*	A*	A	A
Mathematics	A*	A*	A*	A*
Science	A*	A*	A*	A*

Key: A very high; 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*

Achievement is very good, and standards are high by the end of Year 6 overall. In 2003, results of national tests for pupils in Year 6 were very high and in the top five per cent of similar schools nationally. Results in 2004 show a significant rise in the proportion of pupils attaining the higher than average Level 5 in all subjects, but especially English. Standards in the current reception year are above average and children are on course to reach above the goals expected of children at the end of the reception year. They achieve well overall in response to good teaching. Standards in the current Year 2 are above average overall, and pupils achieve

well. Standards are high in number, science and music. By the end of Year 6, standards are high. The differences between the test results and standards of current work are due to a slightly higher number of pupils who need help with their work. Pupils achieve very well in Years 3 to 6 in English, mathematics, science and music. Pupils' achievement in information and communication technology is good and in religious education it is satisfactory.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Attitudes and behaviour are very good and attendance is good. Pupils behave very well in school and in the playground and thoroughly enjoy school.

QUALITY OF EDUCATION

The quality of education provided by the school is very good and teaching is very effective. Pupils learn very successfully because teachers use their very good subject knowledge to make very effective links between subjects. Pupils respond very well to the wide range of carefully selected teaching methods and work very effectively together. The strong sense of teamwork in the school is reflected in the excellent relationships with pupils. What pupils can do is assessed well. A rigorous analysis of achievement provides very helpful information, which is used to plan work. Marking is inconsistent and does not always help pupils to know what they need to do to improve. The curriculum is broad and imaginative, and a range of expertise is used to enrich pupils' learning in lessons and after school. Very effective procedures ensure that pupils are cared for and safe, and they receive high quality guidance. Provision for pupils with special educational needs is excellent. Links with the local community and other local schools contribute very well to the curriculum.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is very good and he provides a clear vision and purpose to the school's work. Teachers who are subject managers are very effective. Strong teamwork ensures that all staff work very hard to continue to raise standards and broaden the pupils' education. The headteacher and staff are continually looking for ways to improve through high quality evaluation of teaching and learning. Financial management is very good. The work of the governors is very good and they have a very good understanding of the strengths and weaknesses of the school. The school rightly prides itself on being fully inclusive and promotes very good race relations in this small rural community through helping pupils to understand Britain as a multicultural society. The school meets all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school. They feel their children like school, make good progress and are expected to work hard. They appreciate that children are treated fairly and that teaching is good. They feel children behave well and there is no harassment or bullying. Parents feel comfortable approaching the school and that their children find activities outside the classroom enjoyable. Parents appreciate the good leadership and management. No significant concerns were identified. Inspectors support the strengths identified by the parents.

Pupils are pleased to be at school. They enjoy finding out new things in lessons. They feel their views are welcomed, teachers listen to them and they are fair. They feel other children are friendly but some do not behave very well. Pupils appreciate the help teachers give them to

make their work better and that they get help if they are stuck. Inspectors support the strengths identified by children but found behaviour to be very good.

IMPROVEMENTS NEEDED

In addition to the priorities for improvement identified in the school's very well-constructed improvement plan, the most important things the school should do to improve are:

- Improve the quality of marking throughout the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good overall, and standards are high by the end of Year 6. Achievement is good for pupils in the reception year and Years 1 and 2, and very good in Years 3 to 6. It is very good throughout the school for pupils with special educational needs and higher attaining pupils.

Main strengths and weaknesses

- By the end of Year 6, standards are high in English, mathematics, science and music.
- Throughout the school pupils' achievement in number and science and the application of numeracy and scientific skills is rapid.
- All pupils, especially those with special educational needs and higher attaining pupils, achieve very well because work and support are skilfully planned to meet their wide-ranging needs.
- Information from the very thorough procedures for tracking pupils' progress and potential levels of attainment is carefully analysed and used very effectively to raise standards and increase achievement.
- Pupils' achievement in religious education is satisfactory but not as rapid as in other subjects.

Commentary

1. The results of the national tests in 2003 for pupils in Year 2 in reading, writing and mathematics were high when compared to the results of similar schools. There has been a slight dip in the proportion of pupils attaining the higher than average Level 3 in reading and mathematics in 2004 and a rise in the proportion reaching higher levels in writing. The slightly lower results in 2004 are related to more pupils in the year group with average or low attainment. The small numbers in each year group means that one pupil's results count as 8 per cent and, therefore, comparisons year on year are not reliable.

The tables shown in this commentary give average points scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.

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

Standards in:	School results	National results
Reading	18.3 (19.4)	15.7 (15.8)
Writing	16.5 (16.1)	14.6 (14.4)
Mathematics	18.7 (19.9)	16.3 (16.5)

2. The test results in 2003 for pupils in Year 6 paint a similar picture and from when the pupils took the tests in Year 2 their achievement was outstanding overall. The results in English were well above the average of similar schools. Results in mathematics and science were in the top five per cent of schools nationally and very high when compared to

similar schools. Results are rising at a greater rate than the national trend. Test results for 2004 show a significant rise in the proportion of pupils reaching the higher than average Level 5, particularly in English. This marks the success of a period of intense development of pupils' writing skills, particularly those of boys, following a dip in results in 2003. The school continues to exceed the challenging targets for the proportion of pupils reaching Level 5 in English and mathematics.

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

Standards in:	School results	National results
English	29.0 (31.0)	26.8 (27.0)
Mathematics	32.2 (31.3)	26.8 (26.7)
Science	31.8 (31.6)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

3. The current children in the reception year have only just started school and only 6 are attending full-time. Their current standards are above average overall, and they are achieving well in lessons in response to good teaching. Early signs are that they will reach above the Early Learning Goals in all areas of learning for children at the end of the reception year.
4. Standards in the pupils' current work in Year 2 are high in number and science and above average in reading, writing, art and design, religious education and music. Achievement from Year 1 to 2 is good overall. Pupils enter Year 1 reaching above the Early Learning Goals for pupils at the end of Year 1. One of the reasons for their good achievement is that very good teaching helps pupils broaden their skills and knowledge. Pupils' achievement is very good in number, science and music and standards rise to high. This is because very good teaching and innovative activities enable pupils to apply their skills in a range of interesting ways such as through investigations and problems solving.
5. Pupils in Year 6 are currently reaching high standards in English, mathematics, science, art and design and music. Standards in history, information and communication technology and religious education are above average. There are wider variations in the levels of attainment within the year group, and a slightly higher proportion than before receives help with their reading and writing to enhance their skills. This accounts for the difference between the test results and the standard of work seen on the inspection. Comparisons year on year are also unreliable because of the small number of pupils involved. The application of number to solve problems significantly enhances the pupils' numeracy skills. By the end of Year 6, pupils are confident in applying and extending what they have learned in mathematics as they work alongside other pupils to find answers to the problems they are solving. In science pupils demonstrate good understanding of how to make a test fair and how effectively to record the outcomes of their investigations.
6. In Years 3 to 6, pupils achieve very well in lessons and their achievement has been rapid since Year 2. They are extending their skills and making gains in their knowledge and understanding at a very good rate. Achievement is particularly rapid throughout the school in number, science and music. Achievement in most other subjects inspected is good, including information and communication technology. In religious education achievement is satisfactory because pupils do not record enough work and cannot always recall what they have learned.

7. There are several reasons for the very good achievement in the school:
 - a. high quality analysis of data that identifies strengths and weaknesses in the provision and pupils' achievement;
 - b. very good teaching that uses information from an analysis of pupils' achievement to plan exciting tasks at a slightly higher level than the pupils' competence to broaden their skills and understanding;
 - c. high quality procedures for tracking pupils' progress and making predictions about potential levels of attainment and target setting in writing.
8. All pupils, whatever their level of attainment, social background or behavioural needs achieve equally well. The pupils with wide-ranging and complex special educational needs follow the same curriculum as all other pupils, and their achievement is very good. This is one of the school's significant strengths. The provision is highly successful because work is sensitively adapted to ensure that they get the most out of the activities planned for them. Very effective support ensures that they make the same very good progress in lessons as other pupils. It is a similar picture for able and gifted pupils, who achieve equally well because work is also planned to extend their skills and knowledge.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their spiritual, moral and cultural development is very good and social development is excellent. Attendance is good.

Main strengths and weaknesses

- Relationships are outstanding and promote excellent social development.
- Pupils are very keen to come to school and they respond very well to the school's high expectations.
- Pupils' personal development is promoted very effectively; as a result, they are enthusiastic, and their behaviour is very good.
- Very good opportunities are provided for pupils to develop spiritual awareness, strong moral attitudes and awareness of other cultures.

Commentary

9. One of the major strengths of the school is the excellent relationships between the staff and the pupils, which significantly enhance pupils' social development and achievement. In the reception class, almost all of the youngest children have fitted into the routines of school very confidently and enjoy assembly and playing with older pupils. Although a small number are more hesitant than others, they too are achieving very well. Children are on course to reach above the goals in their personal, social and emotional development. In Years 1 to 6, pupils are confident and feel that their views and ideas are valued by all the staff who work with them. As a result, pupils work very hard, even if they make mistakes, and try new things with enthusiasm. Pupils co-operate very successfully in groups of different sizes. For example, in a very good religious education lesson in the Year 3 and 4 class, the pupils worked together with great care and sensitivity when assembling Pujas from flower petals and rice grains. Break and lunchtimes are pleasant and pupils of all ages and gender play happily together. All pupils feel confident seeking help from their teachers and they enjoy the family atmosphere of the small size of the school.

Attendance in the latest complete reporting year

Authorised absence		Unauthorised absence	
School data	4.8	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.

10. Attendance rates are above the national median, which is an improvement since the last inspection. Parents try hard to avoid taking holidays during term time, which reflects their very good support for the school. Pupils are also punctual for the start of school and lessons start promptly.
11. There have been no exclusions in recent years. Behaviour in the school is very good and is an improvement from the previous inspection. The school expects that pupils will behave very well and pupils respond very positively. Pupils and their parents feel that children behave very well in and out of school. One of the reasons for the very good behaviour is the responsibility given to pupils through a new system that encourages care and thought for others. Pupils' involvement in drawing up the 'rights and responsibilities' means that they know the school's expectations and work hard towards building a positive and happy community. Teachers consistently manage the pupils very well and interesting lessons capture the pupils' attention. Consequently, they concentrate hard and behave very well. This also makes a significant contribution to the pupils' achievement and excellent social development.
12. The nurturing of pupils' personal skills has a high priority in the school. All adults are kind and considerate. As a consequence, this helps the pupils develop a sense of empathy with others and an understanding of the needs of different people. This is a particular strong feature that makes inclusion very good and all pupils of different racial heritage, special educational needs and gender work in harmony and understanding. Pupils are very willing to praise each other for their efforts and achievements and will help each other spontaneously both in and out of lessons. The very strong and positive ethos makes a major contribution to pupils' very good levels of enthusiasm, confidence and standards of achievement.
13. Pupils' spiritual development is very good and has been maintained since the previous inspection. Very good opportunities are provided through lessons and assemblies for pupils to develop their spiritual awareness, self-awareness and awareness of others. Pupils' cultural development is very good and has improved since the previous inspection. Teachers promote racial harmony and take every opportunity to help pupils appreciate different cultural traditions. Pupils are developing a greater understanding of other cultures and the multicultural society in which they live through religious education, daily assemblies, art, dance, music, geography, visits and visitors. Moral development is very good and from the reception class children are developing a strong sense of right and wrong. They respond very positively to the very high expectations staff have of them. Adults act as very good role models for pupils. Pupils' social development is excellent and has improved since the previous inspection. In lessons pupils work together very well, sharing ideas and supporting each other. They are given many tasks that develop an excellent sense of responsibility.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching is a particular strength and assessment is good. The curriculum is very good. The support and guidance given to pupils is very effective. Links with parents, the community and other schools are very good.

Teaching and learning

Teaching is very good overall and pupils learn very effectively. Teaching is good in the reception year and very good in Years 1 to 6. Assessment is good.

Main strengths and weaknesses

- Teachers use their very good subject knowledge to plan challenging and stimulating activities that motivate and excite pupils and broaden their experiences.
- Very effective use is made of information from a range of assessments to plan work at higher than average levels but marking is uneven in quality.
- Pupils acquire skills and knowledge at a very good rate because teaching methods are well selected to help them learn.
- Teachers, learning support and teaching assistants form very effective teams working hard to encourage, support and challenge the different groups of pupils.

Commentary

14. Teaching has improved since the previous inspection and is now very good. This has a significant impact on pupils' achievement and helps them learn very effectively. Pupils are enthusiastic about their lessons. They feel they learn many new things and have to work very hard. Lessons are stimulating and challenging because teachers carefully consider ways of capturing the pupils' interest. They use their very good subject knowledge to make successful links between subjects. High quality examples of this were found in a dance lesson in the Years 3 and 4 class, which was based on the class study about India. The visit from an Indian dancer and the teacher's demonstration clearly excited pupils, who worked very hard and imaginatively to capture the movements in their dance sequences. Teaching was excellent in a science lesson in Years 1 and 2 and the teacher used her very good subject knowledge and knowledge of the pupils to help them explore how young children grow from babyhood. The teacher's excellent interactions with the pupils promoted sensitive, thoughtful and well-framed questions.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	10	14	1	0	0	0

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

15. Pupils respond very well to the wide range of carefully selected teaching methods, which enable them to make very good gains in their knowledge, skills and understanding across subjects. A very good balance of whole class, independent and collaborative work significantly enhances the pupils' learning. As a result of this, from an early age, pupils learn to work closely with others. As they mature they make considerable gains in working, co-operating and learning from others. From working alongside each other in the post office the children in reception learn to share equipment and ideas. Increasing amounts of responsibility are placed on pupils in Years 3 to 6 to discuss ideas and listen to and respect the views of others. By the end of Year 6, debates are lively and groups work together at very challenging tasks that demand trust and responsibility. Honest appraisals of each other's work further enhance pupils' learning as they make modifications and improvements to musical compositions, scientific investigations and

mathematical problem solving. Pupils apply these group skills in activities beyond the classroom. A very good example of this is the popular Eco committee, chaired by two pupils who ensure that all pupils' views are taken into account as they work very effectively together in promoting sensitivity to environmental issues.

16. The very good leadership and management promote a strong sense of teamwork. This is reflected in the excellent relationships with pupils, and the very good relationships between teachers and teaching and learning support assistants. As a result, the needs of all groups of pupils are met very well. The needs of pupils with wide-ranging special educational needs are very well met by the sensitive and thoughtful support of learning support assistants. Their work is very effectively planned and carried out to ensure that pupils are fully included in all lessons. Pupils are encouraged and challenged in and out of the classroom at just the right level to help them succeed. Teaching assistants confidently work with groups of pupils, which enables year groups within classes to work together as a group with the teacher. They complement the work of the teacher by extending pupils' skills in reading and writing in literacy lessons, or working with specific groups at tasks closely related to their age and ability. A very good example of this was in the reception and Year 1 class when the teaching assistant worked with pupils in Year 1 examining houses and homes in the locality, while the class teacher could concentrate her efforts on the children who had just started school. A very effective team of teachers works with the Year 1 and 2 class, sharing responsibility for the class by carefully planning lessons and assessing pupils' achievements together.
17. Assessment is good overall and is the current focus of the school's development. The marking of pupils' work is variable in quality. Some very good examples of marking show pupils what they have done well and what they need to improve. Pupils find this helpful. Other work is just marked with a tick or an encouraging word.
18. One of the significant strengths of assessment is the way teachers use their analysis of pupils' achievements and results of tests and assessments to plan work. The school recognises that most pupils have high attainment. Teachers very skilfully plan work at higher than average levels, which is then adapted to meet the needs of lower attaining pupils. This means that all pupils are appropriately and realistically challenged and motivated. Regular assessments in all subjects track pupils' achievement against the skills being taught in a lesson or at the end of a series of lessons. Pupils have many opportunities to assess their own learning, which is the focus of current school improvement. Target setting in writing has been very successful and led to a significant rise in the standard of writing. However, this is not yet a feature of other subjects. Teachers frequently share lesson objectives with pupils. This helps pupils know what they are expected to learn. However, opportunities are sometimes missed for pupils to reflect on whether or not they have achieved the objectives effectively.

The curriculum

There is a very good range of curriculum opportunities and the curriculum for the reception year is good. The curriculum is very effectively enriched through visits, visitors and extra-curricular activities. Resources support pupils' learning well, and accommodation is adequate.

Main strengths and weaknesses

- The school provides a greatly enriched curriculum with a stimulating range of opportunities, including extra-curricular activities.
- The provision for pupils with special educational needs is excellent and this enables them to be fully involved in all lessons.
- Subjects are very skilfully linked and pupils have very good opportunities to apply their literacy and numeracy skills.
- The playground remains small, there is no designated area for children in the reception class and pupils have to walk some distance to a local recreation ground.

Commentary

19. A challenging and interesting range of learning opportunities is a key factor in promoting pupils' very good achievements, personal development and enjoyment of school. Improvements have been made since the previous inspection, particularly to the curriculum for children in the reception year. The school's provision is securely based on the National Curriculum and the locally agreed syllabus for religious education. It is regularly reviewed and amended to bring excitement and relevance to pupils' learning. Pupils find the curriculum interesting and enjoyable. The curriculum prepares pupils very well for the next stages of their education.
20. One of the major strengths of the curriculum is very good use of visits and visitors, which are very skilfully used to bring the curriculum to life. Pupils in the Years 1 and 2 class recently visited a local farm, which clearly captured their interest and capitalised on their natural curiosity. An Indian dancer had provoked a great deal of interest in Years 3 and 4, which significantly enhanced their achievement in a dance lesson. Pupils in Year 5 and 6 are excited about taking part in a residential visit to a study centre near the sea, which enhances their academic and personal and social development. The school provides a rich and varied range of extra-curricular activities. The range of sports and arts and crafts clubs before school, at lunchtime and after school is very good for the size of the school, and all are very well attended by boys and girls of different ages.
21. The imaginative curriculum promotes high achievement. Skilful use of specialist teachers, tutors and coaches from outside school significantly enhances the skills of teachers and teaching assistants. Curriculum leadership and management are very good overall and subject development is systematically reviewed. National and local initiatives have extended and adapted the curriculum, particularly the National Strategies for Literacy and Numeracy, to meet the needs of pupils. This has a significant impact on standards and pupils' achievement. A major strength of the curriculum is the way that subjects are inter-linked to provide a range of connected experiences without losing important aspects of the nature of each subject. This provides a curriculum that is both exciting and relevant to all groups of pupils. The curriculum is very successfully planned on a two-year cycle to meet the needs of the two age groups in each class. Planning for personal, social, health education, including sex education, and citizenship, is very good. This has a significant impact on pupils' personal development.

Example of outstanding practice

The provision for special educational needs is excellent.

In Year 1, a high number of pupils with significant special educational needs for severe learning, communication and language and behavioural and emotional needs work and learn very happily alongside other pupils. The headteacher, special educational needs co-ordinator, governors, teachers, learning support assistants and external support services work as a highly cohesive team to ensure that pupils are fully included in school

activities. Great care is taken to ensure that they achieve just as well as other children. One of the reasons their achievement is very good is that the curriculum is very effectively adapted to meet their needs. This means they get the most out of all lessons, which does not detract from the very good achievement of other pupils. They follow the same themes as other children. Tasks are planned in smaller sessions and very skilfully interspersed with activities related directly to the targets in their individual education plans. Additional teaching support is highly effective, following the school's literacy and numeracy programmes at just the right level for pupils to succeed. Teachers, pupils and teaching assistants use or are learning sign language, which helps all pupils to extend their experiences.

22. There is a very good match of experienced teachers and learning support staff to meet the needs of the curriculum, which promotes high standards and very good achievement. Resources are very good in range and quality and enhance the pupils' learning. This marks a significant improvement since the previous inspection. Fifteen new wireless computers are beginning to be used very effectively to support pupils' learning across subjects and are freely and sensibly used by pupils at playtimes and lunchtimes, for example in Eco committee meetings.
23. The school uses every available space to the full. There have been very good improvements to the accommodation since the previous inspection. A computer suite and an attractive new library provide very good work and meeting spaces. New classrooms and a new hall have been skilfully added. The governing body continues to work hard to improve the fabric of the building and seek ways of extending the land available for a larger playground and playing field. However, their efforts have been frustrated to date. The playground is attractive but remains very small. There is no designated area for children in the reception year, and pupils have to walk through the village to the local recreation ground for sports. While this does not have a significant impact on pupils' personal development or achievement in physical education, it reduces the opportunities pupils have to play sports during the winter months when the weather is poor.

Care, guidance and support

The school has very effective procedures to ensure pupils' care, welfare, health and safety. Its monitoring of pupils' achievement and personal development is very good and very effective guidance is provided. Arrangements for involving pupils in the school's work by seeking, valuing and acting on their views are very good.

Main strengths and weaknesses

- The pupils are very well cared for and they are happy in school.
- Systems for tracking pupils' achievements are very good and provide helpful information about pupils' progress.
- The excellent relationships between pupils and adults help the pupils feel safe and secure in school.
- Pupils feel valued because their views are actively sought and acted on.

Commentary

24. The very happy and industrious atmosphere in the school is conducive to learning and achievement. The caring environment encourages pupils to learn and help them to grow into responsible, mature members of the community right from when they start school. This is one of the school's strengths. First aid and medical support and health and safety procedures are thorough and child protection procedures have improved since the previous inspection. For example, teachers remind pupils how they can keep safe at relevant times in lessons. The play area is very small for the numbers of pupils using it but they are very well supervised.

Arrangements for the introduction of the youngest children to school for the first time are well planned. This enables them to settle happily into school routines. All pupils are happy in school and feel safe and well cared for.

25. The staff know the pupils and their families well. Teachers and support staff are very aware of the pupils' needs and provide very good support and guidance. The very good arrangements for tracking pupils' achievements using assessment and performance data mean that teachers and teaching and learning assistants know the pupils' learning needs well. This is a particularly strong feature of the excellent provision for pupils with wide-ranging special educational needs. Information is used to help teachers carefully monitor how pupils are getting on. Teachers use a broad range of information to plan work for the next stages of learning, with particular emphasis given to higher and lower attaining pupils and those with additional needs for learning and behaviour.
26. All adults who work in the school form very close and trusting relationships with the pupils. Pupils know that there are adults to go to if they have worries. Teachers monitor their personal development effectively. The very good personal, social and health education programme gives pupils opportunities to express ideas and opinions and also the confidence to share their feelings with their teachers and classmates. The celebrations of pupils' achievements in assemblies make a significant contribution to pupils' personal development and self-esteem. Teachers listen very effectively to pupils during lessons; they value their contributions, which enhance the excellent relationships. Parents value the way the school cares for the intellectual and personal development of their children within the family atmosphere of the small size of the school.
27. The headteacher encourages the pupils to express their opinions very effectively through the School Forum, the Eco committee and questionnaires. He analyses their ideas and provides sensitive feedback through the notice board, in assemblies and during personal, social and health education lessons. The pupils' suggestions have had a significant impact on the life of the school, for example through ideas from the Eco committee and views about improvements to the playground at playtimes. These opportunities to make a difference to their school environment make a significant impact on pupils' understanding of citizenship and their spiritual, moral and social development.

Partnership with parents, other schools and the community

The school has a very good partnership with the parents. Links with the community and other schools are very good.

Main strengths and weaknesses

- The school very successfully encourages parents to be involved in their children's education.
- Parents are very well informed about what is happening in school and how well their children are doing.
- Very good links with the local community greatly enrich the curriculum.
- Pupils are very well prepared for the next stage of their education.

Commentary

28. Parents are very supportive of the school and the majority are very satisfied with what it provides for their children. They have great confidence in the school and the headteacher. The parents were consulted when the headteacher and governors were devising the school's aims and vision. Parents feel welcome in the school and show their support by attending meetings, assemblies and church services in high numbers; helping in classrooms and on trips; sharing

skills; helping to create the garden in the playground and taking part in social and fund raising activities organized by the Friends Association. They like the family atmosphere.

29. The headteacher canvasses the views of the parents via questionnaires and responds to their suggestions and opinions through newsletters. For example, parents requested more information about the progress their children are making. As a result, the majority of the parents are happy with the new format for the annual reports produced last year. Parents also receive helpfully detailed information at parent and teacher consultations. They like the way targets for their child's improvement are discussed during the autumn and spring term meetings. The prospectus and governors' annual report are well presented, newsletters are friendly and the school website contains useful information for parents. Teachers take a great deal of care to ensure that parents understand what their children are learning and how they can best support them. They set up workshops to explain how literacy and numeracy are taught, send home information about the curriculum their children will be studying and spend time with parents before and after school, sorting out any queries. Parents are very supportive of homework and the help they give their children is having a positive impact on standards of achievement throughout the school.
30. The school is an integral part of the local community. The local clergyman leads a weekly assembly, and pupils and parents take part in carol singing in the village. The school supports the annual village fete and pupils collect Harvest gifts for homeless people at a centre in Winchester. The visits to the centre are much appreciated and enhance the pupils' understanding of society and develop their cultural understanding. The local area is very well used to enrich many subjects. For example, older pupils take part in the re-enactment of the Battle of Cheriton and younger pupils have visited the church and a local farm. Pupils benefit greatly from the skills of professional coaches from Southampton Football Club who hold training sessions in school. Many parents and other members of the community share skills and expertise with the pupils. All of these very good opportunities greatly enhance pupils' personal and social development.
31. Pupils have opportunities to take part in sporting activities with other local schools, including football, netball and swimming. Parents are happy with the ways in which their children are helped to start school for the first time. A close partnership with a local pre-school helps the youngest pupils to settle happily into the reception and Year 1 class. Pupils from Years 5 and 6 have good opportunities to spend time in the secondary school undertaking a wide range of music and information communication technology activities. They benefit greatly from the specialist skills of teachers from the local comprehensive school in drama, information communication technology and physical education. Pupils in Year 6 enjoy attending induction days before they transfer to their next school. These very effective opportunities help to make transition to the next stages of pupils' education smooth and successful.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher and key staff is very effective. The governance of the school is very good.

Main strengths and weaknesses

- The leadership of the headteacher is very good and provides the unremitting drive for raising standards through a clear vision for the school.
- The very good management is informed by very effective monitoring and evaluation of teaching, learning and pupils' achievement.
- The governors have a good understanding of the strengths and weaknesses of the school and use their own expertise very effectively.

- Strategies to ensure that every pupil is included in all walks of school life are very good.
- Finances are very well managed and the school evaluates spending carefully.

Commentary

32. The leadership and management of the school are very good and have significantly improved since the previous inspection. The present headteacher has been in post for a year and plays a key role in the success of this school because of very good strategic vision, which is well focussed on improvement. He is very committed to continued high standards within an enriched curriculum. He has high aspirations for pupils and provides a very effective role model for staff and pupils. The headteacher is very well supported by all staff in this small school who are responsible for managing several areas of the school's work. The strong sense of teamwork means that all teaching and non-teaching staff work for the good of all pupils. Staff are inspired and motivated to promote the school's ambitions and goals. The team is dedicated to improvement and has successfully addressed the key issues from the previous inspection. As a result, pupils' needs are fully met, and all pupils whatever their gender, racial heritage, background or level of attainment are fully included in all the school's work. This very good commitment to inclusion contributes strongly to the very positive ethos and makes a significant contribution to the school's good reputation.
33. Management is very good. A major strength of management is the procedures for monitoring teaching, learning, standards and pupils' achievement. These provide a comprehensive range of information that is carefully analysed. Subsequent actions are very effective and ensure continued improvement. For example, the headteacher and staff have already identified the key issue related to marking identified by the inspection. The school has a very effective school improvement plan that is fully understood by all governors, administrative staff, teachers and teaching and learning support assistants. The plan is flexible to respond to initiatives, changes of staff and pupils moving in and out of the school. This is a very good improvement since the previous inspection.
34. Subject managers, especially in English and mathematics, and the co-ordinator for special educational needs monitor performance well, ensuring good use of information from an analytical assessment of pupils' achievement. Their workload as subject managers is very skilfully managed by priority being given to one main subject focus, linked to the school improvement plan. Consequently, the curriculum is being developed at an appropriate and realistic pace, based on the clear priorities for the school. Realistic targets are set for teachers and the headteacher through very successful performance management systems.
35. New teachers and support staff are given good support. Induction procedures are effective and ensure that they quickly become familiar with the routines and high expectations of the school. Performance management procedures are very good and are effectively monitored by governors. Staff development is closely linked to both personal development and the school improvement plan. Morale is high because teaching and non-teaching staff feel valued by their managers.
36. Governance is very good. The governing body are knowledgeable and committed to the school and give very good support. They are effective in ensuring the school's commitment to raising standards and broadening the curriculum. The governing body know the strengths and weaknesses very well through regular visits to observe teachers

working with pupils and assess pupils' attitudes to learning. This enables them to make a very good contribution to self-evaluation, strategic planning and to the everyday life and work of the school. Governors ensure that all statutory requirements are met and improvement continues, which they check regularly. This means they are well informed and play a strong part in dealing openly and frankly in discussions about school development.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	264,773
Total expenditure	269,981
Expenditure per pupil	2,755

Balances (£)	
Balance from previous year	34,333
Balance carried forward to the next	29,125

37. Financial management is very effective. The budget is used well and spending decisions focus on raising standards. The expenditure per pupil is above average because of the small size of the school. The headteacher and governors are continually seeking ways of getting best value out of the resources available to them. A good example of this is the recent difficult decision to get the best use of the teaching resources and provision for pupils by splitting the number of pupils in Year 1 between two classes in response to the addition of extra pupils in the year group. The current large surplus to the budget has occurred with the agreement of the local authority to pay for further building work, the purchase of additional equipment for information and communication technology and to meet the requirements of the national agreement about the workload of teaching staff and teaching assistants. By the end of the current financial year, the surplus will be significantly reduced.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for the Foundation Stage is **good**.

Main strengths and weaknesses

- Children achieve well because teaching is good overall and very good in personal, social and emotional development.
- Children are very well supported by the teaching assistants and other adults who work with them, and the provision for special educational needs is very good.
- Children are happy and get a good start to school because learning is fun.
- Planning is effective and activities are carefully matched to children's needs but the toys and equipment are not always kept tidy.

Commentary

38. At the time of the inspection the 19 children in the reception class had been in school for three weeks. Six of them were attending school full-time. They are taught with eight children from Year 1. Their attainment is above average overall when they start school, although there is a wide variation of ability from year to year. Almost all children in the current reception year have advanced speaking and listening skills and confidently express their ideas. However, their personal, social and emotional development is what is expected for children of this age group. A proportion are a little hesitant at times and are not as independent as others in the group. All of the children are on course to reach above the Early Learning Goals for children at the end of the reception year. Many will already be working within the early stages of the Programmes of Study for pupils in Year 1. Due to the timetable and the focus of the inspection it was not possible to make a secure judgement about the provision, teaching and learning in the pupils' mathematical, physical and creative development and in their knowledge and understanding of the world.
39. Teaching and learning are good overall and very good in personal, social and emotional development. Reception children benefit from working alongside the older pupils, and their learning is enhanced when they are grouped together. Comprehensive assessment procedures enable staff to track the children's attainment and achievement. The teacher knows the children particularly well, and activities are planned at just the right level for individual children to achieve well. Effective planning, sensitive teaching and very good support ensure that children with special educational needs are identified early and achieve very well in their learning. All adults have high expectations of children's behaviour and children respond well to this. Resources are very good in quality and quantity but are not always stored tidily. Children have good access to the playground and a selection of large toys but the area is not well defined and has no markings for children of this age group.
40. The leadership and management of the Foundations Stage are good overall. The teacher has managed change and improvements well and a good working relationship with the teaching and learning support assistants ensures that pupils are very well supported. Appropriate plans are in place for further developments that are closely linked with the

school's improvement plan. There has been good improvement since the previous inspection and many of the strengths previously identified have been maintained. The way children's achievement is monitored and tracked is now good.

41. In the area of **personal, social and emotional development**, the children achieve very well because staff provide high levels of support and encouragement. Every effort is made to help children become independent and make choices about their work. Most children are developing good levels of confidence when they tackle new activities. Almost all have settled happily into the routines of the school. However, a small group of pupils need more reassurance than others that they are doing the right thing. Children work and play well together in groups with other reception children and the pupils in Year 1. Consequently, they are happy in the classroom and the playground.
42. Children achieve well in **communication, language and literacy** because there are good opportunities for them to extend their language skills, which are good when they start school. The good teaching observed provided every opportunity to talk about their work and play and state preferences and make early evaluations of their achievements. The teacher and teaching assistants use sign language for children with severe learning needs in Year 1. This enhances the experience of the reception children who are keen to communicate with their classmates. A good combination of activities is planned to help children to use letter sounds to build up words. Staff are successful in the way they pick up incidental opportunities for extending children's good vocabulary. Children respond well to skilfully phrased questions that help them to speak in sentences when expressing their views. Activities to promote language and reading such as sharing books, listening to stories and playing games are well planned. Early writing is promoted well through the role play office and writing area. Children are continually encouraged to write in a good range of contexts.
43. It is not possible to make a secure judgement about achievement, teaching and learning in children's **mathematical development**. Almost all children enter school being able to count and recognise some numbers. Children's learning is enhanced by opportunities to count throughout the day. For example, they count the number of children present and who will be having a school meal. The teacher skilfully helps them count back to find the number who will not be having a cooked lunch. Children enjoy the challenge of these activities and compete with pupils in Year 1 to get the right answers. The teacher sets up very good opportunities for children to pay with numbers. In the Post Office, which forms the role play area, children enjoy using real money to buy one penny stamps for their letters. They enjoy identifying simple shapes in the patterns they see and measuring the dry sand into cups of different heights.
44. The teacher effectively captures children's natural curiosity for the world around them **knowledge and understanding of the world** by providing them with many opportunities to learn about their world. They know that the Post Office is important to the village, and they thoroughly enjoyed the visit of their local postman who delivered letters to them. The religious education curriculum is carefully planned to enable children to learn about other faiths. In one lesson the children were fascinated by the robes the clergy wear for different festivals of the year. A puppet provided a great source of discussion and enjoyment as they gently touched the robes. The children sensitively handled icons from the Christian church, talking with wonder about the beautiful paintings of the Virgin Mary and Jesus. Computers are used regularly and the children are already able to handle the mouse with reasonable control to open and manage programs. The children are

enthusiastic learners who show good levels of interest in all activities and this helps them to make good gains in their learning.

45. No **physical development** sessions were observed in the hall or outside and no judgements can be made about teaching or the overall provision in this area of learning. Planning and photographic evidence show a broad range of activities covering all aspects of physical development. Too few **creative development** sessions were observed to make a judgement about teaching and achievement. However, children sing rhymes and songs enthusiastically. They become immersed in the characters they play in the Post Office. One boy and a girl worked very conscientiously as postmaster and postmistress, organising the workers in the post office with great imagination. They achieve well and concentrate on their role play for a considerable length of time, using their imagination to extend their play. Paint, paper crayons and scissors are readily available in the classroom and children's work shows imaginative pictures and toys created from wooden spoons.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in speaking and listening, reading and writing are above average at the end Year 2 and high at the end of Year 6 and have improved well since the previous inspection.
- Pupils are committed to hard work and their achievement is good in Years 1 and 2 and rapid in Years 3 to 6.
- Throughout the school teaching methods are consistently challenging and well selected, and activities are very effectively and sensitively matched to pupils' needs.
- The provision for special educational needs is very good and teaching assistants and learning support assistants reinforce pupils' learning very effectively.
- Performance data, particularly in writing, is very carefully analysed to note trends and individual targets, assessment is thorough and diagnostic but marking is inconsistent.

Commentary

46. Standards are above average at the end of Year 2 and high at the end of Year 6. Pupils' achievement is very good overall. This is a good improvement since the previous inspection. The test results in 2003 in reading and writing were well above the average of similar schools. Results in 2004 are similar in writing, although there was a dip in the proportion of pupils reaching the higher than average Level 3 in writing. Results in English at the end of Year 6 in 2003 were very high when compared to similar schools and in the top 5 per cent of similar schools nationally. The 2004 results are at the same very high levels and there was a significant rise in the proportion of pupils attaining the higher than average Level 5. The differences between the work seen and the test results are mainly due to the differences in the attainment of the pupils in the year group and the timing of the inspection in the first three weeks of the new school year.
47. Reading and writing are taught systematically throughout the school with a strong emphasis in teaching pupils to get enjoyment out of being independent readers and writers. Pupils in Year 6 talk with interest about how different authors use language and characterisation to capture the reader. They energetically debate environmental issues and use a range of information from different sources to exemplify their views and ideas. They read widely for enjoyment and information, and can identify different layers of meaning within a text. Their writing for different audiences is varied and interesting and words are chosen imaginatively. Spelling is normally correct and their writing shows a good understanding of grammatical structure. Handwriting is fluent, clear and legible and work is generally presented neatly. School records show that pupils' achievement is very good and pupils' apply their literacy skills confidently in other subjects such as design and technology, science and history. One of the reasons for the strengths in pupils' achievement is that teaching is very good and motivates pupils to work very hard and energetically.
48. Teaching and learning are very good. Teachers are analytical and self-critical and look for ways of improving their skills. Higher attaining children respond particularly well to the

challenges presented to them. A key feature of the very good teaching is that activities are based on a secure knowledge of the wide-ranging needs of the different age groups and levels of attainment in each class. Teaching methods are well selected in English lessons and provide pupils with opportunities to work alone, in pairs or co-operate in larger groups. Pupils are developing effective skills for working in groups as they move through the school because teachers make them think and use the different strengths of each member of the group.

49. Teaching assistants and learning support assistants support teachers and individual pupils very well. Very effective teamwork enhances their role and pupils work equally as well with teaching assistants as their teachers. One of the important roles of teaching assistants is to support group reading, demonstrating their experience and knowledge of the pupils as well as their wide-ranging skills. Relationships between learning support assistants and pupils with severe and complex language needs are very good. High levels of respect and trust enable these pupils to practise their speaking skills and their achievement in communication is rapid as they are developing the skills of signing and simple speech patterns. One of the reasons that the provision for special educational needs is very good in English is that pupils are fully included in English lessons by work that is sensitively planned for individual needs.
50. Subject leadership and management are very good. The headteacher works closely with the subject leader to maintain the momentum of improvement, high standards and the very high results in national tests. Teaching and learning are very carefully monitored and evaluated. Test and assessment data is sensitively analysed and compared with national and local data. Realistically challenging targets are set for teachers and pupils to extend their teaching skills and the pupils' achievement. The quality of marking is inconsistent in quality with some examples of very good analytical marking. Pupils find this helpful because it tells them what they need to work on. However, there are a few examples where work is ticked as seen with one word comments. Pupils also find discussions with their teacher about progress towards their targets very helpful. Resources in English, including computers are very good and contribute to the very effective teaching and learning.

Language and literacy across the curriculum

51. One of the strengths in the English curriculum is the carefully planned opportunities for pupils to apply their skills through links to other subjects. Pupils have organised a committee for looking at environmental issues as part of a national 'Eco-School' project. They use the laptops to write letters in meetings, make charts and write minutes. There are many examples in science, history and geography where pupils write extended accounts after they have researched information. Labels, lists and charts appear in design and technology. One good example of this was in Year 2 when, following a farm visit, the teacher very skilfully taught the pupils the skills of labelling by examining photographs and noting parts of the animals they had encountered. The pupils were very enthusiastic and quickly started asking questions about how you labelled parts of the animal you could not easily see or were in front of other parts.

MATHEMATICS

The provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards by Year 2 and Year 6 are well above average and pupils' achievement is very good because teaching is very good overall.
- Pupils' attitudes to the subject are very good and they thoroughly enjoy their challenging numeracy lessons.
- Very good use is made of assessment but the quality of marking is not consistent.
- The leadership and management of the subject manager are very good.
- All pupils, including gifted and talented mathematicians and pupils with special educational needs, receive very good support in lessons.

Commentary

52. Standards by the end of Years 2 and Year 6 are well above the national average. As a result of very good teaching, standards have significantly improved. Test results were very high by the end of Year 6 in 2003 and there has been a rise in the proportion of pupils attaining Level 5 in 2004. Pupils, including those with special educational needs and the able and talented, achieve very well because of very well matched work and very good support by learning support assistants for lower attaining pupils.
53. Teaching and learning are very good overall and have improved since the previous inspection. The very good teaching has a positive impact on pupils' learning, which can be seen in the very good test results in Year 2 and Year 6 for the last three years. Very well selected methods enable pupils to solve problems and apply their numeracy skills individually and in groups of different sizes. Tasks are both challenging and fun and promote enthusiastic debate about solutions that arises from a wide range of mathematical strategies. Learning support assistants are very well deployed to teach or support groups of pupils. They have a very good understanding of their role and support pupils very well. Teachers manage their pupils very well. This inspires pupils to be confident and have a go at tricky investigations. Consequently, pupils thoroughly enjoy lessons, work very hard and are reluctant to finish at the end of lessons. All pupils want to learn and they work very well together. Good use is made of homework to consolidate and extend class work.
54. The marking of pupils' work is inconsistent. The best marking includes comments and targets to help pupils improve their understanding. However, at times, marking is mainly ticks to show that answers are correct or to acknowledge completion of work. Teachers' assessment of pupils' achievements is very good, and information from assessment is very successfully used to plan work for individual and groups of pupils. Lessons begin with the teacher sharing the objectives and pupils know what is to be learned. However, opportunities for pupils to evaluate whether they have achieved the objectives at the end of lessons are often missed.
55. Subject leadership and management by the subject manager, supported by another teacher, are very good. The subject manager has skilfully analysed test results to identify trends and strengths and areas for development. Monitoring and evaluation of pupils' achievement and the standards they attain is very effective. Teaching and learning are regularly observed, and feedback is used very successfully to maintain the momentum of improvement.

Mathematics across the curriculum

56. Opportunities for pupils to apply their numeracy skills in other subjects are good. Teachers plan mathematical activities well in science, history and geography to consolidate and extend pupils' numeracy skills and understanding of measurement and the passage of time, for example. Good use is being made of information and communication technology to reinforce mathematical skills by using data to create graphs and other analyses. In addition, programs that help pupils practise the four rules are greatly enjoyed and help pupils speed up their skills of calculation. These opportunities are having a positive impact on the high standards in mathematics. Teachers also encourage pupils to discuss their work and explain the strategies they use to reach solutions, which makes a very good contribution to pupils' speaking and listening skills.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above the average expected of pupils at the end of Year 2 and Year 6.
- Teaching and learning are very good overall because of the very effective balance of practical activities and direct teaching.
- Teaching and learning support assistants work very closely and support pupils, including those with special educational needs, very effectively in science lessons.
- Very good use is made of investigations and scientific enquiry to develop pupils' scientific thinking.

- Pupils behave very well in lessons and thoroughly enjoy science.
- Marking is not consistent in quality and helpfulness.

Commentary

57. In 2003, the results of national tests for pupils in Year 6 were in the top 5 per cent of similar schools in the country. The results for 2004 show a further increase in the proportion of pupils attaining the higher than average Level 5. In the work seen in Years 2 and 6, standards are well above the average expected of pupils of these age groups and have improved since the last inspection. The difference between the results and the standards of work seen are the slightly higher proportion of lower attaining pupils in the current Year 6 who are at the start of the programme of work of their final year in school.
58. Pupils' achievement is very good. One of the reasons for this is the way activities broaden pupils' experiences and enhance their learning. In addition, high quality resources are very skilfully used to support pupils' learning. Throughout the school pupils are currently making very good gains in their knowledge and understanding of science. For example, in a very good Year 5 and 6 lesson pupils were quickly able to make a general hypothesis about series circuits and the affect that adding extra switches or bulbs makes on the circuit. A particular strength of lessons is the practical nature of the tasks, which encourages pupils to think and reason for themselves. Work to extend the achievement of higher attaining pupils was challenging and interesting. The majority of pupils, especially in Years 3 to 6, have a very good understanding of a "fair test", where one variable is changed each time whilst the others remain constant.

Example of outstanding practice

Lessons are well planned and resourced and teachers include experiments, demonstrations and investigations that interest and motivate pupils to work hard and improve their knowledge.

In a Year 1 and Year 2 lesson the teacher invited two mothers with a baby, toddler and young child to the class. Excellent use of questions, based on skilful observations to the children's reactions to the behaviour of the three young children, developed a very high quality discussion about the changes that occur as children develop from a baby to an adult. Every pupil watched and listened in rapt attention as they saw how the baby wriggled to show she wanted attention and feeding, whereas the toddler hugged and smiled at his mother for attention and reassurance. They were fascinated that the three year old was able to questions about whether she could tie her own shoelace or hold a cup. The teacher then focused on questioning pupils to further develop their understanding of growing and maturing. The growing process of the children was then compared to the ways in which farm animals, seen on a previous week's visit, develop into adults at a faster rate. One pupil said, "It's because animals have less complicated lives and so have less to think about." Pupils had very good opportunities to question and discuss human development from real life examples.

59. Teaching is very good overall and has improved since the previous inspection. Lessons are very well planned to include a very effective balance of practical activities, demonstrations and investigations. They interest and motivate pupils to work hard and improve their knowledge, skills and understanding. In all lessons, teaching and learning support assistants work very well with teachers, supporting the learning of the different groups of pupils very effectively, ensuring that lower attaining pupils and those with special educational needs are fully included in science lessons. Teachers manage behaviour, especially in practical lessons, very well. As a result, pupils concentrate on their investigations and learning and make very good progress. Pupils co-operate with each other and support each other's learning well in groups. As a result of the very good teaching, all pupils achieve very well.

60. Marking of pupils' work is inconsistent and has declined since the last inspection when work was regularly marked. The best marking includes comments and targets to help pupils know what they have to do next to improve. There were many examples of marking being mainly ticks to acknowledge that the work was seen. However, teachers' assessment of pupils' work is very good and is used very well to match work to pupils' prior attainment. This leads to the high standards attained.
61. Subject leadership and management are good. The subject manager supports colleagues effectively. Although science has not been a focus for the school recently, she has ensured that it maintains a high profile and that the high standards have been maintained each year. She has established very good links with teachers in the science department of the local secondary school. Pupils benefit from lessons with these specialists before they change schools.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- By the end of Year 6 standards are above the average expected for this age group.
- The links between information and communication technology and other subjects of the curriculum are good.
- Teaching is good and interesting tasks broaden the pupils' skills and knowledge.
- The recent purchase of laptop computers is already having a positive impact on standards.
- Pupils enjoy using information and communication technology to enhance their skills in lessons, break and lunch times.

Commentary

62. By Year 2 standards are in line with the national average and by Year 6 standards are above average. This represents good improvement since the previous inspection. Pupils enter Year 1 with skills that are broadly average. They are confident when using computers and have good keyboard skills and can successfully manage a mouse to open, close and manage programs. Achievement is good and has been rapid in a short time because the new programmes of work are beginning to have an impact on pupils' progress. Wireless laptop computers have recently been introduced, which means pupils can use computers and the Internet in any area of the school. This has greatly enhanced the provision. In Years 3 to 6, achievement is good and by the end of Year 6, pupils demonstrate a high level of confidence and understanding when using computers and other technology such as digital cameras to support their learning. Pupils are effectively challenged to broaden their competencies and extend the quality of their work. For example, they are able to use spreadsheets to produce graphs and charts, screen and floor robots to construct shapes and patterns. Pupils use the Internet to research and import photographs into their word processing.
63. Teaching is good and pupils learn effectively. Teachers set interesting tasks and, as a result, pupils are motivated and show very good productivity and application in their lessons. They have great interest in their work with computers and handle the machinery very sensibly. Pupils make considerable effort in working independently as well as co-operating well with others, sharing advice and supporting each other. Pupils build effectively on their skills and competence. For example, in a Year 1 and 2 lesson observed, laptops were introduced to the pupils for the first time. The pupils worked very hard to master the new type of touch pad and helped each other. Within minutes they were confidently using the pad to access a number program, which supported their class mathematics work. Pupils were quickly 'dragging' numbers across the screen and dropping them into the right box so as to complete an addition

of nine sums. By Year 6, pupils confidently use multimedia computers and laptops for a range of work.

64. Leadership and management are good. The subject manager is new to the role but has quickly established a very clear vision of the strengths and areas for development of the subject. She has time each week to support teachers by working alongside them or withdrawing groups to the suite. She is ably supported by the headteacher. The ratio of computers to pupils is well above the national recommendation. As well as multimedia computers in the classroom, the school has a small computer suite. However, with the very recent purchase of wireless laptops, the decision has been made to teach information and communication technology in classrooms and use the suite for other purposes. Although new, the easy access to laptops on pupils' desks is already having an impact on raising standards. Use of the internet is monitored appropriately to ensure that only appropriate sites are accessed. A technician, shared with other schools, provides good support. The school is developing a helpful web site to provide information for parents and pupils.

Information and communication technology across the curriculum

65. The use of information and communication technology to support learning in other subjects of the curriculum is good. Pupils are given many opportunities to develop their skills in a range of subjects through information and communication technology. This support is demonstrated most effectively in English and mathematics. For example, in literacy pupils create text and graphics to produce biographies and autobiographies. Photographs from digital cameras illustrate their writing. The library has a dedicated computer, which is used by pupils to electronically access and return books. In history, pupils' work demonstrates successful use of the Internet to research and analyse information for their studies.

HUMANITIES

History and geography were sampled. Religious education has been reported in full and appears below.

66. The **geography** curriculum is well planned and is made very relevant to the pupils. Good use is made of local visits. Very good links are made to other subjects. For example, in the Years 3 and 4 class the pupils' study of life in an Indian village has been very successfully used to extend their learning in dance, religious education and music.
67. Pupils' work in **history** indicates a well planned curriculum, which results in standards that are at least average at the end of Year 2 and above average by the end of Year 6. Visits and visitors are used very successfully to bring the subject to life. For example, pupils in Years 5 and 6 re-enact the English Civil War in the 'Battle of Cheriton' at the location of the battle. The curriculum is enriched by very good links to other subjects. For example, in the Years 5 and 6 class a study about Ancient Greece has been used skilfully to extend pupils' writing, music and personal, social and health education.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Good teaching captures the pupils' interest and motivates them with challenging and interesting tasks.

- Pupils demonstrate very positive attitudes to religious education and the religious beliefs and views of others.
- The length of time between the programmes of study means that pupils in Years 5 and 6 do not always remember what they have learned.

Commentary

68. Standards of work reach above the expectations of the locally agreed syllabus at the end of Year 2 and Year 6, and achievement is satisfactory overall. The good provision has been maintained since the previous inspection. Pupils' achievement is good in Years 1 and 2. Achievement is satisfactory overall in Years 3 to 6. While achievement good in relation to the pupils' understanding of world religions, they are making satisfactory gains in their understanding of Christianity. Achievement slows to satisfactory because pupils are not always able to recall what they have learned, particularly when there is a significant length of time between periods of study. In addition, they do not always write about what they have learned. Consequently, pupils cannot refer to past work to prompt their memory.
69. Good teaching skilfully captures the interest of the pupils throughout the school. This helps pupils learn effectively and develop very positive attitudes to the religions they are studying. Very good teaching was observed in Class 3 and 4. The teacher enthralled the pupils as she introduced the lesson encouraging pupils to handle artefacts and listen to a sitar. Pupils were quiet and fascinated by the objects they were examining. Very effective questioning elicited thoughtful answers as pupils began to understand the importance of the meaning of the story of the Hindu creation. Teachers use many opportunities to help pupils examine artefacts. In another lesson in the reception and Year 1 class, pupils handled icons from the Christian religion with great sensitivity as they described with awe the beautiful objects they were holding.
70. Pupils make good progress in lessons and by the end of Year 6 they are able to articulate their ideas coherently. By the end of Year 2, pupils understand that places around their village are special and that they have special places in their homes. They know that the local church and chapel are special places to Christians. Of particular note is the very good achievement of pupils in the Year 3 and 4 class who have been examining the differences in the creation stories as part of their study of life in India. They demonstrated a good understanding of the significance of different Gods in the Hindu religion. Pupils made sensitive observations about comparisons with the Story of the Creation in the Old Testament and its importance to Christians.
71. Curriculum leadership and management are satisfactory overall. There is a period of change before a new subject manager takes over. Religious education has not been the focus of improvement recently. However, closer links with other subjects have been appropriately established as part of the school's focus on enhancing pupils' learning. The policy and scheme of work are appropriately reviewed and evaluated as part of the school's on-going subject development programme.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was inspected and is reported below. Art and design, design and technology and physical education were sampled.

72. The colourful range of **art and design** work on display and collections of work from the previous year reflect the very broad range of skills taught. Very clever links are made between art and other subjects. For example, following the design and construction of large 3-dimensional models of animals, photographs were taken using a digital camera, and pupils wrote exciting stories and books of their adventures successfully linking art and design, information and communication technology and literacy. Of particular note is the very high standard of clay houses in Years 5 and 6 and the designs and collages resulting from the exploration of comparisons between Rangoli and Mendlu patterns from India and Paisley patterns made by pupils in Years 3 and 4. Pupils are systematically extending their skills of drawing, printing and model making because they find the well planned and relevant activities very interesting. Sketchbooks show very good achievement in drawing over time and provide a very helpful record of pupils' progress. In one lesson observed in Years 1 and 2, effective direct teaching encouraged and motivated pupils to try tenaciously to master the art of leaf rubbings. Work is very successfully modified to enable pupils with special educational needs to have full access to lessons with very effective support.
73. Photographic evidence, planning and pupils' work in **design and technology** indicate that pupils are involved in a wide range of designing and making activities. Good links with art and design, mathematics, English, science, history and geography are established. Of particular note is the high quality finish to models and work with fabric that enhances the standards attained. In Years 1 and 2, pupils work with a suitable range of materials, tools and equipment. In Years 3 to 6, pupils demonstrate their ideas through labelled sketches and work with a good range of tools and materials. They plan their work and label their designs exhibiting a good understanding of the designing and making process.
74. Photographic evidence and school planning show that, in **physical education**, pupils are involved in a full range of gymnastic and sporting activities and events, including Tag Rugby. Pupils enjoy representing the school at events. Lessons are popular with pupils throughout the school. All pupils have swimming sessions and they participated in a local schools swimming gala. Two lessons were observed and teaching was very good in a dance lesson in Years 3 and 4 and good in a gymnastics lesson in Year 6. The visit of an Indian dancer had fascinated pupils in Years 3 and 4 and the teacher very skilfully capitalised on their enthusiasm in the lesson. Pupils demonstrated advanced group skills, creating, refining and modifying a group dance. Achievement was very good. By the end of Year 6, pupils reached an above average standard in the quality of their jumping. A small proportion of pupils in Year 5 were not successful because they were not sufficiently flexible in their landing and take-off. Good improvement has been made since the previous inspection with the addition of the new hall. However, the playground is very small and pupils have to walk some distance on un-paved roads to get to the local playing field. This does not limit the amount of sport pupils play, but it causes problems when the weather is poor and constraints in time because of the distance pupils have to walk. The school is working hard to rectify the problems of a space to play organised games. A very good range of sports clubs for the size of the school enhance the provision in physical education.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Very good specialist teaching inspires pupils to achieve very well and have a great enjoyment in listening to and playing music.
- All pupils, whatever their special educational or behavioural needs, are fully included in all aspects of music lessons.
- Music lessons are enhanced by the involvement of large numbers of pupils in the choir, band and individual music tuition.

Commentary

75. Music is a significant strength of the school. The provision is greatly enhanced by the very good specialist teaching and the involvement of a good range of instrumental tuition. As a result, by the end of Year 2 and Year 6, standards are high and pupils' achievement is very good in listening and appraising, composing and performing. This marks a good improvement since the previous inspection. Pupils thoroughly enjoy music lessons because the teacher makes learning fun and creates a great deal of enthusiasm for the subject. Very good subject knowledge is used skilfully to devise tasks that challenge and excite pupils, who concentrate for long periods of time. All elements of the music curriculum are taught in brisk and lively lessons. Pupils appear to bounce from activities such as appraising complex music, discussing composers and the instruments they have heard to rehearsing their own compositions and reading a score of increasing difficulty. Consequently, they are highly motivated and are reluctant to stop when the lesson is over.
76. Because they have very high levels of co-operation, pupils work very well together creating, refining and modifying their compositions. A good example of this was in Year 4, when pupils were practising Gamelan music from Indonesia using tuned percussion. They worked very hard to improve the complex phrases of music and were very well supported by the sensitive evaluations and suggestions from the class. In Year 2, pupils quickly decided which instruments they needed to play a picture score, which created music depicting the route of a river. They were very disappointed when the lesson ended. When studying music from Ancient Greece, pupils in Year 6 selected a range of instruments including the flute, violin and guitar as well as tuned and un-tuned percussion. Their excellent co-operation enabled them to enjoy high levels of success. Another very good feature of the teaching is the way that pupils of all musical ability are encouraged to use and extend their skills. Pupils with a range of special educational and behavioural needs are fully included in lessons and derive great enjoyment from using their creative skills with the support of the teacher and the rest of the class.
77. The subject is well led and effectively managed by the specialist teacher. One of the key strengths in the provision for music is the many activities that enhance the curriculum. The choir and a lively band spend time before school practising. They benefit from additional tuition before and after school. The school encourages all pupils to play an instrument and support is given for the purchase of an instrument to ensure that no one is excluded if they want to develop their musical talents. Pupils benefit greatly from the range of tutors who work with them some pupils are already members of the County's youth orchestra.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

78. The very caring and supportive ethos and the very effective way all the different groups of pupils are included in all aspects of school life enhance the pupils' personal development. From an early stage, young pupils in the reception year are given good opportunities to gain self-confidence and develop socially and morally both in the classroom and beyond it. By Year 5 and Year 6, pupils carry out duties in their areas of responsibility. For example, they provide very good help in assemblies, in the playground, in the school library, during lunch times, in the school office and in classrooms, which helps the smooth running of the school and contributes to the excellent relationships. Pupils regularly read to younger pupils. Within the very good programme for developing citizenship, pupils consider relationships with friends, families and the community in terms of justice, rights and responsibilities. This is especially promoted through the whole school initiative on "Rights and Responsibilities", based on the United Nation's charter for human rights, the school forum and the school's Eco committee. Pupils learn very effectively what it means to be helpful, considerate and mature within their school community and what it means to be a good citizen in the wider and more diverse world. In group work called 'circle-time' pupils have very successful opportunities to comment of life in school. Their views are highly valued and this helps them to appreciate the impact they can have on school improvement.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

