

INSPECTION REPORT

PADNELL INFANT SCHOOL

Cowplain, Waterlooville

LEA area: Hampshire

Unique reference number: 115965

Headteacher: Mrs Lynda Elliott

Reporting inspector: David Milne
22277

Dates of inspection: 26 - 29 June 2000

Inspection number: 187706

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Padnell Avenue Cowplain Waterlooville Hampshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Richard Kearsey
Date of previous inspection:	April 1996

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			Teaching
		Physical education	Leadership and management
Terry Clarke	Lay inspector		Attitudes, values and personal development
			Care of pupils
			Parental partnerships
			Resources and accommodation
John Burt	Team inspector	History	Curriculum
		Geography	Finance
		Mathematics	
		Equal opportunities	
Jeremy Collins	Team inspector	Music	Spiritual, moral, social and cultural provision
		Religious education	
		Science	Personal, social and health education
		Under Fives	
Christina Morgan	Team inspector	Special educational needs	Assessment
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Padnell Infant School is located in a residential district of mixed housing that is seven miles north of Portsmouth. The school is popular; over half the pupils live out of the catchment area. It currently has 289 pupils on roll aged from four to seven with similar numbers of boys and girls. Pupils' attainment on entry is broadly favourable and is better than the intake in many schools. The proportion of pupils eligible for free school meals (five per cent) is well below the national average. Eighteen per cent of pupils have special educational needs which is slightly below the national average. Fewer than one per cent of pupils come from homes where English is a second or additional language.

HOW GOOD THE SCHOOL IS

The school is very effective. This means that the combination of standards, teaching, leadership and school improvement is very good. Pupils' achievements in English, mathematics and science are high compared to schools nationally as well as with schools with a similar intake of pupils. A significant majority of the teaching is good. The curriculum provides very good opportunities for pupils' learning. The headteacher demonstrates excellent leadership skills and has a clear vision for the future development of the school. She is well supported by an able deputy head, senior staff and subject co-ordinators who work very well together as a team. The governors fulfil all their statutory responsibilities and are very effective in supporting the school. The school provides very good value for money.

What the school does well

- The school provides a welcoming, caring and stimulating environment for pupils to learn in.
- The school has a strong ethos and clear sense of direction.
- Pupils are well taught by hard working, sensitive and reflective teachers who are well supported by classroom assistants.
- The school is led very effectively. Staff strive successfully for all round school improvement.
- Parents and governors make a valuable contribution to the life of the school.
- Assessment is very well developed and pupils' progress is tracked carefully.
- The quality of support for pupils with learning difficulties is excellent and the needs of bright children are also well served.
- Provision for pupils' social, moral, spiritual and cultural development is very good overall.
- The impact of these positive factors on pupils' learning is high and leads to good progress being made.

What could be improved

- The use of information and communication technology (ICT) needs to be developed across the curriculum and more opportunities provided for pupils to undertake creative activities that promote their dance, drama, art, design and technology and music skills.
- Pupils have an adequate appreciation of local and world cultural traditions but there is significant scope for this to be extended.

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

The school has no major weaknesses. It has focused considerable time and resources on raising standards of literacy, numeracy and science. Standards in information and communication technology and all other subjects are satisfactory. Pupils would benefit from a greater emphasis being given to the foundation subjects to improve standards. The promotion of pupils' cultural awareness is also sound but is less well developed than spiritual, social and moral aspects.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996 and was left with seven key issues for improvement. Very good progress has been made in tackling them. Pupils' progress is now assured through: excellent assessment procedures and careful planning; clear systems for internal monitoring and school development planning; and spending decisions that are directly linked to raising standards. There was no unsatisfactory teaching seen during the inspection. The role of subject managers has been extended and they direct the development of their curriculum areas effectively.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	A	B	A	B
writing	A	A	A	A
mathematics	A	B	A*	A

Key

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

At the age of five children exceed what is expected of them in four out of six areas of the early years curriculum. As the table indicates, the performance of Year 2 pupils in national tests and teacher assessments over several years has been high. Mathematics standards are notable; nearly half the pupils in 1999 exceeded the national expectation and reached Level 3. The school's results over several years indicate an improving trend in the proportion of pupils reaching expected and higher levels of attainment in reading, writing and mathematics. No comparative test data is available for the current pupils in Year 2 but the early indications are that high standards have been maintained. The school has been successful in setting challenging targets and meeting or exceeding them. Standards in all other subjects are in line with expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to work are very good and they are keen to learn.
Behaviour, in and out of classrooms	The youngest children joining the school adapt quickly to the high expectations set. Most pupils' behaviour is very good throughout the school at work and play. Two pupils have been temporarily excluded.
Personal development and relationships	There are excellent relationships between pupils and staff. The school supports pupils' social, moral and personal development very effectively.
Attendance	Pupils' attendance rates are above average. Absence without reason is similar to national figures. Lessons start punctually.

The school's ethos is rooted in valuing and challenging children. Pupils' attitudes, behaviour and personal development are very positive and reflect the school's underlying values.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Very Good	Good

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

The quality of teaching and learning is good throughout the school; about eight out of ten of the lessons observed were good or better and none were unsatisfactory. This shows a significant improvement since the last inspection. The structure that ensures effective teaching is the weekly monitoring of lessons with feedback provided from senior staff as to how lessons can be improved. The best teaching involves active learning with plenty of practical investigation work. The learning needs of all pupils are catered for well, ranging from those who have difficulties to others who understand concepts and ideas quickly. Pupils' daily literacy and numeracy lessons are planned and taught well and are being adapted to suit the school's particular circumstances. Teachers have a good understanding of the new requirements to boost standards. Learning opportunities provided for pupils are varied and they make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has been developed and improved and its organisation is very good. The curriculum is relevant to different pupils' needs. English, mathematics and science occupy nearly six out of ten lessons, leaving little time for other subjects.
Provision for pupils with special educational needs	The quality of the support pupils receive is high. This leads to pupils with special needs making very good progress in overcoming reading, writing, speaking or other learning difficulties.
Provision for pupils with English as an additional language	There are very few pupils who speak English as an additional language. The school is inclusive and caters well for all pupils, tailoring work to suit particular individuals or groups of children.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Notable features are the effective way in which staff serve as good role models and the reward system to promote good work and behaviour. Moral provision is excellent but the promotion of pupils' awareness of local and multicultural issues is comparatively undeveloped.
How well the school cares for its pupils	Pupils are very well cared for. Procedures for monitoring pupils' attendance, behaviour and personal development are very good. The staff have developed a wide range of assessment strategies that are very effective. These ensure that pupils' academic progress is regularly monitored and supported.

All the aspects above are well developed and are strengths of the school. There are no unsatisfactory areas. Partnerships with parents are also very good. Parents are interested in their children's development and many are very supportive at home and at school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership for the school. She is well supported by a very capable deputy head and senior colleagues. External educational initiatives such as literacy and numeracy lessons have been introduced effectively. The teaching staff work well together as a team. All have played an important part in rapid school improvement.
How well the governors fulfil their responsibilities	The governors are very supportive of the school. All statutory requirements are clearly understood and are well met. The governors work well in partnership with the senior management and give a strong steer to the school.

The school's evaluation of its performance	Robust evaluation skills are evident. Senior staff have a clear understanding of how good teaching, target setting and analysis of key data leads to higher standards being achieved.
The strategic use of resources	The financial management of the school has improved sharply. Spending decisions are carefully planned and a healthy contingency fund has been created. A good start has been made in applying the principles of best value. The school action plan is clearly costed and well matched to the school's priorities for improvement. School resources are used well, including computers and the school grounds.

The overall provision of teachers, support staff and resources is good. The school accommodation is adequate in terms of space and it is used well. However, there is no room for the development of an information and communication technology suite that would allow the subject to be taught more effectively. The school's external décor is in need of substantial improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • More than ninety-five per cent of the parents who responded to the questionnaire agreed that the teaching is good, that standards of behaviour are high and that children were expected to work hard to achieve their best. • Parents who attended the parents meeting liked the termly 'drop in' opportunities and felt well informed about their children's progress. • Many parents commented on the 'open nature' of the school. 	<ul style="list-style-type: none"> • Twenty-nine per cent of the parents who responded to the questionnaire would like to have a wider range of activities offered outside lessons.

The range of extra-activities offered is similar to most infant schools, but with parental help there is the capacity for this to be extended. No other concerns were raised by more than a few parents. The team concurs with the majority view of parents, who recognise that the school is well led, that pupils are well cared for and fulfil their potential. Padnell Infant School has made very significant improvement over the last four years and provides a well-balanced education for pupils in their early years.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception classes with a broad range of attainment but most are above average. They have well-developed early literacy and numeracy skills and are confident socially. A few cannot recognise numbers to five or trace the letters of their names. Pupils make good progress overall as a result of the well-structured activities and good quality teaching they receive. By the time they are five, their attainment is better than expected in four of the six areas of learning (personal and social development, language and literacy, mathematics and knowledge and understanding of the world); their physical skills and creative development are in line with expectations for their age.
2. Standards achieved in the core subjects of English, mathematics and science at the end of Key Stage 1 are high. This is reflected in the number of A grades given in the summary section of this report. Standards are well above average in comparison to national averages as well as with schools that have a similar intake of pupils. Since the last inspection in April 1996, pupils' performances in national tests have improved in reading, writing and mathematics. Teacher assessments confirm that high standards have been maintained in science; more than 95 per cent of Year 2 pupils met the Level 2 expectation from 1996-99. The improvement in standards can be attributed to a combination of factors: the school has introduced the literacy and numeracy strategies successfully; excellent assessment procedures have been developed to track pupils' progress carefully; individual pupils are given challenging and attainable targets; and senior staff regularly monitor the quality of teaching. The headteacher and staff are aware that there is a significant proportion of able pupils in each year. Their learning needs are well served, the outcome of which is a high proportion of pupils reaching the higher Level 3 at the end of Key Stage 1. For example, in 1999 nearly half of the Year 2 pupils exceeded the national expectation in reading and mathematics and nearly one third in writing. These results are well above average. Girls and boys achieve well throughout the school as do pupils with special educational needs (SEN) in relation to their prior attainment. Pupils' high achievement is confirmed by how well they do in comparison with similar schools. The abilities of different pupils are well known to teachers; for example, able writers with the potential of reaching higher standards are identified and given extension work at an early age. Comparative data for the current Year 2 pupils who have just taken national tests will not be available until the autumn. Nonetheless, the early indications are that high standards have been maintained in writing, spelling and mathematics.
3. A high proportion of planned teaching time (57 per cent) is directed towards English, mathematics and science, with positive results. The emphasis on developing basic literacy and numeracy skills is appropriate. However, seven other subjects of the National Curriculum and religious education share the rest of the teaching time. In practice pupils have about an hour a week to further their skills in information and communication technology, music and art for example. An outcome of the restricted time given to developing pupils' knowledge and understanding in the foundation subjects is that the majority of pupils only meet expectations. There was very little evidence of higher standards being reached in religious education, art, design and technology, geography, history, music or physical education. Standards were

deemed to be above average for information and communication technology and design and technology at the last inspection but are now in-line with expectations. However, this does not indicate that there has been a drop in pupils' competency in using computers, but reflects the shift in expectation and understanding of the subject over the past four years.

4. The staff have set clear targets for raising standards and in most areas have exceeded them. Annual test data are scrutinised carefully. For example, despite the 1999 results being well-above average overall, spelling was identified as an area of relative weakness. Targets were also set to increase the number of average attaining pupils who reached the upper Level 2 band in writing. There is a clear awareness of performance by gender. The performance of girls and boys has improved to a similar degree.
5. The majority of pupils, including those with special educational needs, make good progress in acquiring new knowledge, skills and understanding. Evidence for this includes the number of pupils who come off the special educational needs register after receiving specialist support. The structure that ensures good progress is very clear curriculum planning within year group teams which supports a high proportion of effective teaching. The progress of more able pupils is also assured since they are given sufficient opportunities to build upon what they already know at a brisk rate. The school is inclusive and has tailored programmes of work for individual pupils who have specific needs, for example very bright children and others who have profound learning difficulties.

Pupils' attitudes, values and personal development

6. Pupils' attitudes to the school, their behaviour, personal development and relationships at the school are all very good. The attendance level is good. These standards have been maintained since the last inspection.
7. Pupils enjoy coming to school, a fact confirmed by 95 per cent of parents in their answers to the parent questionnaires. They show enthusiasm for lessons and school activities. On arrival at school, pupils settle down quickly after registration and become involved in their classroom activities. They are keen to show off their work to visitors and to talk about the school. A good example of pupils' interest in classroom activities took place during a Year 1 lesson, when pupils followed the class teacher into the playground to see her releasing some butterflies into the wild. The butterflies had been reared from the egg stage in the classroom, and the teacher, classroom assistants, headteacher as well as the observing inspector shared the pupils' infectious enthusiasm. Pupils showed excitement as well as awe and wonder as the butterflies flew away. Pupils play happily in the playground both before school and at break times. They are interested in visitors and come up to them and talk spontaneously and ask them their names. The attitude of pupils creates a happy atmosphere at the school.
8. Pupils' behaviour in lessons and around the school is very good. They are courteous and polite, holding doors open for adults and for each other. They line up quickly in an orderly manner when asked to do so by the teachers. The school is an orderly community and, apart from the small number of pupils with specific behaviour problems, very little inappropriate behaviour was observed. Pupils with behavioural problems are well supported and usually respond promptly when asked to do something by a teacher or other adult. The behaviour and attitude of pupils in the

classroom is good but the value added by that outside the classroom and around the school makes this aspect very good, overall. There were three fixed term exclusions in the previous year which involved two pupils. Both were for episodes of violence. One of the pupils concerned has settled down this year and the other has moved on to a special school. There has been one exclusion this year so the incidence is decreasing. However, such incidents are very rare and the pupils concerned have specifically identified behaviour problems.

9. An excellent feature of the school is the absence of bullying. There was none seen during the inspection and older pupils were confident that if it happened they would try to deal with it themselves by telling any bully to stop, and if that did not work they would tell a teacher. The absence of oppressive behaviour is partly the result of good and experienced supervision in the playground both at break and at lunch times.
10. Pupils are aware, from an early age, of the impact, which their actions have on each other. They listen well to adults and to each other. This is encouraged within the ethos of the school, which talks about creating a happy stimulating environment and expecting good standards of courtesy and good manners. Within the school's special needs intervention programme it identifies 'poor listeners' and a group of these were pointed out by the special needs co-ordinator during a lesson observation. Pupils show respect for people's feelings, values and beliefs. This is encouraged by the welcoming nature of the school and the very good and trusting relationships between school and home.
11. Pupils are given the opportunity, which they take, to show initiative and take responsibility from the time they start at the school. As a start, pupils self-register in the reception classes both for attendance and for dinners. Across the school they also take the registers, in pairs, back to reception after registration. Pupils help to tidy up after lessons, and one withdrawal group were observed doing this in a speedy and efficient manner. They work well together in the classroom individually, in pairs and in groups and know when to seek the help from an adult. Pupils are given the opportunity to perform in some assemblies and carry out readings at some special church services. The confidence engendered in pupils partly results from the school's aim in raising their self-esteem. Across the school, relationships between each other, with adults and visitors are excellent.
12. Attendance at the school is good, being above the national average for primary schools. The unauthorised absence rate is just below the national average in the most recent reporting year. Pupils arrive at school on time and scrutiny of the 'late' book showed little evidence of pupils regularly arriving late. Registers are marked correctly in line with circular requirements and are called promptly before school in both the mornings and the afternoons. The level of attendance at the school and the promptness of arrival of pupils can only have a positive effect on pupils' learning at the school.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching and learning is good throughout the school; about eight out of ten of the lessons observed were good or better and none were unsatisfactory. There were no significant variations evident in different classes. This shows a significant improvement since the last inspection when one in five lessons did not enable pupils to make sufficient progress. The structure that ensures effective teaching is the weekly monitoring of lessons with feedback provided from senior staff

as to how lessons can be improved. The best teaching involves active learning with plenty of practical investigation work. The learning needs of all pupils are well catered for, ranging from those who have difficulties to others who understand concepts and ideas quickly. Learning opportunities provided for pupils are varied and they make good progress.

14. Good or very good teaching was seen in all classes throughout the school. This incorporated many strong features. The school ethos is rooted in 'valuing and challenging' children and this is clearly evident in the teaching observed. Teachers know their pupils well and quickly identify their individual skills and attributes. The staff have a good understanding of the value of target setting and choose tasks and activities that will take different pupils' learning forward. Very well developed assessment strategies are used and play a key part in monitoring pupils' progress. These are being constantly refined and improved. As a consequence, most pupils are clear about what they have to do to 'make their work better'. For the youngest children this is done through oral feedback and for older pupils by helpful marking. Classroom assistants and volunteer parents make a significant contribution to the quality of teaching and learning and support small groups of pupils effectively. Parents play an important role in supporting the school and their children's learning. Home-link arrangements are clear and enable pupils to practise and reinforce what they have learnt at school.
15. The learning needs of children under five are well understood and effectively planned. This enables children to begin to work on the Key Stage 1 National Curriculum whenever they are ready in the reception year. There are some good links between subjects made in the reception classes which are planned under a common theme. For example, a mathematics lesson incorporated singing, counting and games activities. All the classrooms throughout the school are well organised with clearly delineated areas for storage and display. This enables pupils to exercise their independence when choosing equipment and materials. Teachers group pupils by ability, friendship and interest according to which subject is being taught. These arrangements are clear in every class and most pupils make good learning gains as a result. Specific learning intentions are clearly stated in lesson plans and are not confused with activities. The school's provision for homework is appropriate and there is a clear policy covering amount, type and frequency. It mainly emphasises language and mathematical development and it carefully takes account of the needs of individual pupils.
16. The subject co-ordinators have good subject knowledge; some of the liveliest lessons seen were when staff played to their own strengths, for example in mathematics. Plenary sessions that summarise key learning points at the close are regularly incorporated into the best lessons. However, even the most effective teachers could develop further the skill of drawing out what pupils have learnt through posing different forms of questions. Resources and natural artefacts are employed well to promote learning. Pupils were studying mini-beasts during the period of the inspection and had the opportunity to look at insects at first hand. The school grounds are also designed to encourage pupils to make up their own games and activities.
17. The teaching of information and communication technology is sound. However, opportunities for pupils to practise what they have been shown as a whole class are constrained by space and resources. Pupils would benefit from staff developing the usage of information and communication technology as a tool for learning across the

curriculum as well as furthering opportunities to teach the revised requirements for the subject as discrete skills. The teaching of art and design and technology is also less well developed than literacy and numeracy. In both creative subjects the lessons observed were highly structured and directed; pupils did not have enough chance to be independently creative and imaginative. An appropriate emphasis is given to practical and investigative work in mathematics and science throughout the school. For example, it was good to observe two pupils using cubes to help their understanding of simple division before recording their answer on a computer program.

18. The teaching of pupils with special educational needs is good and overall provision is excellent. The emphasis is firmly on a multi-sensory approach to learning. Small groups of pupils who have similar difficulties are withdrawn and given well-structured support that addresses their specific needs, for example to develop their language, spelling or reading strategies. Targets identified in SEN pupils' individual education plans (IEPs) are used well to inform teaching strategies. The targets are sharp and reviewed regularly. Good communication takes place between the part-time special educational needs co-ordinator, class teachers and support assistants. The support provided by learning support staff in the classroom is of a high quality and the result of close planning with the class teacher.
19. The quality of mathematics teaching is very good. Teachers have successfully introduced the National Numeracy Strategy and are planning accordingly. Teaching was best when all pupils were challenged appropriately by skilful questioning and pupils were asked to explain their thinking. Teachers expect high standards of work and behaviour. The pace of work was demanding and the learning objective of the lesson was clear to all. Pupils responded well to these expectations through effort and concentration that resulted in good learning. Similarly the quality of English teaching is good. Teachers have high expectations of the quality of work to be achieved. They encourage pupils to be self-reliant and take responsibility for their own learning. Pupils are made fully aware not only of what they are supposed to be doing but also why tasks are carefully matched to the needs of individual pupils. All staff evaluate the effectiveness of their teaching strategies and existing good practice is constantly being refined.

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

20. Curriculum planning has been further developed and improved since the last inspection. The curriculum is broad and balanced and meets the statutory requirements of the National Curriculum and those for religious education. It reflects effectively the stated aims, values and mission statement of the school. It provides an interesting and stimulating programme for pupils, which promotes their intellectual, physical and personal development. The school has a suitably designed whole school curriculum framework, which takes account of the 20 per cent non-National Curriculum time in an appropriate way, with a particular emphasis on personal, social and health education (PSHE). The co-ordinator has indicated that personal, social and health education development is in its early stages but planning shows that a very full programme will be offered. The use of this time is not made explicit in the governors' curriculum policy statement. The curriculum is organised and planned very effectively; policies and schemes of work are clear. The governing body is well informed and very supportive of all aspects of curriculum development at the school. The governors' policy for sex education states that it is taught as part of personal,

social and health education, and science. Health and drug education is covered appropriately as part of the school's personal, social and science programme and through specially planned health promotions.

21. Great emphasis is given to English and mathematics. The school has introduced effectively the National Literacy and Numeracy Strategies. Both have been successfully initiated to good effect and are operating well for the benefit of the pupils. These strategies have had a positive effect on standards in English and mathematics. All other subjects have a reduced time allocation which has a knock-on effect on standards achieved. Restricted curriculum time is one of the main reasons why high standards are rarely attained by more than a few pupils in information and communication technology and the foundation subjects. The school needs to consider extending pupils' opportunities to undertake creative activities and thinking skills from the foundation subjects (dance, drama, art, design and technology and music) by reviewing the time allocation and potential links between them.
22. The work is planned as separate subjects for the purpose of teaching but where appropriate it is linked effectively with other subjects into a topic theme. This results in a good sense of meaning and purpose as seen with the work relating to the Titanic with Year 2 pupils linking art and history. Within subjects, there is generally an appropriate balance of aspects of the programmes of study. In class lessons pupils are usually grouped by attainment for English and mathematics. Work and activities set are well matched to pupils' abilities, and they have equal access to the curriculum. Pupils of higher attainment are sufficiently challenged during most lessons and this results in high levels of attainment, particularly in mathematics and science. However, the school should consider adapting its successful strategy of identifying and extending able writers and apply these principles to pupils who have particular artistic, musical, physical or technological talents.
23. All subjects have supportive policy statements and schemes of work showing a notable improvement from the last inspection. These are helpful in assisting planning and they provide a framework for ensuring that pupils receive appropriate work at the right level. They have a positive impact on standards. The long and medium-term plans are constructed to give a clear outline of subject coverage. The short-term plans are helpful and well completed; they clearly list learning objectives, assessment opportunities and show work for pupils of different attainment. Again this is significantly improved since the last inspection report. The school is well on the way in its preparation for the new curriculum requirements, which operate from September 2000. Curriculum provision for children under five is very good. Pupils' activities are practically based with clear linkage between different elements of the early years curriculum.
24. There are a number of extra-curricular activities in the form of clubs; these take place either at lunchtime or after school time. This term the school runs recorder and country dance clubs. The clubs that do take place are well attended. They enhance and extend the curriculum and give pupils the opportunity to develop their social skills and other interests. Musicians, authors and a wide range of other visitors come in to school. The quality of the curriculum is much improved by the use of the local environment and outside visits to a wide range of places and events, including different cultural visits and festivals. All of these have a positive and beneficial effect on the quality of the curriculum provided. Where possible, the school involves the wider community, which enhances pupils' learning and broadens their experience. The school has regular visits from representatives of local churches the local doctor

and the fire service. The school's liaison police officer contributes, to good effect, to the health and drugs education programme.

25. Through its clear policy statement and thorough practice the school makes very good provision for equal opportunities. The school systematically monitors the performance of boys and girls, which shows no significant variation. All teachers are aware of the need to provide an appropriate education for all abilities and the full range of needs. All staff, teaching and non-teaching, offer excellent role models for equal opportunities and pupils reflect this in the way they support and encourage each other. All pupils are prepared well for the next stage of education. Good liaison is maintained with the on-site junior school; the headteachers meet weekly and joint staff events are held. Links with other local schools and the meeting of subject managers from these schools has proved supportive.

Special educational needs

26. The school's provision for pupils with special educational needs is excellent. It strikes an appropriate balance between the three areas of addressing pupils' individual learning difficulties, ensuring their access to all aspects of the curriculum and planning for their continued progress in core skills in English and mathematics. Careful timetabling ensures that when pupils are withdrawn for specific help, additional learning support is provided when they return to the classroom to ensure coverage of work missed.
27. The co-ordinator for special needs is skilled and knowledgeable. She uses a range of tests to ensure early and on-going identification of pupils' specific learning difficulties and to provide the appropriate individual learning programmes. She continuously refines and adapts her ways of working to make tasks interesting and meaningful and does not use endless worksheets. Pupils with special educational needs have full access to the curriculum and take part in all activities. They are given every opportunity to integrate socially into the life of the class, and relationships with teachers and other pupils are very good.

Spiritual, moral, social and cultural provision

28. Spiritual provision is good, particularly in religious education where appreciation is expressed for people and the many beautiful things found in creation. During the inspection there was a lovely example of pupils' awe and wonder when butterflies emerged from their chrysalises. Assemblies contribute to spirituality in providing moments of reflection and joy in praise through singing. However, the absence of music to set an appropriate mood as pupils entered the hall is a missed opportunity. In some assemblies there is little involvement of pupils. In the main, the assemblies, although compliant with collective worship requirements, do not measure up to the stimulating atmosphere found in the classrooms. Moral provision is excellent and there is an absence of oppressive behaviour. This is due to the very good example of the teachers whose care and concern for the pupils they teach directs their behaviour and attitudes in a very positive and helpful way.
29. Social provision is very good. Most children enter the school with well-developed personal and social skills but staff reinforce them well. For example, teachers carefully consider pupil grouping arrangements, they encourage the sharing of resources as well as listening to others when pupils are answering questions. Cultural provision is satisfactory, as it was at the last inspection. It reflects mainly

local traditions such as country dancing and the maypole dance. There is evidence in displays of aspects of Hindu culture and in music, for example, of different instruments from around the world. However, pupils are not taught enough about the variety of cultural traditions in Britain today in order to develop their understanding and appreciation of the diversity of these cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school cares for its pupils very well. This standard has been maintained since the last inspection. The procedures for ensuring pupils' welfare are very good, the monitoring of pupils' academic performance and personal development is excellent and the educational and personal support and guidance provided for pupils is very good.
31. The school has proper child protection procedures in place, in line with those outlined by the Hampshire County Council's Child Protection Committee. The school's designated child protection liaison officer is the headteacher, who has undergone the full child protection training. The staff are aware of procedures and approximately 18 months ago the County's child protection team came to the school to talk to staff. There is a good relationship between the school and the County's social services department, who will give the headteacher informal advice if she asks for it as well as taking formal action if required. At the time of inspection there were no pupils on the 'at risk' register.
32. The procedures in place for ensuring pupils' welfare are very good. The governing body takes health and safety issues very seriously with the chairman of the premises committee making regular inspections of the premises in the company of a health and safety consultant. Any items of concern are referred to the governors. Minor and major accidents are recorded properly and are dealt with efficiently and sensitively by the office staff, both of whom have received first-aid training. If minor accidents occur during lunchtime they are dealt with by experienced supervisors, who will refer any concerns to the office staff. Regular inspections of electrical and fire appliances are carried out. Forms are in place for pupils to take home if they have received a head injury. Emergency medication such as asthma inhalers and EpiPen for pupils with nut allergies is kept in the school office. Pupils are well supervised at lunch and break times. At the end of lunchtime there is a five-minute handover period for the supervisors to inform teachers of any incidents which have occurred so that they can be noted. This is an example of very good practice.
33. There are very good procedures for monitoring and improving attendance. The school's attendance policy has a section for staff attendance as well as for pupils, which encourages staff to set a good example. Pupils arriving late are required to report to the office and their names entered in a 'late' book. Parents are required to notify the school if a pupil is absent due to sickness or for a medical appointment and have to fill in a form if they wish to take a child away on an annual holiday during the term. As all pupils are brought to school by an adult, the school does not operate a 'first day' contact policy if a pupil does not turn up to school and the school has not been informed in advance. However, there are a small number of pupils about whom the school has some concerns. If one of these did not turn up the school would contact home on the same morning. The school receives good support from the education welfare officer, who visits the school to check the registers half-termly. However, if the school contacts her with an attendance problem she will make a home visit within a few days.

34. The school's procedures for monitoring and promoting good behaviour and for monitoring and eliminating oppressive behaviour are excellent. Good behaviour is positively encouraged at the school by raising pupils' self esteem. This is done by providing a welcoming environment, valuing each child's opinions, cultures and beliefs as well as looking for positive outcomes and celebrating success, however small. The school's behaviour policy takes the form of a statement by the governors following consultation with parents, governors and staff. When inappropriate behaviour does take place, there is early intervention by an adult, which is usually sufficient to prevent the incident going any further. A few examples were seen in the classroom where a pupil was moved to another place, usually nearer to the teacher. Although there are a small number of pupils with behavioural problems, these have been identified and appropriate strategies put in place. The school is consistent in approach and where necessary parents are involved at an early stage and, if required, outside consultants are used. The school's policy for eliminating oppressive behaviour, including bullying, is an integral part of its behaviour policy. The outcome of very good pupil behaviour and the absence of bullying are a testament to the success of these policies.
35. Largely because the school has excellent assessment procedures in place and uses those procedures very well to guide curricular planning, the procedures in place for monitoring and supporting pupils' academic progress are also excellent. Pupils' individual academic progress is recorded meticulously and future targets are set. This information is kept in the pupil's file along with more informal information noted and recorded by the class teacher or support assistant. There are always a number of staff who will know any individual pupil well and it is therefore possible to track a pupil's progress as he or she moves through the school. The school is, therefore, able to pick up any potential problems arising that might affect a pupils' progress at either end of the attainment spectrum and provide support if necessary. Because the school knows its pupils well, it is also able to monitor their personal development closely. Most parents have confidence in the school. Many are able to share home issues, which may affect a pupil's academic progress or personal development, with the headteacher.

Assessment

36. The school's procedures for assessing and monitoring pupils' performance are excellent. They result in clear targets for individual pupils, groups of pupils and whole year groups in the core subjects of English and mathematics. The use of assessment by teachers to inform curriculum planning is very good; this applies to all year groups throughout the school. The school is constantly striving to improve and refine what is already very good practice.
37. Day-to-day records and group target sheets are consistently well used to modify medium and short-term planning. Pupils' progress is tracked in reading, writing and mathematics. The consistency of individual teachers' assessments is ensured by regular whole school and year group moderation and by the use of standardised tests, for example in mathematics. In English, for example, pupils' writing is assessed and moderated every term to agreed criteria. Information derived from baseline assessment information (a review of children's early learning skills) is supplemented with additional information from a commercial diagnostic programme. This has increased awareness of early special needs and has resulted in accurate early identification of pupils' learning difficulties and the provision of additional support.

Specific guidance to pupils is largely through oral feedback. Marking in pupils' books is not consistently informative about the next steps they need to take to improve their work. In particular, the correcting of spellings is rarely a focus for teachers' marking.

38. The results of national tests and other external data are rigorously analysed and the school is beginning to calculate the value of its input into pupils' performance from entry to the school until transfer to the junior school. Areas that need further input are identified. At present, areas for development include using and applying number skills and using inference and deduction in reading. Assessment procedures are jointly agreed and operated by the co-ordinator and individual subject managers. A modified and easily managed system operates for science and the foundation subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Overall, parents have a very positive view of the school. The school's links with its pupils' parents are very effective and the impact that their involvement has on the work of the school, is very good. Strong parental support and home-links were noted at the last inspection.
40. The views of parents towards the school, as expressed at the parents' meeting and in the answers to the questionnaires, are very positive. They like the openness of the school and the easy approachability of the headteacher and staff. It operates a true open door policy. A small number of parents wrote comments on the back of the questionnaire and the majority of them were positive. A small minority expressed some concerns. One or two of these referred to relationship problems with particular members of staff, but without a consistent thread. One parent was unhappy that it seemed easier to get rewards if a child had been well behaved for a change than if they had been consistently good. There was also a comment about the difficulty of a working parent in being able to approach the school. However, the adverse comments were from a small minority. Nonetheless, more than one-quarter of the parents who responded to the questionnaire felt that the school did not provide an interesting range of activities outside lessons.
41. There is a wide range of good quality information about the school. This includes a detailed prospectus and annual report from the governing body, both of which contain the relevant statutory information. Parents receive detailed reports on their child's progress during the spring term, which are informative and set targets for the next step of their education. These are followed up in the summer term by an overall one-sheet report on further progress towards the targets set at the end of the spring term. This contains information on the pupil's attendance. The school sends out newsletters on both general matters and future events. Parents have the opportunity to discuss pupils' progress at regular parents' meetings. As well as this there are 'drop in' days when parents can come into the school and allow pupils to show them the work they are doing. This opportunity is much appreciated by parents. Parents of pupils with special educational needs are well informed and involved in their child's learning. There is also a seamless induction process, which helps to familiarise both parents and pupils with the school and its procedures.
42. Parents make a very good contribution to children's learning, both at school and at home. They are always welcome to come into the school either as classroom helpers in such activities as art and design and technology or in other capacities. A number were observed working in the classroom during the inspection. There is a reading

support group, which has received guidance from teaching staff on how to listen to pupils read. They also accompany pupils on educational and other visits. Some parents are able to help on a regular basis, but the school also welcomes those who can help on an occasional basis only. Overall the school always welcomes help, whether it be on a regular or irregular basis, and this makes the parents feel valued by the school. The school sets regular homework and parents are able to give their children some help with this at home.

43. There is an active Padnell Infant Parent School Association (PIPSA), which gives very good support to the school in a number of ways. It arranges a wide variety of fundraising events. On average, they raise in excess of £5000 per year. Among these events are a summer fayre, which recently raised nearly £3000, car treasure hunts, quiz nights and a summer barbecue. The money raised is used to help the school to purchase equipment to support pupils' learning. They also arrange non-fundraising activities. These include a Christmas shopping day, where parents buy items suitable for children to give as Christmas presents, which they sell to the children at cost. There is a Year 2 leaving disco run by PIPSA. Parents also arrange their own school outing for pupils on occasional or teacher training days. They hire the local swimming pool on some Saturday mornings during the year to take pupils swimming. This is a joint venture with the Junior School. Overall, the parents work very closely with the school in the best interests of the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership and management of the school provided by the governors, the headteacher and senior staff and teachers who carry posts of responsibility are very effective overall. The headteacher provides excellent leadership and has been central to the significant progress made since the last inspection. She inspires confidence in parents who recognise that the school is well led. Resolving the seven key issues that were given at the last inspection has been a key priority, as well as developing a strong team culture amongst the staff. Padnell Infant School is very effective; all the areas of previous weakness have been improved. Pupils' progress is now assured through excellent assessment procedures and careful planning; there was no unsatisfactory teaching seen during the inspection; there are clear systems for internal monitoring and school development planning; and spending decisions are now directly linked to raising standards. The role of subject managers has developed well and good direction and leadership are evident. The school has clear values and a positive ethos rooted in 'valuing and challenging children'. The school aims are simple, appropriate and are met well. Very good relationships are evident throughout the school.
45. A separate governing body from Padnell Junior School was formed shortly before the last inspection. The governors have made very good progress in establishing procedures and a full range of school policies. All statutory requirements are met well. The leadership shown by the chair of governors is impressive and a positive partnership has been forged with the headteacher and senior management of the school. For example, the governors have a clear understanding of quality assurance procedures applicable to schools. They understand the importance of target setting and the robust analysis of test data. As a whole, the governors play an important part in helping to shape the development of the school. Their annual report to parents is attractively presented and accessible to a lay audience. It confirms the governor's active involvement in training courses and the strong steer that they give to the school.

46. The deputy head works well together with the headteacher. She leads by example through demonstrating effective leadership of curriculum development, assessment and mathematics, all of which have shown significant improvement. The senior management team is strengthened by the valuable contributions of two year group co-ordinators. The headteacher, deputy head and subject managers are involved in the monitoring, evaluation and development of teaching. Lessons are observed every week and feedback is provided for each teacher. This provides a useful forum for discussion, reflection and refinement of future lessons. High quality teaching and the eradication of unsatisfactory practice are due to the effectiveness of these procedures. Delegation and the contribution of staff with subject responsibilities are good although there is scope to further develop skills of analysing pupils' work in the foundation subjects. Subject managers provide positive support and guidance and the systematic monitoring of English and mathematics has promoted improved standards in these subjects. Subject managers can bid for non-contact time to review standards but some have a limited role in direct monitoring in the classroom. There is a good match of teachers and support staff to the demands of the curriculum. Most classes had one or two additional adults (classroom or SEN assistants, students or volunteer parents) helping groups of pupils during the inspection. New staff joining the school feel well supported.
47. The evaluation of the school's performance is excellent. As a result, teachers are aware of the relative performance of boys and girls and which pupils need particular help and support. Senior staff evaluate robustly the quality of teaching and key data about pupils' performance. This begins with the screening of the youngest children's early learning skills when they first enter the school. Tracking records are established and are regularly reviewed. The school has also adopted Hampshire's SIDNEY programme that identifies children with specific difficulties at an early stage. The intervention and support provided are very effective and enable nearly all pupils to reach the expected national standards. School performance is evaluated in other ways, for example through the setting of cohort targets in the core subjects and the analysis of this data. All staff are kept informed of the strengths and weaknesses that are identified following this review. Teachers and governors have a shared commitment to improvement and a sense of pride in the school's success.
48. In common with many schools, the appraisal of teachers is in an intermediate phase before new legislation and performance management procedures are introduced in September 2000. Evidence was reviewed which confirmed that appraisal has been undertaken satisfactorily. This was done well in the first cycle. All teachers had an annual professional interview with targets agreed and professional development opportunities identified. The staff are expected to disseminate what they have learnt through attendance at courses; numeracy training, for example, has had a positive impact in helping achieve the high standards reached.

49. The school development plan for 1999-2000 is an exemplary and up-to-date model. It contains, for example, detailed sections on subject action plans, analysis of the success in meeting school targets, and clearly identified and costed priorities. These include: continuing to improve educational standards, reviewing SEN provision within the literacy hour, improving the use of information and communication technology in classes and refining curriculum and assessment systems. With the exception of information and communication technology, inspection evidence confirms that all these priority areas are existing strengths. This does not invalidate their importance; credit is due for the sharp improvements made since the last inspection. Nonetheless, raising standards in the foundation subjects merits greater emphasis when the new Curriculum 2000 framework is introduced next term.

Accommodation and resources

50. Within the context of a deteriorating 1960s flat-roofed timber-framed building, which needs urgent replacement or major refurbishment, the school makes good use of the adequate accommodation within. The classrooms are of good size and, along with the school hall and corridors, are decorated with attractive displays. The outside accommodation is also good with two good-sized playgrounds. The governors have put their rolling internal decoration programme on hold until any outside building is finished. The inside premises are kept very clean and provide a welcoming environment for children, staff and visitors. It is a stimulating environment, which enhances pupils' learning. Overall, even with the outside of the buildings in their current unattractive state, the accommodation allows for the effective delivery of the curriculum in its present form.
51. There is a good range of learning resources in the school, which are adequate for the school's curriculum and range of pupils. There is good provision across nearly all subjects and they are readily accessible. The school has invested in some new computers and these are banked together in a corridor that is also used as an art and craft area. This is a temporary arrangement that the senior management of the school recognise as being less than satisfactory in terms of pupils' learning opportunities. Raising funds for new computers is not considered to be a major obstacle. However, the school is dependant upon the County to provide additional space if an information and communication technology suite is to be created. The SEN learning support room is well used and is an attractive learning environment. Resources are specifically purchased for their interest value and include finger puppets and an alphabet map. There is a small well-maintained library with a good supply of fiction and non-fiction books. These supplement those available in the classrooms. The range of playground equipment helps to provide a stimulating environment for the pupils. There is an attractive environmental area as well as a number of pieces of 'adventure' play equipment in the two playgrounds. The games on one of the playgrounds need repainting but, in view of the imminent refurbishment programme, there is no point in doing anything to upgrade them until this programme is completed.

Financial arrangements

52. The governing body, the headteacher and the administration officer manage the school budget very efficiently. Financial administration and management are now of a very good standard. All issues raised in the last inspection report have been successfully addressed and resolved. There are well-developed procedures for

budget setting and approval. Effective arrangements also exist for budget monitoring and devolution and all concerned are very aware of the principles of getting best value for money. The principles of best value (that is comparison, challenge, consultation and competition) are well understood and applied when spending decisions are being made. The school's improvement plan is now linked to the school year and priorities within the plan drive budget decisions. The administration officer supplies regular updates and a commentary to the finance committee of the governing body, which meets twice a term. The roles and responsibilities regarding all financial matters are clear and are guided by a useful financial procedures document. Governors now plan carefully in accordance with the agreed priorities of improving the attainment of pupils. Methods of evaluating the impact of the investment decisions taken have much improved since the last report. All specific grants, including that for special educational needs, are carefully and wisely targeted and used effectively for the given purpose. Spending decisions for special educational needs are carefully monitored for their effectiveness. School accounts are efficiently administered, although there has been no recent audit. The school makes full use of new technology both within the curriculum and to support administration.

53. The expenditure per pupil is higher than national averages for schools of this type. In light of this, the standard of pupils on entry, the use the school makes of all its resources, the very good quality of education provided and the very high standards of achievement in the core subjects at the end of Key Stage 1, Padnell Infant School provides very good value for money. The value for money provided compares very favourably with the last inspection report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. Padnell Infant School is highly effective and has no major weaknesses. The governors and senior staff should give attention to the following points in their continued efforts to raise standards and the quality of work at the school:

- (1) Give greater priority to reaching higher standards in information and communication technology and the foundation subjects by:
- adopting similar strategies to those that have been successful in raising standards in the core subjects of English, mathematics, and science such as the identification of talented pupils, target setting, tracking progress carefully and sharing best teaching practice;
 - developing the use of information and communication technology as a tool for learning across the curriculum, as well as furthering opportunities to teach the revised requirements for the subject as discrete skills;
 - extending pupils' opportunities to undertake creative activities and develop their thinking skills through the foundation subjects (dance, drama, art, design and technology, and music) by reviewing the time allocation and potential links between them;
 - adapting the school's successful strategy of identifying and extending able writers and applying the principles to pupils who have particular artistic, musical, physical or technological talents.

(Paragraphs: 17, 21, 22, 49, 60, 75, 95, 96, 82, 84, 86, 87, 100, 101)

(2) Develop opportunities for pupils to appreciate their own cultural traditions as well as the diversity of other cultures by:

- expanding the range of art, literature and music resources and teaching references used in order to extend pupils' appreciation of local traditions and the cultural diversity in Britain and around the world.

(Paragraphs: 29, 108)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	32	44	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y2
Number of pupils on the school's roll (FTE for part-time pupils)	na	289
Number of full-time pupils eligible for free school meals	na	15

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y2
Number of pupils with statements of special educational needs	na	4
Number of pupils on the school's special educational needs register	na	53

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	[1998]	[51]	[55]	[106]
	1999	42	63	105

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	[41] 36	[43] 35	[47] 42
	Girls	[50] 63	[51] 63	[52] 60
	Total	[91] 99	[94] 98	[99] 102
Percentage of pupils at NC level 2 or above	School	[86] 94	[89] 93	[93] 97
	National	[77] 82	[81] 83	[84] 87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	[44] 35	[49] 38	[51] 39
	Girls	[51] 62	[54] 59	[53] 62
	Total	[95] 97	[103] 97	[104] 101
Percentage of pupils at NC level 2 or above	School	[90] 92	[97] 92	[98] 96
	National	[81] 82	[85] 86	[86] 87

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	197
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR - Y2

Total number of qualified teachers (FTE)	10.8
Number of pupils per qualified teacher	27:1
Average class size	32.1

Education support staff: YR - Y2

Total number of education support staff	11
Total aggregate hours worked per week	265

Financial information

Financial year	1999-2000
	£
Total income	584,112
Total expenditure	571,619
Expenditure per pupil	1,977
Balance brought forward from previous year	22,189
Balance carried forward to next year	34,682

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	150

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	4	0	0
My child is making good progress in school.	58	38	3	1	1
Behaviour in the school is good.	53	43	3	1	1
My child gets the right amount of work to do at home.	44	47	7	1	1
The teaching is good.	65	32	1	1	1
I am kept well informed about how my child is getting on.	51	43	5	1	0
I would feel comfortable about approaching the school with questions or a problem.	81	17	1	2	0
The school expects my child to work hard and achieve his or her best.	75	23	1	1	0
The school works closely with parents.	58	40	2	1	0
The school is well led and managed.	72	25	2	0	1
The school is helping my child become mature and responsible.	60	36	2	0	2
The school provides an interesting range of activities outside lessons.	30	32	28	1	9

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. Children enter the reception classes part-time at the age of four in the September of the school year in which they become five. At the time of the inspection, there were 16 children under five who formed about one-fifth of each of the three classes. There are three teachers assisted by three learning support assistants, who fulfil a very effective and sympathetic role in settling the children into school. The attainment on entry of most children is above average and is assessed using baseline assessment. All the children are likely to exceed the desired outcomes in their personal and social development, language and literacy skills, mathematical understanding, and knowledge and understanding of the world. Most are working at considerably higher levels particularly in aspects of language and literacy, mathematics and science. The children's creative and physical skills are broadly in line with expectations for their age. Lower attaining children are identified quickly and planned for appropriately.
56. Children's attitudes to learning and their personal and social development are very good. They concentrate well during discussions, settle to their tasks and become absorbed. Promotion of their independence plays a large part in the planning for all areas of learning. The children self-register in the morning and are responsible for collecting their own milk. They show maturity for their age and respect for others. They are always very busy throughout the day, choosing to work at the many activities which are accessible in the classroom and work areas. The children work and play happily together and on occasion spontaneously give applause to another child's success. They confidently approach visitors, showing and discussing their work. Teaching in this area is exemplary, where the children imitate the excellent role models provided by the adults in their caring and listening.
57. Standards in language and literacy are well above average. Children listen attentively and express their ideas extremely well. They enjoy books and handle them with care. The children talk about the pictures enthusiastically and successfully repeat stories that they have read. Their reading is very good since virtually all are able to read very simple texts and many read more involved books. This standard is well above the expected outcomes. The children write well, above what is normally expected for their age. They write sentences, one following another, and many are aware of and use capital letters, full stops and question marks correctly. The teaching of literacy skills is very good. A particularly successful lesson led the children to produce ideas about what was being said in the illustrations of a book using blank bubble inserts. As a teddy was being tipped onto a rubbish dump a child offered, 'I don't like it here'. Though the writing is sometimes emergent, it is always understandable. The children therefore have a very good grounding in phonics.
58. Standards in mathematics are well above the expected outcomes. All children can count and order to ten. Some count in twos to 20 and beyond and in tens to 100. In the classes seen, the children were working out how much money should be given in change after buying an item in their shop. They recognise coins up to a ten pence piece and are able to arrive at small amounts of money by building up to it using different coins. The most challenging task was in giving change after recognising that too much money was being offered. Others, working outside, were playing skittles and adding up the score successfully. The teaching of mathematics is very good overall; pupils are often given taxing challenges.

59. The children have a very good knowledge and understanding of the world. They talk informally about their families and how much they love coming to school. Most children use computers confidently and are aware that it helps them in their work in class. They recognise that plants grow and are living things. The children realise that we find things out by using our senses. They understand the meaning of floating and sinking. In one lesson, the children predicted that a magnetised letter would float one way up and sink the other way. They were correct, though they thought it was the force of the magnet that pulled it down. The children know how to draw simple conclusions and are learning how to record their results. Teaching and learning in this area are very good, particularly when aspects are discussed in appropriate depth. When making space rockets some children included a mode of propulsion, and one remarked how he was very interested in the sun and the planets.
60. Pupils' creative development meets expectations for their age. The children are given many opportunities in this area but sometimes the teaching does not challenge them to fully develop their imagination. The children display good observational skills. These are shown in their drawing of animals and people. They know the basic colours and are now practising blending colours using tissue paper. Children work well using construction kits; one child made a realistic truck. They enjoy singing and play close attention in their music lessons where challenge is more evident. Some can follow a music score whilst playing their instruments.
61. Overall, the children reach the expected outcomes in physical development satisfactorily. They bounce and control large balls with moderate success and they can dribble the ball using their feet, albeit slowly. Attainment in terms of balance, co-ordination or general physical dexterity is average for their age. The children have their own outdoor area where there are larger apparatus and tricycles. They use their hands well and work accurately with scissors, pencils and crayons. The children are notably adroit when using the mouse and cursor on the computer.

ENGLISH

62. Standards of attainment are high in all aspects of the English curriculum. Evidence gathered during the inspection indicates that the good standards in reading and very good standards in speaking and listening, noted at the time of the last inspection, have been maintained. Standards in writing have improved and are now good. Four years ago they were only in line with national expectations. The school's end of Key Stage 1 tests in 1999 show the numbers of children reaching the required national standard in reading to be well above the national average, with nearly half the pupils reaching the higher Level 3. The proportion reaching the required national standard in writing was above the national average with nearly one third of pupils achieving the higher level. There was no significant difference in the performances of boys and girls. Pupils' performance in reading is above, and in writing well above, that of most schools with a similar intake of pupils.
63. Baseline assessment data show that children enter the school with above average skills in reading and good phonic skills for their age. Very good teaching successfully builds on these skills in the reception classes. By the age of five, some pupils are already confident readers. The youngest pupils are encouraged to express themselves freely in experimental writing and are beginning to use the elements of familiar stories to structure their work.

64. Pupils' very good speaking and listening skills promote continued successful learning in Key Stage 1. They listen carefully to their teachers and to each other. They understand the conventions of discussion, do not interrupt and respond positively to what has been said. Many pupils have a wide vocabulary and general knowledge, and lively and stimulating discussions cover a wide range of sophisticated topics, such as how to protect rivers from pollution. The school actively promotes opportunities for developing pupils' speaking and listening skills through regular role play and drama sessions. A puppet theatre in a reception class has become a focus for impromptu performances that regularly attract audiences from other children in the class. In Year 1, a mini-beast jungle entices pupils to imagine themselves as snails and butterflies. In Year 2, pupils are involved in an extended series of mime activities based on a naval expedition to the rainforests of South America. They then return and write up the log of the voyage.
65. Standards of reading are good in Key Stage 1. The most able pupils read fluently and expressively, and most pupils demonstrate enjoyment and interest in reading. Even the lower attaining pupils have good basic word attack skills by the end of Key Stage 1. They can build phonics (letter sounds) and use a variety of methods to make sense of text, including use of picture, textual and syntactic clues. The excellent quality of support for pupils with special educational needs ensures that reading difficulties are identified early and that individual pupils' specific learning difficulties are specifically targeted. An effective balance is maintained between withdrawing pupils for specific help and more general support within the classroom. As a result, pupils with special educational needs not only maintain full access to the curriculum but make such good progress that many reach nationally expected standards in reading and writing by the time they transfer to the junior school.
66. The school actively promotes pupils' interests in a wide range of literature, not only through the literacy hour but also by inviting well known authors such as Val Biro to visit the school. Parents are given advice on how to discuss books with their children. As part of the school's policy of consciously promoting boys' interest in reading, pupils are introduced to a wide range of non-fiction books. Appropriate links are made with other curriculum areas such as science, and pupils' research and independent study skills are effectively developed. At the time of the inspection, Year 1 pupils were writing their own books on the life cycle of a chosen insect. They already know how to select the most important facts from a piece of text and do not simply copy out information verbatim.
67. Standards of writing are good throughout Key Stage 1, and pupils' writing generally reflects their sophisticated vocabulary and wide general knowledge. By the end of Year 1, most pupils have sufficient mastery of correctly formed joined writing and their presentation is generally good. By the end of Year 2, knowledge of punctuation and correct sentence structure is well-developed and regularly applied in pupils' free writing. Standards of spelling are more erratic. Teaching of word families and spelling patterns is a consistent feature of literacy lessons and most pupils show a sound knowledge and understanding when this is the focus of teaching. However, they do not consistently apply this knowledge in their own writing. Moreover, spelling is rarely a focus for teachers' marking in pupils' books and pupils are left with the impression that their more cryptic efforts are appropriate.
68. The quality of teaching is good overall which has a positive impact upon pupils' learning. Teachers have high expectations of the quality of work to be achieved and

there is a largely unspoken understanding in all lessons that pupils will behave well. They encourage pupils to be self-reliant and take responsibility for their own learning. Pupils are made fully aware not only of what they are supposed to be doing but also why. Tasks are carefully matched to the needs of individual pupils. All staff are evaluating the effectiveness of their teaching strategies, and existing good practice is constantly being further refined.

69. The National Literacy Strategy is being fully implemented in all classes and has been appropriately modified according to the age and abilities of the pupils. In the reception classes, existing good practice has been retained and blended in with new ways of working. For instance, regularly hearing individual children read is felt to be valuable in encouraging early readers and has been maintained in the first term of the reception year. Although the overall teaching of the literacy hour is effective, the best lessons in Key Stage 1 are where individual teachers have adapted the structure of the literacy hour to give lessons greater coherence and dynamism. For instance in Year 2, the non-fiction text was used as a stimulus for a brainstorm of pupils' views on the subject and their ideas became an extension of the original text. This effectively capitalised on the pupils' enthusiasm and capacity for extended exploration of the subject matter.
70. The quality and effectiveness of assessment procedures are excellent. Systems are in place to enable the progress of individual pupils, the progress of groups within classes or the work of parallel classes in a year group to be tracked and monitored. Teachers maintain detailed reading records. These contain not only a record of books read, but evaluative comments both from parents and from teachers. Pupils' writing is regularly analysed according to specific criteria, for example their ability to sequence a story or use elements of punctuation correctly. Pupils' writing is moderated across each year group. The quality of marking in pupils' books is more variable. The context of most work is clear but because most feedback to pupils is oral, there is little evidence of marking in pupils' books which gives guidance on how well they have completed a task or what they need to do to improve their work.
71. The subject is led by an enthusiastic and knowledgeable subject manager who sets a good example by the quality of her own teaching. She maintains a detailed overview of individual pupils' progress and has carefully analysed evidence from national tests to set targets for each year group. She monitors the work of colleagues by regular classroom observations, scrutiny of planning and work sampling. Planning is effectively organised to ensure that pupils' skills and knowledge are effectively built on. New curriculum initiatives are rigorously analysed for their effectiveness. Resources are plentiful and of good quality and they are used very effectively.

MATHEMATICS

72. Standards of attainment in mathematics are very high throughout the school. The school's results in the Key Stage 1 National Curriculum tests for 1999 are very high and well above the national average. They are also well above average when compared with pupils from similar schools. The results for 1999 show a sharp increase from the results of previous years. Lesson observations agree with the test results showing high standards. The school has introduced the new National Numeracy Strategy over the last two years. With this initiative, together with target setting and careful monitoring, the school has significantly improved standards in mathematics. Pupils are provided with a balanced programme of work, which meets requirements of the National Curriculum.

73. Standards of numeracy are very good. Pupils' understanding of number and its application across the curriculum are generally secure. Younger pupils carry out accurately the operations of simple addition and subtraction. Year 2 pupils are developing a good understanding of multiplication and division and can do simple sums. Many know their 2x, 5x, and 10x tables. Older pupils are beginning to use standard units for measuring length and understand when to apply the four basic mathematical rules of number. Most pupils at Key Stage 1 are capable and are developing confidence with written and simple mental calculations.
74. The standard of work in all other aspects of mathematics is good. Most Key Stage 1 pupils can identify sequences and patterns, do simple calculations, make simple measurements, handle money, tell the time and identify a number of two and some three dimensional shapes. Pupils are involved in practical work and there is an emphasis on using and applying mathematics to real situations. This is well illustrated in Year 1 by the use of shopping and the handling of real money in their work. Most interpret mathematical information well and present it in appropriate forms themselves, including graphs. The pace of work is generally good; pupils achieved most in the lessons where the pace was brisk. In lessons where pupils' mathematical thinking was sufficiently challenged and extended pupils made greatest progress, as seen in the lesson on money equivalents in Year 1. Most pupils could recall past knowledge and apply it to new situations. Pupils in different attainment groups achieve well. The progress made by pupils with special educational needs is good.
75. The quality of teaching was generally very good. All teachers work hard and are committed to the improvement of standards. This shows a significant and welcome improvement since the last inspection report. They have all successfully introduced the National Numeracy Strategy and are planning accordingly. Teaching was best when all pupils were challenged appropriately by skilful questioning and pupils were asked to explain their thinking. Teachers expected high standards of work and behaviour, the pace of work was demanding and the learning objective of the lesson was clear to all. Pupils responded well to these expectations through effort and concentration that resulted in rapid learning. The work given to the pupils is set at the correct level to match the full range of ability and all make good progress. In all classes, lessons are made interesting and this motivates the pupils for better learning. Throughout the school, teaching assistants and other helpers give valuable support to the class teachers. All lessons are planned, prepared and organised well, and good use is made of on-going assessment to amend the weekly lesson plans. A full range of teaching strategies is used and suitable use is made of pupil grouping. Helpful in-class encouragement and feedback is given to pupils which motivates them to greater efforts in their learning. Pupils ably use a suitable range of mathematics equipment to assist their learning. They co-operate very well in group activities and are well behaved. The great majority enjoy their mathematical tasks. Calculators are generally available and used as appropriate to check work. Some use is made of computers to reinforce and extend pupils' mathematical experience although there is scope for this to be extended. The extensive school grounds provide excellent opportunities for mathematical investigations
76. The policy for mathematics and the scheme of work which is based on the National Numeracy Strategy, but adapted to suit the needs of the school, are used very successfully in planning a supportive and challenging mathematics curriculum for the pupils. The excellent subject manager has successfully and energetically led the implementation of the new mathematics strategy. She regularly monitors teaching

and standards, sets realistic targets and initiates ideas for improvement. The subject is well resourced. Mathematics is now a major strength of the school, showing a notable improvement since the last inspection report.

SCIENCE

77. The teachers' assessments in science for the seven-year-old children in 1999 show that the standards are well above the average nationally, and also well above the average for similar schools. Standards of attainment during the inspection were found to be good overall with many pupils showing promise of attaining higher achievement. Pupils of different attainment achieve well, including the very able and those with learning difficulties. Standards at the last inspection were also above average.
78. Pupils in Year 1 have learned much through their investigation of the life cycle of the butterfly. They observe the emergence of butterflies from their chrysalises and give a very good account of the process. Pupils name the parts of an insect's body and use the vocabulary well, noting that a butterfly feeds through its proboscis. They show that they clearly understand that there are many mini-beasts which, having many differing characteristics, are completely different species. The pupils classify a snail into a different category from an insect as it only has one foot. Pupils in Year 2 have very well developed investigative skills. They compare leaves of different varieties looking at their shape, colour and size. They have a good knowledge of the scientific terminology, for example toothed and untoothed leaves, being jagged or smoothed edged. They make electric circuits successfully and test them by making a bulb light up. The oldest pupils clearly understand the requirements of a fair test.
79. The quality of teaching and learning are good overall. Teachers have a sound understanding of the curriculum and are well supported by good planning. A consequence of this is that pupils build steadily on previous learning. Teachers emphasise greatly the aspects of investigation and experimentation, finding out and recording their results. Pupils gain a secure understanding of what is required for the correct methods of investigation and what is a fair test as they progress through the school. The direct practical experience reinforces pupils' knowledge and they recall previous learning confidently such as metal sinking in water. Teachers challenge pupils consistently which is evident from viewing the questions posed on displays. In the topic on the environment, pupils are expected to consider ways of combating pollution. Higher attaining pupils are challenged, for example when they have to select their own criteria for classifying and identifying and recording independently of the teacher. In the activities, work set is well matched to the needs of pupils and those with special educational needs are well supported. In all the activities seen, the pupils make good and sometimes very good progress. Well-paced lessons keep the pupils attentive and interested. Their attitude to work is very good and classroom management is of a very high order, allowing pupils to work in a purposeful and productive atmosphere.
80. The co-ordination of the subject is very good. The subject manager has reviewed the policy, which now strongly emphasises the need to plan for independent learning, and also to encourage pupils to select their own resources and materials. The school's science planning incorporates the new developments for Curriculum 2000. Planning is effective as it ensures clear learning objectives with continuity within work units. This focuses on the investigative and experimental requirements of the subject. The procedures for assessment are well thought out. The teachers assess

individual pupils' achievements well. They are tracked and recorded throughout the child's career in the school. The co-ordinator has provided specific guidelines for the teachers so that assessments reflect a standardised picture. The results are used to inform future planning. Science provides many opportunities for personal development. The pupils often work co-operatively in pairs or groups and share their ideas. They express their concern over the destruction of the environment and consider how they may act to improve the situation. Awe and wonder are frequently in evidence. Resources are good, as the subject manager has supplied each class with all that is required for each term's work.

ART

81. At the time of the last inspection, standards of achievement in art were in line with national expectations. These standards have been maintained but the limited time allocation given to art in the present curriculum has prevented any further development of the subject. At present the school's provision in art strikes an appropriate balance between opportunities for the development of basic skills and techniques and using art to illustrate other areas of the curriculum.
82. The existing provision is highly structured and pupils rarely have the chance to be independently creative and imaginative. As at the time of the last report, there is an overall lack of opportunity for pupils to explore shape, colour and texture, to choose their own materials or evaluate their work. Pupils' knowledge and understanding of a wide range of artists and craftspeople are also limited. This is recognised by the school as an area that needs further development. Pupils learn to handle a range of basic materials in appropriate ways. At the time of the inspection, the focus was on paste and paper modelling. In the reception classes, pupils use tissue paper and glue to make pictures of sea creatures. In Year 1, pupils make models of representative mini-beasts to link with their science topic. In Year 2, the technique is developed and pupils make monster masks with some degree of choice as to expression and decoration. All pupils receive direct instruction in the basic skills and as a result all pupils achieve a satisfactory end product. Pupils of different attainment make adequate progress within the confines of the time allotted to the subject.
83. Work in pupils' sketch books indicates that progress in drawing is satisfactory over time, and that pupils are developing a basic understanding of line and tone. However, handling of paint by pupils in Year 1 is unsatisfactory, as they have little idea how to achieve the appropriate consistency for applying it to paper. Classroom displays of pupils' art work illustrating different areas of the curriculum help to create an attractive and interactive learning environment. For instance, displays illustrating different environments challenge pupils to think how they can help preserve a clean and unpolluted countryside. Attractively framed examples of pupils' work around the school demonstrate that their efforts are appropriately valued.
84. The quality of teaching in the small number of lessons observed was satisfactory overall. All teachers have sufficient expertise to support pupils appropriately and classroom routines are well established. However, in some cases pupils' learning is constrained by the setting of over-structured tasks.

85. Art is led by an enthusiastic and knowledgeable subject manager who provides strong support for colleagues. She has a clear understanding of what has already been achieved and keeps the curriculum provision under constant review. As with the other foundation subjects, a simple, easily managed but effective method of assessing pupils' work has been adopted. There is a very comprehensive and detailed scheme of work, which ensures equality of provision across year groups and careful progression of skills across the school. Planning is based on clear learning objectives, closely linked to National Curriculum attainment targets.

DESIGN AND TECHNOLOGY

86. At the time of the last inspection, pupils' attainment in design and technology was judged to be above average. On the basis of the limited evidence available to review standards at present are broadly in line with expectations. Opportunities for development of the subject have been restricted by a limited time allocation. Although overall an appropriate balance has been maintained between skills development and integration with other topics, a narrower range of basic skills is now being taught. As at the time of the previous inspection, there is a greater emphasis on pupils' making skills than on developing their capacity to design and evaluate their work. There is scope for pupils' achievements and progress in this subject to be significantly developed if design and technology are given greater time and emphasis within the curriculum.
87. In the few lessons seen, the quality of teaching ranged from good to satisfactory. At the time of the inspection, pupils in Year 1 were weaving pre-cut strips of fabric onto a prepared weaving frame. This was a tightly structured task that provided limited opportunities for pupils to select their own materials or to create something which was individual and representative of their own ideas. Pupils in the reception classes and in Key Stage 1 use construction kits confidently and Year 1 pupils make models of insects in connection with their science topic.
88. The co-ordinator manages the subject effectively and has recently up-dated the policy in line with new National Curriculum guidelines. She is aware of the need to up-date existing staff skills to ensure that food technology and textiles are fully incorporated into the curriculum. There is a need for a scheme of work on the lines of the art scheme which links learning objectives to detailed descriptions of tasks, and which ensures the development of basic skills across the school.

GEOGRAPHY

89. No geography lessons were seen during the inspection. Geography lessons are planned to be concentrated within a few weeks of each term and to be linked at times with other subjects such as history. This has meant that there has been a low time allocation for the subject. Scrutiny of pupils' previous work, geographical work in other subjects, teachers' plans and discussion with Year 2 pupils show that attainment in geography is at least in line with expectations throughout the school. Good links are made with other subjects as seen in history with the visit to Rowland's Castle, to study a contrasting area, and visits to natural environments. The discussion with pupils showed that most had a firm understanding of the nature of geography. They knew about their local area and could understand and use a plan or simple map. Throughout the school, pupils are generally progressing appropriately and learning key geographical ideas. The work planned by the teachers is often investigative and involves the pupils in first hand experiences. Pupils with special

educational needs are making sound progress and achieve appropriate standards, given their prior attainment and learning difficulties. Pupils are aware of environmental issues and have a positive and constructive attitude to the subject.

90. There is an appropriate geography policy statement which guides teachers' planning. The subject is well co-ordinated but the manager recognises that more time will be needed for the subject to conform to the requirements of the revised National Curriculum starting in September 2000. The school grounds offer opportunities for geographical investigation. There has been some improvement in the organisation of geography since the last inspection report and standards have been maintained.

HISTORY

91. The subject has a limited time allocation; less than five per cent of curriculum time. No history lessons were seen during the inspection as it was not on the curriculum this term. At the last inspection not all elements of the history programme of study were being taught. Scrutiny of pupils' previous work, history work in other subjects, teachers' plans and discussion with Year 2 pupils show that attainment in history is at least in line with expectations throughout the school. Good links are made with other subjects as seen in the work on the Titanic and its link to literacy and art. Good use is also made of information and communication technology to support the subject. Year 2 pupils used the internet to obtain information about their work on the Titanic. The discussion with pupils showed that most had a firm understanding of the nature of history. They knew about how things changed over time, about certain historical periods and different important events. They could look back and talk about changes in their own families over the last 50 years. The work planned by the teachers is often investigative and involves the pupils in active experiences. Throughout the school, pupils are progressing appropriately and learning key historical ideas. Pupils with special educational needs are making sound progress and achieve appropriate standards. Pupils are very interested in the subject and are happy to share ideas about how and why things have changed.
92. There is an appropriate history policy statement which guides teachers' planning. The subject is well managed and preparation is being made for the introduction of the revised National Curriculum from September 2000. Good use is made of visits to places of historical interest in the surrounding area, for example HMS Victory.

INFORMATION AND COMMUNICATION TECHNOLOGY

93. Standards in information and communication technology are in line with national expectations at the end of Key Stage 1. At the last inspection pupils' capability in using computers was judged to be good. However, this does not indicate a drop in standards because expectations of what pupils should know, understand and apply have changed. The Qualifications and Curriculum Authority (QCA) new scheme of work is being phased in but it is likely to take some time and additional whole staff training before these revised expectations can be met fully. The teachers' information and communication technology competencies range from expert to insecure; this has a bearing on the confidence with which the subject is taught.
94. Pupils' skills develop soundly in using programs for communicating information and control. About half the pupils have access to computers at home, which is a relatively high proportion. As a consequence, some older Year 2 pupils have well-developed skills. Most of the youngest children who enter the reception classes are keen to use

computers. They can, for example, use programs with confidence that match initial letter symbols to images, or drag and drop prices of objects onto seaside holiday items. This skill is extended appropriately in Year 1 when simple sentences are written to explain the parts of plants underneath graphics. With adult help, pupils with learning difficulties use information and communication technology as a tool, for example to sequence images of the development of a butterfly. In Year 2, pupils develop a secure understanding of communicating and handling information skills. For example, when asked pupils explained how they had used a dataplot program to produce coloured graphs of popular television cartoons. They understood the process of collecting information, tallying and amending data. The oldest pupils demonstrated a good understanding of control when asked to negotiate a programmable robot around an object on the floor. The most proficient Year 2 pupils know how a search engine works to access information from the internet. All know how to find particular information stored on a CD ROM and use toolbox programs to practise their spelling and number skills.

95. Two taught lessons were observed as well as another two sessions when teachers had set up an activity that was being supervised by classroom assistants. The quality of teaching was satisfactory in all cases with some good features evident. The information and communication technology manager has encouraged staff to allot space within the timetable to teach a specific skill to the whole class. However, opportunities for pupils to practise directly the skills taught, for example familiarisation with a new Nature encyclopaedia CD ROM, are hampered by the lack of an information and communication technology suite. Several new computers have been banked together outside the Year 2 classes and effective use is made of these. However, the school recognises that this is not a wholly satisfactory solution to delivering the revised information and communication technology programme of study. Teachers manage pupils well and their planning is good. However, expectations and questioning skills do not always challenge more proficient and competent pupils.
96. The subject manager has guided the development of information and communication technology well over the last 11 years. A policy for information and communication technology has been updated this year taking account of new requirements including internet access. The assessment of pupils' information and communication technology skills is at an early stage of development with a new skills list having been devised recently. An audit of staff competencies has been undertaken and information and communication technology training is planned for January 2001. This should help teachers who are less sure about appropriate pupil expectations to develop greater confidence and understanding of the revised requirements. The information and communication technology manager has attended a five day co-ordinators' course and this has had a positive impact upon the direction of the subject. A new three-year development plan has been drawn up in consultation with the staff and governors which provides a secure framework to guide the subject forward. However, all parties recognise that pupils need to have regular access to the newly purchased PC computers in order to extend their information and communication technology competencies as discrete skills, and as a tool for learning across the curriculum.

MUSIC

97. Music standards are in line with expectations at the end of Key Stage 1. There has been an improvement in the composition element of music since the last inspection. Younger pupils enjoy singing a repertoire of songs that they sing tunefully keeping good time. When singing together, the diction is clear and the lyrics are easily understandable. They learn new words quickly and match movements to the words well. A particular strength is their ability to recognise the songs they know from the opening musical phrase. In unaccompanied singing, they follow the leader, whether a pupil or teacher, and stop in good time. Younger pupils recognise by name such instruments as cymbals, drums and tambourines. They also show some understanding of how to create a musical score, with up to three parts for different instruments. The pupils use and understand the words 'musical score' correctly. Pupils in Year 2 understand the terms 'crescendo' and 'diminuendo' and know the names of a wide variety of percussion instruments. Their singing is not enthusiastic, lacking somewhat in expression and commitment, although they can hold a note in tune over a period of time.
98. The quality of teaching and learning is good overall. This shows a considerable improvement since the last inspection. The planning of the lessons is good and the teachers have clear learning objectives. As a result the learning is constructive. In one lesson seen in a reception class, the children moved from knowing about a musical score to creating their own complex one. Pupils are always very attentive as the good pace of the lessons keeps them lively and interested. The teachers are confident and their knowledge and understanding of the subject promote enjoyment in music making. As a result the pupils show enthusiasm and are keen to join in, including pupils with special educational needs. As expectations are high pupils realise their own potential so their attitude and behaviour are always very good. These contribute to the effective use of the time allocated; not a moment is wasted. Pupils make good progress in lessons and over a period of time.
99. The co-ordination of the subject is very good. The subject manager has written a comprehensive policy and shares her expertise with the teaching staff. Staff are all now competent and take their own lessons in music. The supportive scheme of work underpins the teaching of the non-specialist teachers. It is the policy that all pupils not only understand, but enjoy their music making. Assessment is underdeveloped. At present the subject manager monitors the progress of pupils based on whole class performance and this has an impact on the quality of provision and planning. The subject makes a good contribution to the pupils' personal development and appreciation of music itself. Pupils applaud their friends in their performance. They work together very well and planning promotes very good attitudes and behaviour. There is an extra-curricular recorders club. Resources are good as each class has its own selection of untuned instruments. There is a wide selection of instruments from other cultures centrally stored in the school hall. Health issues are well considered and blown instruments must be personal to each pupil.

PHYSICAL EDUCATION

100. Standards in the dance and games aspects of physical education meet expectations at the end of Key Stage 1. A similar judgement was made at the last inspection. In the six lessons observed, there was little evidence of pupils falling short or exceeding the expected standard. The current Year 2 pupils had their entitlement to physical

education cut from two to one lesson a week in 1998-99 to accommodate the introduction of the literacy hour. This reverted back to two lessons a week this year. However, the reduction in time has restricted opportunities for an improvement in standards and has had an impact upon the oldest pupils' basic skills.

101. Children enter the school with a range of physical attainment skills, but most possess skills appropriate to age related expectations. Children in the reception classes who have attended school for a year listen to teachers' instructions during physical education very attentively. They show good social and personal skills, being mindful of others and helping to clear away equipment after the activity. When running they change direction on command and show an awareness of space. However, they do not adopt different levels or body angles and some run awkwardly. The most physically able children in the reception classes can bounce a large ball several times in succession within a hoop. However, most find dribbling with their feet a challenge, although improved control is evident. Several dance lessons were observed in Year 1 using the theme of butterfly development to music. Pupils clearly enjoy this activity and those with special needs are well supported by class assistants. All pupils could copy the movements of the teacher when dipping and stretching during the creation of a caterpillar chain. A few more proficient girls who attend a gym club outside of school demonstrated better imagination, balance and co-ordination, for example through high knee lifts and exaggerated stylised actions.
102. Year 2 pupils' games skills are generally adequate. The physical education subject manager's assessment records show good progress being made in developing control and passing techniques, albeit from a low base. Most Year 2 pupils can make a chest pass in pairs with reasonable accuracy and distance. Their dribbling skills with either their feet or a hockey stick are insecure. However, there was abundant evidence of pupils' skipping skills improving through practice during playtimes. Many were keen to demonstrate their ability to skip forwards and backwards and some in pairs. A physically adept Year 2 girl could swing with good timing and co-ordination from suspended hoops in the playground but this level of skill was not widely seen by other pupils.
103. The quality of teaching of physical education is mostly good. Staff feel well supported by the subject manager who has devised a set of lesson plans for gymnastics, dance and games units of work that highlight key skills and teaching points. The best teaching incorporated very good features, for example excellent control and management of the class, practical assessment of pupils' skills during the lesson, effective modelling of pupils who demonstrated imaginative dance movements, and useful plenary sessions at the close which highlighted what pupils had learnt. The impact of this on pupils' learning was clearly evident. There was no unsatisfactory teaching, although some lessons had less effective elements. In some cases pupils were over-directed and warm-up activities were not sufficiently vigorous. Overall, the design of the curriculum provides satisfactory opportunities for pupils to learn new physical skills but the time allocated to physical education has limited pupils' achievements. The progress made over time between the ages of five to seven is broadly satisfactory.
104. The subject manager has held the responsibility for developing physical education for the last two years. Good leadership is shown and the structures that support the teaching of the subject have been strengthened. She has a clear understanding of the importance of ensuring progress and continuity across the year groups. As the new schemes of work take hold it is likely that pupils' physical competencies will

improve. The subject manager and staff are well prepared for the introduction of Curriculum 2000 demands. A simple and easily applied 'ABC' system of assessing pupils' skills is used. This provides a helpful basis upon which to base accurate comments on pupils' physical development in their annual reports. The school has good physical education resources including a well-equipped indoor hall, two hard-court areas and access to a swimming pool at the nearby junior school. The headteacher and staff accept the need to give a higher profile to physical education, particularly its creative and imaginative potential, if higher standards are to be achieved.

RELIGIOUS EDUCATION

105. Only one lesson was observed in religious education. However, from this observation, together with discussions with pupils and seeing their work on display, it is evident that pupils' knowledge and understanding is in line with the expectations of the Agreed Syllabus. Progress measured against long and mid-term planning is at least satisfactory.
106. Pupils reflect well on points to be discussed as exemplified in listening to ideas about creation in the song 'A Wonderful World'. They depict these ideas well by drawing the world with its wonders of creation. Pupils know about the special places of worship, such as churches in the Christian tradition and temples in the Hindu religion. In drawing their perception of God as a person it was encouraging to note that one child, from a different tradition, was able to draw God as a woman which reflects good equal opportunities promoted by the school. They know about major festivals such as Christmas, Easter and Divali. There are several very attractive displays celebrating aspects of the Hindu Rakhi festival.
107. The quality of teaching and learning seen was good. The lesson challenged the pupils to reflect deeply on the creation of the world and to express their own ideas. The 'Big Bang' theory was brought up and most of the following discussion hinged on this. Pupils posed sensible questions, which were answered very well by the teacher who showed considerable knowledge and understanding on the topic. This led to further learning and progress being made.
108. The management of the subject is very effective. There is a comprehensive policy which outlines very clearly what the school wishes to achieve. Long and short-term planning shows a detailed and rich curriculum in conjunction with the Hampshire Agreed Syllabus. The co-ordinator also keeps track of displays and pupils' work through photography. Now that levels of attainment are being introduced an assessment document is being worked on to show continuity and progression. This relates to the new local authority syllabus – 'Vision of Life'. It is the main drive of the subject to promote personal development through appreciation and wonder and reflection on the world working together and playing happily. Religious education provides sound opportunities to develop pupils' knowledge and respect of their own religious heritage and that of the Hindu culture.