

# **INSPECTION REPORT**

**Denmead Junior School**  
Waterlooville

LEA area: Hampshire

Unique Reference Number: 116043  
Inspection Number: 187003

Headteacher: Eleanor Beale

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Reporting inspector: Mr D J Curtis

Dates of inspection: 13<sup>th</sup>-16<sup>th</sup> September 1999

Under OFSTED contract number: 707372

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	County
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Bere Road Denmead Waterlooville Hants PO7 6PH
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Appropriate authority:	Governing Body
Name of chair of governors:	Geoff Lawton
Date of previous inspection:	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Mr D J Curtis <i>(Registered Inspector)</i>	Mathematics; Design and technology; Physical education.	Attainment and progress; The quality of teaching.
Mrs D Willson <i>(Lay Inspector)</i>		Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; Staffing, accommodation and learning resources.
Miss H Carruthers <i>(Team Member)</i>	Art; Geography; History.	Leadership and management; The efficiency of the school.
Mrs K Dillon <i>(Team Member)</i>	English; Music; Special educational needs; Equal opportunities.	Curriculum and assessment.
Mr G Jones <i>(Team Member)</i>	Science; Information technology; Religious education.	Attitudes, behaviour and personal development; Spiritual, moral, social and cultural development.

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## **MAIN FINDINGS**

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

- Standards in English and mathematics are well above average and in science above average.
- The quality of teaching has significantly improved and is very good in 20 per cent of lessons and good in 50 per cent.
- Relationships in the school are very good.
- The attitudes and behaviour of pupils are good.
- The leadership and management of the headteacher are very good.
- The school's partnership with parents and its community is very good.
- Curriculum planning is very good.
- Arrangements for the professional development of staff are very good.

### **Where the school has weaknesses**

- I. There are inconsistencies in teachers' marking and the way in which pupils present their work.
- II. There is insufficient planned provision for pupils' spiritual development.
- III. The school's register of special educational needs and the individual education plans of some pupils are not kept up to date.
- IV. The governing body is not fulfilling its statutory duty in relation to regular health and safety checks.
- V. Pupils who are unable to take part in physical education lessons are not always usefully occupied.

**This is a school with many significant strengths which far outweigh its weaknesses. However, the weaknesses will form the basis of the governing body's action plan which will be sent to all parents and guardians of pupils at the school.**

### **How the school has improved since the last inspection**

The school has made very good progress in implementing the key issues identified by the previous inspection report. The headteacher, supported by the governing body, has made a significant contribution to this very good progress. The school has raised standards, particularly amongst more-able pupils and this is reflected in the proportion of pupils attaining above average results in the National Curriculum assessments. The quality of teaching is now good overall and there is no unsatisfactory teaching. Weaknesses in classroom management and teachers' subject knowledge are no longer evident. There has been significant improvement in the quality of teaching in Year 5 and Year 6. The school development plan is now clearly linked to pupils' needs and to school effectiveness. The structure of the governing body is now good, with committees regularly reporting back to the full governing body. Policies are in place and up to date. With one exception, all statutory requirements are

met. The governing body's financial planning timetable is now clearly linked to the school development plan and resources are at least adequate for the effective teaching of all subjects. Worn tiles and flooring have been replaced. However, the governing body is not carrying out regular risk assessments to ensure the health and safety of all pupils. The school has management systems in place, which will allow it to continue to make good progress in raising standards and in improving the quality of education for its pupils.

**Standards in subjects**

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

<b>Performance in</b>	<b>Compared with all schools</b>	<b>Compared with similar schools*</b>	<b>Key</b>
			<i>well above average</i> A
			<i>above average</i> B
English	A	A	<i>average</i> C
Mathematics	A	B	<i>below average</i> D
Science	B	C	<i>well below average</i> E

\* Schools with up to and including 8 per cent of pupils entitled to free school meals.

These results are for the group of Year 6 pupils who left the school in July 1998. Although national comparative data for 1999 is not currently available, the school's results for the group of Year 6 pupils who left the school in 1999, show that the school is sustaining these good standards. In particular, there was a significant improvement in the proportion of pupils achieving above average standards in mathematics. Inspection findings are that by the end of Key Stage 2, standards in English and mathematics are well above average and in science standards are above average. Standards in information technology meet national expectations. In religious education standards meet the requirements of the locally-agreed syllabus. In art and history, pupils' performance exceeds expectations for their age. The high percentage of good and very good teaching has a positive impact on pupils attaining these high standards.



· **Quality of teaching**

· **Teaching in 7 – 11 years**

English	Good
Mathematics	Good
Science	Good
Information technology	Good
Religious education	Satisfactory
Other subjects	Good

Inspection evidence shows that the school has made very good progress in improving the quality of teaching since the last inspection, with the result that the quality of teaching is good overall and a strength of the school. During the inspection, the quality of teaching was excellent in one lesson observed, very good in 22 per cent, good in 48 per cent and satisfactory in the remaining 30 per cent of lessons observed.

Excellent teaching was seen in music in Year 6. Very good teaching was observed in Year 6 in English, mathematics, science, history, physical education and religious education. Very good teaching was seen in mathematics in Year 3 and Year 4, and in art in Year 3. Examples of good teaching were observed across the school and in all subjects.

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

· **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Good; pupils are friendly, welcoming and polite, they behave well in lessons, in the playground and around the school.
Attendance	Good; there is little unauthorised absence and lessons start on time.
Ethos*	Good; the school is strongly committed to raising standards; relationships in the school are very good.
Leadership and management	The leadership and management provided by the headteacher are very good, she is supported by a hard-working and effective management team and governing body. Subject managers contribute well to the raising of standards.
Curriculum	Very good curriculum planning ensures that pupils make good progress in the acquisition of knowledge, skills and understanding as they move up through the school.
Pupils with special educational needs	Provision is good; the special educational needs co-ordinator and special educational needs assistants make a strong contribution to the good progress made by this group of pupils.
Spiritual, moral, social & cultural development	The provision for moral, social and cultural development is good; for spiritual development it is satisfactory – there are insufficient planned opportunities for spiritual development across the curriculum.
Staffing, resources and accommodation	Good overall; the accommodation is very good as are the arrangements for the professional development of staff.
Value for money	The school provides good value for money.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## **The parents' views of the school**

### **What most parents like about the school**

- VI. They find it easy to approach the school with questions or problems to do with their children.
- VII. The school gives a clear understanding of what is taught.
- VIII. The school enables their children to achieve a good standard of work.
- IX. The school encourages parents to play an active part in its life.
- X. Their children like school.

### **What some parents are not happy about**

- XI. Homework – some concerned children

Thirteen parents attended the meeting with the registered inspector prior to the inspection and 67 questionnaires were returned.

Inspection findings support fully the positive views of parents. The issue with homework reflects the common picture of parents feeling there is either too much or too little homework. However, inspection findings show that homework is having a positive impact on pupils' learning.

At the parents' meeting, positive views were expressed on the school's extra-curricular provision, school residential visits and the use of 'Circle Time' to discuss issues such as drugs and bullying.

· **KEY ISSUES FOR ACTION**

In order to raise standards and improve the quality of education the headteacher, staff and governors should:

- XII. Produce a marking and presentation policy in order to:
- \*. Improve the consistency of teachers' marking
  - \*. Improve the quality of pupils' presentation of work so that it reflects the standards of which they are capable;  
(*Paragraphs: 34, 41, 82, 86, 87, 105*)
- . Provide more planned opportunities across the curriculum for pupils' spiritual development;  
(*Paragraphs: 44, 46*)
  - . Ensure that the school's register of special educational needs and individual education plans are kept up to date by careful and rigorous monitoring;  
(*Paragraphs: 55, 67*)
  - . Ensure that pupils who are not taking part in physical education lessons (through illness or having no kit) are gainfully occupied and not a distraction to their classmates;  
(*Paragraph: 155*)
  - . Ensure that the governing body carries out regular risk assessments.  
(*Paragraphs: 54, 61, 66*)

In addition to the above issues, the governing body should consider including the following in its action plan:

- \*. Provide more information technology resources to support the teaching of numeracy; (*Paragraph: 95*)
- \*. Review the use of photocopied worksheets, particularly in numeracy;  
(*Paragraphs: 97, 124*)
- \*. Provide subject co-ordinators with more opportunities to monitor their subjects.  
(*Paragraph: 62*)

\* **INTRODUCTION**

\* **Characteristics of the school**

1. Denmead Junior School is situated in the village of Denmead a few miles to the north of Waterlooville in south east Hampshire. The school is a three-form entry school, although at present there are only two classes in Year 5. There are 300 pupils on roll. Attainment on entry is above average. There are 56 pupils (18 per cent) on the school's register of special educational needs, which is close to the national average. Thirteen pupils (four per cent) are entitled to free school meals, which is below the national average. There are no pupils for whom English is an additional language.

1. The school's aims are to:

- \* Provide a secure and caring environment where all children are valued and respected and where every child is given the opportunity to realise their full potential.
- \* Offer a stimulating and challenging curriculum which will encourage and support the achievement of high academic and personal standards.
- \* Nurture each child's sense of personal responsibility and enable him or her to become a self-confident, independent learner.
- \* Develop positive relationships with the whole school community and work in partnership with parents to secure the best education for their child.

1. The school's current targets are to:

- \* Improve standards of writing in mathematics and science;
- \* Improve standards in boys' reading;
- \* Improve children's ability to solve problems using mental mathematics strategies.

## 1. Key Indicators

### 4. Attainment at Key Stage 2<sup>1</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	33	32	65

#### 4. National Curriculum Test Results

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	26	26	28
	Girls	27	26	27
	Total	53	52	55
Percentage at NC Level 4 or above	School	82 (88)	80 (84)	85 (91)
	National	N/A (65)	N/A (59)	N/A (69)

#### 4. Teacher Assessments

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	26	25	28
	Girls	27	26	28
	Total	53	51	56
Percentage at NC Level 4 or above	School	82 (90)	78 (83)	86 (91)
	National	N/A (65)	N/A (65)	N/A (72)

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

#### 4. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised	School	4.9
Absence	National comparative data	5.7
Unauthorised	School	0.2
Absence	National comparative data	0.5

#### 4. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

#### 4. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	22
Satisfactory or better	100
Less than satisfactory	0

#### **4. PART A: ASPECTS OF THE SCHOOL**

#### **4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **4. Attainment and progress**

2. The results of the 1998 National Curriculum assessments for pupils in Year 6 were well above the national average for the proportion achieving the expected Level 4<sup>2</sup> in English, mathematics and science. The proportion achieving the higher Level 5 was well above average in English and mathematics, but close to the national average in science. In comparison with similar schools<sup>3</sup> nationally, the school's results were well above average in English, above average in mathematics and close to the national average in science. Taking the years 1996 to 1998 together, the school's results are well above the national average in English, mathematics and science.

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<sup>2</sup> The national expectation is that pupils will achieve Level 4 by the end of Year 6.

<sup>3</sup> Schools with up to and including 8% of pupils entitled to free school meals.



1.The school's results<sup>4</sup> in the 1999 National Curriculum assessments for pupils in Year 6 show that the school is maintaining these high standards. There was a significant improvement in the proportion of pupils achieving the higher Level 5 in mathematics.

2.Inspection evidence confirms these high standards and by the end of Key Stage 2, standards are well above the national average in English and mathematics, and average in science. In the key literacy skills of reading and writing, standards are good. Pupils read with accuracy and expression and talk about the plot and characters to make predictions. Pupils apply their knowledge of language skills successfully in imaginative and factual writing. Literacy skills are used well across the curriculum, for example in writing evaluations of design and technology projects. Speaking and listening skills are good; pupils listen attentively and are confident in speaking to an audience.

3.Pupils use their numeracy skills well across the curriculum, particularly in science and design and technology. They have fewer opportunities to use information technology to support their learning. Pupils are confident in explaining how they find answers to mental arithmetic problems and they use their knowledge of multiplication tables well in problem solving.

4.In science, pupils show good investigative skills and use their knowledge and understanding to predict outcomes and to carry out controlled investigations and experiments. They know the defining characteristics of animals and plants and name the major organs of the body. Pupils understand the importance of healthy eating and understand equally the dangers of smoking.

5.In information technology, standards meet national expectations. Pupils use word-processing skills successfully across the curriculum. Good use is made of the Internet, for example in historical research. Pupils have fewer opportunities to use information technology to support their learning in mathematics.

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<sup>4</sup> No national comparative data was available at the time of publication of this report.

6. In religious education, standards meet the expectations of the locally agreed syllabus. Pupils have sound knowledge of some Bible stories and of the structure of the Bible. They also know of similar sacred books such as the Torah and the Qu'ran. Within their work about three different major world faiths, pupils are aware of the symbols which the religions use.

7. In art and history, standards exceed expectations for pupils of this age. In design and technology, geography, music and physical education, standards meet expectations for pupils of this age.

8. Pupils make good progress in English, mathematics, science, art and history. In information technology, religious education, design and technology, geography, music and physical education, progress is satisfactory. During the inspection, progress was good in 70 per cent of lessons as a result of good and very good teaching. There was a strong emphasis on the teaching of new knowledge, skills and understanding, for example in Year 6 where pupils learnt new methods for solving and checking the answers to subtraction problems.

9. Pupils with special educational needs make good progress as measured against the targets set in their individual education plans. They are assisted by the high quality support provided by the special educational needs co-ordinator (SENCO) and by the special educational needs assistants.

10. There is a variation in the attainment of boys and girls. Taking the years 1996 to 1998 together girls were performing at well above the national average in English, mathematics and science whilst boys were performing at above average levels in all three subjects. The school is aware of the issue and improving the attainment of boys is a key element of the school improvement plan. Inspection evidence confirms that the gap between boys and girls is closing as the result of good and very good teaching.

11. The previous inspection judged standards to be 'in line with national expectations' in all subjects, although in art, standards were judged to be 'above national expectations'. However, the report identified significant underachievement in many subjects in Year 5 and Year 6, particularly by higher-attaining pupils in English, mathematics, science, design and technology, music and physical education. Addressing this underachievement was one of the key issues from the previous report. Inspection evidence shows that the school has made very good progress in raising achievement in these subjects, particularly English, mathematics and science and this is reflected in the proportion of pupils achieving the higher level 5 in the National Curriculum assessments.

12. Inspection findings are consistent with the school meeting the targets it has set. Strong management systems are in place and the quality of teaching is a strength of the school.

## 17. Attitudes, behaviour and personal development

13. The pupils' attitudes to their learning, their behaviour and personal development is good and shows maintenance of the good standards seen at the last inspection. It is a strong contributory factor in the high attainment and good progress pupils make in their learning. In 25 per cent of lessons pupils' responses were very good, and in 80 per cent of lessons their responses were good or better. All of the very good responses to lessons are to be found in Year 6. Over 80 per cent of parents who replied to the parent's questionnaire agreed that the school's values and attitudes have a positive effect on their children.

14. In all classes, pupils show great interest in their work. While studying 'The Secret Garden' during a literacy lesson, Year 6 pupils showed not only great interest in the story itself, but were articulate in their answers to questions. During a science lesson in Year 5, on the subject of forces, the participation rate was very high and pupils listened well to explanations and to what each other had to say. Pupils invariably take a great pride in their work and present it well, understanding the value of setting work out neatly. They maintain high levels of concentration through most lessons, many of which are an hour in length. In numeracy lessons, in both Year 3 and 4, the younger pupils are well motivated and eager to answer questions on counting both forward and backwards in specific steps.

15. Behaviour in lessons is good. The good behaviour in class has a positive effect on pupils' standards of achievement, as little or no time is lost in correcting misbehaviour. For example, in a Year 6 mathematics lesson, pupils worked sensibly in groups. Any conversation was related to the tasks and the whole class had an air of quiet diligence. The majority of pupils show maturity and confidence in their work and attitudes. They are not afraid to ask for help and often receive help and support from their friends. In the very few instances where pupils misbehave, it is usually the result of immature behaviour linked to teachers' inconsistency in applying rules and sanctions. At lunchtime and playtimes, pupils behave well. They are well supervised by a good number of lunchtime supervisors and when possible, good use is made of the extensive grounds.

16. The very good relationships within the school have an equally positive effect on the progress pupils make during lessons. Pupils work very well together, both in large and small groups. For example, six pupils studying census information on computers shared the tasks in a mature way and moved quickly through the program, collecting accurate information in order to answer the questions they were given. Pupils are seen working very well with non-teaching adults. These may be adults giving learning support, class assistants or parents. For instance, in the Internet computer area a grandfather and a member of the 'Millennium' project were seen working with small groups of pupils from Year 4 and Year 5. The interaction between them was excellent. Throughout the school, there is a mutual respect shown between pupils and staff which results in very good working relationships, in turn enhancing the progress pupils make. Pupils were open and responsive to inspectors and were more than happy to engage in conversation.

17. The personal development of pupils is good and pupils respond willingly to the good opportunities they are given. Pupils have a high level of consciousness about charities and the needs of the less fortunate in our communities. They accept that they have a part to play in helping and do so willingly. They take seriously their roles as class or school monitors and

recognise the responsibilities that this entails. Effective policies for behaviour, anti-bullying and circle time all have positive effects on the personal development of the pupils. ‘Circle Time’<sup>5</sup> lessons in both Year 3 and 6 are seen to support personal development through providing very good opportunities for discussion over a wide range of topics. Year 3 pupils discuss their feeling at the start of their career in school. The less confident receive good support, while the more confident express why they feel good about the start they have made. ‘Circle Time’ in Year 6 receives very good responses from the pupils as they express views about behaviour, both their own and that of others.

18. The use of homework gives pupils the opportunity to work on their own in order to respond to tasks set for them. In this way it prepares them for the next stage of their education, whilst also placing responsibilities upon them for completing and handing in the tasks. The school has its own system of achievement awards, which celebrate not only standards of work but also behaviour and co-operation, and give good support to the work in personal development.

19. The school is maintaining and in some cases improving further the development of pupils’ attitudes, behaviour and personal development. This is having a significant and positive impact on standards and progress.

#### **24. Attendance**

20. Attendance at the school is good, and is above the national average. The percentage of unauthorised absence is below the national average. Pupils come to school on time, and make a prompt start to the school day. Registration is effectively organised, and pupils settle quickly to their tasks. Pupils’ good attendance contributes positively towards their standards of attainment since they can make regular, uninterrupted progress in their work.

### **QUALITY OF EDUCATION PROVIDED**

#### **25. Teaching**

21. The previous inspection report identified unsatisfactory teaching in Year 5 and in Year 6, with Year 5 being ‘unsatisfactory overall’ and a ‘high proportion’ in Year 6. Weaknesses were identified, particularly in classroom management and in teachers’ subject knowledge. This resulted in the key issue to ‘identify where unsatisfactory teaching occurs and provide professional support and advice to improve teachers’ classroom management and subject knowledge where necessary’.

22. Inspection evidence shows that the school has made very good progress in addressing this key issue, with the result that the quality of teaching is good overall and a strength of the school. During the inspection, the quality of teaching was very good or better in 22 per cent, of which one lesson was excellent, good in 48 per cent and satisfactory in the remaining 30 per cent of lessons observed. This very high proportion of good and very good teaching is

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In these lessons, pupils sit in a circle and through agreed rules, have the opportunity to speak and listen to each other talking about issues, which touch them all.

having a significant impact on raising standards, improving progress in lessons and contributes well to the good attitudes and behaviour shown by pupils.

23. Excellent teaching was seen in music in Year 6. Very good teaching was observed in Year 6 in English, mathematics, science, history, physical education and religious education. Very good teaching was seen in mathematics in Year 3 and Year 4, and in art in Year 3. Examples of good teaching were observed across the school and in all subjects.

24. The teaching of literacy and numeracy is good. Teachers are secure in the organisation of the literacy and numeracy hours, which is reflected in their high-quality planning. A particular strength of the literacy hour is the planned use of information technology to support pupils' learning. However, this is a less secure feature in the planning for the numeracy hour. In the numeracy hour, there is very good planning which takes into account the differing learning needs of pupils within the class, particularly the higher-attaining pupils. For example in Year 3, more able pupils were sorting data from written problems whereas other pupils were using problems in picture format.

25. The teaching of pupils with special educational needs is good. All teachers are aware of the needs of pupils on the register of special educational needs. The teaching of pupils with special educational needs by the SENCO is very good and the SENCO and special educational needs assistants make a valuable contribution to the quality of teaching over all. They work closely and collaboratively with teachers and are used very successfully in the classroom, offering all pupils access to a similar content at an appropriate level and pace. The SENCO spends the majority of her time supporting in the classroom and is therefore able to share her expertise with other teachers. This concern of the previous report together with the concern relating to the use of special educational needs assistants has been well addressed. However teachers do not keep pupils' individual education plans up to date.

26. Where teaching is good or better, teachers plan their lessons very effectively. They share the purpose of the lesson with pupils, for example in a Year 4 design and technology lesson, the target of 'Be able to describe how a product works' was written clearly on the whiteboard. Planning takes into account the differing learning abilities within the class, including those of pupils with special educational needs, and those of higher-attaining pupils. Lessons begin with a recap of previous work and a lively question and answer session. Explanations of the work to be done are very clear and teachers make good use of the whiteboard and the overhead projector for demonstrating and teaching of skills and knowledge.

27. Teachers' subject knowledge is good and this is reflected in the enthusiasm through which they pass on their knowledge to pupils. For example, in a Year 6 physical education lesson the teacher used her own expertise in hockey to teach pupils correct skills in passing, stopping and dribbling. In lessons there is a strong emphasis on working with individuals and groups to improve skills, knowledge and understanding. Teachers manage pupils well and there high expectations are set, for example in a Year 6 gymnastics lesson the teacher told pupils, "I think we can improve the way we are moving around here."

28. Teachers use resources well. The planning for the use of special educational needs assistants, parent helpers and other volunteer helpers is good. For example, in a Year 5

history lesson on gathering historical evidence, the special educational needs assistant was given very clear guidance in supporting a group who were exploring replica Roman lamps. In addition, a volunteer helper was given very good support for the work he was doing in

helping in a group to use the Internet to discover more evidence about the Roman palace at Fishbourne. In lessons, resources are readily available to support pupils' learning, for example sufficient bulbs, wire and batteries for pupils in Year 4 to investigate how a circuit is used in a game.

29. Relationships are good and teachers use praise and encouragement effectively to support pupils' learning. There is a strong emphasis at the end of lessons on groups or individuals 'reporting back' on their work, particular in pupils making positive and constructive comments on the work of their classmates. Such opportunities make a strong contribution to the development of pupils' speaking and listening skills.

30. Teachers make good use of day-to-day assessment. For example, in Year 6 a teacher used the results of her marking to change her planning for the subsequent lesson after identifying a number of pupils had not understood a method of subtraction. Groupings were changed and the teacher used the lesson to concentrate on ensuring that the method was understood by all. There is a variation in the quality of teachers' marking across the school. In particular, teachers do not always ensure that pupils present their work to a consistently high standard, for example in allowing graffiti on exercise book covers. In addition, whilst there are examples of constructive comments to help pupils move forward with their learning, there are other examples of work just being ticked.

31. Homework is used effectively to support pupils' learning. Pupils are encouraged to think about the next lesson, for example in Year 5 they were asked to find out about different types of triangles at home.

36.

### 36. **The curriculum and assessment**

32. The curriculum is well balanced and broadly based and fully meets the requirements for the teaching of the National Curriculum and religious education. The school has made good arrangements to ensure that pupils receive a wide and rich curriculum in the foundation subjects<sup>6</sup> as well as giving appropriate emphasis to literacy and numeracy. The curriculum successfully promotes pupils' intellectual, physical and personal development and prepares them well for the next stage of their education. Appropriate time is allocated to each subject, including literacy and numeracy and the Literacy Hour and Numeracy Hour are being used effectively in all classes. Religious education is based appropriately on the locally agreed syllabus and there is satisfactory provision for sex education and drugs education. The policies for drugs education and for personal, social and health education are currently in draft form. The governors' curriculum committee is actively involved in planning and review thereby fully addressing this concern of the previous report.

33. Good schemes of work support the teachers by giving very clear guidance on the work that should be covered in each year. This ensures progression in the development of skills, knowledge and understanding of the pupils as they move through the school. There is clear long-term planning of the curriculum which ensures that the National Curriculum is fully covered. Teachers work well together and plan effectively to ensure that pupils of the same

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Art, design and technology, geography, history, music and physical education

age in different classes are being taught the same curriculum. Teachers' medium-term plans



are detailed, with clear learning targets and activities being identified. Weekly and daily planning is good and the targets from the medium-term plans are translated accurately into daily practice. The key issues from the previous inspection relating to 'progression and continuity', the 'quality of learning objectives' and 'appropriate match of work to the pupil' have been addressed well. This is reflected in the quality of teachers' planning and in the high standards achieved.

34. All pupils have full access to the curriculum which fully meets the requirements of the Code of Practice<sup>7</sup> for pupils with special educational needs. Support for pupils with special educational needs is well planned and effective. There are good systems for the early and effective identification of these pupils and the clear and detailed curriculum planning by teachers helps the special educational needs assistants to match work closely to pupils' needs. This has a beneficial effect on progress. Work is usually well modified for pupils with special educational needs. Individual education plans are mainly tightly focused with measurable targets. However, assessment of the targets is not always sufficiently rigorous and individual education plans are not always up to date.

35. Parents make a valuable contribution by listening to pupils read, assisting in the library and helping with group activities and visits. The school responds positively to parental concerns on issues such as reports. Homework is very well managed. It makes a major contribution to progress and helps pupils prepare for work at their secondary school.

36. A wide range of extra-curricular activities taken by teachers and specialist tutors enriches the school curriculum. Activities include netball, football, cricket, gymnastics, chess, information technology, gardening, a choir, recorders and a band. Pupils take part in variety of sporting activities outside school, including cricket, netball and football matches and cross-country running. Visits to places of interest such as Fishbourne, Portsmouth Outdoor Centre, various museums, the local environment including the parish church and the residential trips to Fairthorne Manor and to France further enrich the curriculum.

37. There is no policy for marking and presentation, although it is identified in the school development plan, and this leads to inconsistency in the marking of work by teachers. However, there are examples across the school of thorough and helpful marking. Pupils are rewarded for good work and encouraged always to do their best.

38. Good procedures are in place for assessing pupils' attainment for all subjects. The results of the National Curriculum and other assessments are carefully analysed and the information is used effectively to inform future programmes of work. This work effectively addresses the key issue of the previous report related to meeting the needs of the higher-attaining pupils.

39. Each pupil has a 'Record of Achievement' folder with examples of best work. There is also a folder for each pupil containing samples of work but the work in these is marked

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<sup>7</sup> Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

inconsistently. There are no long-term portfolios containing examples of what individual pupils have achieved and how they have progressed in different subjects since they arrived at the school, but this is being addressed. However, the school has a clear action plan which includes the maintenance of evidence of pupils' moderated work for all subjects. The school plans to review the assessment, recording and reporting policy so that it is in line with current practice. As a result of parents' comments with regard to reports, a new format for reporting to parents was introduced in the spring and is designed to inform parents more clearly across the range of activities together with the progress of pupils and the 'next step' for their improvement.

#### **44. Pupils' spiritual, moral, social and cultural development**

40. The provision that the school makes for the spiritual, moral, social and cultural development of pupils is good overall. This represents an improvement since the last inspection, particularly with reference to their cultural development. The area of spiritual development is not as strong as the other elements.

41. The provision for pupils' spiritual development is satisfactory. The school fulfils the requirements to provide daily acts of collective worship, which are more regularly taken by the headteacher and deputy headteacher. Whilst this does ensure a consistency of the standard of these meetings on Mondays and Tuesdays, elements of spirituality and time for meaningful reflection are not always clear in other assemblies which focus on singing and the presentation of achievement rewards. In the singing practice observed, for example, only one of the songs had any religious content and any links to the week's worship were tenuous.

42. Through the curriculum for religious education, pupils have many good opportunities to improve their spiritual development. Pupils in Year 3 look at what Christians believe and link this to the stories Jesus told. Year 4 pupils look at the importance of places of worship, while pupils in Year 5 have the opportunity to compare what Muslims believe Allah is like, with their own views of God. Finally pupils in Year 6 spend time reflecting on rites of passage, focusing on significant events in their own lives and comparing special ceremonies in Christian worship with both Judaism and Islam. However, there are insufficient planned opportunities for pupils to experience spiritual development in other areas of the curriculum. When opportunities arise, as in science when pupils are amazed by their own experiments in filtration, or in art when pupils wonder at the artist's technique in using simple shading to bring to life a portrait, teachers use them well. While enhancing pupils' spiritual development, these moments are not noted in the planning and therefore are sometimes lost.

43. The provision for pupils' moral development is good and links closely with the school aims. Staff, parents, governors and pupils all have good and consistent expectations of the level of behaviour required and the need for respect to be shown to all people. This is very clear in lessons, and clear at playtimes and in the dining room. All pupils have a good understanding of right and wrong and furthermore have insights into where injustice occurs in their lives and the lives of others. This was brought into striking relief when the pupils engaged in fund raising for the people of Kosovo. The moral framework, which the school provides for the pupils, is the mainstay of their moral development. Personal values about self esteem, confidence and co-operation are well supported through 'Circle Time'. Parents,

although not part of the process, speak highly of this work. The school's policies for drugs awareness, equal opportunities and personal, social and health education are all well written and give teachers clear guidance in the focus of their work in these areas, supporting the moral development of the pupils.

44. There is good provision for pupils' social development, through a range of opportunities to contribute to the life of the school, the community and the wider world. In all classes, pupils take on regular tasks with great enjoyment, while school monitors take on whole-school jobs, such as preparing for assembly, supervising in the library and organising the science and physical education resource areas. In lessons, pupils are given good opportunities to work independently, in small groups and as a whole class. The school encourages pupils to foster concern and respect for the community through its charity work. Most recently, in its work for Kosovo, pupils were given the opportunity to raise funds over a brief period of time and came up with their own thoughtful and inventive ideas, based on their own concern for those less fortunate than themselves. The residential visit made in the pupils' final year at the school does much to improve confidence, self-reliance and the ability to work in a team. This visit is well placed to give them confidence when approaching the time to change schools. A good range of after school sporting and club activities allows pupils from different classes and year groups to mix together with a common aim.

45. Cultural development, noted as being a weaker element at the previous inspection, is now good. Pupils have a growing understanding of their own cultural background. This is gained through good work in both history and geography. Well-planned topics concerning the growth of Barn Green and Denmead, give pupils good and sometimes very good opportunities to look closely at the way the area has developed. This includes looking at both geographical changes and such things as the census of 1881, together with other first hand resources. Topics on the Victorians and the Second World War give pupils good access to written and pictorial evidence so that they might understand how their own lives may have been shaped by their cultural backgrounds. Visits to local churches, Fishbourne Roman Palace, Langstone Harbour and Winchester Cathedral all usefully support this work.

46. Pupils now have better access to opportunities to develop their multi cultural understanding of the world they live in. Work in religious education provides them with good opportunities to look closely at both Judaism and Islam alongside Christianity in order to gain an understanding about the cultural and faith background of large sections of the world community. Last year, while celebrating an inter-cultural week, pupils were introduced to arts and crafts from such different cultures as Japan and Ireland. Equally, the study of Kenya in geography allows pupils to make direct comparisons between their own lives and the lives of children in vastly different cultures. The school's provision is well supported by a good stock of multi-cultural instruments and music, to which pupils have regular access, and recent developments through the Internet have given pupils opportunities to contact pupils in other parts of the country.

51.

## **51. Support, guidance and pupils' welfare**

47. Overall the provision for support, guidance and welfare of pupils is good, and this makes a positive contribution to pupils' achievement and progress. The school provides a safe and caring environment where pupils are happy to come to school. Teachers and non-teaching staff know the pupils very well and offer them good levels of support and encouragement. The school is making good use of careful monitoring of academic progress. The school enjoys good supportive links with a range of external support services, such as the school nurse, the educational psychologist, the speech and language therapist, and advisors for the visually impaired and physically disabled.

48. The procedures for monitoring and promoting discipline and good behaviour are good. The school's behaviour policy is based on encouraging good and helpful behaviour, and developing pupils' self discipline. Good work and good conduct are celebrated through the presentation of certificates in assembly at the end of the week. Appropriate sanctions are in place should the need to use them arise. Incidents of unacceptable behaviour are carefully recorded and monitored. The school has good procedures to deal with any incidents of bullying. The school takes such incidents seriously, and they are dealt with quickly and effectively.

49. The procedures for monitoring and promoting good attendance are very good. The school has a very detailed attendance policy, which includes clear guidance on what is, or is not, an authorised absence. The school places a high emphasis on the need for regular attendance. Registers are checked very regularly and any absences are quickly followed up. The requirements for the recording of attendance are fully met.

50. The arrangements to ensure the health, safety and general well being of all pupils, both in school and on school visits are good. These issues are well promoted through a planned personal, social and health education programme. The school is kept very clean, tidy, and in good repair, and provides a safe, stimulating and attractive learning environment for pupils. Two members of staff are fully trained in first aid and, during the inspection, any pupils who were ill or injured during the school day were treated with concern and compassion. The headteacher is the designated child protection officer, and staff are made aware of the procedures for referring pupils in the event of a concern. The site manager shows a high level of awareness with regard to any health and safety issues and staff record any concerns they may have in a book. No health and safety problems were evident during the inspection week. However, the governing body have not as yet formed a health and safety checklist or carried out formal site inspections.

51. Individual education plans are not written for all pupils on Stage 1 on the school's register of special educational needs as required by the school's special educational needs policy. The SENCO and special educational needs assistants work closely with class teachers to ensure that appropriate support is given. However, the school's register of special educational needs is not kept up to date.

## 56. Partnership with parents and the community

52. The partnership with parents is very good and is a significant strength of the school. Responses to the parents' questionnaire were very positive, and there were no significant parental concerns. A minority expressed concerns about homework with their either being too much or too little. Parents are very supportive of the school. Parents and grandparents help in school with reading, computers, group work and in the library. Homework is well structured and parents are able to help their children at home by hearing them read and by helping them to complete projects and other homework assignments. A very active 'Parent Teacher Association' organises a wide range of well-supported events to raise valuable funds to improve the quality of education. For example, funds raised have enabled the school to purchase a bar-code scanner, computer software, furniture and shelving, in the new library.

53. Communication through the school brochure, annual governors' report to parents, and regular newsletters is very good. Newsletters provide current information and an outline of the work their children will be doing. However, the school brochure and the annual governors' report to parents, report the absence rates as figures rather than percentages. Homework diaries offer parents the opportunity to monitor their children's homework and make any comments if necessary. Parents receive a report on their children's progress in mathematics and English in the autumn and spring term, and a full report of their children's attainment and progress in the summer term. Parents are offered three consultation evenings a year, and feel able to approach the school at any time should they need to do so.

54. The school's links with the community are good. The school has established a strong link with the local church, and the vicar visits the school regularly to take assemblies and pupils visit the church for a carol service at Christmas. Other visitors include an Irish storyteller, an American living locally and visitors from Japan. Links continue with a local school for children with severe learning difficulties. These particular links are valued by pupils and make a strong contribution to their social development. Through good links with the local Twinning Association, the school has established exchange visits with a school in France. The school band take part in the 'Cluster Music Festival' held at a local junior school. Pupils benefit from the sporting links developed with cricket organisations, and take part in a wide range of local sporting events. A 'Sponsor a Tree' event, together with donations of trees from a local garden centre, has enabled the school to further develop the school grounds. A link with a local national company has made a positive contribution to pupils' attainment in information technology. This broad range of activities and experiences, makes a positive contribution to pupils' attainment and personal development.

55. Parents are advised when their children have individual education plans and these are discussed at parents' meetings. However, the practice of parents making regular contributions to individual education plans, or signing them, is not in place.

## 60. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 60. Leadership and management

56. The present headteacher was appointed in January 1994 and with the governors and staff, has successfully taken the school forward from its overall sound position at the time of the last inspection in February 1996 to being a good school. The headteacher, deputy headteacher, management team, teachers, staff and governors work together to provide clear educational direction and purpose, creating a good ethos for learning. The headteacher gives very good, strong leadership. Together, the headteacher, governing body and whole-school staff provide a strong partnership and effective teamwork. There is an effective working partnership between the headteacher and the chair of governors. There is a firm commitment to raising standards.

57. There were seven key issues for the school to address after the previous inspection in February 1996. Overall, very good progress has been made in addressing these key issues and in the school's continued development. Standards have continued to rise and factors contributing towards unsatisfactory teaching been addressed. A strong emphasis continues to be placed on pupils' moral, social and cultural development but opportunities for spiritual development are under-emphasised in lessons. Standards that pupils achieve in subjects have been improved, particularly in Year 5 and in Year 6. School planning for improvement is very good with the headteacher, teachers and governors setting clear targets for development and monitoring progress efficiently. School needs are identified and spending decisions discussed for cost-effectiveness. The governing body has developed an efficient committee structure which reports its action to the governing body. A clear system has been established to review and update policies. Much has been achieved to improve the buildings with worn flooring replaced. Health and safety matters are considered within the governors' premises committee, but regular risk assessment inspections of the school site have yet to be formalised. The school's capacity to maintain its position and improve further is good.

58. Overall, there is good support for the monitoring of teaching and curriculum development. The headteacher has a very good strategic overview of curriculum improvement, which she summarises and imparts clearly to governors through formal reports. The headteacher has monitored teaching in part of the Literacy Hour across the school. Those teachers with subject management responsibilities have provided good action plans, linked to the school improvement plan, for the continued development and support of their subjects. They have provided training for other teachers to improve knowledge and confidence. Subject managers monitor the planning for their subjects as part of their responsibilities; this is effective in ensuring all classes in each year group provide the same lessons, contributing well to the standards attained by pupils. Subject managers do not monitor teaching in their subjects, although there are plans for them to do so. However, they monitor the work which is taking place in the classrooms informally through discussion with colleagues. Much work has been achieved in adjusting the curriculum to reflect the Literacy Hour and National Numeracy Strategy. The role of governors in monitoring the curriculum formally is being developed with a positive start made in this by the governor responsible for literacy.

59. The school's aims and policies are well implemented and successfully reflected throughout its work. The aims are kept under review, to be revised in the light of educational developments. The headteacher, subject managers and governors keep policies under review and update these in line with school developments. A purposeful ethos for learning is provided. There is a strong commitment to providing a caring family and community ethos and to the continued improvement in standards. Parents appreciate the work of the school and are very supportive of its aims and values. However, at the parents' meeting they expressed concern about large class sizes and the negative impact this was having on pupils' practical work. Since then the governors have been able to add an additional class to reduce class sizes. There is good equality of opportunity for all and relationships throughout are very good.

60. The school's development planning is comprehensive and identified targets are collated in a strategic plan. This plan is clear and divides into a manageable range of targets for improvement, priorities for development, maintenance and management over three years. It identifies personnel responsible, provides costings and gives timescales for completion. The plan is a good strategic management tool. Monitoring and evaluation systems are built into each target and involve the headteacher, subject managers and governors in evaluating and assessing progress and reporting their findings to the governing body through the governors' committees. Targets for improvement include: developing pupils' writing, improving boys' reading, improving problem solving in mathematics, developing marking strategies and pupils' taking greater responsibility. The development of pupils' writing is linked to all subjects. Performance targets for both English and mathematics are set. The improvement plan is suitably linked to the school's budget with targets costed. Subject managers have budgets for their subjects, but they do not cost these up for themselves. The headteacher, staff and governors involve parents in the process of school improvement through regular surveys conducted by the governing body.

61. The governing body has developed its role well and is effective and supportive of the school. Governors, through their committees for finance, curriculum and pupil needs, personnel and premises, and responsibilities have a good strategic overview and work very well with the headteacher and staff to secure school improvements. They are involved fully in the wider life of the school and have developed informal links with classes. Governors do not have links with particular subjects in order to monitor progress. However, particular governors are linked to literacy and numeracy developments and a governor responsible for special educational needs is in place. Governors bring much expertise and enjoyment to the work of the school. They are involved in setting targets for improvement.

62. Statutory requirements are well met, with the exception of the formalisation of regular risk assessment inspections and reporting attendance figures in percentages in the school prospectus and annual report to parents.

63. The requirements of the Code of Practice for pupils with special educational needs are met, with the exception of the register of special educational needs and individual education plans not being kept up to date. The policy for special educational needs is appropriate and gives clear guidance on current practice. The statutory requirements for annual reviews are met.

## **68. Staffing, accommodation and learning resources**

64. The school has a team of hard working and committed teachers. They are appropriately qualified and there is a good blend of experienced and more recently qualified teachers. Teachers are suitably trained and qualified to teach the subjects of the National Curriculum. Staff work very well together, providing each other with support and guidance, and contributing well to the efficient running of the school. The daily administration, site management, and midday supervision is carried out conscientiously, smoothly and effectively.

65. Staff professional development is primarily linked to the priorities identified in the school development plan. Subject co-ordinators have received appropriate training to enable them to take the lead effectively in their areas of responsibility. There is also opportunity for individuals to take part in training for their personal needs. Non-teaching staff, including special educational needs assistants are also offered opportunities for training. Teachers have clear and specific job descriptions and an effective system of appraisal. Since the last inspection, the mentoring policy has been updated and is now in line with proposals. The arrangements for the induction of newly qualified, and new teachers to the school, are thorough. The newly qualified members of staff are receiving very good support within the school, and through the programme set up by the local education authority.

66. The accommodation both inside and outside the school is very good. It is well maintained and cleaned to a very high standard. Since the last inspection, the school has been extended to provide four new classrooms, one, at present, dedicated to music, a library, a spacious shared working area and an improved administration and reception area. The removal of the temporary accommodation, a new heating system, and the refurbishment of the toilets have added to the overall improvement of the building. The worn tiles and flooring identified as being hazardous at the last inspection, have been replaced. The school grounds are well maintained.

67. Overall, the quality and quantity of learning resources is satisfactory and those areas identified as unsatisfactory at the last inspection have been addressed. The hard playing surfaces, spacious field and open-air swimming pool make good provision for physical education. The school has a good range of musical instruments and provision is enhanced by a dedicated music room. All resources, across the curriculum, are easily accessible.

## **72. The efficiency of the school**

68. The headteacher and governors' finance committee meets regularly and is provided with financial information which gives income and expenditure to date, giving a clear indication, and analysis of, the school's current financial situation. Financial planning is good, with governors committees' minutes recording ongoing discussion on the cost-effectiveness of spending as appropriate. The governors are well informed and closely involved in budgetary matters. This is an improvement from the last inspection, which judged that in some respects, there was insufficient analysis of cost-effectiveness and not all governors' committees functioned fully.



69. The funds carried forward from the last budget, just over 8 per cent of total income, have been partly used in underpinning spending decisions for this financial year, reducing the reserve to just over four per cent. At present, planned expenditure exceeds income with part of the 'carry-forward' sum being used to balance the budget. However, budget expenditure has been well targeted to school improvements identified in the school's strategic plan, such as keeping class sizes down and improving resources. This is having a good impact on improving standards. Longer-term financial planning is taking into account projected increases in numbers on roll with an appropriate balance between using up part of any carry-forward figure and keeping a sensible contingency sum.

70. Teachers and support staff are deployed effectively. In lessons, good use is made of learning support assistants, parents and voluntary helpers. Staff working with pupils who have special educational needs are deployed to good advantage and make a significant contribution to both the standards and good progress made. The school efficiently uses the amount of money it receives from the local education authority in respect of pupils with special educational needs, and supplements this from its delegated budget to provide good quality help and support. This in turn benefits all pupils as it contributes to the effective learning environment.

71. The good use of learning resources and accommodation contributes well to raising standards. Very good building developments have improved accommodation with the addition of extra classrooms, a library, improved main entrance and administrative area. At present, there are no specific grants allocated to the school. Costs per pupil are just above average, however the school is efficient in the management of its resources, which are used effectively to support learning.

72. Overall, efficiency for financial control and school administration are good. The efficiency of the school's administrative officer and support staff ensure the smooth day-to-day running of the school, thus enabling the headteacher to make a significant impact on the development and strategic management of the school. Criticism made in the last inspection report, regarding deficiencies in administrative accommodation and use of support staff have been addressed successfully. The recommendations arising from the last auditors' report, conducted in July 1999, are in the process of being addressed. Indeed, the audit report found that the school's budgeting reflects longer-term objectives and is clearly linked to its development planning.

73. The school makes efficient use of time, money, teaching and non-teaching staff, accommodation and educational resources. Taking into account the attainment of pupils on entry; the unit costs per pupil; the good standards achieved by the pupils; the good quality of teaching, the effectiveness of the school as a community and the education it provides, the school gives good value for money.

78.

## 78. PART B: CURRICULUM AREAS AND SUBJECTS

78.

### **ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION**

#### 78. English

74. Results of the end of Key Stage 2 National Curriculum tests for 1998 show attainment in English to be well above the national average, and also well above the national average for the number of pupils attaining the higher level 5. Using the 1998 national figures for comparison, as there are, at present, no published national figures for 1999, results for the end of key stage National Curriculum tests for 1999 are again well above average. Inspection evidence for the pupils currently in Year 6, based on lesson observations, discussions with pupils and scrutiny of work, confirms that by the end of the key stage attainment is again well above the national average. This means that the school's results are well above those of the majority of schools as well as those of schools in a similar context. Trends over the last four years show that standards are rising, with a slight fall in the results for 1999. Girls are performing better than boys in these tests. However, the gap between boys and girls is closing year on year.

75. The school has effectively addressed the key issue from the previous report with regard to underachievement in Years 5 and 6, particularly in respect of the higher-attaining pupils. It has achieved this through improving the quality of teaching, careful analysis of all tests and successfully implementing the National Literacy Project.

76. Standards in speaking and listening are well above average at the end of the key stage. Pupils listen attentively and are confident to speak in front of the class, for example at the end of the Literacy Hour, pupils in Year 3 are very confident to talk about giving titles to paragraphs prepared for them by the teacher on the computer. Pupils in Year 5 speak with enjoyment and confidence about their pets and the responsibilities involved in keeping them. Pupils in Year 6, having explored the relationship between two of the characters in 'The Secret Garden', structure their ideas and opinions and present them to the whole class. In assembly, pupils in Year 4 and Year 6 spoke confidently to the rest of the school about their thoughts and hopes for the forthcoming year. The majority of pupils listen carefully, reflect on other people's contributions and mainly develop initial ideas and suggestions effectively. By the end of the key stage, pupils demonstrate good speaking skills in social situations. A number of pupils are very confident in their ability to engage in relaxed conversations with adults and friends. Assemblies and school productions, such as 'Of Mice and Mozart' are used to develop this aspect of the English curriculum.

77. By the end of the key stage, standards in reading are above the national average. Pupils make sense of what they read using a wide range of strategies, including their phonic knowledge and contextual clues. They read with accuracy and expression and talk about the plot and characters to make predictions. Many pupils have preferences for well-known authors and for books. They express their pleasure in reading poetry. Many pupils have their own books at home and also belong to a local library. The school has taken particular care in choosing books and other resources which are considered to appeal to boys in order to help address the underachievement of boys in reading and other aspects of English.

78. Standards in writing for the majority of pupils are well above average by the end of the key stage. Pupils write with lively and thoughtful use of language. They sustain ideas and develop stories imaginatively. Pupils demonstrate a good understanding of language skills and use them in factual and imaginative essays. A number of pupils express their pleasure in writing poetry and examples of these are displayed around the school, such as a poem by a Year 5 girl: 'Man, peacefully tending to his work/Not even moving a rock./Everything he takes, he puts back./The sun glows as if smiling at him./Man, birds nor bees do not fear him...' Pupils plan and draft work and this helps them extend their vocabulary and style. The majority of pupils use dictionaries and thesauruses with confidence. Punctuation and grammar are good and pupils mainly use fluent, joined and legible writing. Whilst pupils are provided with the opportunity to practise handwriting, these skills are not always put into practice in pupils' everyday work. The quality of handwriting and presentation is inconsistent in many classes.

79. Progress in English across the key stage is good. Work is well matched to the different attainment of the pupils. They discuss a range of issues to help their acquisition of vocabulary and fluency and so make progress in the development of speaking and listening skills. Pupils make good progress in reading and develop accuracy and fluency, together with the ability to read with expression and sensitivity to the text as they move through the school. Pupils make good progress in writing and develop a range of relevant techniques for the different types of writing required, for example, formal letter writing, poems and creative writing.

80. Within the school, there is an emphasis on the development of literacy skills and the Literacy Hour is effectively used. Parents are kept well informed about the Literacy Hour and the subject co-ordinator writes a very informative and useful newsletter each term with explanations and specific advice to further their understanding of the Literacy Strategy. During the Literacy Hour classes enjoy shared texts. They discuss and analyse the text on which the teacher is focusing. Teachers lead the pupils to greater understanding through the quality of their probing question. Skills and knowledge are taught and used with specific vocabulary across the curriculum. Spelling is taught in many subjects and discussions are encouraged. Examples of literacy being taught are:

- \*. in design and technology, where pupils make written records of design and technology, particularly in writing evaluations.
- \*. in mathematics, where there is a strong emphasis on pupils writing their own problems; there is also the effective use of pupils' reading skills to interpret problems;
- \*. in music, where pupils read song sheets and also write their own compositions;
- \*. in religious education, where writing skills are used in many aspects of the work, including,
- \*. writing of accounts of events and writing information while carrying out research work;
- \*. in history, where literacy skills are taught and used very effectively to promote writing of account

1. The use of information technology is being developed successfully to support pupils' learning within the Literacy Hour.

2.The majority of boys and girls have very positive attitudes to their English work. They enjoy discussing and sharing their ideas with the remainder of the class. Most pupils listen and concentrate well, and work well together when engaged in a group activity. They work hard to improve their English skills. Whilst the majority of pupils take a pride in the presentation of their work, there are examples where presentation skills are inconsistent in classes and by individual pupils.

3.The quality of teaching is good; it is very good in 14 per cent of the lessons seen, 42 per cent good and 42 per cent satisfactory. The very good lessons observed were in Year 6 where teachers effectively transmitted their own enthusiasm and love of language. Effective teaching is associated with teachers' very secure subject knowledge, and high expectations of pupils, a good working environment and firm pupil management. All lessons seen were well planned with a range of interesting activities. In some of the less effective lessons, pupils call out and teachers try to teach over pupils' voices. There are examples of good practice in marking with constructive comments encouraging pupils to improve. However, marking is inconsistent and this is partially due to the school not having a marking policy. There are very few examples of pupils being asked to correct or rewrite mistakes.

4.The resources for English are used effectively. The English curriculum is enriched by visitors to the school such as an Irish story teller, visitors from Japan and grandparents who talk about their experiences as evacuees. It is also enhanced by visits made to various museums and the use of the local environment as stimulus for creative writing and poetry.

## 89. **Mathematics**

5.The results of the 1998 National Curriculum assessments for pupils in Year 6 were well above the national average for both the proportion achieving the expected Level 4 and those achieving the higher Level 5. In comparison with similar schools nationally, the results were above average. Taking the three years 1996 to 1998 together, the school's results have been well above average. There is a variation between the performance of boys and girls, with girls attaining well above average standards and boys above average standards. However, the school has identified the issue and inspection evidence is consistent with the performance of boys improving. Taking the three years 1996 to 1998 together, standards in mathematics are well above the national average.

6.The school's results in the 1999 National Curriculum assessments for pupils in Year 6 show that the school is sustaining and improving these standards. There was a significant improvement in the proportion of pupils achieving the higher Level 5, with one pupil achieving exceptional performance in achieving Level 6. Inspection evidence confirms these high standards and by the end of Key Stage 2, standards are well above the national average. Pupils, including those with special educational needs, make good progress.

7.Pupils make good progress in the use and application of mathematics in problem solving and investigations. They are confident in explaining how they find answers both in mental arithmetic and in written problems. In Year 3, pupils explain how to solve problems such as: 'I think of a number then subtract 12 the answer is 26, what was my original

number?’ In Year 4, pupils apply their knowledge of number successfully to find the change from £10 when purchasing a CD for £2.99. In Year 5, pupils carry out good investigations in comparing the cost of holidays when travelling by road or air. In Year 6 pupils find and explain the rules for sequences, for example ‘8-48-24’ is times 6 divided by 2.

8. Progress in number work is good. By the end of Year 3, pupils understand place value to thousands, hundreds, tens and units, and multiply and divide accurately using numbers from 1 to 10. By the end of Year 4, pupils understand common multiples and ‘round off’ to the nearest 1000. They use brackets well, for example in solving  $12 \times 5$  by calculating  $(10 \times 5) + (2 \times 5)$ . In Year 5, pupils read, write and order numbers to one million and use addition and subtraction of decimals accurately. By the end of Year 6, pupils read, write and order decimals to thousandths. They understand the relationship between fractions, decimals and percentages. Mental arithmetic skills are good and pupils use their knowledge of multiplication tables well in problem solving.

9. In work on shape, space and measures, pupils make good progress. By the end of Year 3, pupils understand right angles and measure liquids accurately to the nearest 50ml. By Year 4, pupils measure angles accurately to the nearest 10 degrees. Pupils in Year 5 calculate perimeter, area and volume successfully through the use of formulae. They read and solve problems carefully using the 24-hour clock from bus timetables. By the end of Year 6, pupils show good knowledge of reflective and rotational symmetry.

10. Progress in handling data is satisfactory. By the end of Year 4, pupils use tally charts well to collect information on, for example which day of the week pupils were born. In Year 5 pupils use pie charts successfully to show the favourite films of 72 children, a number which is divisible into 360. They use line graphs to show temperature readings (+ and -) and understand how to find the average temperature over a month. By Year 6, pupils are secure in constructing frequency charts and in reading and interpreting the results.

11. Pupils apply their numeracy skills successfully across the curriculum, particularly in science and design and technology. In science, pupils record measurements accurately and use well-labelled and carefully-constructed graphs to show the results of experiments. In design and technology, measuring skills are used accurately in making the chassis for powered buggies. Literacy skills are used well, particularly in reading and understanding mathematical problems. Across the school information technology is not used enough to support pupils’ learning in the Numeracy Hour.

12. Pupils enjoy mathematics lessons. In lesson introductions they listen attentively and most participate enthusiastically in question and answer sessions, including the mental arithmetic lessons. They settle to work quickly and work hard and well in lessons. Most take care and pride in presentation of their work, especially where teachers have high expectations. Pupils use resources and equipment sensibly. They relate well to each other and to their teachers and other adults, particularly the special educational needs assistants. At the end of lessons, pupils are confident in explaining their work to the rest of the class, with classmates valuing their contribution.

13. The quality of teaching is good overall. During the inspection teaching was very good in 40 per cent of lessons observed, good in 58 per cent and satisfactory in two per cent. Very

good and good teaching makes a strong contribution to the high standards achieved and the good progress made, particularly during lessons. Teachers plan for the numeracy hour very effectively. A significant strength is planning to meet the differing learning abilities within the class. Work is carefully matched to learning needs, with the result that pupils make good progress. For example in work on sorting and classifying, higher-attaining pupils in Year 3 were given written information from which to sort people who 'wear glasses and have blonde hair' whereas other pupils used pictures. Very good use is made of day-to-day assessment, particularly from marking to inform future planning. For example, in Year 5, a teacher used a support teacher effectively to support a group who were finding subtraction difficult. Resources are used effectively although there is an over-reliance on the use of photocopied worksheets.

14.The previous inspection judged that 'the majority of pupils achieve the national expectation in mathematics'. However it identified 'a significant underachievement by some more-able pupils'. Inspection evidence shows that the school has made very good progress in raising standards in mathematics, particularly amongst the more able. This is reflected in the results of the 1999 National Curriculum assessments for pupils in Year 6 where 40 per cent achieved the higher Level 5. The improvement is the result of a significant improvement in the quality of teaching, particularly in Year 5 and Year 6.

## 99. Science

15.The results for the 1998 National Curriculum tests for 11-year-olds show that the proportion of pupils attaining the expected standards was well above the national average. The number of pupils attaining at the higher Level 5 was close to the national average. In comparison with similar schools nationally, the school's results are broadly average, whilst in comparison with all schools they are above average. The most recent tests, for which there are currently no national comparative figures, show that the school has increased the number of pupils reaching the higher Level 5, but has also had a small increase in pupils achieving the lower Level 3 score. The inspection findings show that the number of pupils achieving the expected national standards is above national expectations at the end of Key Stage 2, with a significant minority of pupils achieving at a higher level.

16.The findings of the previous inspection showed significant underachievement for higher-attaining pupils in science. This was a key issue and has been addressed successfully by the school.

17.By the end of Year 6, pupils have gained good investigative skills and use their knowledge and understanding to predict outcomes and to carry out controlled investigations and experiments. They make careful observations and measurements, although pupils have insufficient opportunities to collect data through information technology. The pupils meticulously carry out an experiment on filtration, in Year 6. They understand the process and, later in the week, write comprehensive notes with good illustrations to exemplify their understanding. Pupils understand the nature of fair testing and carry out experiments showing this when they examine the ability of elastic bands to stretch, or the ability of sound to pass through various materials.

18. By the end of the key stage, pupils know the defining characteristics of animals and plants and name the major organs of the body. They understand the importance of healthy eating and understand equally the dangers of smoking. They use their drawing skills to good effect in such activities as drawing the detail of an ear and in illustrating their experiments.

19. Whilst studying materials, pupils understand the differences between solids, liquids and gases and classify materials by their properties. They understand why some processes are reversible and why some are not. Their use of scientific vocabulary is well illustrated in their study of materials and their dissolving characteristics. They use terms such as, 'saturate', 'solution', 'soluble' and 'filtration' in their correct way when explaining their work.

20. Pupils cover a good deal of work on forces. They have good knowledge of magnetism and explain the way that gravity affects our lives. Pupils in Year 5 recognise the way that forces such as pushing and pulling are at work in their sport and they measure forces using a forcemeter. Pupils have a good understanding of electricity and draw and make circuits, which contain batteries, lamps and switches. Within this work, they produce circuits, both in parallel and in series.

21. All pupils, including those with special educational needs, make good progress in the lessons seen. They know how to conduct scientific investigations through a well-structured curriculum. Opportunities for pupils to create and direct their own lines of enquiry are limited. Pupils' skills develop well in setting up tests, carrying out investigations and evaluating their findings. Pupils gain scientific knowledge and understanding in a systematic way and are given opportunities to revise their knowledge when they revisit the work later in the school. The quality of presentation improves as pupils move through the school and their work is often guided well by the comments teachers make in their marking. Overall, the progress pupils make in their work is a direct result of the good and very good teaching they receive, combined with the pupils own enquiring attitudes.

22. Most pupils enjoy science. They show a keen interest in the work and in six out of eight lessons seen, their response is good or very good. Pupils are happy to share their knowledge and understanding and will point out each other's errors. They work well individually and with small groups of friends, often become engrossed in what they are doing. This was well illustrated in a filtration investigation carried out by pupils in Year 6. Again in a class in Year 4, pupils attempting to classify objects that are magnetic or non-magnetic, work hard at their tasks, which they find challenging. The subject is making a sound contribution to pupils' spiritual, moral, social and cultural development, although often this contribution is not planned.

23. The quality of teaching is good overall, with examples of very good teaching in Year 6. Over 60 per cent of lessons are good or very good. In the single good lesson seen in Year 6, the teacher has good subject knowledge and shares this with the pupils. From this good knowledge base, the teacher asks a very good range of questions to check the pupils' previous knowledge and to take their learning on. Explanations of the tasks are very good and all resources are well prepared and available. Very good use is made of scientific vocabulary and the teacher moves around all working groups assessing their progress and making useful interventions by asking questions in order to test their understanding. However, there is some lack of consistency in marking.

24.The overall progress made since the last inspection, particularly in scientific investigations, has been brought about by a good analysis of the pupils' performances at the annual tests, together with very useful curriculum revisions which give class teachers help in their teaching, particularly in the planning of lessons.

25.Science work does make some use of information technology, but this is not developed fully in all year groups. The use of literacy and numeracy skills is good. Pupils use their writing skills for a number of different purposes and their speaking and listening skills are well developed. They use their numeracy skills when making measurements and recording their work in charts or graphs. The lack of resources, identified at the previous inspection, has been rectified. Resources are now sufficient for the pupils, they are well stored and organised and are readily accessible.

#### **110. Information technology**

26.Standards in information technology are in line with national expectations by the end of the key stage and have remained so since the last inspection. The significant under-achievement noted of the higher-attaining pupils at the last inspection is gradually being reduced as pupils who have gained good skills in Years 4 and 5, move into their final year.

27.Pupils are competent and confident using the computers for word processing. They edit their text on the screen, select fonts and letter size and many use the spell-checker to help with their writing. Most of the pupils in Year 6 have had experience of moving text and some successfully add artwork to their texts. A weakness in their work, is that quite a number are not yet confident in saving their work on files or on disk, particularly when using older equipment. Many pupils have sound ability in interrogating data held on files. For example, in a history lesson, pupils searched through an extract from the 1881 census, looking for the answers to questions about the population of Barngreen. Other pupils searched an encyclopaedia file, while carrying out library research work. However, their skills in amending information and re-saving it are less well developed.

28.Pupils gain sound skills in control technology. This is an improvement since the last inspection. They are able to program information into a floor robot, making it move along a prescribed course. Later, they are able to carry out the same type of operation with a screen robot, so developing their skills and knowledge in a systematic way. In Year 6 they make use of the computer to measure speed and temperature in connection with their work in design and technology and science. Work in history and geography is well supported by programs that allow pupils to explore historical situations, make decisions and predictions. This is well illustrated in their work connected to topics about the Romans, World War II and the Rainforest.

29.The overall use of computers to support other areas of the curriculum is a growing one. Over the last two years, the school has made significant progress in developing this aspect of computer work. The strengths lie within literacy, history, and geography, while the weaker elements are seen within music and some areas of mathematics.



30. Pupils, including those with special educational needs, make satisfactory progress overall. Progress in communicating information is sound as pupils make good gains in skills. Progress in handling information is sound, although opportunities for amending and saving information on file and disk are less frequent. Progress in control technology is good, as pupils move comfortably from controlling robots through entering commands to using sensing systems to collect data. Progress in modelling is sound and pupils are making gains in their ability to predict outcomes and explore patterns and relationships within simulations.

31. All pupils respond well to the work in information technology. In the nine activities observed, their response was good in six and very good in three. They enjoy the excitement of working in small groups and have very positive attitudes to their work. They waste no time when working in their groups and work well with both teachers and non-teachers. For example, a grandfather, working on a history program with a small group of pupils, received the same level of respect from the pupils as would a class teacher. Equally, the representative from a local store, working in the computer club after school, received the same respect and attention from the small group of pupils who, in the session, made good gains in skills connected to the use of the Internet. The pupils are keen to talk about their work and are always seen treating the equipment with care.

32. The quality of teaching of information technology is good. A small group of teachers have good subject knowledge, while others rely rather more on the information held within curriculum documents and on the support of the subject manager. However, the lack of regular in-service training has meant that teachers have widely differing levels of subject knowledge and as a result their pupils progress at different rates. In a very good lesson, seen in Year 6, the teacher had prepared herself well and understood the way in which the census program worked. She gave the small group of pupils clear instructions, set them a challenging task and then leave them to complete the task independently. In other lessons, good use is made of 'peer teaching', where pupils pass on their knowledge to the next working group.

33. The subject manager is giving a good lead to his colleagues and the plans for the development of information technology through use of the Internet, together with an increase in hardware is well documented.

### **Religious education**

34. The religious education taught in the school follows the locally agreed syllabus and fully meets statutory requirements. The scheme of work has recently been re-written to bring it in line with the new agreed syllabus and is of good quality. Standards are sound and remain unchanged since the last inspection.

35. By Year 6 pupils have sound knowledge of some Bible stories and of the structure of the Bible. They also know of similar sacred books such as the Torah and the Qu'ran. Within their work on three different faith groups, they are aware of the symbols which the religions use. They understand the imagery of the Garden of Eden and explain the five pillars of the Islamic religion. In their studies of Christianity, pupils have a good knowledge of the events surrounding the birth and death of Jesus, together with an understanding of their own journey

through life. Comparisons are regularly made between the three faiths studied and such diverse festivals and ceremonies as baptism, confirmation, Diwali and Barmitzvah are well known to the pupils.

36. Within the subject, there are many good, well-planned opportunities for the pupils to increase their own spiritual, moral, social and cultural development. Sufficient time is allocated to looking at the spiritual dimension of life. Pupils are aware of such issues as belonging to a faith and what it entails. They have opportunities to reflect on the imagery of religion by looking at the Creation story and the story of the Garden of Eden. By looking at the rules for life, as set out in the Ten Commandments, pupils reflect upon moral issues and arrive at their own judgements of right and wrong. Ideas of belonging, friendship, care and trust are all elements of social development touched upon sensitively in religious education, whilst cultural development is seen in the good work carried out in the three major world faiths studied by the pupils.

37. In the lessons observed, older pupils are seen making good progress at gaining an understanding of imagery in religions and of coming to terms with what God might be like. Younger pupils make sound progress in looking at issues of friendship and belonging. Here teachers make good use of the story of the 'Selfish Giant' to illustrate the work. The collection of work covering the whole year shows that pupils make sound progress in gaining knowledge and understanding, based on the various elements of the agreed syllabus. Pupils with special educational needs make sound progress in their work, however when they do receive extra support, as in a Year 6 lesson observed, their progress is better.

38. Pupils' response in lessons is good. In the five lessons seen, the response of the pupils to their work is never less than satisfactory. In two of the lessons their attitudes are very good and in two lessons they are good. Pupils listen attentively to stories and to questions and respond readily when asked. They concentrate on their tasks and are more than ready to discuss issues with their peers in small groups. This is well illustrated in Year 6 when groups discuss their ideas about imagery.

39. The quality of teaching of religious education is satisfactory overall, with evidence of good and very good teaching. In the single very good lesson, the teacher was at pains to make clear links with previous learning about symbols. Very good discussion was generated and managed by the teacher. This was helped by the teacher having good subject knowledge. The lesson was conducted at a brisk pace, but pupils never felt that they were being rushed. The lesson ended with the teacher enabled the pupils to draw very good conclusions from their discussions.

40. Minor weaknesses are that too often work is generated through the use of photocopied work sheets. Because of the way they are written, pupils are sometimes not encouraged to write at any length about the subject matter. Thus, although they regularly use their speaking and listening skills to good effect, their use of extended writing techniques is limited. The themes chosen for collective worship and the work being studied in religious education do not frequently coincide and therefore do not always readily support each other.

## 125. OTHER SUBJECTS OR COURSES

### 125. Art

41. By the end of the key stage, pupils achieve standards which exceed expectations for their age. Evidence from lesson observations, displays, samples of work, links with other subjects, a scrutiny of planning and discussions with pupils and teachers indicates that good progress is made across the school. Pupils receive a broad well-planned curriculum, covering the requirements of the subject. The curriculum covers investigating and making, using two and three-dimensional materials with appropriate opportunities to appreciate the work of famous artists and their styles of work, for example Van Gogh and Picasso. Skills and techniques are taught with pupils encouraged to use these creatively. There are good links with all other subjects, notably literacy, numeracy, design and technology, geography and history. For example, pupils in Year 3 learn about Aztec pattern and in Year 5 Islamic pattern, while in Year 6 they study African art, linked to work on Kenya.

42. At the beginning of the key stage, pupils in Year 3 learn to observe carefully. For example, when drawing parts of faces pupils are taught about line, tone and texture. In Years 4 and 5, pupils progress to drawing a range of objects, such as fruit. They select materials and methods when drawing a range of natural and man-made objects. They work with line and tone very effectively to convey volume, shape and texture, a good example of this being in their still life drawings of faces and objects after the modern style of Picasso. In Year 6, pupils combine drawing and painting together to create desired effects, for instance in their water-colour pictures of landscapes. Pupils begin to understand perspective and apply this knowledge to their work. Good cross-curricular links are evident through such activities as clay modelling, pattern making and written evaluations of work.

43. Pupils show good attitudes and work with much motivation and enthusiasm. In Year 3, pupils talk with pride about their finished work and begin to evaluate it with confidence. While in Year 5 they share objects to observe and draw and complete a number of sketches during a lesson. In Year 6, pupils describe well favourite work from past lessons.

44. The quality of teaching is good. Skills are taught well with a strength being that pupils are encouraged to apply these in their own work. This results in some imaginative pictures produced, often to a good standard, such as still life drawings of 'jars and pots' by pupils in Year 5. Teachers are good at stimulating pupils' imaginations and as a result pupils create highly individual pictures, such as when drawing part of a face. Teachers make good use of plenary sessions, where learning is reviewed at the end of lessons. In these sessions pupils are encouraged to evaluate their work and to talk about what they like in each other's efforts. Teachers value pupils' work and display it to good effect in their classrooms and in the shared areas throughout the school. Pupils' work is often displayed alongside posters and postcards of work by professional artists as for instance the landscape paintings displayed in the Year 3 area.

45. Art areas and resources are kept tidily with pupils given some choice by teachers in selecting tools and materials. Pupils effectively use a variety of media, such as pencil, charcoal, pastel and paint. Sketchbooks are used well to record observations, to indicate the skills and techniques learned and for teachers to assess and track pupils' progress over time.

Examples of pupils' work are also kept to assess progress. The subject has maintained and built upon the positive position reported on at the time of the last inspection.

### 130. **Design and technology**

46. By the end of Key Stage 2, standards meet expectations for pupils of this age and pupils, including those with special educational needs, make satisfactory progress. Pupils apply their literacy skills well in written work, particularly in their evaluations of their models. Spelling and punctuation skills are good. Numeracy skills are used effectively, particularly in accurate measurement for the construction of a chassis for a powered buggy.

47. By the end of Year 3, pupils successfully design and make models of flying insects which meet the criteria of having 'flapping wings'. They select a wide range of materials and use joining techniques well to complete their insects. Pupils use their knowledge of science successfully when designing hinges for their wings. By the end of Year 4, pupils successfully design and make electronic games which require them to apply their knowledge of circuits from work in science. Pupils evaluate existing games before designing their own. By the end of Year 5, pupils effectively design and build bridges with a strong emphasis on testing and evaluating the finished model. There is good evidence of the use of information technology for research into bridge design. By the end of Year 6, pupils successfully design and make buggies powered by electric motors. Designs are clear, well labelled and include accurate measurements.

48. Pupils work hard in lessons. Most co-operate successfully in group work, for example in evaluating an electronic game. Pupils listen carefully in lesson introductions and most follow instructions sensibly. Relationships are good and pupils appreciate the support given by teachers and other adults, including parents.

49. The quality of teaching is satisfactory, with one good lesson being observed. Lessons are planned carefully and resources are prepared well. Instructions are clear and good use is made of apparatus such as the whiteboard or the overhead projector for demonstration and explanation. Teachers place strong emphasis on pupils evaluating their work.

50. The previous inspection found, 'standards to be in line with national expectations', although 'they are inconsistent across the school'. Standards in Year 5 and Year 6 were judged to be 'generally below national expectations'. Inspection findings are that standards are consistent across the school and that clear progress is made as pupils move up through the school. Weaknesses in the design process have been overcome and pupils' evaluation of finished products is a new strength. Opportunities for the study of food technology are underdeveloped although the school has decided not to teach this element as part of the lessening of requirements to teach foundation subjects.

## 135. Geography

51.No lessons were observed, as the subject was not taught by the school during the time of the inspection. However, evidence from displays, samples of work, links with other subjects, a scrutiny of planning and discussions with pupils and teachers indicates that satisfactory progress is made across the school by pupils, including those with special educational needs. By the end of the key stage, pupils achieve standards which are expected for their age.

52.The subject's long-term plan covers a broad curriculum and gives clear progression of skills and content. Work provided covers, a local study in Year 3, environmental changes through a study of the rainforest in South America in Year 4, with rivers and the effects on the landscape the focus in Year 5, and a study of Kenya in Africa as an other locality in Year 6. Classroom teaching is supported through first-hand experience provided by field trips when suitable. Pupils learn skills and knowledge effectively; for example, they learn mapping skills and how to use map references and to interpret a key. Through acquiring knowledge they identify countries on a world map and a globe and talk about key features found in those countries.

53.Across the age ranges pupils learn to make comparisons; for example, in Year 4 between their lives and those of children living in the Amazon region. By Year 6 pupils have progressed to making more detailed comparisons regarding health provision, wealth and occupations as part of their study of Kenya. In addition, pupils carry out an in-depth comparative study of the immediate locality with the City of Winchester.

54.Pupils have sufficient opportunities to study local areas, such as in Year 5 when finding out about the rivers Meon and Hamble, Langstone Harbour and main rivers throughout the United Kingdom. They learn about land uses and key features of different habitats. By Year 6, pupils argue the case for and against change, such as the effect of building a superstore in Denmead.

55.Evidence from talking to pupils indicates that they enjoy their lessons. Year 6 pupils show particular interest in talking about what they found out when comparing old and new maps, as part of their history topic on the Victorians, which feature Denmead as Barngreen in the past.

56.No direct teaching was observed during the inspection. However, using evidence provided, and from discussions with pupils, teaching is judged at least satisfactory. Work samples indicate that teachers build upon pupils' knowledge and skills successfully as they move through the school. Planning is clear and links what is to be learnt with practical activities and visits, such as for pupils in Year 3 a local walk around Denmead. Satisfactory links are made to other subjects, notably literacy, numeracy and history. Links with information technology are being developed.

57.Since the last inspection, the policy has been revised with a stronger emphasis placed on developing skills and investigations. The subject has moved forward in that it was criticised for being based on too much description. The long-term curriculum plan has been revised, reflecting the school's focus on literacy and numeracy. The assessment of pupils' skills has been developed well. Resources, such as field study visits are planned by teachers to enrich learning.



## 142. History

58. By the end of the key stage, pupils achieve standards which exceed expectations for their age. Evidence from lesson observations, scrutiny of work and discussions with pupils and teachers indicates that all pupils, including those identified as having special education needs, make good progress. The school has built on the overall sound position reported at the last inspection. Pupils have sufficient opportunity to study history and the subject was taught at the time of this inspection with lessons in Years 5 and 6.

59. History is taught through topics. In Year 3, pupils find out about what it would have been like to be an evacuee during the Second World War as part of their topic, 'Britain since 1930'. In Year 4, 'Life in Tudor Times' is studied, with for instance pupils making comparisons between town and country life and finding out about major events, such as the Spanish Armada. In Year 5, pupils research life in Roman Britain through their topic 'Romans, Anglo-Saxons and Vikings in Britain'. By Year 6, pupils have progressed to studying local history during the Victorian Age in their topic 'Local History: Barngreen: School and Village from 1861 to 1901'.

60. Planned work within each topic covers the key elements of the subject. Pupils understand the past and that things change over time; they have good historical knowledge. Pupils are developing a sense of chronology through the various timelines prominently displayed in each classroom and by Year 6 they have a good understanding of this. Pupils are familiar with historical vocabulary such as 'change', 'time', 'year', 'decade', 'century' and 'millennium'. They learn to investigate and interpret evidence. In Year 5, pupils explain that plastic is a modern material while clay could be old or new. By Year 6, pupils progress to explaining the difference between fact and opinion, for example when studying photographs from the Victorian age. Pupils organise their findings well and talk about them to each other enthusiastically.

61. Pupils' response to their lessons is good. In Years 5 and 6, pupils show good interest and involvement when working in small groups. They are keen to suggest ideas and it is clear that pupils enjoy the subject. For example, pupils in Year 6 took much delight in explaining that Barngreen, found on an old map, is now Denmead.

62. Overall, the quality of teaching is good with some very good features. In the best lessons, teachers challenge pupils of all abilities, including higher-attainers, very well by building confidence and extending the use of enquiry skills. For example, pupils in Year 6 looked for similarities and differences between Victorian and modern day school timetables and researched the meaning of such terms as 'drill'. Teachers provide a good balance between practical enquiry and getting pupils to record their findings. In the last report, there was criticism made of an over reliance on worksheets; this shortcoming has been addressed. Teachers make good links to other subjects, notably literacy and geography. Planned use of information technology is developing well. Resources, including a range of artefacts and visits are used effectively to enrich and enhance learning. Good use is made of learning support assistants to work with different pupils, including those with special educational needs.

## Music

63. Pupils' achievement in music is in line with expectations for pupils of similar age. However, a significant number of pupils achieve above expectations. Standards of singing across the school are sound. Pupils sing with good tone, diction and intonation. They sing two part rounds holding the parts confidently. They have a sense of pitch and rhythm and understand dynamic contrasts in their singing. Pupils have a sound understanding of musical terms such as 'beat', 'rhythm', 'tempo' and 'ostinato'. Pupils accurately clap and vocalise rhythmic patterns collectively and individually. Many pupils in Year 4 classes listen attentively, identify the change in dynamics and give their own ideas for titles of pieces of music, such as 'The Dancing Orchestra' as a name for Vivaldi's 'Autumn'. A class of Year 6 pupils, who were focusing on Victorian music identify elements contributing to this particular style of music and successfully adapt their own song 'Sailing' to the music hall style. They appraise their own work and the work of others, identifying ways of improving it. Many pupils devise ways of recording their improvise compositions.

64. Overall, pupils make sound progress, and in the single Year 6 lesson observed made very good progress, in all aspects of music making, listening and appraising. The tone and quality of their singing develops satisfactorily over the key stage. They confidently sing a wide repertoire of songs and rounds in two parts. Many of these are drawn from other cultures as widely different as Africa and North America. Pupils make satisfactory progress in playing and improvising using a variety of instruments. They develop ideas in devising rhythmic patterns and melodic shapes which they combine, keeping a steady beat. Over the key stage they learn a wide range of musical terms and the sounds and names of different instruments. Pupils with special educational needs take a full part in music lessons and make progress in line with other pupils.

65. Pupils' response in lessons is good overall but varies from satisfactory to very good. In Year 3, pupils participate with enthusiasm, listen attentively and enjoy choosing and playing percussion instruments. In Year 4, the majority of pupils listen carefully; they identify some of the instruments being played and express their feelings about the music and about how it makes them feel. A very small number of boys in Year 4 do not pay full attention and disturb other pupils. Pupils in Year 6 respond very well, with all pupils listening attentively and contributing fully to lessons. They work very well collaboratively. They perform with pride and confidence the songs they have composed in the style of 'Victorian Music Hall' music.

66. The quality of teaching is satisfactory overall: in one of the six lessons observed it was excellent, in two lessons good and in three lessons satisfactory. In the excellent lesson, there was very secure subject knowledge with the teacher transmitting her own confidence and enthusiasm. There was relaxed but firm management of pupils with high expectations of pupils' behaviour and achievement. All pupils were given confidence that 'everyone can sing'. Teaching points were appropriately given and there was excellent coaching to improve the group compositions. Where teaching is less good, teachers have insufficient subject knowledge and confidence and there are examples of insecure pupil management. Teachers plan their lessons well and receive clear guidance from the good scheme of work. Lessons are well structured; they are conducted at a brisk pace and contain a good balance of activities.



67.Extra-curricular activities include recorder groups a choir and a band, comprising flutes, clarinets, saxophones and violins. Unfortunately, neither the band nor the choir was heard during the inspection as it was very early in the term. Individual tuition by outside specialists is available for violin and woodwind instruments. Visits out of school and visitors to the school make a strong contribution to the music curriculum and greatly enhance the pupils' musical experiences. Examples of these are:

- \*. members of Bournemouth Symphony Orchestra working with pupils throughout the school to compose a piece of music for a multicultural celebration;
- \*. a member of a Tudor style music ensemble sharing a range of replicas of Tudor instruments with Year 4 as part of their History Tudor topic;
- \*. the local authority music service giving an introduction to using tone chimes with a Year 6 class;
- \*. pupils performing to the infant school at least once a year, especially instrumentalists playing woodwind, violin and recorder;
- \*. pupils performing work by a resident composer at the 'Cluster Music Festival' in 1999.

#### \* **Physical education**

1.By the end of Key Stage 2, standards meet expectations for this age and pupils, including those with special educational needs, make good progress. By the end of Year 6, 85 per cent of pupils meet the national expectation of being able to swim 25 metres unaided. During the inspection lessons were observed in gymnastics, dance and games. However, during the school year, pupils are taught athletics and swimming and pupils in Year 6 take part in outdoor pursuits at a residential centre.

2.In gymnastics, pupils know the importance of a 'warm-up' and 'cool-down' at the start and end of lessons. They show a good awareness of space and of changing direction and working at different levels. By Year 6, pupils plan, perform and refine their sequences with a good emphasis placed on a clear starting and finishing position. They adapt floor sequences successfully to apparatus work. In dance, pupils successfully plan, perform and refine sequences linked to music, for example in Year 3 where they show strong movements of a skeletal creature compared to floppy movements of a non-skeletal creature. In games, pupils apply their awareness of space and changing direction in gymnastics successfully to their warm-up on the playground. Skills in throwing, catching and aiming at a target are satisfactory. In Year 6 pupils make satisfactory progress in learning the key hockey skills of passing, stopping and dribbling. Ball skills are applied well to team games.

3.Pupils enjoy physical education lessons and work hard. They work well individually, in pairs and in teams. A particular strength is their confidence in performing to the rest of the class who, in turn, show that they value and appreciate the performance through praise and constructive comments on how improvements could be made. However, pupils who are non-participants are not always usefully occupied and, on occasions, distract other pupils.

4.The quality of teaching is good overall; it was very good in two lessons observed, good in a further two and satisfactory in the remaining three. Where teaching is good or very good,

there is a strong emphasis on the improvement of individual skills and techniques. Teachers move around well looking to support and encourage pupils. Lessons proceed at a brisk pace with a clear focus on activities and a good balance between teaching and evaluation. In one lesson, the teacher used the 'cool-down' period successfully to promote pupils' spiritual development through encouraging them to imagine the awe and wonder of lying on a beach under a sunny sky. In all lessons, teachers show a very good awareness of safety issues.

5.The previous inspection report judged standards to be 'sound'. Inspection evidence confirms that the school has maintained standards in physical education.

6.Pupils benefit from a range of extra-curricular sporting activities and the opportunity to compete in competitive matches. The school has been particularly successful in softball cricket. There is an annual sports day which is enjoyed by parents and pupils.

## **158. PART C: INSPECTION DATA**

### **158. SUMMARY OF INSPECTION EVIDENCE**

7. The team consisted of five inspectors, including the lay inspector. The inspection was carried out in the school week commencing Monday September 13<sup>th</sup> 1999, and covered four days of observation and interviews. Before the inspection, members of the team attended a meeting of the parents to discuss inspection issues and to hear the views of the 13 parents who attended. An analysis was made of the 67 questionnaires returned by parents. During the course of the inspection, the team observed 69 lessons or parts of lessons and also covered registration periods and assemblies. A total of 108 hours was spent on gathering evidence.

8. A sample of pupils from each class was heard reading and the work of those pupils was scrutinised by the team over a period of eight hours. Behaviour in the playground, dining-hall and around the school was observed. Discussions were held with members of staff, governors, subject co-ordinators, visitors and parents. The team also examined pupils' records and reports, teachers' planning and record keeping, financial statements and attendance registers. Inspectors also looked at the resources provided by the school for the pupils, and at the use made of the accommodation.

## 9.DATA AND INDICATORS

### 161. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full- time pupils eligible for free school meals
Y3 – Y6	300	4	56	13

### 161. Teachers and classes

#### 161. Qualified teachers (Y 3- Y6)

Total number of qualified teachers (full-time equivalent):	12.8
Number of pupils per qualified teacher:	24

#### 161. Education support staff (Y3 – Y6)

Total number of education support staff:	5
Total aggregate hours worked each week:	90

Average class size:	29
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161.

### Financial data

Financial year:	1998/99
	£
Total Income	454,884.00
Total Expenditure	456,135.00
Expenditure per pupil	1,640.00
Balance brought forward from previous year	38,001.00
Balance carried forward to next year	36,750.00

161. **PARENTAL SURVEY**

Number of questionnaires sent out: 282  
 Number of questionnaires returned: 67

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	34	51	13	0	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	52	8	0	0
The school handles complaints from parents well	16	51	30	3	0
The school gives me a clear understanding of what is taught	36	54	9	1	0
The school keeps me well informed about my child(ren)'s progress	24	58	12	4	2
The school enables my child(ren) to achieve a good standard of work	26	64	8	1	1
The school encourages children to get involved in more than just their daily lessons	16	69	10	3	2
I am satisfied with the work that my child(ren) is/are expected to do at home	13	58	15	12	2
The school's values and attitudes have a positive effect on my child(ren)	20	61	18	1	0
The school achieves high standards of good behaviour	14	61	24	1	0
My child(ren) like(s) school	28	60	12	0	0