

INSPECTION REPORT

St Mark's Church of England Voluntary Controlled Junior School

Southampton

LEA area: Southampton

Unique Reference Number: 116342

Headteacher: Mr Michael Dukes

Reporting inspector: Mr David Welsh
10992

Dates of inspection: 1 – 5 November 1999

Under OFSTED contract number: 707397

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:	Church of England Voluntary Controlled
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Stafford Road Southampton Hampshire SO15 5TE
Telephone number:	023 8077 2968
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Anne Clewlow
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
David Welsh, RgI	Physical education	Attainment and progress Attitudes, behaviour and personal development Quality of education – teaching Leadership and management Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Pat Dodd-Racher, Lay Inspector		
Francis Harrison	Mathematics	
Mary Hutton	Music Science Geography	Curriculum and assessment Pupils with special educational needs English as an additional language The efficiency of the school
David Langton	English History	
Denise Wheatley	Art Design and technology Information and communications technology Religious education	Pupils' spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- Teaching is good overall.
- Standards in English, mathematics and science are improving.
- The provision for pupils with special educational needs is very good.
- There are examples of high achievement in art, music and physical education.
- The pupils behave well, have positive attitudes to learning, and relate well to one another.
- The leadership by the governing body, headteacher and senior management is very good.
- The school's ethos is very good.
- The provision of out-of-school activities is very good.
- The pupils' spiritual, moral, social and cultural development is good.
- The school has made many improvements since the last inspection and is seeking to improve further.

Where the school has weaknesses

- I. The assessment and recording of pupils' reading is unsatisfactory.
- II. The assessment and recording of pupils' progress in religious education, art, design and technology, geography, history, music and physical education is unsatisfactory.

St Mark's is a good school with many strengths and few weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Since the last inspection the school has continued to improve.

- There were six key issues resulting from the previous inspection and overall, the school has made good progress in addressing these issues. Considerable improvements have resulted in reducing noise in lessons, improving behaviour in the classroom and in the playground, improving the pace of lessons and in improving the quality of presentation in pupils' books and in displays of work. Much progress has been made in attempting to ensure the able and very able pupils are appropriately challenged although there are still occasions when their needs are not being sufficiently addressed.
- Other initiatives include an analysis of the school's performance and realistic targets set to raise standards.
- The school recognises that if standards are to rise the appointment of good teachers is crucial and to that end the process of appointments has been effectively refined. It has appointed a large number of teachers in the past two years using a revised and improved process of selection. This has had a significant impact on the progress that pupils make.
- The school has introduced targets for attainment in English, mathematics and science and has welcomed the initiatives in literacy and numeracy.
- The school has had considerable success in raising the standards of attainment in English, mathematics and science over the past three years.
- The school has maintained the standards in all other subjects and in most instances there has been some improvement.

With the very good leadership from the governing body, headteacher and senior management and the quality of teaching, the potential for improvement and meeting targets is very good.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

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

- In the 1999 Standard Assessment Tests the school's results continued to improve, with more pupils attaining Level 4, the level expected of pupils aged eleven, and Level 5, one level higher than expected of pupils aged eleven, in English, mathematics and science than in any previous year.
- By the end of Year 6, when the pupils are aged eleven, inspection findings confirm that the standards of attainment in English, mathematics and science are broadly in line with the national average. They are above the national average in English and science and well above the average in mathematics when compared with schools with a similar intake of pupils.
- Since the last inspection, standards have continued to rise progressively each year, although there are strengths and weaknesses within the subjects.
- Inspection findings conclude that standards in speaking and listening are good. Standards of reading are sound overall and have improved over the last three years, although there is potential for further improvement. There is insufficient provision for individuals to read to adults at school or at home. There is a lack of close monitoring of pupils' reading to ensure that the text chosen is of an appropriate level, and regular assessment to ensure steady progress through the graded reading scheme. Overall, attainment in writing is below the national average although the number of pupils attaining Level 4 in writing in the 1999 Standard Assessment Tests is in line with the national average. This is a weakness already identified by the school, and provision has been made to provide additional time within the timetable for extended writing. The quality of handwriting remains inconsistent. Standards of spelling are below the national average and pupils have too few opportunities for writing poetry.
- In mathematics, the school's decision to group pupils according to ability has enabled teachers to focus more closely on pupils' needs, but the most able pupils in some lessons are still not sufficiently challenged. Numeracy is used well in other subjects, such as science, history, and design and technology. Computers are not used sufficiently in support of numeracy skills.
- Standards in information and communication technology and religious education are in line with the expectations of pupils aged eleven.
- Overall, the pupils make satisfactory progress in art, design and technology, geography, history and physical education. They make good progress in music. There are examples of high achievement in art, music and physical education.

Quality of teaching

· **Teaching in 7 – 11 years**

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

- Almost all the teaching is at least satisfactory and most of it is good. This is an improvement on the findings in the previous inspection, when teaching was considered to be almost always sound and much of it good.
- Teaching ranges from unsatisfactory to very good. Twenty-six per cent of lessons are very good, 36 per cent good, 34 per cent satisfactory and 4 per cent unsatisfactory.
- The school has identified teaching and learning as a priority. It has reviewed its procedures for the appointment of staff and has effective systems for supporting and monitoring teaching, with appropriate setting of targets to improve performance.
- During the inspection, examples of very good teaching were seen in all year groups and in all subjects except design and technology.

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**

Aspect	Comment
Behaviour	Behaviour is good in lessons and the pupils move in an orderly manner about the school on their way to assemblies and lessons.
Attendance	Satisfactory; in line with the national average.
Ethos*	Very good.
Leadership and management	Very good. The governing body, headteacher, deputy headteacher and senior management work well together to provide clear educational leadership with appropriate procedures for monitoring and evaluation.
Curriculum	Pupils benefit from an interesting curriculum. Teachers' changes to timetables sometimes lead to a small number of pupils missing some aspects of the curriculum.
Pupils with special educational needs	Support for pupils with special educational needs is very good.
Spiritual, moral, social & cultural development	Good.
Staffing, resources and accommodation	There are good staff relationships across the school. Resources are good. Accommodation is well kept and very good, except for insufficient playing field facilities.
Value for money	Good.

**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

- III. The school encourages children to get involved in more than just their daily lessons.
- IV. The school encourages parents to play an active part in the life of the school.
- V. Their children like school.
- VI. Parents find it easy to approach the school with questions or problems.
- VII. The school's attitudes and values have a positive effect on their children.

What some parents are not happy about

- VIII. Parents are not satisfied with the quantity to do at home.

- Inspectors' judgements support parents' views.
- Most pupils like school and there is a very good programme of extra-curricular activities.
- The school is welcoming and parents do find it easy to approach staff with questions or problems.
- Parents are encouraged to play an active part in the life of the school.
- The ethos of the school is very good and the school's attitudes and values do have a positive effect on the children.
- The school is aware that homework is an issue and is currently consulting different interested groups about its draft policy before implementing the policy from January 2000.

KEY ISSUES FOR ACTION

The governing body, headteacher and staff should:

- IX. devise and implement a manageable system of assessing and recording individual pupil's progress in reading by:
 - X. reviewing the current procedures;
 - XI. involving the pupils in the assessment and recording process;
 - XII. making good use of parents comments through the home/school diary;
 - XIII. using the information to ensure that the text chosen is of an appropriate level and that pupils make better progress in their reading;
 - XIV. evaluating the effect on the pupils' progress in reading.

(paragraph 40)

- XV. devise and implement a manageable system of assessing and recording pupils' progress in religious education, art, design and technology, geography, history, music and physical education by:

- XVI. exchanging views on current practice;
- XVII. involving the pupils in the assessment and recording process;
- XVIII. using the information to inform short-term planning.
- XIX. evaluating the effect of the procedures on pupil's progress.

(paragraphs 41 -42)

In addition to the key issues above the following less important weaknesses should be considered for inclusion

in the action plan:

Teaching (*paragraphs 24 - 29*)

Homework (*paragraph 33*)

Able pupils (*paragraph 64*)

Planning for spiritual development (*paragraph 45*)

Annual reports of pupils' progress (*paragraph 56*)

Success criteria (*paragraph 66*)

Reading (*paragraph 82*)

Writing (*paragraph 83*)

Spelling and handwriting (*paragraph 83*)

- Information and communication technology (*paragraph 108*)

Religious education (*paragraph 113*)

Design and technology (*paragraph 126*)

Geography (*paragraph 133*)

Physical education (*paragraph 145 - 152*)

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INTRODUCTION

Characteristics of the school

1. St Mark's Church of England (Voluntary Controlled) Junior School is located in Freemantle Ward, Shirley, in the Unitary Authority of the City of Southampton. The school was founded in 1884 and moved to its present site in 1968. A new hall was built in 1991 to provide facilities for physical education, assemblies and lunches. In 1995 the school changed its character from that of a middle school to that of a junior school to provide an education for pupils aged seven to eleven. Facilities for drama, music, design and technology, food technology, information and communications technology and library are provided in specialist areas and rooms. The grounds include three connecting playgrounds, a fenced pond and environmental area, a small wood and an outdoor swimming pool.
2. The school currently has 362 pupils on roll between the ages of seven and eleven compared with the average for schools with pupils aged seven to eleven of 242. There is no significant difference between the number of boys and the number of girls in total or in separate year groups. Most pupils live in the surrounding inner city residential area and transfer from three neighbouring infant schools. In addition, the school experiences a significant number of admissions and departures of pupils throughout the academic year as a result of the nature of the area. The school admits pupils from the whole range of abilities, including a significant minority of above-average attainers but overall, the pupils' attainments on entry to the school are broadly average. The pupils come from a wide diversity of homes and overall, the socio-economic circumstances of the pupils is average.
3. There are 119 pupils on the register of pupils with special educational needs, a proportion well above the national average. Four pupils have a Statement of Special Educational Need, a proportion close to the national average. The proportion of pupils who come from homes where English is not the first language is high. Seventy pupils are known to be eligible for free school meals, a proportion that is broadly in line with the national average.
4. The school has a vision statement, 'working together for quality education, care of self and others and care of the environment' and a set of aims, which are published in the school prospectus. The School Development Plan 1999-2000 indicates eight main targets, which contribute to the overall focus of improving achievement. They are:
 - To review the aims and vision of the school.
 - To raise pupils' attainment in English.
 - To raise pupils' attainment in mathematics.
 - To raise pupils' attainment in science.
 - To raise pupils' attainment in information and communication technology.
 - To improve the procedures of teacher assessment and the implementation of target setting for pupils.
 - To review and update curriculum plans.
 - To further involve the parents in raising pupils' attainment by producing a home/school agreement and consulting and reviewing the homework policy.
5. Since the last inspection there has been a significant number of changes to the staff. Within the past two years ten new teachers have been appointed, and this has resulted in annual reviews of appointments as subject managers. Additional lunchtime supervisors have been appointed, so there is now the equivalent of one to each class.

Key indicators

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:		Year	Boys	Girls	Total
		1999	44	64	108

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	28	31	36
	Girls	43	44	53
	Total	71	75	89
Percentage at NC Level 4 or above	School	66(63)	69(64)	82(73)
	National	70(65)	69 (59)	78 (69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	26	39	31
	Girls	36	47	42
	Total	62	86	73
Percentage at NC Level 4 or above	School	57(52)	78 (67)	68(66)
	National	68(65)	69(65)	75(71)

2

Percentages in parentheses refer to the year before the latest reporting year

5. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.7
	Absence	National comparative data	5.7
	Unauthorised	School	0.3
	Absence	National comparative data	0.5

5. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	2
	Permanent	1

5. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	26
	Satisfactory or better	96
	Less than satisfactory	4

5. **PART A: ASPECTS OF THE SCHOOL**

5. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

5. **Attainment and progress**

1. The school admits pupils from the whole range of abilities, including a significant minority of above-average attainers. Overall, the pupils' attainments on entry to the school at the age of seven are broadly average.
2. By the end of Year 6, when the pupils are aged eleven, inspection findings confirm that the standards of attainment in English, mathematics and science are broadly in line with the national average. Since the last inspection, standards have continued to rise progressively each year though there are strengths and weaknesses within subjects. The school has introduced targets for attainment in English, mathematics and science and has welcomed the initiatives in literacy and numeracy. It has appointed a large number of teachers in the past two years using a revised and improved process of selection to ensure appropriate quality. This has all had a significant impact on the progress that pupils make. Standards in information and communication technology and religious education are in line with the expectations of pupils aged eleven. Overall, pupils make satisfactory progress in art, design and technology, geography, history and physical education and they make good progress in music. These findings are similar to those reported in the previous inspection. There are examples of high achievement in art, music and physical education.
3. In the 1999 National Curriculum assessment tests in Year 6, the pupils' attainment in English, mathematics and science was in line with the national average. When the results are compared with schools with a similar intake of pupils, the pupils' attainment in English and science is above the national average and in mathematics it is well above the national average. This implies a significant improvement in mathematics and a slight worsening of the school's overall position in science over the results in 1998. Given the exceptionally large number of pupils with special educational needs in this cohort, [34 per cent against the national average of 18 per cent, and the school's average over the past few years of 24 per cent] the overall result indicates a continuing picture of improvement. In English, 66 per cent of pupil attained Level 4, the level expected of pupils aged eleven, and 24 per cent achieved Level 5, a level higher than that expected of pupils aged eleven. In mathematics, 69 per cent of pupils attained Level 4 and 29 per cent attained Level 5. In science, 82 per cent of pupils attained Level 4 and 30 per cent Level 5. These results show a continuing improvement against the national average over the past four years and the number of pupils attaining Level 5 is also improving year on year. Good progress has been made in reducing the gap in boys' and girls' attainments, especially in language. The school has bought books on topics which boys often enjoy, such as sport and technology. Boys are gaining confidence and enthusiasm for their work. This contributes to the overall interest in learning evident in classrooms, and thus benefits girls also.
4. In English, the pupils make satisfactory progress over the key stage. During the past three years, standards of literacy have risen. Pupils with special educational needs and pupils who do not speak English as their first language make good progress as a result of the adult support they receive. Standards in speaking and listening remain good. By the time pupils leave the school, most are articulate and confident speakers. Standards of reading are sound overall, and have improved over the last three years. A weakness in boys' reading was identified at the last inspection and this has been rectified. However, there is insufficient provision for individuals to read to adults, at school or at home. Procedures for monitoring pupils' reading are unsatisfactory to ensure steady progress through the graded reading scheme. Overall, attainment in writing is below the national average at the end of Key Stage 2 although the number of pupils attaining Level 4 is in line with the national average. The school has identified this weakness and additional time has been allocated for extended writing. The previous inspection identified a need to improve the quality of presentation and this has been achieved. The quality of handwriting remains inconsistent. Standards of spelling are below the national average.

5. In mathematics, progress is satisfactory through the school. Pupils come into the school with mathematical skills broadly average and this is maintained through the school. The curriculum provides pupils with opportunities to acquire skills in all aspects of mathematics and apply them. Progress in the lessons observed was usually good as a result of the good teaching brought about with the implementation of the National Numeracy Strategy, which has been implemented well. Pupils are making sound progress in the acquisition and consolidation of the four rules of number and mental arithmetic skills. Progress of pupils with special educational needs and those for whom English is not their first language is also satisfactory. They are well supported in class and work is usually adapted to meet their needs. The school's decision to group pupils according to ability has enabled teachers to focus more closely on pupils' needs, but the most able pupils in a significant minority of lessons are still not sufficiently challenged. Numeracy is used well in other subjects, such as science, history, and design and technology although computers are not used sufficiently to support the pupils' numeracy skills.
6. In science, the pupils make satisfactory progress over the key stage. Pupils at the end of the key stage make good progress. The pupils with special educational needs and those who do not speak English as their first language make good progress where they are supported by good teaching or where they are supported by learning support assistants who ensure that they are actively involved in investigations. The majority of learning for all pupils is built around an investigative approach, which enhances their ability to think and work as scientists. In some lessons the most able pupils are not being challenged. Pupils make good use of scientific vocabulary when talking about the results of their experiments, and pupils are used to observing, predicting outcomes, interpreting results and drawing conclusions. They make appropriate use of literacy and numeracy skills when writing about the results of their experiments, but information and communication technology in general, is not sufficiently used. In some lessons, the high-attaining pupils are not being challenged.
7. In information technology, the pupils' progress across the key stage, including those who do not speak English as their first language, is satisfactory and in some cases good. Pupils with special educational needs respond well to work on computers and they make good progress. Pupils use increasingly complex programs. They show greater proficiency in storing and retrieving information, using their research skills, and greater speed when using the keyboard.
8. In religious education, the previous inspection found that attainment was satisfactory for the ages of the pupils and this is still the case. Attainment in relation to the requirements of the locally agreed syllabus remains broadly satisfactory, although the opportunities for pupils to record their work are unsatisfactory. As in the previous report, the quality of talk remains better than that of written work. Progress throughout the key stage is satisfactory. Pupils acquire a sound knowledge of the basic beliefs and customs of four world religions in addition to a broad understanding of Christianity. They understand the significance of the cross as the symbol for Christianity but they are uncertain about the names of the altar and the font. This shows a weakness in pupils' knowledge when compared with the findings in the last inspection. Pupils, including those with special needs and those who do not speak English as their first language make satisfactory progress, although tasks set are not always appropriate to the ability of the pupils. Good progress is made when the pupils are given time to reflect on their feelings.
9. In the other National Curriculum subjects, nearly all the pupils make at least satisfactory progress. In art, progress is satisfactory and is seen in the increasing skill with which various media are used and applied. The pupils make good progress in their knowledge and understanding of the work of famous artists. In design and technology, the pupils make satisfactory progress. This represents a significant improvement since the last inspection where it was reported that there was insufficient development of the basic skills. However, a weakness is the lack of opportunity to create power driven models. In geography, pupils make satisfactory progress by the time they leave school at eleven. Pupils develop their mapping skills satisfactorily and an understanding of their own and a contrasting locality, St Lucia. In history, progress overall is satisfactory, and good in Year 6, where the best teaching was observed. Pupils' interpretations of history and their skills in historical enquiry are also good. Music plays an important part in the life of the school and the high standards seen at the time of the last inspection have been maintained. Since the last inspection the teaching of music has become more consistent and the supply and organisation of resources has been improved. Progress in the subject is good and the

standards achieved better than those expected at the end of the key stage. Since the last inspection, overall standards have been maintained in physical education. The very good programme of extra-curricular activities in sport and the attendance at clubs outside of school, contributes to the significant number of pupils who attain well above the End of Key Stage descriptors. Standards are higher in dance and games than in gymnastics as a result of teacher expertise. In gymnastics, there is a lack of quality in the pupils' movements. Pupils make satisfactory progress in their swimming over the key stage, learning to swim unaided, competently and safely, for at least 25 metres.

10. Pupils with special educational needs are identified on entry. They are set clear achievable targets on their Individual Education Plans. They have full access to the curriculum and make good progress. They receive effective support from class teachers, support teachers and learning support assistants, through careful identification of their needs.
11. Pupils for whom English is an additional language make satisfactory progress. In 1998 and 1999 the proportion of pupils reaching Level 3 and 4 in mathematics and science was in line with all pupils, although not so many achieved the above average Level 5. In 1998 many were able to reach Level 4, however in 1999, pupils needed more help with acquiring a command of English and not so many reached Level 4. For those pupils who also have special educational needs there is effective liaison with the special needs co-ordinator.
- 16.
16. **Attitudes, behaviour and personal development**
12. The pupils' attitudes, behaviour and personal development are good. This is a significant improvement on the findings of the previous inspection where it was found that in some lessons the majority of pupils were noisy.
13. The pupils' behaviour is good in lessons. They respond positively to the *traffic light* system introduced after the previous inspection to contain noise. They work quietly when requested and they talk with one another when the task requires this. Pupils quickly respond to their teachers. They listen carefully to what they say and they carry out instructions willingly. Pupils are generally well-behaved around the school. They take care of their own belongings and they treat the school's property with respect. They move in orderly fashion when they proceed to the hall for assemblies and physical education lessons and to other parts of the school for other lessons; for example, music. They line up quietly and await the teachers' instructions. They are slightly more exuberant when moving to the playground at lunchtimes and at mid-morning break. They are not all quite so orderly on these occasions, and while some pupils hold doors open for adults, this is not a common occurrence. One pupil has been excluded permanently from the school.
14. Pupils have positive attitudes to learning. Most pupils take pride in their work, attend closely to teachers, and are anxious to please. They answer politely, are keen to respond and work well together in pairs and small groups, and independently. They are improving in their ability to play team games in a sporting manner and to take defeat positively. There are many examples of pupils watching other pupils, such as in physical education lessons, and constructively criticising their performance in order that both might learn how to improve their performance. Pupils concentrate for increasing periods of time as they grow older, developing their capacity for personal study within problem-solving situations. Most pupils take pride in setting out their work accurately. In a number of classes teachers and assistants work successfully together to ensure that a few potentially disruptive pupils do not adversely affect the learning of other pupils.
15. Relationships within the school are good, as is the degree of racial harmony. Staff are good role models and this influences the attitudes of pupils. Most pupils play and work well together and enjoy positive relationships with their teachers. They like attending school. They learn to reflect on their behaviour and that of others and to discuss their feelings and experiences, particularly in personal and social education lessons. Pupils are given many opportunities to take responsibility within the school; for example, the School Council, the Year 6 girls' lunchtime group and the support of charities. The girls'

group for Year 6 is a constructive initiative but is not ideally balanced by giving the opportunity for boys to discuss issues separately.

20. **Attendance**

16. Attendance has improved marginally since the last inspection, from 93.6 per cent to 94 per cent, and is consistently satisfactory. Attendance would be good if fewer pupils took holidays in term-time. Extended holidays in the Indian sub-continent, and week-long family holidays, have a significant adverse impact on attendance figures. Pupils who are absent for a month or more have a daunting task trying to catch up when they return.
17. A small minority of pupils, typically about ten a day, arrive up to thirty minutes late and miss the crucial introductions to the literacy or numeracy hours. This means that they lack the information on which the daily literacy and numeracy activities are based.
18. During the day children move swiftly between activities, and lessons start promptly. Pupils begin work when they enter school for registration, which is swift and efficient.

23. **QUALITY OF EDUCATION PROVIDED**

23. **Teaching**

19. Almost all the teaching is at least satisfactory and most of it is good. This is an improvement on the findings in the previous inspection when teaching was considered to be almost always sound and much of it good. Teaching ranges from unsatisfactory to very good. Twenty-six per cent of lessons are very good, 36 per cent good, 34 per cent satisfactory and 4 per cent unsatisfactory. The school has identified teaching and learning as a priority. It has reviewed its procedures for the appointment of staff and has effective systems for supporting and monitoring teaching, with appropriate setting of targets to improve performance. Ten members of staff have been appointed to the school in the past two years and this is a significant factor in the improvement in the quality of teaching.
20. The teaching of literacy, numeracy and science is good throughout the school. There are examples of very good teaching in each of these curriculum areas. The structures of the literacy and numeracy lessons have improved the overall quality of teaching, not only in these lessons but also where they are used in other subjects. In information and communications technology teaching is good. The emphasis has changed to teaching groups in the suite provided for information and communications technology and this has led to improved teaching of the appropriate skills. In religious education, teaching is always at least sound and sometimes good or very good. Teaching in art is satisfactory overall, though very good in Year 6 as a result of the attention given to pupils' skills of observation and the detail expressed in their drawings. In design and technology, teaching is satisfactory overall. Good use is made of parent helpers to broaden the curriculum and to give the pupils good experiences of food technology. Teaching in geography is satisfactory. In history, it is mostly good. Very good progress is made in the lesson where the teachers have good subject expertise and push the lesson along by setting time targets for completing work. The teaching is good in music and is the main reason for the good progress across the key stage. The teachers' enthusiasm has a significant effect on pupils' learning. In physical education the teaching is good overall ensuring pupils make good progress in lessons. Pupils make the most progress when the teacher has good expertise, good management of pupils and a well-organised lesson that includes a balance of activity, good exemplars and evaluation of performance. During the inspection, examples of very good teaching were seen in all year groups and in all subjects except design and technology.
21. There are some notable strengths in teaching and it is the main reason for the improvements in standards in English, mathematics and science. The most successful teaching stems from good planning, which identifies clearly what the pupils are to learn. The clear objectives are shared with the pupils at the beginning of the lesson, referred to through the lesson to remind pupils of the teacher's expectations, and discussed in the plenary to establish whether they have been met. Teachers explain new work clearly so that pupils can easily understand what they have to do. Teachers have high

expectations of task and conduct for the majority of pupils although there are occasions when they do not plan sufficiently to challenge the highest attainers. This happens in a significant minority of lessons in most subjects, including mathematics where the pupils are taught in groups according to their abilities, which overall, is having a beneficial effect on raising attainment. In physical education, an enthusiastic approach motivates pupils and they benefit from the exemplars of good practice by ensuring they use these to improve their own performance. Throughout lessons teachers give advice about where pupils have made mistakes and how they can put them right. This enables pupils to make progress as they take on new learning. Time is used well as lessons move along at a brisk pace and pupils complete expected amounts of work. Resources such as calculators are used effectively to support learning.

22. In lessons where teaching is unsatisfactory, teachers' knowledge and understanding is not strong and the pace of the lesson is too slow. Time management is unsatisfactory, leaving insufficient time for activity in physical education or to draw out and reinforce the main teaching points of the lesson in other subjects. Even where teaching is satisfactory overall, homework is not used sufficiently to support pupils learning and opportunities to extend and challenge the highest attainers are sometimes missed.
23. Teaching for pupils with special educational needs is good. It is particularly well targeted in the literacy and numeracy lessons when activities are closely matched to pupils' specific needs. Learning support staff are well deployed to support pupils with special educational needs. They provide effective support through a close knowledge of the pupils' needs and a good working partnership with class teachers. They make a valuable contribution in supporting the special needs pupils and this contributes to the good progress they make.
24. The quality of teaching for pupils for whom English is an additional language is satisfactory. The unsatisfactory lesson observed was as a result of insufficient preparation for the session. The specialist teachers and bilingual assistants plan in partnership with the class teachers. Partnership teaching is carried out in the co-ordinator's class, which makes for a more effective and inclusive meeting of the pupils' needs. The class teachers use the bilingual assistants well in class to support the targeted pupils as well as including the pupils in a whole-group activity.
29. **The curriculum and assessment**
25. The school has maintained the broad and balanced curriculum reported in the previous inspection, and provision for pupils with special education needs continues to be a strength of the school. There have been improvements in the awareness of providing for the able and very able pupils by creating a new able pupil policy. However, work for able pupils is not always identified on teachers' planning and they are not being consistently challenged in all lessons.
26. The school makes effective provision for pupils' intellectual, physical and personal development and prepares them well for secondary education. The statutory requirements to teach all the subjects of the National Curriculum and religious education are being met.
27. Literacy is given appropriate time and emphasis throughout the school through the effective planning and implementation of the National Literacy Strategy. The introduction of the National Numeracy Strategy this term is effective. Pupils have specific learning objectives when they are set into classes of different ability for their mathematics lessons. The new information technology room is beginning to be used well for intensive lessons. The music curriculum is enhanced by recorder lessons from the school staff. Visiting instrumental teachers give good instruction, for a fee, from a selection of woodwind and brass instruments as well as violin and 'cello.
28. Discretionary time is used for personal, health and social education. The school has an appropriate sex education policy and drugs education programme. Staff encourage pupils to take books home to read. They do not monitor sufficiently what pupils are reading and the reading diaries are no longer being used. There is no consistent practice for setting homework. The school has drafted a new policy and it is planned to implement it from January 2000 after appropriate consultations.

29. Weekly timetables are monitored by heads of year to ensure equality of access to the curriculum. However, there are occasions when teachers make changes to their timetables in the middle of the week and this changes the amount of time that pupils have to study the different subjects, thereby restricting the equality of access to the curriculum. Pupils who are making below average progress in reading and writing are taken out of their class in small groups to be given extra help but pupils sometimes miss critical parts of other subjects.
30. The school takes equal opportunity issues very seriously. The governing body reflects the cultural diversity of Southampton to a greater extent than in the past. Teachers are not from a wide range of ethnic groups, but value and respect cultures other than their own. There are co-ordinators for equal opportunities as well as for able pupils and pupils with special educational needs. Cohort data on attainment in English, mathematics and science is carefully analysed to assess the relative performance and progress of boys and girls, pupils from ethnic and language minorities, and pupils of high and low prior attainment. There are arrangements on the ground floor for pupils with physical disabilities.
31. Provision is very good for pupils with special educational needs and is a strength of the school. Teachers ensure that the Individual Education Plans for pupils with special educational needs have specific short-term targets. Teachers planning shows that work is clearly matched to their needs, particularly during literacy and numeracy lessons. Pupils are placed on the appropriate stage of the Code of Practice to ensure they receive support from outside agencies. The curriculum meets the requirements of all pupils on the special needs register, including those with physical disabilities.
32. Provision for pupils with English as an additional language is satisfactory. The teachers and bilingual assistants from the bilingual support service attend the school planning meetings in order to make the support relevant to their work in class. The new co-ordinator is leading the school staff towards partnership teaching with the support teachers in the classroom. This is to bring about a more effective sharing of expertise and improved access to the curriculum for the bilingual pupils.
33. There are comprehensive policies and schemes of work for all the National Curriculum subjects and religious education in order to support teachers planning. With the exception of English, art, music and religious education, the schemes are new this term. The National Numeracy Strategy has started and the school has introduced the recently published Quality and Curriculum Authority recommended schemes in other subjects, with the intention of improving planning for progression and continuity of the curriculum.
34. The curriculum is enriched by visits to places of interest in the local area and residential visits. Visitors to the school, such as Indian musicians, enhance the curriculum and promote pupils' cultural development. The provision of extra-curricular activities is very good and makes a significant impact on pupils' progress. Some sports and music clubs are taken by the staff. In addition, there is St Mark's Opportunity Group (SMOG) run by parents and governors who organise people to run clubs for a fee.
35. The school continues to analyse the statutory test results to check pupils' progress and to monitor them according to race and gender. The school tests pupils' reading on entry. There are good records kept for the group reading sessions during the Literacy Hour. The monitoring of pupils' individual reading programme is unsatisfactory. There are no diagnostic comments or records kept. Pupils are not supervised through the graded readers or the able readers supported in their choice of books. The school is aware that it has neglected this area of the curriculum.
36. The school is setting targets for English, mathematics and science to raise standards. Teachers are beginning to set individual targets for pupils to help improve their attainment. The school tests English and mathematics at the end of the academic year for all pupils using the Quality and Curriculum Authority attainment tests in Years 3, 4 and 5. The school has successfully analysed last year's mathematics results in Year 5 and has set targets for improvement. Teacher assessments are used as a school record for tracking individual pupils' progress as they move through the school. The science co-

ordinator has analysed the end of key stage tests and has set appropriate targets for the school; for example, to use and teach more scientific language so that pupils widen their vocabulary to understand the test papers. This was observed happening in many science lessons. English assessment started last year with the literacy hour. End of unit assessments have been completed this term for mathematics and science. Assessment procedures for all other subjects, except information and communications technology where new procedures are starting this term, are unsatisfactory as there is no consistently applied system in place which effectively monitors pupils' progress. Procedures for evaluating pupils' progress to inform short-term planning are not being carried out regularly through the school.

37. There is a clear marking policy, and the majority of staff make comments to help pupils improve their work to aid their progress. There are not always opportunities for pupils to complete unfinished work.

38. The bilingual pupils are assessed on their stages of English acquisition and targeted for support. The teachers of the pupils who learn English as an additional language complete records to monitor pupils' progress. The school also has a commitment to raising standards of attainment for pupils with special educational needs. It ensures that they are properly assessed through a series of diagnostic tests and that their progress is closely monitored.

43. **Pupils' spiritual, moral, social and cultural development**

39. The overall quality of provision found at the last inspection has been sustained. The school has clearly described values and aims which provide a worthwhile and secure base for the pupils' spiritual, moral, social and cultural development. These aims are successful in creating a community which acknowledges and practises respect for the individual and works hard at recognising the right to have different beliefs and cultures. Overall, the school makes good provision for the spiritual, moral, social and cultural development of its pupils.

40. Pupils' spiritual development is suitably fostered through religious education lessons and the daily assemblies, which are of good quality. The pupils are given many formal and informal opportunities to contemplate their own values, beliefs and experiences. Acts of collective worship, whether class, year group or whole-school, make a positive contribution to pupils' spiritual development. Whilst the occasions are mainly Christian, the observation of other faiths is highlighted and Diwali was particularly well celebrated. However, there are few planned opportunities to reflect on spiritual issues across the subjects of the National Curriculum. A sense of awe and wonder does occur, but it is spontaneous rather than planned. The school meets the requirement to provide a daily act of collective worship and works hard to ensure that all elements are present, although the direct reference to a deity is often absent.

41. The ethos of the school is such that pupils are very aware of the principles of right and wrong. They are encouraged to respect one another and one another's property. There is strong emphasis on good manners and appropriate behaviour. The staff are good role models for the pupils. The behaviour in the playground and at lunch times is friendly and courteous. This represents good improvement since the last inspection when boisterous behaviour was reported. The school has worked hard to create a quiet area where pupils can sit and talk or play quiet games. A full and comprehensive behaviour policy has been devised and rigorously implemented by the staff and headteacher. *Circle time* is used by some staff to reinforce appropriate behaviour.

42. The school is successful in developing the social responsibilities of the pupils. The ethos of the school is strong and each member is encouraged to contribute positively to the school and the local community. The pupils make regular contributions to charities from various fund-raising activities. They support local as well as international concerns. The choir and orchestra entertain local elderly residents who are invited to performances held by the school. The school has won an award of merit for outstanding after-school activities. Many of these are organised by the governing body and they make a significant contribution to the school. The pupils are aware of the positive impact that these groups have and respond appreciatively. There are several visits planned for each year and a residential visit is offered to

all except the youngest pupils. There is an active and successful schools council in which pupil representatives make useful and constructive suggestions. Their views are sought and respected by the staff. The council has been the subject of a local television news item describing the useful contribution made by the pupil representatives. The pupils respect and appreciate the attractive environment provided by the school grounds.

43. Awareness of different traditions and faiths is well promoted and the pupils celebrate one another's diverse cultural heritage. Visits are made to various places of worship to engender respect for different faiths. Music and dancing from other lands is appreciated and the music studio has a fine selection of drums from different parts of the world, including India and Africa. The school enjoys visits from theatre groups, puppeteers, poets, artists and musicians, including classical guitar players and a Latin American Jazz rock band. To mark Diwali, a group of international tabla players was invited to school and amazed everyone with their dexterous playing. Western culture is celebrated in the study of artists such as Seurat, Monet and Cezanne, with pupils experimenting with those styles of painting. Visits are made to Southampton museum and art gallery and local commerce is seen in a visit to the docks. These trips, made in connection with topic work, contribute positively to pupils' social and cultural development. An imaginative attempt was made to encourage boys to join the choir by staging a football musical in *The Dell*. The school library has a large selection of folk tales from other lands and a good collection of books on music and art.
48. **Support, guidance and pupils' welfare**
44. Provision for pupils' support, guidance and welfare is good overall and these findings are similar to those reported in the last inspection. Procedures for monitoring attendance are very good. The headteacher and secretary monitor attendance records every two weeks, and take prompt steps to follow up unexplained or insufficiently explained absences. Pupils who come to school regularly are rewarded with *smart* certificates, which shows that the school places high importance on good attendance. A small minority of parents do not support the school's efforts and take their children away on holidays during term-time. The school's successful efforts to respect pupils' diverse cultural backgrounds means that not all holiday absence exceeding two weeks is marked as unauthorised. This approach fits with the effort to involve all parents in the life of the school, whatever their cultural or ethnic background, but needs continued monitoring to ensure that it is resulting in fewer extended absences.
45. Strategies to encourage good behaviour have become more successful since the last inspection and are now good. Teachers have consistent expectations of behaviour; pupils are keen to achieve their personal behavioural and educational targets and when they are fully engaged in learning they have no wish to misbehave. The *traffic lights* in classrooms, which show the permitted noise levels, are a beneficial innovation. When children are talking they are discussing work with one another and are learning through collaboration. The school has tackled the issue of misbehaviour in the playground by offering training in play management to lunchtime supervisors, and by zoning the playground to include a quiet area, and a space where pupils can run but not play ball games. There are still minor bumps and scrapes on most days in the playground used for ball games. There were 76 entries in the accident book between the Monday and Thursday mornings of the inspection week. The high number is partly because the member of staff responsible for first aid is punctilious about recording everything, but also shows the impact of the popularity of this space where so many pupils wish to play. Collisions and hard tackles are the main reason for reported accidents. The uneven surface of the ball-playing area is another significant factor.
46. Child protection issues are sensitively handled in co-operation with social services and other specialist agencies. The generally good rapport between home and school, and regular meetings between parents and staff, help staff to understand and advise pupils. The school is secure and very clean inside, but the ball-playing area outside is not yet safe enough for all who use it. Governors are aware that a health and safety audit and risk assessments need to be carried out. Children have confidence in staff, and feel valued and well supported in school.
47. The well-planned programme of personal, social and health education helps pupils become aware of

themselves as members of a diverse society, and of their responsibilities within it; for example, to look after their own bodies, and to value different cultures and languages. Professionals such as nurses contribute well to the programme. The school council, for which there are termly elections, is an effective introduction to problem-solving and democracy. Councillors are respected by other pupils and take their responsibilities seriously. They make sensible suggestions, such as the introduction of counselling for children suffering trauma. The Year 6 girls' lunchtime group gives them time to discuss social issues which might otherwise be squeezed out in the busy school day. Pupils advance significantly in social maturity and self-confidence during their years in the school. Transition to secondary schools is well organised.

48. The school is improving the ways it monitors pupils' progress and personal development. At present, classes' progress in English, maths and science is generally well tracked from year to year, but records of attainment and progress in other subjects are patchy and inconsistent. The school is aware of the need to record more effectively the progress of individual pupils socially and educationally, but good systems are not yet in place. Pupils' records of achievement are underdeveloped. The work in them is eclectic, does not indicate the National Curriculum level achieved, and often is not annotated to show the extent of help given, or problems with particular skills and concepts. Reading records are not consistently maintained, so that teachers are not always able to advise pupils on the most appropriate books to read next.
49. Pupils with special educational needs are properly identified and well supported. This includes pupils with physical disabilities. The co-ordinator liaises effectively with outside agencies for pupils to receive the maximum support possible. As part of the new co-ordinator's target to raise attainment of pupils with English as an additional language, plans are already in hand to start a parents' coffee morning group. Parents will have the opportunity to learn more about the school and how to support their children's learning.
54. **Partnership with parents and the community**
50. The school makes strenuous efforts to draw parents in to the school community, and is achieving a good response. Parents receive information about the school regularly, much of it clearly and attractively presented. The governors' annual report to parents is particularly successful at communicating the school's plans and achievements. The school asks for parents' opinions on issues such as homework and behaviour, and uses the results to help draw up school policies. Parents are invited to meet teachers at least once a term to discuss their child's progress, and are welcome to make additional visits by arrangement. Parents help by supporting in classes and on visits. Relatives and friends also contribute, for example, by talking about their wartime experiences. All parents are included in the active school association, which provides valuable resources, including white boards and overhead projectors in 1998/99.
51. Annual reports of pupils' progress are lengthy and contain helpful information. They are not yet focusing sufficiently on progress in knowledge, skills and understanding, or on ways in which parents can support the next steps in learning. Often they do not indicate the levels of the National Curriculum at which pupils are working.
52. Parents value the work of the school, particularly its welcoming ethos and the opportunities for pupils to take part in an exciting range of after-school activities. The inspection supports their usually positive views of the school. The inspection also agrees with parents who have concerns about irregular homework. Parents are currently not sufficiently involved in their children's work through work brought home. However, parents of pupils with special educational need are appropriately involved in the reviews of their children's progress. The school has plans to put more effort into inviting parents for whom English is an additional language into school and helping them to support their children's learning. There will be greater emphasis on identifying the latent talents of children whose first language is not English.

53. Since the 1996 inspection report, the school has tackled parents' concerns about lack of challenge for able children, and has a suitable policy in place. The talents of many of the more able are now better developed, but there is still a need for the higher attaining pupils to move on to higher-level work. In 1996 parents had some anxieties about behaviour in the playground. Behaviour has improved. Most accidents occur as a result of the large number of pupils choosing to play in this confined area. Parents' concerns about homework have been taken on board by the school. The resulting consultation programme is democratic and has resulted in planned improvements to the regularity of homework to be implemented from January 2000, when it is hoped it will help pupils to meet their personal learning targets.
54. The school is an important part of the local community. An adult education centre shares the site. Visitors are welcomed and valued in school, which often seems like a busy and sociable village. Local householders and businesses are invited to open days. Pupils' frequent journeys out of school, for example, for residential visits, sports events, concerts, and Southampton's multicultural carnival, add to their self-confidence, maturity, and awareness of the society in which they live. The after-school activities organised by St Marks' Opportunity Group bring in experts from the community, including teachers and coaches for dance, tennis, gymnastics and basketball. A major national retailer and an international computer company have funded learning resources. Pupils raise money for charities, including the Salvation Army. Past pupils are invited back for work experience and to talk about their experiences of secondary school.

59. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

59. **Leadership and management**

55. Overall, the leadership and management of the school is very good. This is a similar finding to that of the previous inspection, although there have been significant developments since that time.
56. The governing body, headteacher, deputy headteacher and senior management team work very well together to provide the school with clear educational leadership. The school is committed to a broad and balanced curriculum that extends and challenges pupils of all abilities. It has set itself realistic targets for raising standards in the three core subjects of English, mathematics and science.
57. The governing body is well aware of its statutory responsibilities and carries them out most effectively through its structure of committees. It is actively engaged in strategic planning, in holding the school to account for its standards, and in acting as the critical friend. Governors take a keen interest in the curriculum and share responsibility with subject managers for monitoring. The governing body has its own development plan and is responsible for organising many of the extra-curricular activities. It takes a keen interest in the appointment of staff believing that the quality of the teaching staff is critical to the improvement of standards in the school.
58. The school is very well lead and managed by the headteacher with the support of the deputy headteacher. They work well together in partnership. They have a clear view of the needs of the school and of their responsibilities. They provide staff with very good support and they carry out a programme of classroom monitoring that focuses on teaching and learning effectively. They make good use of external consultants to verify their own findings. Year group leaders carry out their responsibilities effectively and ensure that curriculum planning is uniform across the year group. Subject managers are given appropriate responsibility for their subject with the task of providing curriculum leadership, support and guidance to the remainder of the staff. They also have a monitoring role. The special needs co-ordinator provides very good leadership of the special needs provision. The school's special educational needs policy complies with the Code of Practice. The co-ordinator is well organised and ensures that correct procedures are in place. She is also responsible for the additional literacy support given by the learning support assistants during the literacy hour. This is a government initiative to give intensive support to help pupils who are experiencing some literacy difficulties. There is a named governor for special educational needs who visits regularly and carries out the governors' monitoring

responsibility well. The overall quality of provision for pupils for whom English is an additional language is managed satisfactorily. The new co-ordinator has drawn up an action plan to monitor the planned activities and the quality of support in order to improve standards and ensure the quality of access to the curriculum.

59. Since the last inspection the school has continued to improve. There were six key issues resulting from the previous inspection and overall, the school has made good progress in addressing these issues. Considerable improvements have resulted in reducing noise in lessons, improving behaviour in the classroom and in the playground, improving the pace of lessons and in improving the quality of presentation in pupils' books and in displays of work. Much progress has been made in attempting to ensure that the able and very able pupils are appropriately challenged and that teachers are more aware of the need to engage high-attaining pupils in challenging work. Able children have been identified but practice sometimes fall short of the intention, and on too many occasions the higher attainers are working comfortably within their capabilities instead of acquiring new concepts and skills. Science is an exception, in that the most able thrive on the freedom to design and conduct experiments in response to questions they have identified. Generally, though, for the most able and most talented, parents' concerns about the implementation of the able child policy are confirmed. Other initiatives include an analysis of the school's performance and realistic targets set to raise standards. An analysis of progress in the core subjects has revealed lower than expected attainment by pupils whose home language is not English, and by pupils whose prior attainment is just above the level at which they would be assessed as having special educational needs. The school is now testing methods to raise the attainments of these groups. The school also recognises that if standards are to rise the appointment of good teachers is crucial and to that end the process of appointments has been refined effectively. With the very good leadership provided by the governing body, headteacher and senior management, and the quality of teaching, the capacity for improvement is very good.
60. The school has a vision statement and nine aims. It is largely successful in meeting its 'vision' of 'working together for quality education, care of self and others and care of the environment' and in meeting the aims. It is working particularly hard to address the last aim, that of working in an open and productive partnership with parents. This is reflected in the manner in which parents are consulted over such issues as homework and the school's aims. The school's ethos is very good with a strong emphasis on high achievement in academic and personal skills. It reflects the school's vision statement and aims. Relationships within the school are very good and the feeling within the school is one of a very strong team of adults working together for the benefit of the pupils.
61. Development planning is effective in identifying priorities and in monitoring and evaluating previous initiatives. The plan covers four years but focuses strongly on one year. Subject manager's reports contribute well to the process and the governing body is effectively involved in ensuring that there is good value for money through the use of very clear success criteria although these do not always relate to improvements in standards; for example, the elements concerning the review of the homework policy and raising pupil attainment in information and communications technology.
62. The school meets statutory requirements.
67. **Staffing, accommodation and learning resources**
63. Since the last inspection significant improvements have been made. The school's indoor and outdoor facilities are readily accessible to pupils and staff. Displays of work around the school are of substantially better quality as a result of staff training and regular monitoring by the governing body. Books feature more prominently around the school and the setting up of the *Book World* is an effective support for pupils learning. The local library service makes regular visits to ensure that book stocks are reviewed.
64. The number of teaching staff is sufficient to meet the demands of the National Curriculum. As a collective team, they have appropriate qualifications, experience and expertise for subjects and the

different age groups. This enables the curriculum and the age range of pupils to be covered effectively. There is a good balance between experienced and newly qualified teachers as a result of a comparatively high turnover of teachers in recent years. Although these changes have caused some instances of discontinuity, the school has put in place good procedures to deal with this. The special needs co-ordinator is well qualified and experienced. The co-ordinator trains the learning support assistants who also attend courses. One is now a qualified Specialist Teachers' Assistant. Their work with pupils is a very important part of the special needs provision. The number of special needs learning assistants in the classroom is good. They have good experience and training and this has a positive impact on their work with special needs pupils. Pupils with English as an additional language are also well supported. The school has a general classroom assistant and an assistant librarian. Their work supports pupils learning well.

65. Arrangements for professional development are good. An effective management cycle is established which ensures that curriculum and training priorities are discussed with the whole staff, incorporated into the development plan and financed from relevant sources of funding. Much of the training over the last year has focused on the National Numeracy Strategy and this has had a good impact on its implementation. In the previous year emphasis was given to training to support the National Literacy Strategy. Teachers are now confident and effective in covering its requirements. Teachers also receive regular professional development interviews with the headteacher and this leads to suitable training being provided. The school has an appraisal procedure in place. The appraisal cycle has been maintained until recently. The school is now awaiting further guidance resulting from the national consultations that are taking place. All staff have job descriptions but these need to be more sharply focused on the specific role being carried out. Arrangements for the induction of new teachers and newly qualified teachers are good. This has ensured that the two newly qualified teachers currently at the school are well supported and carry out their duties effectively.
66. The number, qualifications and experience of other support staff are sufficient to meet the needs of the school. As a result, the school is well-maintained and the office is run efficiently. The school has made good use of the caretaker's skills in enhancing the teaching areas of the building.
67. Overall, the accommodation is very good for the current number of pupils. In addition to appropriately sized classrooms the school has a space set aside for use with design and technology, a well-stocked library, a special educational needs room, and an information technology suite. The number of computers available to pupils is good. The school also has a studio for music and drama lessons. The hall is used for physical education, assemblies, lunches and school productions. It is of suitable dimensions for these purposes and is an attractive area. The heated swimming pool is an asset, and the grounds are a good resource to support teaching and learning. Various projects have been carried out recently to enhance the site both as a teaching resource and as a pleasant environment for the pupils. At the time of the inspection the school had lost its access to the adjoining sports field, although this situation is expected to be resolved in the near future. Very good use is made of the accommodation for special educational needs provision. There is an attractive self-contained area known as the *Launch Pad*. Pupils receive extra attention, carrying out specially planned activities for them in addition to the valuable in-class support. The *Launch Pad* is well-resourced and includes a library and computers. As the school is designated as suitable for pupils with physical disabilities, there is a physiotherapy room, ramps and other specialist equipment.
68. Resources for information technology and music are very good. The school has a very favourable number of computers and programs, and the range of musical instruments is very good. These instruments include a number from other cultures. Resources for English and drama, science, mathematics, design and technology, history and art are good and support pupils' attainment well. Those for special educational needs are good, as are those for supporting high-attaining pupils. They are satisfactory for physical education, religious education and geography. There is a need for some of the equipment for physical education to be renewed; in particular, some of the gymnastic mats, and also to increase the number of suitably inflated balls.

73. **The efficiency of the school**

69. The previous inspection reported that the school managed its human and financial resources efficiently. Since then, further improvement has been made, and the financial planning of the school is very good. The annual audit report by each subject co-ordinator to the governors is a very effective beginning to the formulation of the school's development plan. Priorities are clearly established, costings are taken, staff and governors are involved in the process, and accurate budgeting is enabled, linked closely to the development plan, through the budget-setting working party. The finance committee meets regularly, subject co-ordinators have control of their budgets and receive regular updates; bank reconciliations and statements for governors are prepared frequently, and many other systems of good practice are in place.
70. Governors bring appropriate financial expertise and have a sound understanding of the school's finances. The effectiveness of spending decisions is monitored to ensure value for money, in particular how such decisions have raised pupils' levels of attainment. Recent examples of this are the establishment of the literacy hour and the new computer suite. The apparent deficit from the previous year was due to a late payment from the neighbouring adult education centre, and the necessity to buy computers before receiving the Local Education Authority's loan arranged for this purpose. The 3 per cent budget surplus provision and the borrowing of funds from the education authority at a low rate of interest are good examples of prudent financial management.
71. The funds for pupils with special educational needs and for staff development are adequate and are used most effectively to support learning. The allocation of funds for pupils with special educational needs, including pupils with statements, is used efficiently. The part-time co-ordinator, the part-time teacher and the learning support assistants are deployed and trained effectively and represent good value for money. Provision for pupils with special educational needs, and the progress of these pupils, is very good. The teachers of pupils for whom English is an additional language are deployed appropriately, except when pupils are withdrawn from music. The bilingual assistants are well deployed when supporting in the classroom. Staff training needs are carefully considered and appropriate courses provided, recently, for example, in numeracy and information technology. Teaching and support staff are well deployed and the help given by learning support staff within the classroom contributes considerably to the raising of standards. Newly appointed subject co-ordinators are already beginning to have a positive impact in their subjects.
72. Good use is made of the school's accommodation and learning resources. Timetabling the use of these specialist areas is provided effectively, but not always closely adhered to. Classrooms are well organised with reading or literacy areas. Outdoor accommodation is well used to support subjects such as science, physical education and geography, but the use of the playground space during the lunch-hour leads to some crowding and accidents. Learning resources are central, accessible and well used.
73. Day-to-day financial procedures are generally sound; for example, arrangements for the placing and checking of orders, and for the management of petty cash are satisfactory. The headteacher monitors on a regular basis. The recent auditor's report expressed some concerns and made several recommendations, most of which the school has already addressed promptly and satisfactorily.
74. Taking into account the attainment and circumstances of the pupils on entry, their attainment on leaving the school in relation to national averages, the good behaviour of the pupils, the good teaching and overall quality of education, including the many improvements made since the previous inspection, the school gives good value for money.

79. **PART B: CURRICULUM AREAS AND SUBJECTS**

79. **ENGLISH, MATHEMATICS AND SCIENCE**

79. **English**

75. The previous inspection reported that attainment in English was generally good, that high standards were achieved in speaking and listening, reading was below average, and much of pupils' writing across the curriculum was of a good quality. Since then, and following the introduction of the literacy hour, standards have largely been maintained, with some improvements, except in writing. The school recognised the weakness in reading and implemented an effective strategy to raise standards. This, together with the implementation of the National Literacy Strategy resulted in less time for writing. In the statutory national tests in 1998, at the end of Key Stage 2, the number of pupils achieving Level 4, the average level, was broadly in line with the national average, and those achieving the higher Level 5 were also close to the national average. Pupils' performance in the tests was slightly better than teachers' assessments and exceeded set targets. In comparison with schools with pupils from similar backgrounds pupils' performance in the English tests was above average. From 1996 to 1998 the performance of pupils in English was below the national average, but the progress and rate of improvement made over that period was greater than that found nationally. Between 1996 and 1998 the performance of boys was well below, and that of girls was close to the national average. Boys' progress over that period, however, has been greater. In the statutory tests for 1999 standards were raised further, but by a smaller margin than the national improvement. However, the number of pupils achieving the higher Level 5 was a significant improvement and brought the school in line with national averages. Overall performance will have been affected by the unusually high proportion of pupils with special educational needs in that year group, 34 per cent, well above the national average, and well above the school's average of approximately 23 per cent. Inspection evidence confirms this upward trend. All pupils are making at least sound progress, and in over half the lessons observed progress was good. Pupils of all levels of ability have benefited from the school's implementation of the literacy hour. Pupils with special educational needs and those for whom English is a second language make similar good progress, well-supported by classroom assistants and other adults.
76. Standards in speaking and listening, identified as a strength at the time of the previous inspection, remain good. Improved behaviour in lessons helps ensure that pupils are good listeners, to their teachers and to one another. Skills in oracy are further developed through assemblies, circle-time, drama lessons and extra-curricular clubs and activities, such as the school council. Year 3 pupils spoke out clearly in front of the whole school and parents during their dramatised presentation of the story of Rama and Sita, in their class assembly on Diwali. Year 5 pupils were observed using a mature turn of phrase, "I was thinking that you might need to...." and commenting that one should be, "using proper procedures" when writing instructional text. By the time pupils leave the school, most are articulate and confident speakers, able to form an argument and justify a point of view.
77. Standards of reading are sound overall, and have improved over the last three years. There is potential for further improvement. A weakness in boys' reading was identified at the last inspection, and this has been rectified. The purchase of a number of "cool" books has stimulated boys' interest and their standard is now in line with that of the girls. Three pupils from each class were heard to read during the inspection. Evidence from this confirms that reading standards are sound, with an upturn at the end of the key stage. Comparison of pupils' reading age against their chronological age confirms the good progress made in reading during pupils' time within the school. Year 6 pupils mostly read fluently with expression, recognise the term "blurb", and talk confidently about their books, predicting story development. Their use of local libraries, reading of non-fiction, poetry and newspapers, however, is limited. The school provides a daily reading session of fifteen minutes, which is good practice, but use of this is variable, and there is insufficient provision for individuals to read to adults, at school or at home. Home/school diaries exist, but little if any use is currently made of them, and dialogue with parents is minimal. There is a lack of close monitoring of pupils reading to ensure that the text chosen is of an appropriate level, and regular assessment to ensure steady progress through the graded reading scheme. All classes have reading or library areas, and the school's *Book World* is well stocked with

fiction and non-fiction, for which most pupils have the skills to access information.

78. Overall, attainment in writing is below the national average at the end of Key Stage 2 although the number of pupils attaining Level 4 is in line with the national average. This is a weakness already identified by the school, and provision has been made to provide additional time within the timetable for extended writing. During the inspection, pupils were observed writing in a variety of genres. Year 5 pupils, when using instructional writing, learned to make good use of imperatives, and to write involved and complex sentences. In Year 6, pupils make their own notes on William Shakespeare, then edit and refine them before redrafting. Year 4 pupils distinguish between dialogue and play-scripts, and understand and mostly use correctly the punctuation required for direct speech. Good examples of empathy writing with cross-curricular links with history were observed, for example, in Year 3 where pupils had written letters to Julius Caesar to encourage or deter his invasion of Britain, and in Year 6 with the writing of Anne Boleyn's last diary entry. The previous inspection identified a need to improve the quality of presentation. This has been done. Almost all pupils date and head their work, using rulers to underline headings neatly. Most keep their writing within the lines provided, but the quality of handwriting remains inconsistent, and the teaching of handwriting skills is variable. The school has a handwriting policy but this is not consistently implemented. Standards of spelling are below the national average. Regular spelling homework is set, but the school relies too heavily on the literacy strategy list of high frequency words alone. The standard of poetry writing, where it exists, is good, but insufficient emphasis, and opportunities for writing are given to poetry.
79. The pupils' attitudes to learning are good overall, never less than satisfactory, and very good in about one third of lessons. Most pupils take pride in their work, attend closely to teachers, and are anxious to please. They answer politely, are keen to respond and work well together in pairs and small groups, and independently within the literacy hour. In a number of classes, teachers and assistants work successfully together to ensure that a few potentially disruptive pupils do not adversely affect the learning of other pupils.
80. All teachers were observed teaching literacy. There was no unsatisfactory teaching. About one third of all lessons were good, and one third very good. The difference between progress over the key stage and in lessons can be attributed to the improved quality of teaching related to the literacy strategy. Pupils of all abilities have benefited from the school's implementation of the literacy hour. Staff have received in-service training for the literacy hour, and are confident with the subject content. The very good planning of lessons, following the literacy strategy, and developed positively within each year group, ensures a good pace to lessons, which develop in clear stages, maintaining pupils' interest. Most teachers have high expectations of task and conduct. They have effective class management skills; a number of the lessons observed were completed without a word of censure to pupils. Appropriate tasks are set to ensure that pupils of all abilities make good progress, but the provision for the highest attaining pupils is inconsistent. Learning objectives are clearly established, often displayed, and reinforced at the end of lessons. Standards of teaching have improved since the previous inspection. The quality of teaching, well supported by the learning assistant staff, is having a positive effect on raising standards in literacy, and levels of attainment generally.
81. Learning resources for the subject are good. There are ample stocks of fiction and non-fiction books in classrooms and in the excellent library facility. Many "Big books" have been purchased for the literacy hour, and a generous supply of group readers. The accommodation is well used to support the subject. There are book corners in all classrooms, the library is well used to support reading and the development of pupils' research and retrieval skills, and the drama room is put to good purpose to develop pupils' speaking and listening skills. Computers are used to teach word processing skills. These will be developed further as more use is made of the new information and communication technology suite.
82. The link governor for the subject works well with the subject co-ordinator, sharing training, monitoring of classes, and reporting to governors. Learning support assistants are well used within the literacy hour to work with small groups and to assist with pupil management. Formal annual assessment, by way of testing and targeting, is good, but day-to-day assessment, especially of pupils' reading, is underdeveloped. There is some lack of continuity arising from changes in teaching staff, and in one

class shared between two teachers, which can have an adverse affect on the pupils' progress. Arrangements for homework are unsatisfactory at present, but a new homework policy is under consideration. The literacy hour has been introduced very effectively, standards are rising, and under the leadership of the newly appointed co-ordinator, who has already had impact on the subject, the school's capacity for further improvement is very good.

87. **Mathematics**

83. At the time of the last inspection attainment was said to be broadly satisfactory and that pupils' confidence in manipulating numbers was growing. It was considered that the most able pupils would benefit from greater opportunities to undertake open-ended investigations. Current attainment at the end of Year 6 is similar, in that it is in line with the national average although the actual attainment is now at a higher level than at the time of the last inspection. Although opportunities for mathematical investigations have been substantially increased and the school's decision to group pupils according to ability has enabled teachers to focus more closely on pupils' needs, the higher attaining pupils in a significant minority of lessons are still not sufficiently challenged.
84. In 1999, the results of the national tests for eleven-year-olds showed that attainment was broadly in line with the national average when compared with all schools and above the average for schools of similar backgrounds. Over the three years, from 1996 to 1998 inclusive, the average National Curriculum level achieved in the school was below the national average. However, the results have improved each year during this period. This improvement has been maintained in the 1999 tests. In addition, the percentage of pupils achieving a level higher than the national expectation has increased.
85. By the age of eleven, pupils have a good understanding of place value in numbers up to and beyond 1000. They use information well to solve problems that involve the use of the four rules of number. Skills in mental arithmetic and the rapid recall of number facts are well established. Pupils can collect data and draw bar graphs from this information. Pupils understand simple probability, using language such as "certain", "likely" and "impossible". Pupils are able to use mathematical language accurately in discussion. They can calculate equivalent fractions and convert decimal fractions into percentages. Numeracy is used well in other subjects, such as science, history, and design and technology. Computers are underused in support of numeracy skills.
86. Overall, progress is satisfactory through the school. Pupils come into the school with mathematical skills broadly in line with the situation nationally and this is maintained through the school. This is because the curriculum is providing opportunities to acquire skills in all aspects of mathematics and apply them. Progress in the lessons observed was usually good. The National Numeracy Strategy has been implemented well. This enables pupils to make sound progress in the acquisition and consolidation of the four rules of number and mental arithmetic skills. Pupils make best progress when work is demanding, retains interest and builds well on previous knowledge. Progress is less marked where the level of task is too low and an opportunity to consolidate learning at the end of the lesson is not provided. Progress of pupils with special educational needs and those for whom English is not their first language is also satisfactory. They are well supported in class and work is usually adapted to meet their needs.
87. Attitudes are good. Pupils behave well, are attentive, and concentrate well within an industrious working atmosphere. Pupils concentrate for increasing periods of time as they grow older, developing their capacity for personal study within problem-solving situations. Many pupils are enthusiastic about learning mathematics. They respond willingly to teachers' questions and talk confidently about the work they are doing. Relationships between pupils are good. They work very well together sharing their ideas, accepting critical comment from teachers in order to solve problems successfully. Most pupils take pride in setting out their work accurately. They respond confidently to teachers' questions, unafraid of making a mistake.
88. Teaching is good overall. The National Numeracy Strategy is playing an important part in raising teachers' skills and progress in lessons is better than over the key stage. The most successful teaching stems from good planning, which identifies clearly what the pupils are to learn. Pupils are taught in groups according to their abilities and most activities are matched to their differing needs. Most teachers have secure knowledge of the requirements of the National Curriculum and share their expertise well. They explain new work clearly so that pupils can easily understand what they have to do. Throughout lessons they give advice about where pupils have made mistakes and how they can be put right. This enables pupils to make progress as they take on new learning. Time is used well as lessons

move along at a brisk pace and pupils complete expected amounts of work. Resources such as calculators are used effectively to support learning.

89. In lessons where teaching is less successful, teachers' knowledge and understanding is not strong and the pace of the lesson is too slow. Time management is unsatisfactory, leaving insufficient time to draw out and reinforce the main teaching points of the lesson. Homework is not used sufficiently to support pupils learning in most classes.
90. The subject co-ordinator is influential in raising standards in mathematics. He has monitored some teaching and teachers' plans. The co-ordinator has analysed pupils' answers in the standard assessment tests in order to identify areas in which the school could improve its performance. Teachers are already acting upon this. The National Numeracy Strategy is in place and is raising standards, especially in mental arithmetic. The curriculum fully meets statutory requirements. The co-ordinator has put in place a good range of procedures for assessing pupils' attainment and as this data is collected it should provide a broader base on which to build pupils' targets. There is a clear view of future developments to enable consistently high standards of teaching throughout the school. The commitment to raising standards and meeting the targets for improvements is good and the school is on course to meet them. Resources are good, well organised and easily accessible.

95. **Science**

91. The school has continued to raise standards since the previous inspection. At the time of the previous inspection the end of key stage test results were well below national average, now they are in line. This is good improvement because the national average has been rising. The school has maintained good emphasis on investigative work. While pupils with special educational needs continue to receive good provision, in a significant minority of lessons the most able pupils are not being challenged.
92. Attainment at the end of the key stage is in line with the national average expected of eleven-year-old pupils. In the 1998 end of key stage tests, results are in line with both the national average Level 4 and the above average Level 5. In the teacher assessments, Level 4 was below the national average and Level 5 close to the national average. Over the past three years the school's results have consistently improved in relation to the national average. The performance of boys has improved and that of girls has significantly improved. In comparison with schools with pupils from similar backgrounds, results for Level 4 are above average and for Level 5 well above average. The 1999 end of key stage test results were in line with the national average. The teacher assessments show pupils with English as an additional language are achieving Level 4 in line with the other pupils but not as many reach Level 5.
93. By the age of eleven, pupils achieve average standards in their experimental and investigative skills. From the lessons observed a significant number of pupils achieve a good standard in this area. They understand the need for a fair test, for example, when dissolving different solids. They make predictions when investigating factors affecting the size of shadows and present their findings clearly in charts and tables. They plot graphs of their results and make conclusions from their readings. The older pupils are beginning to use information technology to analyse their data. Pupils have a sound understanding of materials and their properties. They classify materials correctly as solids, liquids and gases. They have a secure understanding of physical processes, such as electricity, and know which materials conduct electricity. They complete investigations on how friction slows objects and that a force is needed to make something move. They have a sound knowledge of plants and living things, such as a 'food chain', 'photosynthesis' and 'germination'.
94. Pupils make good use of scientific vocabulary when talking about the results of their experiments; for example, 'saturation' and 'kinetic energy'. When carrying out investigations, pupils are used to observing, predicting outcomes, interpreting results and drawing conclusions. They make appropriate use of literacy and numeracy skills when writing about the results of their experiments. Information technology is generally underused.

95. Progress, including that made by pupils who learn English as an additional language, is satisfactory over the key stage. Pupils at the end of the key stage make good progress. The youngest pupils are making a satisfactory start in their ability to reason and think logically especially when they have the opportunity to carry out practical investigation. The majority of learning for all pupils is built round an investigative approach, which enhances their ability to think and work as scientists. Pupils with special educational needs make good progress where they are supported by good teaching or where they are supported by learning support assistants who ensure that they are actively involved in investigations.
96. Pupils' response is good, as the majority are keen, enthusiastic and purposefully engaged in what they do. The regular small group work has a beneficial effect on pupils' learning. Pupils work collaboratively, discuss their findings and share equipment sensibly. They are restless when the groups are too large for them all to be actively involved.
97. The overall standard of teaching is good. Over half the lessons observed were good or very good and pupils made good progress in these lessons. This contributes to the overall standards. All teachers plan thoroughly, use the learning support assistants well and are aware of teaching the terminology to pupils who speak English as an additional language. They share the learning intentions of the lessons effectively with the pupils. In the very good lessons, staff have very high expectations of pupils' standard of work and behaviour. They maintain a brisk and purposeful pace, so that pupils do not waste time. With their secure subject knowledge and use of scientific vocabulary, they provide a challenge for all ability groups, including motivating the most able learners. In the good lessons, teachers clearly link the themes to help pupils' understanding. In the satisfactory lessons the introductions and conclusions are appropriate but the pupils either do not cover enough work or the work is very teacher-directed. This does not challenge the higher attaining pupils. Unsatisfactory teaching is characterised by a low expectation of pupils' behaviour and low standards of work, including that of the higher attaining pupils. Homework is not used to extend pupils' knowledge and understanding or to promote their capacity for independent work.
98. The subject is very well led. The education department's recommended scheme of work is in place. Assessment of the first units covered has been completed by all staff in order to plan future work. The end of key stage test results of all groups of pupils are analysed to measure attainment in order to set targets for raising standards. The co-ordinator has attended a course on how to continue to raise attainment and has shared this information with colleagues. The co-ordinator regularly moderates pupils' work with staff in order to improve the accuracy of teacher assessments. Resources are well organised and used. The conservation area is a valuable learning resource. The subject makes a significant contribution to promoting pupils' social development. The capacity for improvement is good.

103. **OTHER SUBJECTS OR COURSES**

103. **Information technology**

99. Attainment in information technology, at the end of the key stage, is at present in line with those expected from pupils of a similar age. However the recent introduction of a specific suite incorporating sixteen computers, which is well-timetabled to allow all pupils an hour's experience of using the machines each week, puts the judged capacity for improvement as good. Pupils' progress, including those who speak English as an additional language, is satisfactory over the key stage.
100. Pupils at the end of the key stage are proficient in their use of the mouse and the keyboard. They use the research skills of retrieving information from a CD-ROM and accessing the Internet to support their work in other subjects successfully. They record information using the word processor and save and print their own work successfully. They collect and feed facts into a database program. They retrieve data and print out graphs. The younger pupils in the key stage follow card instructions to enable them to access a program incorporating a user name. They appreciate the need for personal files both as a

logistics exercise and as a security device. They scroll through data successfully and retrieve certain pieces of information required. Their lack of experience, together with inadequate spelling skills, made their use of the keyboard slow and sometimes inaccurate. Pupils in Year 4 and 5 were experimenting with the very exciting program, *Dazzle*. The dexterity of the younger pupils when using the mouse was variable. They used the tool bar to allow various functions of the program to be used, but approached this with caution. The older pupils using this program demonstrated greater confidence at keyboard skills, use of the mouse and the confidence to experiment. They created some very exciting patterns as a result. They became selective and deleted unwanted effects proficiently. Most pupils know how to save their work. Pupils at the end of the key stage were devising their own web-site pages. They plan to produce a web site for the school as a means of informing prospective parents about St Mark's. They were very selective in their choice of information and took care to design an eye-catching page layout that would attract web-site users. The pupils are very aware of the part computers play in everyday life. They appreciate the speed with which data can be retrieved and apply the advantages computers create to the business world.

101. Progress related to prior attainment is evident through the more complex programs used, greater proficiency in storing and retrieving information, the use of research skills, and increasing dexterity when using the keyboard. Pupils with special educational needs respond well to work on computers and they make good progress. They use their own programs in the *Launch Pad* area with enjoyment.
102. Pupils' attitudes are good. They are well-motivated and enthusiastic. They behave well, co-operate when working in pairs at the computer and show evident enjoyment in their work. They are conscientious about the care of the hardware and software and check that machines have been left in the correct way.
103. The quality of teaching is good and contributes to the pupils making good progress in lessons. Where whole-class instruction concerning a program takes place the lessons are well planned. Teachers demonstrate use of the computer confidently and ensure that all pupils understand the process required. They use the correct computer terminology and reinforce the learning objective, so enabling effective progress to take place. There is good management of groups using the computer. Pupils are paired to allow constructive learning to occur. Whilst the need for experimenting with the capacity of the computer program is acknowledged, time limits and specific tasks are set to ensure that learning takes place. Teachers use information technology as a tool for the curriculum very well and there are good cross curricular references to English, mathematics, history, art and science. However the link is made during the information technology lesson. There is little evidence of computers being used as a tool to support learning in other subjects. The classroom computers are largely underused by teachers. The use of the Roamer is incorporated in the mathematics planning, but other opportunities for use are infrequent.
104. There is an information technology policy. The comprehensive Qualifications and Curriculum Authority scheme of work has been adopted, with adjustments to suit the school. It incorporates assessment sheets for each unit which are stored in the pupils' record folders.
105. The subject and resources are well managed. The co-ordinator has worked hard to establish the information technology suite. He has been sensitive to the lack of confidence felt by some staff and has created a series of in-service opportunities to allay these feelings. Support staff and parent helpers are used well, which enhances the learning opportunities for the pupils. Resources are good, but greater use of computers in the classroom would reinforce the skills learned in the computer suite.
110. **Religious education**
106. The previous inspection found that attainment was satisfactory for the ages of the pupils and this is still the case. Attainment in relation to the requirements of the locally agreed syllabus remains broadly satisfactory, although the opportunities for pupils to record their work are unsatisfactory. As in the

previous report, the quality of talk remains better than that of written work. Progress throughout the key stage is satisfactory.

107. Pupils have a sound knowledge of the basic beliefs and customs of four world religions: Islam, Hinduism, Judaism and Sikhism, and a broad understanding of Christianity. Their understanding of Christianity is enhanced by visits to the local church at significant times in the Church's year. They know why the main Christian festivals are celebrated and their importance. They understand the significance of the cross as the symbol for Christianity. They are uncertain about the names of the Altar and the Font and do not recognise the shape of the Church as cuneiform, so reflecting the cross. This represents poor progress since the last inspection when pupils could describe in detail the vestments and accoutrements of their local church. They do not appreciate the root of Christianity in Judaism but they can recall some Old Testament stories. The pupils also visit a Hindu Mandir and a Sikh Gurdwara. They know that the Islamic place of worship is a mosque and that the Jews worship in a synagogue. They are very receptive to other faiths and discuss the main religious festivals with thought and understanding. The festival of Diwali was being celebrated during the inspection and pupils throughout the key stage could retell the story of Rama and Sita. Links were made with Hanukkah and Christmas as festivals using candles. Pupils at the end of the key stage consider the consequences of living in a multicultural society. They understand the difference between monocultural and multicultural societies and the responsibilities of not allowing one group to be dominant. This was very well illustrated by a role-play situation using the power of knowledge (being able to tie a tie) as a discriminating factor. Pupils afterwards discussed how they had felt in a very mature fashion. Feelings of inadequacy and frustration at not being able to help their classmates were expressed. Most pupils appreciated the power of knowledge and the need to share it if a community was to live harmoniously. Year 4 pupils looked at the plight of people who were desperate for help. They made some very perceptive comments, one boy expressing the anguish that parents might feel watching their child starve to death.
108. Pupils, including those with special needs and those who do not speak English as their first language, make satisfactory progress, although care is not always taken to ensure that all tasks set are appropriate to the ability of the pupils. There is no evidence of the significant contribution made by the higher attaining pupils as much of the work is discursive. Good progress is made when the pupils are given time to reflect on their feelings. Although the syllabus is delivered and appropriate resources provided pupils' knowledge and memory does not reflect the work covered.
109. Pupils behave well in religious education lessons. They listen attentively and make sensitive contributions to discussions. They respect the views of other pupils. The younger pupils responded well to the drama input and all showed their appreciation of the performance of the pupils.
110. Teaching is always sound, with some good and very good teaching. Assemblies and lessons are well prepared and there are appropriate opportunities for pupil involvement. Assemblies support the teaching in the class well. Pupils' interest is usually captured and maintained. The teachers plan and prepare their lessons conscientiously. Their subject knowledge is good and this along with searching questions enables teachers to take discussions forward, so extending the pupils' knowledge. They use resources and artefacts appropriately. There is little emphasis given to written work and the pupils have to depend on memory for their facts.
111. There is a policy and a progressive and comprehensive scheme of work for religious education. This incorporates the Hampshire Agreed Syllabus, *Visions and Insight*. The scheme is also backed by the Winchester Diocese book, *Inspire*, giving imaginative material on Christian activities, cross-curricular opportunities and the inclusion of moments of reflection. This situation represents a great improvement since the last inspection. Management of the subject is in transition at the moment with a new co-ordinator appointed to lead the subject from January. There is a sizeable set of appropriate resources and artefacts. There is no formal assessment or recording of the work covered.

116.

Art

112. Attainment in art at the end of the key stage is in line with expected levels of pupils of a similar age. This is the same finding as the last report, but pupils now experience a greater variety of activities. Pupils throughout the key stage develop a satisfactory range of skills and a sound knowledge of art. They acquire basic painting skills, using both powder paints and ready-mixed paints. The use of powder paint enables pupils to experiment with ways to vary the consistency of paint and the ability to develop subtle shades of colour; for example, when the younger pupils created shade cards by using a primary colour and adding white in varying amounts. The work of famous modern artists such as Seurat and Monet motivate the pupils to produce paintings in an interesting style. They understand that the way paint is applied will affect the outcome and distinguish between pointillism and the dabbing effect used by Monet. They produce pictures in both styles and discuss the difference confidently. At the end of the key stage pupils paint and draw competently. Use of pastel is seen to good effect in drawings of fruit. Pupils explore the different outcomes created by smudging and linear strokes. They produce colourful still life studies in the style of Cezanne. Textiles and stitching are studied and pupils recognise that stitches can create certain effects. They appreciate the skill of the *Bayeaux Tapestry* producers and work hard to create a bookmark using various stitches and reflecting their own personality. An example of spirituality was experienced when the pupils realised that the tapestry reflected the lives of people almost one thousand years ago. Although no clay work was seen during the inspection it is obvious from photographs of last year's work that clay is used well to make replica Greek statues and pots, so making a link with history. Clay tools are used well to create shape and authentic patterns.
113. Pupils, including those with special needs and those who do not speak English as their first language, make satisfactory progress. This is seen in the increasing skill with which various media are used and applied. The pupils make good progress in their knowledge and understanding of the work of famous artists. They build satisfactorily on their prior attainment. This was demonstrated when pupils, creating pictures in the style of Cezanne, referred to pointillism, a technique they had studied two years previously.
114. Pupils' attitudes to art are satisfactory, with some good and very good attitudes displayed. They show good levels of concentration and perseverance when working on art assignments. They are very willing to talk about their work and the processes involved and do so articulately. They help arrange their rooms before lessons and clear up efficiently and very willingly at the end of the lessons.
115. The quality of teaching is satisfactory throughout the key stage, with some good and very good teaching at the end of the key stage. There is good planning for a variety of stimulating activities which enrich the pupils' experience. Some teachers have very clear learning objectives, which they ensure the pupils understand, and encourage the pupils to achieve successfully. Where this is the case, the pupils' understanding of techniques and knowledge of art is carried forward effectively. All teachers have a good rapport with the pupils and make regular teaching points as they move around the classroom, thus extending pupils' learning and enabling satisfactory progress. Praise and encouragement are used well and demonstration of pupils' work is used as an effective incentive for the class. There is little differentiation set in the art lessons. The progress of pupils with special needs is satisfactory, but only one example of a specific task being set for these pupils was observed. High-attaining pupils are not challenged to use their research skills to complement their artistic skills and extend their knowledge of art. Curricular links with other subjects are clearly thought out and delivered successfully.
116. There is a written policy for art and a new comprehensive scheme of work is to be adopted in 2000. The present system of assessment is ineffective and restricts planning for progression. The co-ordinator's role is well-developed and there are good opportunities to monitor teaching in art. The resources have been upgraded effectively and now cover all aspects of art, including clay work, printing and textiles. This constitutes a good improvement since the last inspection. Art is displayed in several classrooms and in the corridors but there is little specific celebration of the excellence of pupils' work when it occurs and there is no celebration of the work of famous artists other than painters.

121. **Design and technology**

117. Attainment at the end of the key stage is in line with the expectations of pupils of a similar age. Pupils

are challenged to design an object for a specific need that meets several criteria. The complexity of the design and factors to be considered increase as the pupils progress through the school. This represents good improvement since the last inspection where it was reported that there was inadequate progression in the development of the important basic skills.

118. The younger pupils in the key stage design and make effectively a package suitable for holding sweets. They consider the most suitable materials to use, taking into account the need to protect the sweets from being squashed or melting. They select materials for strength and pliability. They also recognise the need for an eye-catching design on the packet to attract buyers. They are beginning to give thought to ways of joining. Pupils cut out the net for their packages from a template that did not contain tabs. They were challenged to insert the tabs. Most pupils could achieve the task, but this was inappropriate for pupils with special needs who found it very difficult. At the end of the key stage, pupils become aware of the relationship between design and function. Year 6 pupils create designs for bus shelters. They reflect on the suitability of materials, including elasticity, hardness and stiffness. In order to reinforce their understanding of materials pupils research the resistance of force to iron. Higher-attaining pupils are further challenged to draw their design in profile as well as front on. Food technology is included. Year 5 pupils design pizza toppings, considering the taste, appearance and smell of the finished product. They test several ingredients for these criteria and reach a conclusion as to the topping of their choice. They conduct a fair test and create a scoring system in order to obtain the result. Not all pupils could think in a sufficiently logical manner and were unable to achieve an accurate result. There is no evidence of power-driven models being created in the key stage.
119. Pupils, including those with special needs and those who do not speak English as their first language, make good progress. They consider more appropriate choices of material and take aesthetic qualities into account. Progress is seen in the way pupils evaluate and discuss their models, giving greater thought to the challenge set and the requirements of the outcome. The younger pupils are reluctant to modify, seeing success as the completed model; but older pupils reflect on their work and have the confidence to modify the design.
120. Pupils' attitudes to their work are good overall. They work co-operatively, sharing resources, discuss their projects collaboratively and enjoy designing and making products. They persevere with their designs and show good concentration. They share expertise willingly, especially in the food technology lessons. They enjoy the challenge of keeping a secret and, with good humour, refuse to divulge certain ingredients to a visitor.
121. The quality of teaching is satisfactory, with some good teaching. Teachers plan and prepare their lessons well and ensure that the correct resources are available. They have a secure knowledge of their subject and plan imaginative ways to deliver it. Parent helpers are used to good effect and their contribution, along with the very good facilities, significantly lifts the profile of food technology within the school. Support assistants are used well in the classroom, enabling the progress of pupils with special needs to be increased. Design technology activities are linked to other curriculum ;or example, the design for the Roman exhibit in the museum is an effective link with history. There is a missed opportunity to link with information and communication technology and control models, although this section is planned for and the pupils do access the Internet for information regarding their designs.
122. There is a policy, and the scheme of work published by the Qualification and Curriculum Authority has been adopted with slight adaptations. The assessment arrangements have a limited effect on pupils' attainment and progress. The efficiency within the subject reflects enormous development since the last inspection when there were few systems in place. There has also been an immense improvement in the amount and variety of resources since the last inspection when resources were judged unsatisfactory.
127. **Geography**
123. The school has monitored the overall satisfactory progress of pupils since the previous inspection. Assessment procedures are still not established and implemented well enough to help promote higher

standards.

124. Due to timetabling arrangements two year groups were being taught geography during the time of the inspection. Judgements are made on the basis of the lessons seen in Years 3 and 4, a scrutiny of pupils' work in books and on display, as well as discussions with pupils.
125. Pupils, including those with special educational needs and those learning English as an additional language, make satisfactory progress by the time they leave school at eleven. The youngest pupils use language associated with place and direction when describing a route taken in the local area using a street map. Year 4 pupils are becoming familiar with ordnance survey maps and four-figure map referencing. Older pupils learn about contour lines and six-figure map referencing. Pupils know about the effects of weather on people and their surroundings. They use correct weather measuring equipment and take readings in the conservation area. They record their findings in the class and compare the weather with different countries listed in the newspaper they are asked to bring to school. Pupils develop an understanding of their own and a contrasting locality when studying St Lucia. Pupils begin to understand their own country's place in the world in Year 3, and through the key stage learn how other countries are similar and different. Pupils are taken out for first-hand fieldwork on local visits, such as the Year 3 land use survey. Years 4, 5 and 6 are taken on residential field trips, which promote the development of pupils' social skills as well as their geography skills. By the time pupils leave they have studied physical, human and environmental geography and are developing their mapping skills satisfactorily.
126. Pupils are generally interested in their work and the youngest pupils listen attentively to explanations. Some older pupils show confidence when answering questions and some enjoy sharing their experiences of activities on field trips.
127. The overall quality of teaching is satisfactory. Teachers plan well and give pupils the opportunity for practical work to ensure that they make progress in their geographical skills. In the very good lessons seen, there were very clear explanations relevant to the pupils' understanding. The pace of the lesson ensured that pupils of all abilities were challenged, including the most able. The teacher expected a high standard of both behaviour and work. In the satisfactory lesson, whilst there was a satisfactory range of practical work, the pace was slower affecting the amount of progress pupils made, especially the more able.
128. The curriculum for every class has been decided for the year, based on the education department's new guidelines. This is to ensure breadth and balance of the curriculum and that the recommended number of hours decided by the school are taught. This new scheme of work supports teachers' planning. There is no evidence of planning for the units of work to be covered by pupils who do not go on the residential visits. The assessment procedures are unsatisfactory. Assessment is not used systematically to raise standards.
129. The subject co-ordinator is new to the role and has not yet monitored standards or teaching. There is a range of resources available for the topics covered, such as photographs and carefully produced mapping activity cards. They are not easily accessible or stored in a way to ensure they do not get damaged. A list of suggested opportunities has been produced for teachers in order for them to promote the development of geography skills through information technology.

134.

History

130. The previous inspection reported that pupils' attainment was sound in relation to national expectations by the end of the key stage. Pupils, including those with special needs and those who do not speak English as their first language, continue to make sound progress across the school. Progress is good in Year 6 where the best teaching was observed. Though no history was being taught in Year 3 during the term of the inspection, the revised curriculum coverage, delivered through a new scheme of work, is good. Six study units are covered, and historical skills are taught progressively alongside the

Programmes of Study. Pupils spoken to have a good understanding of chronology; in Year 4 they knew that the Roman occupation was about two thousand years ago, and Year 6 pupils are familiar with the dates of the Tudor period. Pupils' interpretations of history and their skills in historical enquiry are also good.

131. Year 4 pupils have a good understanding of the reasons for the Roman invasion of Britain, and recognise the different ways that historical evidence may be presented when studying two different descriptions of Boudicca. In Year 5, pupils learned from a visiting speaker what it was like to be an evacuee during World War 2, and can identify and use primary and secondary sources to learn about food rationing. Year 6 pupils use contemporary sources from the Tudor period, wills and inventories, to learn about the social life of the time, and can argue a point of view with evidence taken from documents.
132. The pupils' attitudes to history are good. They show enthusiasm for the subject and are interested to learn about the past. They are good listeners, to one another and to teachers, and work well together in pairs and small groups. In almost all the lessons observed the pupils' response was good. It was occasionally very good and was never less than satisfactory.
133. The teaching of history is mainly satisfactory, with some good and some very good teaching observed. The teaching in Year 6 is consistently good and the pupils make good progress in that year. Where teaching is very good teachers are confident with the subject content, show high expectations of task and conduct, and develop lessons by progressive stages, maintaining pupils' interest. The best teachers push pupils along, reminding them of the time left to complete a task, and injecting pace into the lesson. All teachers benefit by the year group approach to planning, especially where teachers' subject expertise is used to support colleagues. The very good planning ensures that pupils of all abilities are provided with appropriately challenging tasks. In over half the lessons observed good additional adult support was provided. This is very effective in helping to raise standards, by ensuring that pupils of all levels of ability, including those with special educational needs, are well provided for and make equally good progress, although sometimes the highest-attaining pupils are insufficiently challenged.
134. The subject has a strong focus around the school, with some excellent displays of work in classrooms and corridors. There are time-lines in most classrooms, which contribute positively to pupils' greater awareness of chronology. The well-qualified and newly appointed co-ordinator for the subject has already made an impact, and has positive ideas for taking the subject forward. There are good links with literacy, through empathy writing, for example, Anne Boleyn's last diary entry, and accounts of life as an evacuee, and the subject makes a positive contribution to pupils' spiritual, moral, social and cultural development, which the co-ordinator is targetting for further improvement. There has been spending recently on resources, especially artefacts, and the quality and quantity of these is good. Visits from outside speakers and arranged visits for all classes to places of historical interest, such as the Tudor House and D-Day museum, further enhance the quality of the curriculum provided for the pupils. There is little evidence of assessment or homework and these, together with the use of information technology, are areas for further improvement.

139.

Music

135. Music plays an important part in the life of the school and the high standards seen at the time of the last inspection have been maintained. Since the last inspection, the teaching of music has become more consistent and the supply and organisation of resources has been improved.
136. Pupils, including those with special needs and those who do not speak English as their first language, make good progress and the standards achieved better than seen in most schools. As they move through the school the pupils demonstrate a growing understanding of rhythms and musical terminology. They recognise the note values and recognise changes in character and mood. All these aspects are well supported by the programme of teaching every pupil to play the recorder. When appraising music they justify well why they like or do not like it. When composing they evaluate their work and that of others

in sensible way so that it can be improved. Good teaching inspires pupils to try new work and challenges them to play instruments such as the cello, violin, clarinet, and unpitched percussion with confidence. Singing is tuneful and enthusiastic, especially in assemblies.

137. Pupils have good attitudes to learning music. They respond with enthusiasm, enjoy the lessons and concentrate hard in order to achieve. Pupils are good attentive listeners. They enjoy composing their own music but this is not extended by the use of computers. They take good care of the instruments that they get out and put away tidily. The participation in the various performances arranged by the school builds the pupils' confidence and self-esteem.
138. Overall, teaching is good and often it is very good. It is more consistent than when the school was last inspected, although clearly the knowledge and understanding of the teachers varies. Enthusiasm for the subject has a significant effect on pupils' learning and progress. One very motivating introduction was seen where the teacher merely walked into the room reciting the words of a song with varying speed and volume. The pupils immediately joined in with pleasure and then sang the song well unaccompanied. Lessons are well-prepared and pupils are aware of routines. Pupils are motivated to do well, and praise and encouragement gives them the confidence to try new things without fear of making a mistake. Teaching is less successful when subject knowledge is less secure and the teacher lacks confidence. The school makes good use of individual strengths so that the more confident teachers take more of the music lessons.
139. The subject is very well led by the co-ordinator. She has a very good grasp of the strengths of the provision and areas for development. The co-ordinator has monitored some of the teaching and has clear targets for improvement. The subject policy has been in place for some time now and is due to be reviewed. The new scheme of work is now in place and is proving useful to teachers in planning for progression. It needs to be further developed to increase the attention given to the teaching of the basic elements of music, for example, tempo and dynamics. Assessment is poor. The subject fully meets the requirements of the National Curriculum. Pupils take part in a number of after-school music activities, including the choir and the orchestra. They also take part in locally organised performances, such as *Jonah and the Whale*. The school has a very good range of instruments, including those from other cultures that are well-maintained and accessible to the pupils. Very good use is made of the specialist teaching area.

144.

Physical education

140. Since the last inspection, overall standards have been maintained. Lessons of dance, games and gymnastics were observed but because of the season, no work in swimming or athletics was seen. As a result of the very good programme of extra-curricular activities in sport and the attendance at clubs outside school, there is a significant number of pupils who attain well above the end of Key Stage descriptors. In dance, the pupils learn dances from other countries; for example, the Bhangra dance from India, as well as creating their own performances based on a theme, such as becoming a character. They learn to move in rhythm to the music. They compose movements using a variety of levels, different parts of the body and changes in pace. They work well on their own and they co-operate effectively in pairs. They use large movements to bring expression to their performance. In games, the pupils make good progress, particularly in year 6. They learn to pass the ball effectively to other players in the team and they learn to control or catch the ball as receivers. By the end of the key stage they are dodging and marking their opponents, and the high-attaining pupils show good skills in dribbling, passing and shooting. They are developing a good understanding of attacking and defensive play. In gymnastics, the pupils make satisfactory progress. They are well co-ordinated and reasonably agile but apart from the highest attainers, who are often insufficiently challenged, there is a lack of quality in the pupils' movements. They do not take sufficient care with their starting and finishing positions and pupils do not extend their bodies whilst performing sequences of movements including balances.
141. Pupils' attitudes are generally positive, though in some lessons, there are a few pupils who do not participate as a result of having forgotten their change of clothes. Pupils enter the hall in an orderly manner and they are well-behaved during the lesson. They listen quietly to the teacher when

instructions are given and they concentrate well on their tasks. Pupils are confident to perform in front of the rest of the class and they are all learning both to offer and receive constructive criticism to help improve their performance.

142. In dance most of the teaching is good and this ensures that pupils make good progress. The strengths of teaching include clear objectives which are shared with the pupils at the beginning of the lesson, referred to through the lesson to remind pupils of the teacher's expectations and the discussion of whether they have been met in the plenary. Precise instructions on how to carry out a skill such as the 'downward thrust' in the Bhangra dance enable pupils to make good progress in learning new skills. An enthusiastic approach ensures that pupils are well motivated and that they benefit from the exemplars of good practice to improve their own performance; for example, to emphasise facial expressions and movements when performing a toy coming to life. Teaching in gymnastics is satisfactory overall but there are weaknesses. Teachers have insufficient expertise and this results in a lack of challenge for all and especially the highest-attaining pupils. It also results in insufficient activity which limits the progress pupils make. In games, teaching is satisfactory overall through it is good in Year 6 where the pupils make better progress. Activities are related to pupils' levels of attainment and the highest-attainers are expected to practise more difficult skills such as passing and controlling a small ball rather than a large one. A weakness in many lessons is the lack of appropriate physical education work provided for those pupils who are unable to participate for reasons of injury or who have forgotten their kit.
143. The current subject manager is new in post since September, there having been three previous subject managers in the past two years. There is a scheme of work which provides effective guidance for teachers except for swimming. Procedures for assessing and recording pupils' attainments are unsatisfactory. The subject manager carries out an annual audit with the link governor, which results in an action plan to ensure continuing developments, but insufficient emphasis is given to improving standards. Monitoring of the subject includes opportunities to observe other teachers at work, but these are very limited. Currently, the school lacks adequate grass areas for games activities although there are plans to remedy this situation. Resources are sufficient, but some are worn (such as gymnastic mats) and the storage in the hall makes some resources relatively inaccessible.

Swimming

144. The inspection of this school includes a focused view of swimming, which is reported below.
145. Pupils of all abilities, including those with special educational needs and those who do not speak English as their first language, make satisfactory progress across the key stage. Nearly all pupils learn to swim unaided, competently and safely, for at least 25 metres. They develop a confidence in the water and learn how to rest, float and adopt support positions. They learn a number of different strokes; for example front crawl and backstroke. They learn to use both arms and legs and to develop efficient swimming strokes. They learn the principles of water safety, but the nature of the learner pool restricts the development of skills in water safety. Pupils' attitudes to swimming are good.
146. The school makes good provision for swimming. It has its own heated open-air learner swimming pool and pupils receive one lesson of thirty minutes each week throughout the summer term from Year 3 to Year 6. Pupils who have not attained the minimum distance of 25 metres are given additional swimming lessons in place of games. They are also encouraged to attend voluntary after-school sessions. In addition, during the autumn term, the school uses the main swimming pool in the city for six weeks. Forty pupils from Year 5 are selected to attend. This includes all the non-swimmers who number no more than 12 pupils. Additional extra-curricular activities are also provided for those pupils who represent the school in competition with other local primary schools.
147. Teachers and other staff with appropriate qualifications, which are regularly updated, carry out the teaching at the school. Although it was not possible to observe any lessons in swimming during the week of the inspection, given the success in achieving the required standard at the end of Key Stage 2, the quality of teaching is satisfactory. There are guidelines to help teachers with the provision of swimming but there is not a comprehensive scheme of work that illustrates the progression expected.

The school has its own system of rewards. Certificates related to varying levels of achievement are awarded to pupils, but there is no consistent system for recording pupils' progress over the key stage. Taking into account pupils' attainment and the overall cost, the facility represents very good value for money.

152.

PART C: INSPECTION DATA

152. SUMMARY OF INSPECTION EVIDENCE

148. A team of six inspectors carried out the inspection over a period of four and a half days. A combined total of 24½ days was spent in the school. Before the inspection the team, read a wide range of documentation regarding school policy and practice. This included the previous inspection report from 1996, including the main findings and key issues and the school's report of the action taken since to address these issues. The registered inspector attended a meeting with parents at which comments and views on the school's performance were invited. The information from this meeting and from 97 questionnaires (35 per cent) returned by parents was analysed.

149. During the inspection, all class teachers were observed teaching and 107 observations were made. Over 84 hours was spent in observing lessons, discussions with pupils and scrutinising work. Additional observations were of registration periods, acts of collective worship, extra-curricular activities, recreation periods and pupils having their lunch. The pupils were questioned in lessons about their knowledge and understanding of subjects and, in some cases, small groups of pupils were interviewed to gain further evidence. The pupils' past and current work was examined. Over 22 hours of discussion took place with staff, governors and parents. The records kept on the pupils, teachers' planning files, attendance records, letters, minutes of meetings and budget information were also examined.

154.

154.

160. DATA AND INDICATORS

160. 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	362	3	119	64

160. Teachers and classes

160. Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent):	16.4
Number of pupils per qualified teacher:	22.07

160. Education support staff (Y3 – Y6)

Total number of education support staff:	12
Total aggregate hours worked each week:	189.5

Average class size:	30.2
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160. Financial data

Financial year:	1998-99
	£
Total Income	649,575
Total Expenditure	674,793
Expenditure per pupil	1,721.41
Balance brought forward from previous year	36,294
Balance carried forward to next year	11,076

161. PARENTAL SURVEY

Number of questionnaires sent out: 277

Number of questionnaires returned: 97

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	59	37	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	56	36	5	3	0
The school handles complaints from parents well	12	21	61	6	0
The school gives me a clear understanding of what is taught	26	62	8	4	0
The school keeps me well informed about my child(ren)'s progress	31	48	17	4	0
The school enables my child(ren) to achieve a good standard of work	36	54	10	0	0
The school encourages children to get involved in more than just their daily lessons	59	38	3	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	18	39	25	18	0
The school's values and attitudes have a positive effect on my child(ren)	41	49	9	1	0
The school achieves high standards of good behaviour	34	50	14	2	0
My child(ren) like(s) school	52	43	2	2	1