

# INSPECTION REPORT

**Grange Infant School**  
Gosport

LEA area: Hampshire

Unique Reference Number: 116171

Inspection Number: 188417

Headteacher: Mrs K Robertson

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Reporting inspector: Mr D J Curtis  
20893

Dates of inspection: 29<sup>th</sup> November - 2<sup>nd</sup> December 1999

Under OFSTED contract number: 707386

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
Type of control:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Franklin Road Rowner Gosport Hampshire PO13 9TS
Telephone number:	(01705) 582984
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Pengelly
Date of previous inspection:	May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr D J Curtis <i>(Registered Inspector)</i>	Science Information technology Design and technology Special educational needs	Attainment and progress Attitudes, behaviour and personal development The quality of teaching Attendance
Mr P Andrew <i>(Lay Inspector)</i>		Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Curriculum and assessment
Mrs D Crow	English Art Music Under fives	
Mr I Hancock	Geography History Equal opportunities	Pupils' spiritual, moral, social and cultural development
Mr J Palethorpe	Mathematics Religious education Physical education	Leadership and management The efficiency of the school

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## MAIN FINDINGS

### What the school does well

- Standards in reading and writing are above average; standards in music are good.
- Pupils' attitudes and behaviour are very good.
- The quality of teaching is good.
- Provision for pupils' moral development is excellent and very good for spiritual, social and cultural development.
- The leadership and management of the school are very good.
- Procedures for support, guidance and pupils' welfare are very good.
- Provision for pupils with special educational needs is good; special needs assistants make a positive contribution to pupils' good progress.
- Provision for the under fives is good; early years support staff make a strong contribution to children's progress.

### Where the school has weaknesses

- I. There is insufficient planned use of information technology to support pupils' learning across the curriculum.
- II. There is a high proportion of unsatisfactory teaching in physical education.
- III. There is inconsistency in the quality of teachers' marking of pupils' work.

**The school's strengths significantly outweigh its weaknesses. However, the weaknesses identified will form the basis of the governing body's action plan which will be sent to all parents and guardians of pupils at the school**

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

The school has made satisfactory progress in implementing the key issues identified at the time of the last inspection. Schemes of work are now in place and are linked to the revised National Curriculum. The school continues to monitor the attainment of progress of pupils in order to support further improvement. There has been a review of time allocation and, taking into consideration the revised National Curriculum requirements, there is now appropriate coverage of science, design and technology, history, music and art. Pupils have increased opportunities to experience the creative and aesthetic aspects of the curriculum. Inspection findings are consistent with the school having management systems in place which will allow it to make good progress in raising standards and in improving the quality of education for its pupils.

### Standards in subjects

This table shows the standards achieved by 7 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> A
			<i>above average</i> B

Reading	C	C	<i>average</i>	C
Writing	C	C	<i>below average</i>	D
Mathematics	B	B	<i>well below average</i>	E

\* Schools with more than 8% and up to 20% of pupils entitled to free school meals.

Inspection findings for the current group of Year 2 pupils are that, by the end of the key stage, standards in reading and writing are above average, but average in mathematics. Standards in science are average, with higher-attaining pupils achieving above average standards. Variations in standards are explained by the above average number of pupils on the school's register of special educational needs and the high turnover of pupils in the school. For example, 30 per cent of the current Year 2 did not start their education at the school.

Standards in information technology meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. Standards in music exceed expectations for pupils of this age. In art, design and technology, geography, history and physical education, standards meet expectations for pupils of this age.

### Quality of teaching

Teaching in	Under 5	5 – 7 years
English	Good	Good
Mathematics	Good	Satisfactory
Science	*	Good
Information technology	*	Satisfactory
Religious education	*	Good
Other subjects	Good	Good

\* These subjects are not taught to the under fives.

Inspection findings are that teaching remains a strength of the school and that it continues to have a positive impact on the good progress made. In addition, it makes a very significant contribution to the very good attitudes, behaviour and relationships shown by pupils. The strengths have been maintained since the last inspection and the weaknesses are no longer evident.

During the inspection, the quality of teaching was very good in 11 per cent of lessons, good in 53 per cent, satisfactory in 32 per cent, but unsatisfactory in four per cent. All of the unsatisfactory teaching was in physical education and related to pupils being insufficiently active during lessons.

Examples of very good teaching were seen in the under fives, in literacy in Year 1 and Year 2 and in history in Year 1. Examples of good teaching were seen in the under fives, literacy, numeracy, science, design and technology, geography, history, music and physical education.

*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	Very good; pupils are polite, friendly and very welcoming; they behave well in lessons, around the school and in the playground.
Attendance	Satisfactory; little unauthorised absence; lessons begin on time.
Ethos*	Very good; the school is committed to high standards of work and behaviour; relationships within the school are very good.
Leadership and management	Very good; the headteacher, supported by the deputy headteacher and senior management team, provides a clear educational direction for the school.
Curriculum	Good; it is planned well and is broad and balanced. Procedures for assessing pupils and the use of assessment are good.
Pupils with special educational needs	Good; pupils receive good support from the special educational needs co-ordinator, special educational needs teacher and special needs assistants and they make good progress.
Spiritual, moral, social & cultural development	Excellent provision for moral development; very good for spiritual, social and cultural; makes a strong contribution to the very good attitudes and behaviour of pupils.
Staffing, resources and accommodation	The number, match and qualifications of teachers and support staff are good. Arrangements for in-service training of staff are good.
Value for money	The school provides good value for money.

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

## The parents' views of the school

### What most parents like about the school

IV. The school is approachable when parents have problems with their children.

V. Their children like school.

VI. They are well informed about what is taught.

VII. The school encourages them to play a part in its day-to-day life.

VIII. Their children achieve a high standard of work.

### What some parents are not happy about

Eight parents attended the meeting with the registered inspector prior to the inspection and eighty-six questionnaires were returned.

Inspection findings support the positive views expressed by parents. The team were provided with letters by the school which had been sent to parents at the beginning of term, in which the procedures for changing reading books were explained.

## KEY ISSUES FOR ACTION

· To improve standards and the quality of education, the headteacher, staff and governors should:

XI. provide pupils with more planned opportunities to use information technology across the curriculum by:

- providing teachers with in-service training to raise their awareness of opportunities.

*(paragraphs 13, 80, 108, 109, 123, 126)*

● improve the quality of teaching of physical education by:

- ensuring that the main focus of lessons is that pupils are actively involved;
- writing a scheme of work for gymnastics and games;

*(paragraphs 30, 69, 158, 160, 161, 162)*

● ensure greater consistency of the quality and frequency of teachers' marking of pupils' work by:

- revising the school's marking policy;
- rigorous monitoring of its application (paragraphs 40, 50, 101, 112).

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## **INTRODUCTION**

### **- Characteristics of the school**

1. Grange Infant School is situated in the Rowner district within the town of Gosport in Hampshire. The school serves an area of service housing, including army and navy families; this results in high pupil turbulence. For example, 30 per cent of the current Year 2 did not start their education at the school. Forty-five per cent of pupils are from service families. In addition, the school serves a mixture of local authority and private housing. Children enter school at the beginning of the academic year in which they reach the age of five. Children are assessed on entry to school using the local education authority's scheme and the results show attainment to be below average. In addition, many pupils transfer from Scotland where they receive a year's less compulsory education.
2. There are 205 pupils on roll, with 106 boys and 99 girls. In addition, 28 boys and 28 girls attend the reception class on a part-time basis. There are 91 pupils (44 per cent) on the school's register of special educational needs, which is well above the national average. One pupil has a statement of special educational need. Thirty pupils (14 per cent) are entitled to free school meals, which is below the national average. Four pupils have English as an additional language and receive extra funding to support their learning.
3. The school's aims are:
  - to enable all the children to have access to a high quality of teaching and learning experiences across the curriculum, in order to achieve their full potential;
  - to form effective working relationships between teachers, support staff, children, parents and governors; and
  - to create a secure, caring and welcoming environment.
1. The school's current targets are:
  - to implement the national numeracy strategy successfully;
  - to improve standards in writing; and
  - to raise the attainment of boys at Level 3 in reading.

## 5. Key indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	41	42	83

5. National Curriculum Test/Task		Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils at NC Level 2 or above	Boys	37	37	38
	Girls	37	39	38
	Total	74	76	76
Percentage at NC Level 2 or above	School	89 (82)	93 (87)	93 (93)
	National	82 (80)	83 (81)	87 (84)

5. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	37	35	38
	Girls	38	37	37
	Total	75	72	75
Percentage at NC Level 2 or above	School	90 (82)	87 (92)	90 (85)
	National	82 (80)	86 (85)	87 (86)

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

## Attendance

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

		%
Authorised	School	6.0
Absence	National comparative data	5.7
Unauthorised	School	0.1
Absence	National comparative data	0.5

## 1 Exclusions

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

	Number
Fixed period	0
Permanent	0

## 1 Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	11
Satisfactory or better	96
Less than satisfactory	4

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

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

#### **1 Attainment and progress**

1

*Under fives*

1. Children are assessed on entry to the school using the local education authority's scheme and the results show attainment on entry to be below average. Children make good progress in the reception classes and, by the age of five, meet the expectations of the Desirable Learning Outcomes<sup>1</sup>.

#### *Key Stage 1*

2. The results of the 1999 National Curriculum assessments for pupils in Year 2 were above the national average in reading and writing for the proportion achieving the expected Level 2<sup>1</sup> or above. In reading, the proportion achieving the higher Level 3 was above average, but in writing was below average. In mathematics, the proportion achieving Level 2 or above was average, although the proportion achieving the higher Level 3 was well above average. In the teacher assessments for science, the results were average for the proportion achieving Level 2 or above, but well above average for those achieving Level 3. In comparison with similar schools nationally<sup>2</sup>, the school's results in reading were well above average for the proportion achieving Level 2 or above, above average in writing and average in mathematics and science. For the proportion achieving the higher Level 3, results were well above average in reading, mathematics and science, but below average in writing.

3. Taking the three years 1996 to 1998 together, the school's results were below average in reading, but average in writing and mathematics. The improvement in reading and writing is the result of good teaching and careful targeting of individual pupil's performance. In mathematics and science, there has been a significant increase in the proportion achieving the higher Level 3. In the same three-year period, boys have slightly outperformed girls in reading and writing.

4. Inspection findings are that the school is sustaining these standards. Any variations are explained by the high pupil turnover factor (30 per cent of the current Year 2 did not start their education in the school) and the high percentage of pupils with special educational needs. In addition, many pupils transfer from Scotland where they have a year less of compulsory schooling.

5.

By the end of Key

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<sup>1</sup> The national expectation is that at the end of Key Stage 1 pupils should achieve Level 2.

<sup>2</sup> Schools with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

Stage 1, standards in reading and writing are above average. In mathematics and science, standards are average, although in science, higher-attaining pupils achieve above average standards. In reading, most pupils use their increasing knowledge of letter sounds, picture clues and context to help them read unfamiliar words. They have good ideas about what might happen next in a story and higher-attaining pupils read with expression and appropriate intonation related to speech marks. In writing, pupils write in sentences demarcated by full stops and capital letters and simple words are spelled correctly. Higher-attaining pupils make good attempts at spelling quite difficult words, but they are not familiar with the use of dictionaries to check their spellings.

6. In numeracy, pupils add and subtract to 20, with some to 100, by adding and subtracting two digit numbers. They count on and back and insert missing numbers to 100. They double small numbers and count in tens and twos, recognising odd and even numbers. In shape, space and measures, pupils recognise the properties of two-dimensional shapes including triangle, square, rectangle and circle.

7. In science, pupils show a good understanding of electricity and how to construct circuits with bulbs, buzzers and bells. They apply this knowledge well, particularly through design and technology when they make working models, for example by lighting the eyes of the 'Iron Man'.

8. In information technology, standards meet national expectations. Pupils are secure in the key skills of loading, saving and printing their work. They use word-processing skills successfully in writing stories and poems. Graphics programs are used well to create pictures on the theme of 'Fireworks'. However, pupils have insufficient opportunities to use information technology to support their learning across the curriculum, particularly in numeracy.

9. Standards in religious education meet the expectations of the locally agreed syllabus. Pupils understand some features of celebration in the Christian, Hindu and Jewish faiths, including the use of decorations, symbols, music and food. They know that Jews celebrate Succoth, recalling God's protection of the Israelites during their wanderings in the desert when He sent them food.

10. Standards in music exceed those expected for pupils of this age. In art, design and technology, geography, history and physical education, pupils achieve standards which are expected for their age.

11. Progress in reading, writing, science, information technology, geography, history and music is good. In mathematics, religious education, art, design and technology and physical education, progress is satisfactory. Pupils make good progress in using their literacy skills to support their learning across the curriculum.

12. Pupils with special educational needs make good progress in meeting the targets set in their individual education plans. They receive good support from class teachers and special needs



assistants. Pupils for whom English is an additional language make good progress, receiving good support from teachers, special needs assistants and staff from the local education authority's bilingual support service (BLSS).

13. Taking into consideration the pupil turnover factor and the high percentage of pupils with special educational needs, the school has set realistic and achievable targets for its future performance. Inspection evidence indicates that it has the quality of teaching and management strategies that will allow it to reach those targets.

14. The previous inspection judged standards to be 'average' in all subjects. Standards in reading and writing have improved, as has the proportion of pupils achieving the higher Level 3 in mathematics and science. Improvement is the result of careful targeting of individual pupils, which is linked to good teaching.

**Attitudes,  
behaviour  
and  
personal  
developmen  
t**

15. The attitudes, behaviour and personal development of pupils are strengths of the school and make a strong contribution to the good progress made. The school has maintained the high standards set at the time of the previous inspection. Current findings support the very positive view of parents that their children like school and that it achieves high standards of behaviour.

16. The under fives settle very quickly into the day-to-day routines of the school. They are happy, secure and confident in lessons and at breaktimes. At the beginning of the day they come in happily and settle quickly on the carpet for registration. In lessons, they listen attentively and are keen to take part in discussions. They relate well to each other, to their teachers and with all adults they meet.

17. In Key Stage 1, pupils show very good attitudes to work. They are interested and involved in all that they do. In lesson introductions, they are enthusiastic in asking and answering questions. Pupils are very keen to discuss and share their work, for example in Year 2 where they were thrilled to show their success in making coloured-spinners. Pupils settle to group work quickly and well and are sensible in organising and sharing the equipment they need. They show good perseverance, for example in Year 1, when making levers to make robins 'bob up and down' on their Christmas cards.

18. Behaviour is very good in lessons, around the school and at playtimes. There have been no exclusions in the past year. When moving around the school, for example to physical education lessons,

pupils are quiet and sensible. They show respect for the school, particularly in the range of displays of work. Pupils are trustworthy and sensible when taking messages or taking registers to the office.

19. Relationships are very good. Pupils are polite and friendly, with many introducing themselves to members of the inspection team. They willingly start conversations, particularly about their work. Pupils relate well to each other. Pupils with special educational needs and with English as an additional language play a full part in the school's life. Pupils relate well to their teachers, special needs assistants and volunteer helpers, particularly in group work. Very good relationships enable pupils to make good progress and they clearly value and enjoy working with all adults in the school.

20. Pupils' personal development is good. They carry out classroom jobs sensibly and well. Pupils take registers to the office and can be relied on to deliver a message to the headteacher or another teacher. They work independently when required to do so, particularly in literacy and numeracy, which allows the teacher to focus on a specific group. Pupils know that over the week they will have a fair share of the teacher's time.

#### **Attendance**

21. Attendance is satisfactory and in line with the national average; unauthorised absence is well below the national average. There has been a significant reduction in the rate of unauthorised absence since the last report.

22. Pupils arrive promptly for the start of school and the percentage of late arrivals is low. Registration takes place promptly at the start of the school day and at the start of the afternoon session. In the mornings, teachers make effective use of the time allocated for registration to reinforce the practical use of numbers and words and to emphasise the positive relationships within the school.

#### **QUALITY OF EDUCATION PROVIDED**

#### **Teaching**

23. The previous inspection report judged that there was 'much effective teaching' and that it was 'a strength of the school'. It reported that '96.9 per cent of teaching was satisfactory or better', with '27.7 per cent being very good or better' and '3.2 per cent unsatisfactory'. Strengths were identified in:

- matching

tasks to the abilities and interests of pupils;

classroom assistants;

questions;

praise; and

instructions.

- support from
- challenging
- the use of
- clear

Weaknesses were identified in:

- classroom management; and

- encouragement of independent learning.

poor

insufficient

1. Inspection findings are that teaching remains a strength of the school and that it continues to have a positive impact on the good progress made. In addition, it makes a very significant contribution to the very good attitudes, behaviour and relationships shown by pupils. The strengths have been maintained and the weaknesses are no longer evident.

2. During the inspection, the quality of teaching was very good in 11 per cent of lessons, good in 53 per cent, satisfactory in 32 per cent, but unsatisfactory in four per cent. All of the unsatisfactory teaching was in physical education and related to pupils being insufficiently active during lessons.

3. Examples of very good teaching were seen in the under fives, in literacy in Year 1 and Year 2, and in history in Year 1. Examples of good teaching were seen in the under fives, literacy, numeracy, science, design and technology, geography, history, music and physical education.

4. The teaching of the under fives is good, overall, with 20 per cent being very good. Teaching is at its best where teachers are fully aware of individual children's needs and respond accordingly. The work is well planned. Effective assessment procedures are in place, which enable staff to have a clear understanding of the learning needs of individual children. Staff are kind and caring, but firm and consistent in their dealings with children and they have high expectations of children's behaviour. Praise and encouragement are used to good effect.

5. The teaching of pupils with special educational needs is good. Teachers know these pupils well and work closely to the targets set within individual education plans. Special needs assistants are used effectively through providing good support, individually or in group work. There is a strong emphasis on teaching key literacy and numeracy skills.

6. The teaching of pupils with English as an additional language is good and enables them to make good progress. There are very effective links between teachers, special needs assistants and staff from the bilingual support service.

7. The teaching of literacy is good, with fifty per cent very good. Teachers have been successful in implementing the national literacy strategy and every class is participating in a literacy hour. Planning is good and resources are well prepared. All teachers have a clear understanding of how to teach grammar, punctuation and spelling.

8. The teaching of numeracy is satisfactory. The format of the National Numeracy Strategy is being followed appropriately, although the introductory oral work is not always crisp enough to sharpen skills.

9. In the best lessons, teachers show secure subject knowledge, which they pass on to pupils with enthusiasm; this is a strong feature of literacy lessons. Teachers show their own love of books, including poetry and pass this on to their pupils with infectious enthusiasm. Teachers challenge pupils to think. For example, in a Year 1 lesson when reading the poem 'Scat! Cat!' the teacher asked, "What does the word 'scat' mean?" Expectations are high and key reading skills are developed well, including those of prediction through effective questions, such as, "Before I turn over the page, what do you think will happen next?"

10. Lessons are planned effectively, including the use of resources and special needs assistants, although the use of information technology does not always feature in teachers' planning. For example, in a Year 2 art and design and technology lesson, the assistant worked effectively with a group on wood joining techniques. Work is planned carefully to meet the learning needs of the differing abilities within the class. Lessons proceed at a brisk pace, with a strong emphasis on teaching new skills. For example, in a Year 1 literacy lesson, the teacher worked effectively by teaching a group how to use picture clues to predict meaning in a story.

11. Relationships are very good. Teachers know pupils well and this makes a strong contribution to pupils' positive attitudes and good behaviour. Expectations are high, pupils are reminded of important social skills, for example, "Put your hand up, don't call out". Management of pupils is good. When pupils are on the carpet for a lesson introduction or a final session, teachers are very aware of who needs to be at the front.

12. The quality of teachers' marking is inconsistent. Whilst there are good examples of work marked, with comments to help pupils move forward with their learning, there are other examples of work marked with just a tick or not at all. The frequency of marking is also inconsistent.

13. Teachers

make good use of homework to support pupils' learning, particularly in reading, spelling and mathematics.

#### 41. **The curriculum and assessment**

14. The school provides a good curriculum, which is broad and balanced and fulfils the statutory requirements of the areas of learning for children under five, the National Curriculum and religious education. It is a good basis for the next stage of education. Equal opportunities are well promoted and all pupils benefit from a curriculum that meets their social, intellectual, physical and personal needs. Issues from the last inspection report have been addressed, particularly in the completion of schemes of work.

15. The curriculum for children under five is good and full attention is paid to all of the areas of learning. It places appropriate emphasis on personal and social development, language and literacy and mathematics and prepares children well for the early stages of the National Curriculum.

16. The school has effectively incorporated both the National Literacy Strategy and the National Numeracy Strategy into its curriculum and literacy and numeracy skills are being appropriately developed through a range of other subjects.

17. The school provides a very good personal and social education. There is a satisfactory policy on drugs and a suitable drugs awareness programme is in place. Health education is well promoted through personal and social education and science. The school governors have decided that the school should not teach sex education, but state that pupils' questions would be answered in a straightforward and sensitive way.

18. The curriculum meets the requirements for all pupils on the register of special educational needs. In accordance with the Code of Practice<sup>2</sup> for special educational needs, individual educational plans are in place for each pupil on Stage 2 or above. These are reviewed regularly and are effective guidelines for teachers.

19. The curriculum for children under five in the reception classes is planned effectively to provide continuous and progressive experiences in all the areas of learning. The curriculum in Key Stage 1 is planned satisfactorily to provide for progress in knowledge, skills and understanding as pupils move up through the school, with appropriate priority given to the development of English and mathematics. However, in information and communication technology, there are insufficient opportunities to support pupils' learning across other subjects of the curriculum. There are satisfactory policies and schemes of work for all subjects and these are reviewed on a regular basis. Monitoring of the planning of the curriculum is good and some opportunities are provided for subject co-ordinators to

monitor teaching.

20. The curriculum is enriched in a number of ways; there is a computer club and Year 2 pupils have the opportunity to sing in the choir or learn to play the recorder. Visits from artists and performers include the Bournemouth Sinfonietta, Kala Arts and The Solent Theatre and, related to their work on the Victorians, Year 1 pupils visit the museum at Gosport.

21. The written school policy on assessment is out of date and does not reflect current practice. However, procedures for assessing pupils' attainment are good. Effective use is made of the local education authority's procedures to assess attainment on entry to the reception classes and the results of this are used to track pupils' progress through the rest of the school. Teachers use this information well to plan work. Other assessment procedures, such as reading conferences and individual pupil portfolios containing annotated samples of work are also used effectively to inform the next stage of planning. Assessments are appropriately undertaken to identify pupils with special educational needs and to assist target setting in the pupils' individual education plans.

22. There is a school marking policy, but it is out of date and does not adequately reflect current needs. Overall, pupils' work is marked satisfactorily, but there are inconsistencies across the school and some teachers do not annotate work sufficiently to identify clear areas for improvement.

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

23. The school makes very good overall provision for pupils' spiritual, moral, social and cultural development, which is one of its major strengths, as in the previous inspection. This has a significant impact on the very good attitudes, behaviour and relationships of pupils.

24. The provision for pupils' spiritual development is very good. Spiritual development is promoted very effectively through daily acts of collective worship, which are well planned, of high quality and take place in a quiet respectful atmosphere. Pupils have the opportunity for prayer, to engage in quiet reflection and express their feelings when listening to music, which forms an effective and moving part of each assembly. The school has strong links with local churches whose representatives regularly lead assemblies. Pupils have numerous opportunities to visit the local church including performances at Christmas and Easter. Pupils learn the values and beliefs of the Christian faith and worship is predominantly Christian. There are good opportunities to learn of other faiths, including those of pupils attending the school and the school celebrates major world religious festivals. The school successfully provides good opportunities to develop pupils' sense of awe and wonder. Such examples include the seasonal walk for reception children looking at the magnificent autumn colours and the delight of playing their own musical instrument. Reception pupils are able to touch and feel young animals brought to school from Millers Ark Farm. Pupils see the wonder of how creatures and plants grow in

the school pond.

25. Excellent provision is made for pupils' moral development. The school has a very good ethos and is an orderly community where pupils feel secure. Very high priority is given to equipping pupils with a clear set of moral values. These expectations are very effectively reinforced by consistent application of the behaviour policy, promoting positive behaviour. Rewards and personal achievements are very effectively used to promote learning and good behaviour. The golden rules together with individual class rules are displayed, continually reinforced and are fully supported by governors and parents. Staff provide very good role models and encourage pupils to be polite, friendly, show consideration for others and distinguish right from wrong. The school successfully promotes a sense of citizenship by encouraging pupils to bring donations for the 'pennies bottle' to support charities such as Barnados and 'Project SOMA' for a school in Nigeria. The community policeman is a regular visitor and is trusted to appropriately inform pupils of the dangers of drug misuse from an early age. Explicit moral teaching appropriately takes place in lessons, circle times<sup>3</sup> and in assemblies.

26. The provision for pupils' social development is very good. High priority is given to personal and social development from the time the children start school. Many opportunities are provided for the successful development of pupils' social skills, including everyday interactions between pupils and adults. The promotion of values such as friendship and caring for others forms an important aspect of school life and includes older pupils looking after younger children at lunchtimes through the 'dinner buddy' scheme. At playtimes and lunchtimes pupils are well managed by staff who promote co-operation and social responsibility by providing a good range of play activities. In class, teachers encourage pupils to work co-operatively with a partner or in small groups where they effectively learn to share, take turns and listen to others. Pupils can be trusted to take responsibility for numerous tasks including working in groups, looking after the school pond. Extra-curricular activities greatly enhance pupils' social development together with effective social links made with the local community, including the church, junior school and local playgroups.

27. Provision for cultural development is very good. Pupils learn to appreciate both their own culture and that of others through numerous visits outside school. These include visits to the Search Museum in Gosport, HMS Warrior, Cumberland House Museum and looking at the local area and environment. Regular visitors are invited into school, including the Solent People's Theatre Group, Bournemouth Sinfonietta, Martin Bridle, the puppet man and the lighthouse keeper. Extra-curricular activities such as recorders, choir, country and maypole dancing help to enrich pupils' cultural development. Pupils gain good knowledge of other cultures through subjects such as geography, music, and religious education. In geography, pupils compare Rowner with Chembakolli, a village in India, where they learn aspects of the Indian culture, including dress, religion and food. Indian dancers are invited into school and pupils have the opportunity to dress in an Indian sari as part of their studies. This provides an excellent opportunity to develop a real understanding of cultures to be found in the global community.

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

28. “This school has enabled my children to achieve a high standard of work and behaviour”. This quotation from a comment made by a parent in replying to the parents’ questionnaire captures the essence of the school. The standards of support, guidance and pupil welfare are very good.

29. The staff have high expectations of good behaviour and have created the procedures and attitudes to ensure that these expectations are achieved. There is a positive behaviour policy, which is consistently applied by all staff across the whole school. The headteacher, every day, supervises the dining hall, thus providing positive leadership in the implementation of behaviour policies and encouraging the personal development of the pupils. The effectiveness of the policies and the management of them are reflected in the very good behaviour seen throughout the school.

30. Since the last report, as recommended, the school has developed and refined the procedures for monitoring progress and personal development. The current procedures are good and ensure that attainment and progress are comprehensively monitored. There is a tracking system for each pupil for core subjects. The starting point is the ‘baseline assessment’ and from these data, a forecast is made of likely attainment at the end of Key Stage 1; progress is then plotted against this forecast. Thus, the teachers have, for each pupil, the information needed to inform planning so that progress is made and attainment targets met. The trends indicated by this tracking procedure are used to plan discussion with and reports to parents.

31. The school has a high proportion of pupils joining after the reception class and to ensure that these pupils are able to develop their full potential they are assessed shortly after joining. This assessment together with the information from their previous school is used to decide if additional support is required. A further illustration of the school’s vision is the aim to create a caring and welcoming environment.

32. The school monitors attendance and any incidence of late arrival systematically and works closely with the education welfare officer. The success of the procedures is reflected in the very low rate of unauthorised absence and the low percentage of late arrival.

33. There are effective child-protection procedures and a designated person for the school. The procedures are clearly understood by all the staff. The education welfare officer confirms the effectiveness of the procedure. All standard health and safety procedures have been completed and there are no health and safety issues.

#### **61. Partnership with parents and the community**

34. Discussions with parents during the inspection and answers to the parents’ questionnaire demonstrated that the parents have a very positive attitude to the school. It is evident that the school encourages parents to take an active part in the life of the school, keeps the parents fully informed on all matters pertaining to their children and that the children like coming to school.

35. The school maintains good lines of communication with the parents both on formal and relatively informal levels. There is a yearly programme for informing



parents as to the progress their children are making. The annual reports are clearly written and with targets for improvement. Thus, the parents are kept well informed as to their children's attainment and progress and this involvement stimulates the learning. On general matters, the parents are kept well informed by letters from the school. Parents value the opportunity of speaking to the teachers on an informal basis before and after school and this informal contact is very evident at this school. The headteacher is outside every morning welcoming the children into school and the class teachers are all in the classrooms. In the replies to the parents' questionnaire, 97 per cent agreed that the school is approachable and discussions with parents during the inspection reinforced this finding.

36. Parents help in school on a regular basis and are encouraged by the school. Over a ten week period in the current term, 21 parents came into to school providing help in 112 half-day sessions; this represents about 20 per cent of the total. The parents are involved with reading at home through the 'Home Reading Record'. The close involvement of the parents is an important factor in the children's continuing attainment and progress.

37. There is a good scheme for the induction of the children into the reception classes. The school liaises closely with the local pre-school groups arranging for the children to visit during the summer term. Reception teachers and early-years assistants visit all the children in their homes and the parents are invited to a meeting at the school in the summer term. As a general rule, the school aims to place children from the same pre-school group in the same reception class. Thus, considerable effort is made to make the transition to school a friendly and happy experience, so providing a firm base for learning. Similarly, there is close liaison with the nominated junior school for transfer arrangements at the end of Year 2, but, if parents choose an alternative junior school, only the school records accompany the child.

38. There are good links with the local community that broaden and develop the children's experience and knowledge. Clergy from the parish church and the Pentecostal church lead assemblies each term. The police, school nurse and school governors visit on a regular basis. Each year the school helps a different charity.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **66. Leadership and management**

39. The headteacher's very good leadership qualities and sense of purpose make a considerable contribution to the standards achieved in the school. She provides clear educational direction and is fully involved in the management of pupils and staff. She is well supported by the deputy headteacher, who plays a significant role in the management of the school, and the senior management team. These are all involved in decision making, although more often than not, the whole staff is involved. The headteacher and most of the curriculum co-ordinators monitor the curriculum effectively. They monitor plans, visit lessons, evaluate their provision and the outcomes and discuss any necessary changes. This has been particularly beneficial in literacy and numeracy, but not all co-ordinators have the opportunity to observe lessons and only dance has been addressed in physical education.

40. The governors are well involved in the life of the school and their contribution to planning for school improvement is sound. Governors have appropriate terms of reference for their committees and are well aware of their role and responsibilities. There are many new governors at present, but with a 'Governors' Handbook' and courses which all are encouraged to attend, induction is sound. Governors are kept well informed by the headteacher and through minutes of committee meetings. Many are involved in the school as helpers and others visit, although there is not a regular programme for visits. All statutory requirements are met including the act of collective worship and the Code of Practice for pupils with special educational needs. The governing body fulfils all its statutory obligations.

41. The school has published clear aims including: "To enable all the children to have access to a high quality of teaching and learning experiences across the curriculum in order to achieve their full potential". Overall, the school is successful in meeting its aims, with the exception of physical education, where there is not high-quality teaching. There is positive support from parents for the aims and values of the school.

42. The school development plan indicates a clear set of strategic plans for the schools' development. It includes time scale, responsibility and cost and is an effective tool for moving the school forward. It shows that there are sound strategies in place to secure improvement to high standards, with effective contributions from the governors, headteacher and curriculum co-ordinators. The 'Priority Action Plan' is a clear commitment to raise standards. Systematic monitoring, in-service training, scrutiny of results and target setting are all proving to be effective. The monitoring of attainment and progress, particularly by the co-ordinators, has improved considerably since the last inspection. The school has a positive ethos with a commitment to high achievement, good relationships, good attitudes and good and efficient provision for pupils with special educational needs.

43. The leadership and management of the school have made considerable contributions to the achievements of the school through providing a secure and purposeful learning environment and a commitment to enable each pupil to achieve to the best of his/her ability. Provision for pupils with special educational needs is well co-ordinated across the school, ensuring effective support.

44. All statutory requirements are met including the act of collective worship and the Code of Practice for pupils with special educational needs. The governing body fulfils all its statutory obligations.

72. **Staffing,  
accommodation and  
learning  
resources**

45. All staff, teaching and non-teaching, are conscientious and work effectively as a team contributing to the good standards of teaching and the good quality of education provided. They are well qualified for the phase in which they teach. Administrative staff, supervisory assistants, caretaker and cleaners ably assist in the smooth running of the school.

46. The arrangements for the professional development of all staff are good and newly-qualified staff are well supported by an effective induction programme. The school has a four-year programme designated 'The School Maintenance Plan'. This details the planned action for each term in relation to staff development. The plan ensures that job descriptions are regularly reviewed and appraisals regularly undertaken. It is a positive and effective management tool designed to give good staff development. This clearly documented plan detailing action term by term over a four-year period is an important contribution to the effective manner in which the school provides for the educational and social needs of all the children. The arrangements for the development of the special educational needs staff and for their deployment are particularly effective.

47. The buildings and grounds are adequate for the delivery of the curriculum. However, this is an overall judgement and there are wide variations in standards across the constituent parts. The school is housed in a main building and two additional wooden buildings. The main building is very well cleaned and maintained internally. Externally, it is in need of repair and redecoration. The governors are addressing this need, plans have been made and funding allocated for the necessary renovation. One of the additional wooden buildings, which houses two classes, has no toilet facilities and thus the children have to cross the playground to use the toilets in the main building. This is an unsatisfactory arrangement.

48. The school grounds are substantial and are shared with the junior school. There is a large well-kept grass area and surrounding the buildings there is an all weather playground. The area outside the reception classes is fenced and this provides a very good, safe space for the under fives to play. They play with the large toys, which enhances their social development and attainment. The main building is some 500 metres from the road and all children are brought and collected from school on foot; this considerably improves the safety of the school environment. Car parking for the staff is segregated from the play areas.

49. The school's resources are satisfactory for the delivery of the curriculum. Resources in geography and music are good and in physical education the quality of the small equipment is good. In information technology, there is an insufficient use of the resources across the curriculum.

77. **The efficiency of the school**

50. The school takes great care with its financial planning. It is linked well to the school development plan and clearly identifies priorities for spending. Governors have an effective role in financial planning, their decisions being based on accurate, up-to-date information and sound projections. Major spending decisions are carefully considered, with attention always given to alternative strategies. The spending is then carefully monitored and evaluated through outcomes. For example, the decision to have a part-time teacher for special educational needs was carefully considered and the fact that pupils with special educational needs are receiving good quality support and are making good progress has been identified. All money given for specific purposes, such as that for special educational needs, is spent appropriately. Financial administration is very good, with all necessary information readily available for the headteacher and governors.

51. The governors are involved with the headteacher in setting the budget and the finance committee meets regularly to monitor spending. The co-ordinators manage their subject budgets efficiently and there is good financial control through governors, headteacher and administrative personnel. The school's budget carry forward is higher than normally expected. However, this is as a result of careful planning to enable internal decorations to take place after major external repairs. Day-to-day office procedures are followed well and are very efficient with all documentation kept up to date. Only very minor issues were raised in the latest audit and all recommendations have been implemented.

52. The school makes good use of its staff, accommodation and learning resources. The teaching staff are well deployed and very good use is made of support assistants, particularly for pupils with special educational needs. Good use is made of various practical areas around the school and of the 'Blue Room' for music. Apparatus and equipment are well stored and well used, although computers are not used efficiently. The school grounds are used well, a good example being the development of the 'Maths / Science Trail'. Resources outside the school are used effectively, such as loan services, visits and visitors.

53. The efficiency of the school received a good report in the last inspection. The high standards have been maintained, with some improvements. The school development plan now has clear indications of the cost of each item. The time allocation to various subjects has been reviewed.

54. The unit cost per pupil is high compared with schools nationally. However, bearing in mind the fact that:

- the attainment of the intake on entry is below average
- pupils make good progress throughout the school
- attainment when pupils leave the school is in line with national expectations
- pupils' attitudes, behaviour and relationships are very good
- the quality of education, particularly teaching, is good

the value for money provided by the school is good.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

1. The school admits children to one of the three reception classes in the September of the academic year in which they turn five. At the time of the inspection there were 87 children in the reception classes. The younger children with birthdays between April 1<sup>st</sup> and August 31<sup>st</sup> were attending part-time for mornings only.

2. The attainment of most children on entry to reception is below average and this is confirmed by the local education authority's 'baseline assessment' of children on entry to the reception class. They make good progress throughout the reception classes and, on entry to Key Stage 1, most children achieve the Desirable Learning Outcomes in all six areas of learning, namely, personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. The progress of children with special educational needs is also good.

#### **84. Personal and social development**

3. The majority of children achieve the Desirable Learning Outcomes for this area of learning by the time they are of compulsory school age. The personal and social development of children is given a high priority by all the staff. The children's confidence and self-respect develop well and they become aware of what is right and what is wrong. They successfully make choices from the range of activities on offer and they share and play well together. For example, in the outside area, they take turns on the bikes and other equipment. Children are encouraged to be as independent as possible and to get out and put away the resources they need. They handle books and equipment with care and respect and are kind to each other. For example, in one of the reception classes, one child suggested they gave a clap to one little boy who had tried hard with his work. Through celebrations, such as Chinese New Year and Puja, children are beginning to develop an understanding of different cultures and beliefs. Children show a range of feelings, for example, 'wonder' during the story 'The Birthday Gift' and they laugh happily at the humour in nonsense rhymes, such as 'Three Silly Goblins'. Relationships between the staff and the children are very good and the children respond well to the high standards set for them.

#### **85. Language and literacy**

4. Most children achieve the Desirable Learning Outcomes for language and literacy by the time they enter Key Stage 1, the term after they are five. Appropriate priority is placed on developing children's speaking and listening skills. Staff encourage children to use the correct language and to extend their vocabulary, for example, during story time and throughout activity time. They participate well in role-play in the home corner and in acting out characters from nursery rhymes, such as 'The Queen of Hearts'. Virtually all the children enjoy stories. They handle books correctly and know that words and pictures carry meaning. Many children explain what authors and illustrators do and that books have a front cover and a title. Most of the children recognise their name and some higher-attaining

children recognise some familiar words. When 'writing' in the writing corner, they make marks and letters on the paper to represent words, for example, making a shopping list for 'Mother Hubbard'. Most children hold their pencil correctly and follow simple writing patterns. Some children write their own name, with appropriate use of upper and lower case letters. All children participate in an intensive programme whereby they learn the sounds of the letters of the alphabet. Most children recite a number of rhymes competently, such as 'Jack and Jill went up the Hill' and 'Humpty Dumpty' and through these rhymes and stories, they understand that some words rhyme and some do not.

**86. Mathematics**

5. Most children will attain the Desirable Outcomes for learning in this area by the time they are five. Appropriate everyday opportunities, such as counting the number of children in the class, are taken by staff to develop children's understanding of number. They are familiar with a range of number songs and rhymes, such as 'Five Little Monkeys' and 'Ten Green Bottles' and through these rhymes, children develop an early awareness of number operations, such as, 'one more' and 'one less'. Most children count to ten and match the correct number to a group of objects. Higher-attaining children recognise some numbers over twenty. They use mathematical language correctly to describe position, such as, 'before' and 'after' and they know the names of some simple shapes, such as triangles and squares. Children complete simple jigsaws and there is a good range of equipment with which children sort, match, order and sequence.

**87. Knowledge and understanding of the world**

6. The majority of children achieve the Desirable Learning Outcomes by the time they are five. Through participating in a good variety of well thought-out topics, such as 'Growing' and 'Water', the children are successfully developing their knowledge and understanding of the world. They explore freely with materials, such as sand and water and they use a wide variety of construction materials competently to build models. Through work on the five senses, children know, for example, that we use our eyes to see and our noses to smell and staff provide appropriate interest tables where children investigate aspects of their senses. For example, they investigate what things look like through magnifying glasses and kaleidoscopes and what things smell like through an array of scents in little pots. They observe the changes in the seasons, such as observing the changes in trees during the autumn and winter. Through the topic of 'Nursery Rhymes', children gain an understanding of the past by looking at and talking about old objects such as a lamp similar to the one 'Wee Willie Winkie' might have used when he ran through the town. Children have regular access to technology and their computer skills, such as controlling the 'mouse' are developing well.

**88. Physical development**

7. Most children achieve the Desirable Learning Outcomes by the time they are five. In the outside play area, they run about confidently and without bumping into one another and pedal and push a range of wheeled toys with reasonable control. Higher-attaining children balance and manoeuvre two-wheeled cycles with skill. They use large apparatus competently to climb, balance and slide and are provided with good opportunities to use a range of small

equipment to develop skills such as throwing and catching balls. In physical education lessons, children demonstrate appropriate control of their movements by being able to 'stop' and 'start' on command from the teacher and being able to travel backwards, sideways and forwards and hop and skip using the space around them well. Children's manipulative skills are developing well. They use scissors, pencils, crayons and paintbrushes with increasing precision and control.

#### 89. **Creative development**

8. Most children achieve the Desirable Learning Outcomes by the age of five. Frequent opportunities are provided for children to develop their creative abilities. They enjoy experimenting with the effects of colour through painting and printing. They make models and pictures, using a variety of materials confidently, for example, paint, pencils, crayons, dough and collage materials. Children make good attempts at observational paintings, such as painting pictures of their eyes related to their work on the senses. There is a good range of simple musical instruments and children enjoy exploring the sounds they make. The teaching of music is very good and children reach a standard above that expected for their age. In work based on the story of 'The Hare and The Tortoise', children were able to play untuned percussion instruments correctly and with control. They play them fast or slow as appropriate and stop and start at the correct place. They know a number of songs and sing well in tune for their age. There is a good range of dressing up clothes with which children participate freely in imaginative play.

9. Attitudes to learning are very good. The children enjoy participating in a wide range of activities and are enthusiastic learners. They like to talk about what they draw or make and, during their time in the reception classes, the children start to share equipment and to work and play harmoniously together. They behave well and with consideration for others and they are polite and friendly to visitors.

10. The quality of teaching of children under five is good and sometimes very good. Teaching is at its best where teachers are fully aware of individual children's needs and respond accordingly. The work is well planned and this enables children to have appropriate experiences in all six areas of learning. Priority is given to personal and social development, language and literacy and mathematics. Effective assessment procedures are in place, which enable staff to have a clear understanding of the learning needs of individual children. An assessment of attainment is undertaken when children enter the reception classes and is used appropriately as a basis for tracking their progress throughout the school. Staff are kind and caring but firm and consistent in their dealings with children and they have high expectations of children's behaviour. Praise and encouragement are used to good effect.

11. Leadership and management of the Early Years are good. The co-ordinator is well informed and has a clear understanding of her role and how best young children learn. She monitors and evaluates the planning, assessment and resources in the Early Years and meets regularly with staff. All the staff work well together as a team.

12. There were no issues to address from the previous inspection report.

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

### **94. English**

13. In the end of Key Stage 1 National Curriculum tests in 1999, pupils' attainment was above the national average in reading and the proportion of pupils reaching the higher levels was also above average. In comparison with similar schools, the results were very good. In writing, attainment was above the national average, but the proportion of pupils reaching the higher levels was below the national average. Results in writing were the same when compared with similar schools. The school has shown consistent improvement in reading and writing during the three years 1996 to 1998. There was no significant difference in the performance of boys or girls.

14. The targets set for raising standards in English are being met, except for increasing the number of pupils achieving the higher levels in writing. Inspection evidence is consistent with the 1999 results and standards for English, overall, are above the national average.

15. By the end of Key Stage 1, standards of speaking and listening are above average. Most pupils in Year 2 listen and respond to questions on a variety of texts confidently. For example, when discussing the 'secrets' of poetry, most pupils were able to put forward their own ideas and to express them clearly. Standards of reading by the end of Key Stage 1 are above average. Most pupils use their increasing knowledge of letter sounds, picture clues and context to help them read unfamiliar words. They have good ideas about what might happen next in a story and higher-attaining pupils read with expression and appropriate intonation related to speech marks. Lower-attaining pupils read simple texts fairly accurately, for example, the poem 'Ten for a Hen' and identify the rhyming words. Most pupils know what an 'author' and 'illustrator' do and describe the difference between fiction and non-fiction books. The whole-class focus on literacy during the literacy hour is having a positive effect on pupils' attainment.

16. The majority of pupils will achieve standards in line with the national average in writing by the end of Key Stage 1. However, there is very little evidence of higher-attaining pupils reaching standards above the national average. Most pupils write in sentences demarcated by full stops and capital letters and simple words are spelled correctly. Higher-attaining pupils make good attempts at spelling quite difficult words, but they are not familiar with the use of dictionaries to check their spellings. Pupils undertake a satisfactory range of writing, for example, poetry, stories and factual writing. Their handwriting is joined, mainly accurately formed and consistent in size. Higher-attaining pupils are developing a good understanding of grammatical vocabulary and explain what 'alliteration' and 'onomatopoeia' mean. However, there are too few examples of them attempting sustained pieces of writing. Although pupils use word-processing skills satisfactorily to develop aspects of writing and spelling, overall information technology is underused as a resource.



17. Pupils make good progress, overall. Throughout the key stage, they extend their vocabulary and begin to speak with more fluency. In Year 1, most pupils know all of their initial letter sounds and identify rhyming words in stories consistently. They recognise familiar words in simple texts and higher-attaining pupils read their books confidently and accurately. They know that sentences start with a capital letter and end with a full stop and pupils' writing communicates meaning through simple words and phrases. Higher-attaining pupils are developing an understanding that stories have a 'beginning', a 'middle' and an 'end'. However, their good oral skills are not always reflected in their writing. Lower-attaining pupils, pupils with special educational needs, and those for whom English is an additional language, are well supported by special needs support assistants and make good progress.

18. The attitudes to learning throughout the key stage are good. Pupils are well behaved and show interest and enjoyment in their work. Virtually all pupils like reading and handle books and equipment with care and respect. Many pupils are developing a real pleasure in literature. They usually concentrate well on their work and persevere when they find tasks difficult. Through shared reading activities and group tasks, pupils demonstrate that they are able to co-operate well together.

19. The quality of teaching is good. Fifty per cent of the teaching observed was very good. Teachers have been successful in implementing the National Literacy Strategy and every class is participating in a literacy hour. Planning is good and resources are well prepared. All teachers have a clear understanding of how to teach grammar, punctuation and spelling. Pupils are very well managed, they are well organised and a good range of teaching strategies is used. Teaching is very good when the pace of the lesson is brisk and teachers inspire interest and enthusiasm in their pupils and have high expectations for them. The systematic assessment of pupils' work is used effectively to identify their learning needs and to aid planning. Work is marked fairly consistently, but some teachers do not annotate the pupils' work sufficiently to set clear targets for improvement. Teachers keep detailed reading records and these are used effectively to identify pupils' progress. Homework is used consistently to support the development of reading and spelling.

20. Pupils' literacy skills are emphasised in other subjects, which has a positive influence on their progress. For example, in religious education, pupils recount the story of Rama and Sita and, in music, pupils extend their vocabulary by finding appropriate words to describe the sounds they hear such as the 'howling' of dogs and the 'clattering' of dustbins.

21. The school has made satisfactory progress in addressing the issues raised in the last inspection. However, pupils still do not use dictionaries sufficiently to support written work.

## **Mathematics**

22. The results of the 1999 National Curriculum tests for Year 2 pupils at the end of Key Stage 1 show the percentage of pupils achieving Level 2, the expected level, to be average when compared with schools nationally and when compared with similar schools. The percentage reaching the higher Level 3 was well above the national average for all schools and similar schools. The Level 2 results are similar to 1998, but there is a marked increase in the percentage reaching Level 3. This is due in part to the ability of the year group and, partly, because of the school's emphasis on number work, particularly mental computation, which is having a positive impact on attainment. There is no significant difference between the scores of boys and girls.

23. Inspection evidence indicates that attainment at the end of Key Stage 1 is in line with the national average. These findings are similar to the last inspection, but slightly down on the 1999 attainment for Level 3. This is largely due to the composition of the year group, where records indicate that 30 per cent of the present pupils in Year 2 are transfers from other schools and at the moment, the school has 45 per cent of its pupils on the register for special educational needs. Pupils with special educational needs and those with English as an additional language attain well for their abilities and make good progress.

24. In number work, by the end of Key Stage 1, pupils add and subtract to 20, with some to 100 by adding and subtracting two digit numbers. They count on and back and insert missing numbers to 100. They double small numbers, and count in tens and twos, recognising odd and even numbers. Most have a sound understanding of place value and know that 17 is 1 ten and 7 units. They colour  $\frac{1}{2}$  and  $\frac{1}{4}$  of various shapes and use this knowledge in telling the time to half and quarter past the hour. They solve shopping problems by the addition and subtraction of money.

25. In shape, space and measures, by the end of Key Stage 1, pupils recognise the properties of two-dimensional shapes including triangle, square, rectangle and circle. They recognise and name various three-dimensional shapes, using the correct terminology to describe them, such as faces, edges and vertices. They estimate and measure in non-standard units. For example, they find that the length of a pen is equal to 7 cubes, or their desk is 12 hand spans. They progress to measuring in centimetres or metres and find the perimeter of shapes. When weighing, they start by finding out which is heavier or lighter, moving on to weighing in grams.

26. Pupils use and apply their mathematical knowledge practically. For example, they calculate shopping bills and they collect various data, such as the colour of pupils' hair and display their findings by using block graphs. There is limited use of computers to store, retrieve and display this information.

27. Numeracy is used effectively in other areas of the curriculum. For example, in science, pupils measure when experimenting and record their results in tables or graphs. However, pupils have insufficient opportunities to use information technology to support their learning.

28. Progress in mathematics is satisfactory for most pupils, but good for pupils with special educational needs. These pupils are given good support by the class teacher and special needs assistants. The higher achievers are given extension work, although there are still occasions when the work does not challenge pupils sufficiently, limiting their rate of progress.

29. Pupils' attitudes to mathematics are very good throughout the school. They show a lot of interest in their work and sustain their concentration well. They display positive relationships with adults and peers, co-operating and sharing sensibly. They behave very well, with a good element of self-discipline, particularly when the teacher requires a group to get on without her direct supervision. Pupils show respect for apparatus and equipment and for others' views. These factors all contribute positively to pupils' moral and social development.

30. Teaching in mathematics is satisfactory. Teachers have a sound knowledge and understanding of the subject. Their expectations are high for the lower-achieving pupils, but are sometimes too low for the higher-attaining pupils. Planning is thorough, with clear learning intentions and appropriate activities. The format of the National Numeracy Strategy is being followed appropriately, although the introductory oral work is not always crisp enough to sharpen skills. Classroom organisation is always good and pupils are very well managed. Resources are well prepared and effectively used, with the exception of information technology. Assessments are used well to inform future planning, although there is some inconsistency in the quality of marking. Homework is appropriate for pupils of this age.

31. Standards of provision and attainment are higher than at the last inspection. Much hard work has gone into the implementation of the National Numeracy Strategy. The school is coping well with a high percentage of pupils on the register of special educational needs and the much higher than average turnover factor, with many pupils moving into and away from the school.

## **Science**

32. The results of the 1999 National Curriculum teacher assessments for pupils in Year 2 were average for the proportion achieving the expected Level 2 or above. However, the results were well above average for the proportion achieving the higher Level 3. In comparison with similar schools nationally, the school's results were average for the proportion achieving Level 2 and above and well above average for those achieving the higher Level 3.

33. Inspection findings are that by the end of Key Stage 1, standards are average, with higher-attaining pupils achieving above average standards. Pupils, including those with special educational needs and English as an additional language make good progress. Pupils apply their literacy skills well in science, for example in Year 2 where pupils write up the results of their findings into how electrical circuits work.

34. Progress in experimental and investigative science is good. By the end of Year 2, pupils know the importance of a 'fair test' when carrying out an experiment. Pupils investigate successfully the effects of exercise on the body by measuring pulse rates before and after exercise. They investigate how far cars travel down a slope as part of their study of friction and record their observations well as to what happens when the angle of the slope is increased. Research skills are developed satisfactorily, for example, by investigating things which are powered by electricity.

35. In work on life processes and living things, progress is good. In Year 1, pupils name accurately the main parts of a flower. They know the five senses and explain how they are used. Pupils understand the conditions needed for plants to grow. They show a good knowledge of the life cycle of frogs. By Year 2, pupils know which foods are healthy and unhealthy and understand the importance of healthy bones. They show a secure knowledge of 'minibeasts' and their habitats.

36. In the study of materials and their properties, pupils make good progress. In Year 1, pupils sort materials by their properties, for example into 'wood', 'plastic', 'metal' and 'glass'. By Year 2, pupils classify materials by whether they are 'opaque', 'transparent' or 'translucent'. They know that materials can be changed by heating or by cooling and they investigate successfully changes in chocolate, sugar, flour, ice and butter.

37. Progress in work on physical processes is good. By Year 1, pupils know that a force is a 'push' or 'pull'. In Year 2, pupils know that the forces of 'pushing' and 'pulling' can be used to change the shape of materials, for example plasticine. Pupils show a good understanding of electricity, including items which are mains or battery powered. They understand how a circuit works and identify incomplete circuits and know how to complete a broken circuit, for example if a wire is not attached to a terminal. Pupils know and explain the function of a switch. They apply their knowledge of circuits well, for example when making mathematical games or eyes to light up the 'Iron Man'.

38. Pupils enjoy science. They listen attentively in whole-class introductions and show interest and enthusiasm in asking and answering questions. Pupils settle quickly to group work, particularly in organising the equipment they need. They work well in groups and

relationships are good, especially with their teacher and special needs assistants. They show good concentration and perseverance, for example when making circuits for the eyes of the 'Iron Man'.

39. Teaching is good. During the inspection, it was good in 75 per cent of lessons and satisfactory in 25 per cent. Good teaching makes a strong contribution to the progress made by pupils. Teachers show secure subject knowledge, which they pass on to pupils through clear explanations and demonstrations. Resources are prepared well, which enables pupils to investigate and experiment successfully, for example, in work on electrical circuits in Year 2. Good use is made of day-to-day assessment to identify strengths and weaknesses in pupils' knowledge and understanding.

40. The previous report judged standards to be 'broadly in line with national expectations for their age'. Inspection evidence confirms that the school is maintaining these standards, although higher-attaining pupils achieve higher levels. Taking into consideration, the high turnover factor and the high proportion of pupils with special educational needs, the school is doing well to maintain these standards.

### **Information technology**

41. By the end of Key Stage 1, standards meet national expectations and pupils, including those with special educational needs and English as an additional language, make good progress. Pupils apply their literacy skills well in word-processing stories and poems, but they have insufficient opportunities to use information technology to support their work in numeracy.

42. By the end of Year 2, pupils are secure in the key skills of using the mouse and keyboard. They are confident in loading, saving and printing their work. In Year 1, pupils use a graphics program successfully to create imaginative 'paintings' of fireworks and 'shining stars'. These skills are developed in Year 2, where pupils create 'fireworks' patterns in the style of Paul Klee. In Year 2, pupils use word-processing skills well in writing the story of Rama and Sita in work linked to their studies in religious education. Creative use of different fonts and page layout is shown in pupils' poems on 'Fireworks'. Pupils are confident in entering commands into a programmable toy in order for it to follow a set route, for example by parking it in a 'garage'. Pupils have access to the Internet, particularly through the effective support of a parent helper. However, the only computer with Internet access is in the staffroom and this restricts opportunities for pupils to use the Internet.

43. Pupils work sensibly and well when using computers. They work well independently and in pairs, where they help and support each other well. They value and enjoy the opportunity to take part in the lunchtime computer club. Pupils are sensible and well-behaved when working

with a volunteer parent helper in the staffroom, when using the Internet.

44. No class teaching of information technology was observed during the inspection. However, inspection evidence is consistent with the quality of teaching being satisfactory. Pupils are clearly being taught key skills as they move up through the school. However, there is insufficient planned use of information technology to support pupils' learning across the curriculum, particularly in numeracy.

45. The previous inspection report judged that 'the majority are attaining above national expectations'. Current inspection findings do not agree with this judgement because the demands of information technology have changed significantly, particularly in its use to support pupils' learning across the curriculum.

### **Religious education**

46. Throughout the school, pupil's attainment is predominantly in line with that expected by the locally agreed syllabus for Religious Education. Pupils understand some features of celebration in the Christian, Hindu and Jewish faiths, including the use of decorations, symbols, music and food. They know that Jews celebrate Succoth, recalling God's protection of the Israelites during their wanderings in the desert when He sent them food. There are good links with art and design and technology as pupils draw and make their model Sukkots. They understand some of the Hindu stories and traditions. For example, they know about Divali and the offerings to the Gods and the story of Krishna and Indra which they relate to their own lives and consider whether it was fair to punish everyone for Krishna's rudeness. There are good links with music and dance for Divali, with the pupils performing their own dance taught to them by an Indian dancer. Pupils understand the significance of Christmas for Christians and re-tell the Christmas story in their own words. Literacy skills are well used in the teaching of religious education, especially speaking and listening.

47. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language, are making satisfactory progress in their religious education. They are building up their knowledge and understanding of Christianity, Hinduism and Judaism.

48. Pupils' attitudes towards their learning are good. They listen attentively and are willing to offer their answers and opinions. They show a lot of interest in the topics studied and sustain their concentration well. They show respect for the beliefs and opinions of others by listening and valuing their comments. Pupils have good relationships with the teachers and their peers and collaborate well when required to do so.

49. Teaching is good. Teachers' knowledge and understanding of the subject is sound and their expectations of the pupils are appropriate. Planning, which at the moment is being done by the co-ordinator, is of good quality. Methods and organisation are both good and pupils are well managed. Assessment is built into the planning and is sound, but is at an early stage of development. Resources and artefacts are well used to

motivate the pupils, such as the 'gold', 'frankincense' and 'myrrh' brought by the three Kings to the birth of Jesus.

50. There are good links with other subjects of the curriculum. For example, music and dance are incorporated when studying the festival of Divali. Resources are adequate, with good use made of loans from the 'Resource Centre'. Good use is made of the local church for visits and of visitors, such as the local vicar and an Indian dancer to teach pupils a dance for Divali.

51. The sound standards reported in the last inspection have been maintained. However, the school has moved forward, for they have successfully introduced the new locally agreed syllabus and the teaching of Judaism.

### **OTHER SUBJECTS OR COURSES**

#### **133. Art**

52. Only two art lessons were seen during the inspection week. Judgements are based on work on display, teachers' planning and samples of work. Standards since the last inspection have been maintained.

53. By the end of the key stage, the standards of work are as expected for pupils aged seven. Pupils understand how to mix colours and how to make colours darker and lighter. They experience a range of media, both two and three-dimensional and a number of different techniques. For example, in a Year 1 class, pupils undertook some effective observational drawings of acorns, using pastels. In Year 2, pupils confidently moulded clay into Diva lamps linked to their work on Rama and Sita and they were also able to use small and large brushes and bright colours effectively to represent Hindu costumes.

54. Virtually all pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in developing artistic skills and awareness. Throughout the key stage, pupils show an increasing capability to record ideas confidently and to represent what they see with a fair degree of accuracy.

55. Pupils' attitudes to learning are good. They enjoy the practical aspect of the subject and work with enthusiasm. They concentrate well and interest in the task is sustained. They work independently or co-operatively in groups with very little adult support. They use materials and equipment carefully and treat them with respect.

56. The teaching of art is satisfactory. Lessons are organised appropriately and resources are well prepared. Teachers' subject knowledge is sound and special needs assistants are used effectively. A satisfactory range of teaching strategies is used and relationships with pupils are good. Often, art is appropriately linked to other areas of the curriculum, for example, in music, pupils drew some good representations of percussion instruments such as cymbals and chime bars. Information technology is used effectively to support work in art, for example, producing 'explosive' pictures of fireworks.

### 138. **Design and technology**

57. By the end of Key Stage 1, standards meet expectations for pupils of this age. Pupils, including those with special educational needs and for whom English is an additional language make satisfactory progress. Pupils use their literacy skills well, for example in labelling accurately the parts of a pair of scissors.

58. In Year 1, pupils design and make Christmas cards and apply their knowledge of levers into their designs in order to make 'pecking robins' and 'ringing bells' as 'moving' features of their cards. They are successful in using glue and staples as joining mechanisms. Cutting is done accurately and safely. In Year 2, pupils apply their good understanding of electrical circuits to their designs and models of, for example, 'The Iron Man' in which they make his eyes light up. Throughout the key stage, pupils use construction kits well to make working models, for example of playground equipment. In food technology, pupils plan and prepare their own fruit salads where they show a good understanding of the need for hygiene.

59. Pupils enjoy lessons. They listen very carefully to teachers' instructions and pay good attention to safety rules. In lessons, they work hard, with good concentration. They show perseverance, particularly when facing difficulties, for example when putting paper fasteners through two pieces of card. They work well together and hold equipment for each other. Pupils work well independently and with other adults who help them, including special needs assistants.

60. The quality of teaching is satisfactory, overall, with one good lesson observed during the inspection. In the best lessons, resources are well prepared, including the planned use of special needs assistants and volunteer helpers. There is a strong emphasis on teaching skills and techniques, particularly in the safe use of tools. Teachers show good subject knowledge, which is reflected in their demonstrations and explanations. Good use is made of the final part of the lesson to recap on the lesson focus and to develop correct understanding of technical language, for example 'pivot' and 'lever'.

61. The school has maintained its standards from the time of the last inspection.

### 143. **Geography**

62. Pupils make good progress in geography. Standards of attainment have been maintained since the previous inspection and are similar to those expected for pupils by the end of Key Stage 1. Pupils with special educational needs and those for whom English is an additional language, make good progress and are effectively supported by teachers and support staff. During the inspection, it was possible to see only one geography lesson due to timetabling arrangements. Observations are based on other sources including policy documents, discussions with staff, examination of past and present work and displays.

63. By the end of Key Stage 1, pupils develop a sound understanding of their own environment of Rowner. They draw their own homes and identify the street where they live on a map. They produce a simple map of their journey from home to school.



They draw and label the main buildings and features on a map to record their walk around the local area. Older pupils successfully locate Rowner and Chembakolli, an Indian village on a world map. Higher-attaining pupils describe how the bear can get to India from Rowner naming the countries on route from a world map. Pupils successfully compare the climate, customs, houses and work of Chembakolli with those in Rowner; these are good opportunities for multi-cultural development. Higher-attaining pupils conduct their own research, using secondary sources such as pictures, photographs and reference books to discover the kinds of food eaten in India. Younger pupils plot simple co-ordinates on a map, while older pupils appreciate why maps are colour coded and understand simple keys. Pupils make good use of their literacy skills by writing their own accounts of visits undertaken to various locations, as part of their work on 'Where on earth are the bears?'

64. Pupils have positive attitudes towards their work in geography. They appreciate the range of activities provided, including opportunities to look at secondary sources to find information. They enjoy dressing up in Indian saris and investigating various spices and foods to gain a good understanding of Indian culture. Pupils respond well to lessons and contribute effectively to class discussions. They work co-operatively in groups, sharing resources with respect for others. Many pupils work independently without close supervision.

65. The quality of teaching is good and has a positive impact on pupils' progress. Teachers manage their pupils well and prepare interesting activities. Teachers are confident and have good subject knowledge, with high expectations of work and behaviour. The school has good contacts with naval families who share their experiences when visiting the school, including the visit of the local lighthouse man. The co-ordinator has worked hard to build up good resources and introduced an outdoor trail to support pupils' learning. She intends to develop the trail further and hopes to introduce a geography club for older pupils to enhance their geographical skills. The policy and scheme of work have recently been reviewed to help teachers plan their work. Appropriate tasks have been introduced to assess pupils' attainment, but no portfolio of work is available to show progress from Year R to Year 2. There are good cross-curricular links and the school has made an encouraging start, using literacy and numeracy in the teaching of geography. However, insufficient use is made of the potential of information technology to support pupils' learning.

## **History**

66. Pupils make good progress in history. Standards of attainment have been maintained since the previous inspection and are similar to those expected for pupils by the end of Key Stage 1. Pupils with special educational needs and those for whom English is an additional language are effectively supported by teachers and support staff and make good progress. During the inspection, there were excellent opportunities to see history lessons as part of a very well organised Victorian Day for Year 1. Observations are also based on information from other sources, including policy documents, discussions with staff and examinations of past and present work, including displays.

67. By the end of Key Stage 1, pupils are developing a sense of chronology by producing a timeline of events taken place in the last millennium. They are developing an

awareness of the differences between the ways of life now and in the past. This was very well demonstrated, during inspection, when all staff and pupils in Year 1 came to school in Victorian costume for a typical Victorian school day. Through role play and by using appropriate materials such as slates, pencils and needles, pupils have a real understanding of Victorian lessons and are able to make informed comparisons with their own classroom routines. Pupils have the opportunity to look at pictures, photographs and handle artefacts from the past to compare with those from the present time. Excellent use is made of the loan boxes from Cosham History Centre and the Hampshire Wardrobe in Winchester to give pupils hand on experience of artefacts and costumes. Pupils have good opportunities to visit the Search Museum in Gosport and the HMS Warrior in Portsmouth to increase their understanding of life in Victorian times. They learn about the everyday life of famous people and events such as Guy Fawkes, Grace Darling, Florence Nightingale and the Great Fire of London. Good cross-curricular links are made with literacy where older pupils are able to write a sequenced account using appropriate vocabulary to describe the Gunpowder Plot.

68. All pupils including those with special educational needs appreciate the opportunities provided by teachers and clearly enjoy history lessons. They have positive attitudes to learning, listen attentively and show a lively interest in history. Pupils respond well to role-play and handling artefacts to gain first-hand experiences of the past. Pupils can be trusted to work well together and handle resources and artefacts with respect and care without close supervision.

69. The quality of teaching is good and has a positive impact on pupils' attitudes and progress. Teachers have good subject knowledge and confidence in handling lessons. They manage pupils very well and have a good understanding of the needs of different age groups. Resources are well used to support pupils' learning and teachers use good questioning and demonstration techniques. Although the school has developed some good cross-curricular links with literacy, insufficient use is made of the potential of information technology to support pupils' learning.

151.

### **Music**

70. At the end of Key Stage 1, pupils achieve standards in music above those expected for children aged seven. Standards have improved since the last inspection report.

71. In Year 2, pupils play a range of tuned and untuned percussion instruments competently to accompany their singing and put forward good ideas regarding the choice of instruments to represent aspects of the song. For example, in the 'Divali Song' they suggested triangles could be used to represent twinkling stars and drums to represent brave Prince Rama. They evaluate their own work and think of ways in which it could be improved. One pupil said that brave Prince Rama could be played more loudly. Pupils listen attentively to ensure that they play and stop at the right time, or sing quietly or loudly as required.

72. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress throughout the key stage. In Year 1, pupils are beginning to recognise how music can be used to create a mood. For example, they listen attentively to some music by the composer Bartok and say how it makes them

feel, such as sleepy or scared. Most pupils satisfactorily develop their ability to listen to music with increasing concentration and to recognise some of the musical elements, for example, pitch, tempo and dynamics. They develop their knowledge and appreciation of music from different cultures and make good progress in developing the ability to sing a range of songs in tune.

73. Pupils' attitudes to learning are very good. They behave very well, join in discussions about music and virtually all pupils show interest and enjoyment in music and singing. They take turns in playing instruments and understand the importance of listening carefully in order to appreciate the sounds they hear. They co-operate well together when playing in a group and concentrate and remain on task.

74. Teaching is good and sometimes very good. It is very good where teachers have the knowledge and expertise to deliver lessons to full effect. Everyday opportunities are used well to develop pupils' ability to sing. For example, teachers sing when calling the register at the start of the sessions and pupils sing their responses. There are appropriate links with other subjects, for example, literacy, where pupils interpret the poem 'The Moon' by Robert Louis Stevenson with musical sounds. Teachers have high expectations of pupils and pupils respond accordingly. Whole-school assemblies are used effectively to encourage pupils to listen and respond to the mood of music. At the time of the inspection, they were listening to and writing their responses to 'Carol of the Bells'. Teaching sustains interest and enthusiasm in all pupils and music makes a valuable contribution to the life of the school.

75. Extra-curricular activities such as a choir and recorder club are being undertaken. Since the last inspection, the music policy has been updated and a new scheme of music has been introduced to help teachers deliver the curriculum. A wide range of other initiatives has also been developed, such as vocal warm-up exercises before singing sessions and singing the register. The range of resources has been increased.

### **Physical education**

76. Overall, pupils are making satisfactory progress in physical education, although progress ranges from good to unsatisfactory. Where progress is good, pupils are given plenty of opportunity to practise their skills in order to improve. For example, with their Divali dance, Year 2 pupils were given opportunities to rehearse, perform and evaluate each other's performance. Where progress is unsatisfactory, pupils have to spend too much time waiting around, either queuing or waiting for a turn, thereby, having little opportunity to practise and improve.

77. In dance, pupils are developing appropriate skills and are able to interpret the music with their movements. In some instances, such as the Divali dance, they perform good quality movements with accuracy and sensitivity. In gymnastics, pupils follow instructions well and have developed satisfactory control of their movements, such as jumping and landing. They are beginning to link movements into short sequences. In games, pupils are developing skills of throwing and catching and hitting with a bat.

78. Pupils' response to physical education is good and, in over one quarter of lessons, it is very good. They listen attentively, concentrate well and are keen to improve their skills. They display good attitudes and behaviour and co-operate well with others. This is particularly impressive when the pace of the lesson is very slow, for they remain on task and their attention does not wander.

79. The majority of teaching is satisfactory, but just over 40 per cent of lessons are unsatisfactory. Where teaching is satisfactory, lessons are well planned with clear learning intentions and appropriate activities to achieve the objectives. Pupils are well managed, with good organisation and control. Pupils are given plenty of opportunity to practise their movements and praise is used well to encourage them. In unsatisfactory lessons, the activities chosen are inappropriate, are too teacher-directed and do not enable pupils to practise their skills to improve. For example, in order to improve cricket skills, the whole class stood in a circle with one pupil with a bat and the teacher bowling. Each pupil had one opportunity to hit the ball before returning to the circle. The person with most practice was the teacher and the pupils made no progress. In gymnastics, pupils spend too much time transporting equipment and queuing rather than being active on the apparatus. Safety is obviously paramount, but it is possible for more than five pupils to be working at a time and to move more than one piece of equipment at a time safely. There is insufficient use of pupils to demonstrate good movements and skills and insufficient use of praise to encourage pupils with their work. Even within unsatisfactory lessons, pupils are always very well managed, with particularly good control.

80. There are good links with music, geography and religious education with the Indian Divali dances. These contribute well to pupils understanding of non-western cultures, whilst their own culture is developed through country and maypole dancing. The school does not have its own scheme for gymnastics and games and these are less well planned, with insufficiently clear and challenging objectives. This means that one lesson does not always build on the skills learned earlier, thereby hindering progress. There is little evaluation or assessment of pupils' performance and no monitoring or support of teaching. There are sufficient resources of good quality to implement the curriculum and the hall, playground and field, provide ample accommodation. Some aspects of teaching were criticised in the last inspection and remain today. For example, there are still imprecise objectives and a lack of demonstration of good practice. A scheme of work was needed and assessment was weak; neither is satisfactory. A considerable improvement has been the attention to dance, where there is now appropriate emphasis and a good contribution to pupils' cultural and aesthetic development.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

81. The team consisted of five inspectors, including the lay inspector. The inspection was carried out in the school week commencing Monday, November 29<sup>th</sup> 1999 and covered four days of observation and interviews. Before the inspection, members of the team attended a meeting of the parents to discuss inspection issues and to hear the views of the eight parents who attended. An analysis was made of the 86 questionnaires returned by parents. During the course of the inspection, the team observed 66 lessons or parts of lessons and also covered registration periods and assemblies. A total of 76 hours was spent on gathering evidence.

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

## AND INDICATORS

<b>165. Pupil data</b>				
	<b>Number of pupils on roll (full-time equivalent)</b>	<b>Number of pupils with statements of SEN</b>	<b>Number of pupils on school's register of SEN</b>	<b>Number of full-time pupils eligible for free school meals</b>
<b>YR – Y2</b>	205	1	91	30
<b>165. Teachers and classes</b>				
<b>165. Qualified teachers (YR – Y2)</b>				
Total number of qualified teachers (full-time equivalent):				10.5
Number of pupils per qualified teacher:				22
<b>165. Education support staff (YR – Y2)</b>				
Total number of education support staff:				11
Total aggregate hours worked each week:				204
Average class size:				26
<b>165. Financial data</b>				
Financial year:				1998/99
				£
Total Income				441,656
Total Expenditure				438,174
Expenditure per pupil				1,738
Balance brought forward from previous year				35,964
Balance carried forward to next year				39,446

165. **PARENTAL SURVEY**

Number of questionnaires sent out: 207  
 Number of questionnaires returned: 86

Responses (percentage of answers in each category):

	S t r o n g l y	A r e	N e i t h e r	D i s a g r e e	S t r o n g l y
I feel the school encourages parents to play an active part in the life of the school	2	6	7	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	4	5	3	0	0
The school handles complaints from parents well	7	0			
	2	5	2	0	1
	5	2	2		
The school gives me a clear understanding of what is taught	2	6	6	0	0
The school keeps me well informed about my child(ren)'s progress	9	5			
The school enables my child(ren) to achieve a good standard of work	3	5	9	2	0
The school encourages children to get involved in more than just their daily lessons	0	9			
I am satisfied with the work that my child(ren) is/are expected to do at home	3	5	9	0	0
The school's values and attitudes have a positive effect on my child(ren)	5	6			
The school achieves high standards of good behaviour	2	5	1	2	0
My child(ren) like(s) school	5	4	3	2	0
	5	0			

QCA (Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development.

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

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