

INSPECTION REPORT

Oakfield Primary School
Totton
Southampton

LEA area : Hampshire

Unique Reference Number : 115993

Headteacher : Mr Kevin Ford

Reporting Inspector : Mrs Christine Hall
3505

Dates of inspection : 8th-11th November 1999

Under OFSTED contract number: 707366
OFSTED inspection number: 188450

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	County
Age range of pupils :	4 to 11 years
Gender of pupils :	Mixed
School address :	Sylvia Crescent Totton Southampton Hants SO40 3LN
Telephone number :	01703 862530
Fax number :	01703 861948
Appropriate authority :	Governing Body
Name of Chair of Governors :	Mr Phil Symes
Date of previous inspection :	13 th -16 th May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Christine Hall, Registered Inspector	English Art Music Special educational needs	Attainment and progress Teaching Leadership and management Efficiency of the school
Mrs Rona Orme, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Miss Elisabeth Matthews, Team Inspector	Science History Geography Religious education Mathematics (support) Under fives	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources
Mrs Marie Heinst, Team Inspector	Mathematics Design and technology Information technology	Curriculum and assessment

The inspection contractor was:

Dr M J Bradshaw, LSU Associates
185 Wilton Road
Southampton
Hants SO15 5HY

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 - 3
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 4 - 16
Attitudes, behaviour and personal development 17 - 21
Attendance 22

Quality of education provided

Teaching 23 - 33
The curriculum and assessment 34 - 39
Pupils' spiritual, moral, social and cultural development 40 - 45
Support, guidance and pupils' welfare 46 - 49
Partnership with parents and the community 50 - 52

The management and efficiency of the school

Leadership and management 53 - 63
Staffing, accommodation and learning resources 64 - 69
The efficiency of the school 70 - 73

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	74 - 85
English, mathematics and science	86 - 114
Other subjects or courses	115 - 165

PART C: INSPECTION DATA

Summary of inspection evidence	166
Data and indicators	

MAIN FINDINGS

What the school does well

- Very strong leadership which gives a clear direction for the work of the school.
- The Reception class provides a good start to children's education.
- Staff are committed to raising standards. Standards and progress are improving.
- Well-briefed support staff make a positive contribution to the quality of learning.
- Relationships at all levels are generally very good. Pupils' social development is very good and the school provides a happy, caring and supportive environment for learning.
- Pupils with learning difficulties are well supported to make good progress.
- The school's literacy strategy is effective.
- The curriculum is enriched by a very good range of out-of-school clubs and activities.
- Efficient administration contributes to the smooth running of the school. Finances are efficiently and effectively managed.

Where the school has weaknesses

- I. Standards in mathematics for the Year 6 pupils are below the national average.
- II. Standards in information technology are low and information technology is underused to support learning across the curriculum.
- III. Standards in Year 1 are below average and many Year 1 pupils have poor attitudes to work.
- IV. There is a wide variation in the quality of teaching.
- V. On occasions, more able pupils are insufficiently challenged and extended in English, mathematics, science and information technology.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents/guardians of pupils in the school.

How the school has improved since the last inspection

The school has made satisfactory progress since its last inspection. It has overcome many of the weaknesses pointed out in the inspection of 1996 and is now better than it was then in these areas: the governors are fulfilling their statutory responsibilities, and are more involved in financial and strategic planning; the provision for religious education has improved and now meets fully the requirements of the Locally Agreed Syllabus; there is a systematic whole school approach to the planning for the spiritual, moral and cultural provision for pupils; the school has produced appropriate child protection and health and safety policies; the school has continued to develop policies and schemes of work to support classroom practice, together with suitable systems for monitoring and evaluating what is happening. However, this has not yet resulted in consistency of practice. Assessment has improved. The quality of teaching has improved significantly since the last inspection, when 32 per cent of lessons featured unsatisfactory teaching. This figure has fallen to less than nine per cent overall but there is wide variation in Key Stages 1 and 2. In addition, standards in mathematics for Year 6 pupils are below the national average. Standards of achievement in IT are below average. The school has set realistic targets to help pupils to do better in National Curriculum tests. It is well placed to build on its successes and make further progress.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools
English	C	C
Mathematics	D	E
Science	C	D

<i>Key</i>
<i>well above average</i>
<i>above average</i>
<i>average</i>
<i>below average</i>
<i>well below average</i>

The school's 1999 KS2 National Curriculum tests and achievements of pupils now in Year 6 provide evidence that standards have improved in English and science. The 1999 National Curriculum tests showed a significant improvement on the schools 1998 results in English and science and an improvement in mathematics at both Level 4 and Level 5. This was partly due to the performance of girls.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very Good	Satisfactory	Good
Mathematics	Very Good	Satisfactory	Satisfactory
Science	Very Good	Satisfactory	Satisfactory
Information technology		Unsatisfactory	Unsatisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Good

The quality of teaching is good overall. It is generally good for children under five and very good in nearly half the lessons seen in the Reception class. Just over 90 per cent of teaching is satisfactory or better, nearly 60 per cent of teaching is good, and less than nine per cent is unsatisfactory. There is, however, wide variation in the quality of teaching, within both key stages. Weaknesses in teaching are associated with: low expectation; slow pace; lack of confidence and expertise; poor match of activities to pupils' capabilities and needs.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is very good. Most pupils are very well behaved in and around the school. They are courteous, trustworthy and show a respect for property.
Attendance	Attendance is very good: procedures comply fully with statutory requirements.

Ethos*	The school has a very good ethos. Staff provide a caring and supportive environment for learning. Relationships between staff and pupils are very good. Pupils are learning to form appropriate relationships with each other. Staff work hard and are committed to raising standards further.
Leadership and management	Very good. The headteacher leads the staff well; there is a strong senior management team in place; there is very good support and monitoring of teaching and curriculum development; the school is successful in promoting its aims and values; there is appropriate involvement of governors.
Curriculum	The curriculum is good overall. Appropriate emphasis is placed on English, mathematics and science. Provision is: good for English, mathematics and under-fives; satisfactory for science and religious education; unsatisfactory for information technology. Procedures for assessing pupils' attainment are good; satisfactory use is made of assessment to inform planning.
Pupils with special educational needs	Good overall. Good use is made of available resources to meet the needs of pupils with special educational needs. Pupils with learning difficulties are identified early and supported well. On occasions, more could be expected of more able pupils in English, mathematics, science and information technology.
Spiritual, moral, social & cultural development	Good overall; social development is very good; moral and cultural development are good; spiritual development is satisfactory.
Staffing, resources and accommodation	Good overall; sufficient number of suitably qualified teachers; support staff work closely and very effectively with teachers; very good arrangement for the professional development of staff; accommodation is very good; resources are good overall, except in information technology.
Value for money	The school offers satisfactory 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	What some parents are not happy about
VI. Children enjoy going to school. VII. The school encourages parents to play an active part in its life. VIII. The school is approachable. IX. The school enables children to achieve a good standard of work. X. The school's attitudes and values have a positive effect on its children. XI. The school offers a good range of extra-curricular activities.	XII. Variation in the quality of teaching. XIII. Homework requirements are inconsistent. XIV. Reports are of variable quality. XV. Information about their children's progress.

Inspectors' judgements support parents' positive views. There is variation in the quality of teaching but teaching has improved significantly since the last inspection. Homework requirements are consistent and most homework is effective. The reports are satisfactory overall, but not all reports set development targets for individual subjects. The school's arrangements to provide information to parents about their children's progress are appropriate.

KEY ISSUES FOR ACTION

Further to improve standards of work, teaching and learning of the pupils, the headteacher, staff and governors should seek to:

- .raise standards in mathematics for the oldest Key Stage 2 pupils by:
 - . raising teacher and pupils' expectations;
 - . sustaining a brisk pace throughout lessons;
 - . ensuring activities are sufficiently challenging to secure progress.(see paragraphs 9, 10, 72, 102, 103)

- .improve standards in information technology and the use of information technology as a resource for learning across the curriculum by:
 - . increasing teacher confidence and expertise, where appropriate;
 - . reviewing the use of IT within existing subject policies and schemes of work;
 - . auditing and rationalising the use of existing resources;
 - . improving the range and quality of information technology resources.(see paragraphs 3, 12, 26, 39, 53, 60, 68, 109, 112, 115- 123)

- .raise standards of attainment in Year 1 by:
 - . matching tasks more precisely to pupils' capabilities and needs;
 - . supporting the development of pupils' personal study skills;
 - . improving pupils' attitudes to work.(see paragraphs 7, 8, 19, 25, 27, 34, 87, 92, 95, 106, 107, 141)

- . improve the quality of teaching in a minority of classes by:
 - . sharing best practice;
 - . raising teacher expectation, confidence and expertise where appropriate;
 - . sustaining pace of lessons;
 - . providing more opportunities to develop pupils' independence in learning;
 - . targeting activities more precisely to pupils' capabilities and needs.(see paragraphs 3, 27, 28, 30, 53, 60, 87, 93 - 96, 106, 108, 121, 145, 148)

- . improve teaching and learning for the most able by:
 - . ensuring that more able pupils are sufficiently challenged and extended in English, mathematics, science and information technology.(see paragraphs 16, 27, 34, 36, 92, 100, 106, 121, 141)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. They are indicated in paragraphs:

- . writing (see paragraphs 66, 86, 87, 91);
- .use of the library as a resource for learning (see paragraphs 66, 72);
- .attainment of boys (see paragraphs 10, 68, 87, 88, 110);
- . marking (see paragraphs 31, 39, 94);
- . use of school grounds (see paragraphs 67, 72).
- .resources for dramatic play for the youngest children (see paragraphs 68, 78).

INTRODUCTION

Characteristics of the school

1. Oakfield Primary School is situated in the town of Totton, west of Southampton. The school converted from a first school to primary school in September 1994. The school has completed the transition this year with a full complement of Year 6 pupils. Most of the pupils come from the ward in which the school is situated. The school is popular in the community and has increased in size since the last inspection. Currently there are 197 pupils on roll. The school is about the same size as other primary schools.
2. Just under four per cent of pupils are eligible for free school meals this year, a figure which is below the national average. This is a much lower percentage than previous years when percentages were in line with national averages. The school is organised into seven classes, one for each year group from Reception to Year 6. There are about equal numbers of girls and boys. Nearly all pupils (98 per cent) are of white ethnic origin. This year two per cent of pupils speak English as an additional language, a figure which is slightly above average. One pupil has a Local Education Authority (LEA) Statement of Special Educational Needs (SEN), and a total of 16.2 per cent of pupils are on the school's SEN register, a figure that is slightly below the national average. Attainment on entry covers a wide range, but is broadly average overall. Children start school in the Reception class at the beginning of the year in which they are five.
3. The school aims to achieve the highest quality of education for each child by providing a happy, caring atmosphere, where children develop confidence and grow in all respects. The previous inspection took place in May 1996 with a follow-up visit by HMI in 1997. The key issues from the previous report have been addressed, although not all have been completed successfully. The school's development priorities include: continuing to improve standards across the school; development of literacy and numeracy; improvement of the quality of teaching; improvement of provision for religious education and information technology.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1

		Year	Boys	Girls	Total
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Number of pupils at NC Level 2 or above	Boys	9 (7)	9 (8)	10 (11)	
	Girls	17 (10)	19 (11)	19 (13)	
	Total	26 (17)	28 (19)	29 (24)	
Percentage at NC Level 2 or above	School	88 (61)	90 (68)	94 (86)	
	National	82 (81)	83 (81)	87 (84)	

Teacher Assessments		English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	10 (8)	10 (10)	10 (10)	
	Girls	18 (12)	19 (12)	19 (14)	
	Total	28 (20)	29 (22)	29 (24)	
Percentage at NC Level 2 or above	School	90 (71)	94 (79)	94 (86)	
	National	82 (81)	86 (83)	87 (85)	

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	13 (8)	11 (9)	24 (17)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7 (1)	8 (4)	8 (4)
	Girls	9 (5)	7 (5)	9 (5)
	Total	16 (6)	15 (9)	17 (9)
Percentage at NC Level 4 or above	School	67 (35)	63 (53)	71 (53)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6 (1)	8 (2)	8 (4)
	Girls	6 (4)	6 (4)	6 (5)
	Total	15 (4)	17 (7)	19 (9)
Percentage at NC Level 4 or above	School	63 (24)	71 (41)	75 (52)
	National	69 (65)	69 (65)	75 (71)

Attendance

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

		%
Authorised Absence	School	5.8
	National comparative data	5.7
Unauthorised Absence	School	0.23
	National comparative data	0.5

Exclusions

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

Number

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

² Percentages in parentheses refer to the year before the latest reporting year

Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	13.00%
Satisfactory or better	91.3%
Less than satisfactory	8.7%

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Pupils' attainment on entry is of a wide range but is average overall. Pupils are admitted to school at the beginning of the school year in which they are five. Their entry to school is sensitively managed, in order that they settle well.
2. Children who are under five in the Reception class are well supported to make good progress over time in nearly all areas of learning. They make sound progress in their creative development. Children attain well and make good progress in language and literacy, mathematics, personal and social development, knowledge and understanding of the world and their physical development. They attain satisfactory standards in their creative development and make sound progress. By the age of five, the majority meet the targets set in the Desirable Learning Outcomes for the areas of learning and a significant minority exceed them. Children are well prepared to start the National Curriculum.
3. In 1999, in National Curriculum Tests, at the end of Key Stage 1, the proportion of pupils achieving Level 2 in reading writing and mathematics was above the national average but the proportion achieving Level 3 was below average in these subjects. When compared to similar schools, standards in mathematics and reading were similar but writing was lower. Teacher assessment for science is in line with national averages and with similar schools.
4. Over the last two years, there has been an improvement in Key Stage 1 results in all subjects tested. However, girls are performing better than boys at higher levels in reading, mathematics and science. The effective literacy programme is having a positive impact on standards and progress. Attainment of current Year 2 pupils reflects the 1999 results. Although standards are in line with expectations overall, writing remains slightly below. Pupils make satisfactory progress overall in Key Stage 1 but the rate of progress varies. Examination of books from the previous half-term shows that progress made by Year 1 pupils over time is unsatisfactory and progress made by Year 2 pupils is good or, on occasions, very good from a low base.
5. Standards in Year 1 are generally low. The majority of pupils are not reaching national averages or expectations for age in the work seen. In mathematics, concepts of number structure are not secure and computation skills are below expectations. The poor attitude to learning of a significant number of pupils in Year 1 is adversely affecting the rate of progress of some pupils in this class.
6. At the end of Key Stage 2, English results for 1999 were in line with the national average and with similar schools. Science results were in line with national averages but below those achieved by similar schools. Results for mathematics were below the national average and well below those achieved by similar schools. In English and science, although the proportion of pupils attaining Level 4 was below average, the proportion attaining higher levels was average. In mathematics, the proportion of pupils attaining Levels 4 and 5 was below average.
7. This year's results were a significant improvement over the 1998 results in English and science and a marked improvement over the 1998 mathematics results at both Levels 4 and 5. Standards are improving. However, girls' performance was better than boys in English, mathematics and science at the higher levels. Examination of pupils work and observation of pupils now in Year 6 does not show such a marked difference between the standards of boys and girls at higher levels. Current attainment reflects the 1999 test results. Standards in English and science remain in line with expectations. Standards in mathematics have improved and are in line with expectation for Years 3, 4 and 5 with shape, space and measures. In Year 6, however, pupils are attaining appropriate levels in their number and algebra work,

but standards are below expectations in using and applying mathematics. Progress in Key Stage 2 is satisfactory overall.

8. The effective literacy strategy is having a positive impact on standards. The numeracy strategy is satisfactory and is beginning to have an impact on standards.
9. Standards in information technology are below expectations and progress is unsatisfactory. Pupils have had limited opportunities progressively to develop their knowledge, skills and understanding. This inhibits progress and their ability to handle information confidently and effectively, to apply information technology skills successfully to appropriate tasks in control and monitoring and to use information technology for modelling and investigating patterns and relationships. Examination of pupils' books, observation and discussions show that information technology has not been used effectively or consistently to support learning in other subjects.
10. The previous inspection report found attainment in religious education to be below the levels expected in the Locally Agreed Syllabus for religious education, except for the oldest pupils. Attainment in religious education has improved since the last inspection. Standards now meet the expectations outlined in the Local Education Authority agreed syllabus. Progress is satisfactory overall.
11. Since September 1998, when he took up post, the headteacher has systematically analysed and evaluated performance data, resulting in the development and implementation of well-focused and realistic new action plans. The deputy headteacher, who took up post this September, is responsible for the co-ordination of English and literacy. Their actions are having a positive effect on standards.
12. Overall, in the foundation subjects of history, geography music and physical education, pupils make good progress in all aspects of each subject at both key stages. Progress is satisfactory for all aspects of art and design and technology. Pupils sing well and enjoy performing on their recorders and playing a very good range of musical instruments with developing confidence and expertise.
13. Children with special educational needs make good progress overall. Pupils with learning difficulties make good progress throughout the school. Pupils attain the realistic targets set within their individual educational plans. Problems are picked up early and good quality support is provided. On occasions, in a minority of classes, progress slows for the more able in English, mathematics, science and information technology when they are insufficiently challenged and extended.

Attitudes, behaviour and personal development

14. The previous inspection found that pupils almost always worked conscientiously and their attitudes to work were good. Relationships at all levels were positive and behaviour was generally good. Examples of poorer attitudes and behaviour occurred occasionally in some infant classes, and were often linked with undemanding tasks.
15. Children who are under five enjoy coming to school and relate well to the teacher, to other staff and to each other. They adjust readily to school life and to the interesting and stimulating learning environment. They are learning to co-operate, collaborate and to become independent. They are developing self-esteem and confidence. Children learn quickly what is acceptable social behaviour. They are sufficiently relaxed and at ease so as to be able to express their feelings and ideas and empathise with the excitement or concerns of others.
16. Pupils in upper Key Stage 1 and Key Stage 2 take a real interest in their work. They listen attentively, sustain concentration and work independently when required. They talk about their work with interest. For example, in a Year 5 mathematics lesson, pupils worked steadily throughout the session and this enabled them to make good progress. However, some Year 1 pupils do not concentrate well or work hard. They are not able to work on their own, listen effectively or to sustain concentration; these pupils

do not always have a positive attitude to work and their attainment and progress suffers as a result of this.

17. Pupils behave very well around the school, even when they are not directly supervised. Teachers do not always make the most of this good behaviour, for example by encouraging pupils to use the library independently. Pupils are welcoming and courteous to visitors. Relationships are very good at all levels. Pupils use resources carefully and sensibly, and they work together well. There were no instances of bullying during the inspection. There are good procedures in place to deal with bullying should need arise. There have been no exclusions in the past year.
18. Pupils' personal development is good. Most pupils listen carefully to other people's points of view, and show respect for other values and beliefs. For example, in a Key Stage 2 assembly, pupils listened sensitively as others showed treasured possessions that held happy memories for them. Pupils in Year 6 organise the hall each day for assembly and operate the projector and compact disc player. Other pupils are keen to represent their class on the School Council and to make suggestions about the running of the school.

Attendance

19. Levels of attendance continue to be very good, and this regular attendance supports the progress that pupils make. A few pupils do not arrive in time for the beginning of morning school, but punctuality is good throughout the rest of the day.

QUALITY OF EDUCATION PROVIDED

Teaching

1. Teachers are hardworking and committed. Teaching is good overall. It is generally good for children under five and very good in nearly half the lessons seen in the Reception class. Just over 90 per cent of teaching is satisfactory or better, nearly 60 per cent is good, and less than nine per cent is unsatisfactory. There is, however, wide variation in the quality of teaching within both key stages.
2. Teaching, in all areas of experience, is at least good for pre-Key Stage 1 children. It is very good for language and literacy, mathematics and pupils' personal and social development. In the Reception class, the teacher has a very good knowledge and understanding of the way in which young children learn. Planning for lessons is good and is appropriately based on the Desirable Outcomes for all areas of learning. The curriculum is designed very effectively to improve the social skills of children, who make particularly good progress in this area. Expectations are high and management of pupils, methods and organisation are very good. Assessment is used well to inform teaching and planning. The teacher works closely with the well-informed and well-briefed learning support assistant.
3. In Key Stage 1, teaching is satisfactory overall and ranges from unsatisfactory to very good. A supply teacher, taking the class of a teacher on sick leave, works with the pupil groupings set by the previous teacher. Teaching was satisfactory or better in 75 per cent of the sessions observed in Key Stage 1, good in 50 per cent of lessons and very good in 10 per cent. Twenty-five per cent, a significant percentage of lessons were unsatisfactory. Overall, teaching is satisfactory in the core subjects of English, mathematics, science and religious education but unsatisfactory for information technology. With the exception of physical education, which is well taught, teaching in all other subjects is satisfactory overall. Older Key Stage 1 pupils are particularly well taught for literacy and well taught for all other subjects. In the lower infant class, examination of work from the previous half-term shows that work was not precisely matched to pupils' capabilities and needs, expectations were low and the amount of work covered was unsatisfactory. This has adversely affected the progress of pupils in lower Key Stage 1.

4. In Key Stage 2, teaching is good for English, satisfactory for mathematics, science and religious education but unsatisfactory for information technology. Teaching is generally good in all other subjects. Overall, teachers have a good knowledge and understanding of the subjects of the National Curriculum and their expectations are generally high. Planning is thorough and well focused. Teachers use a good range of methods and organisational strategies to support learning and they manage pupils very well. Time and resources are used well, although information technology is currently under-used as a tool for learning across the curriculum. Day-to-day assessment is good and generally is used appropriately to inform planning.
5. Teaching has improved significantly since the last inspection, when 32 per cent of lessons featured unsatisfactory teaching. This figure has fallen to less than nine per cent overall but there is wide variation in Key Stages 1 and 2. A key issue arising from the previous inspection was: to continue to improve the quality of teaching, addressing especially the need for more thorough planning, the raising of expectations of pupils and providing appropriate challenges for the more able pupils. Planning has improved and is generally detailed, with clear identification of learning intentions and assessment opportunities. Although overall expectations are high, expectations vary; for example, more could be expected of pupils in Year 1. The previous inspection report found that weaknesses in teaching occurred most frequently in the lower infants. Examination of pupils' work from the previous half-term, shows that this continues to be the case. On occasions, more able pupils are insufficiently challenged and extended in English, mathematics, science and information technology in Key Stages 1 and 2.
6. The quality of teaching remains an identified area for improvement in the school improvement plan. The headteacher regularly monitors the quality of teaching and learning and offers constructive feedback to staff. Support and monitoring of teaching are very good. A programme of appropriate in-service training for staff has been planned to take place during this coming year and includes the development of the staff's information technology skills.
7. Teaching throughout the school is generally having a positive effect on pupils' learning and progress. The best teaching is well matched to the different levels of attainment in the class. Well-planned and well-structured sessions have a clear introduction, development and a well-managed plenary which gives pupils opportunities to reflect on their work and to think of ways to improve. An example of this occurred in a stimulating literacy session in Year 2 where the teacher very effectively helped pupils to use models from their reading to organise instructions to help a cook prepare a royal dinner. The session was very well planned, pace was brisk, teacher expectations were high. The teacher used probing questions to deepen pupils' understanding and to move them forward in their thinking. Good use was made of specific vocabulary. Grouping strategies worked very well. She quickly varied her approach to individuals in response to perceived needs. Learning opportunities were well exploited. Sharp on-going assessment informed her teaching. This was a very successful session where all pupils were well supported by the teacher and by the able learning support assistant to make very good progress in their knowledge, skills and understanding of writing and of using instructions.
8. In the minority of lessons where teaching has been found to be less than satisfactory, this has been associated with: low expectation; slow pace; lack of confidence and expertise; limited opportunities to develop independence in learning; poor match of activities to pupils' capabilities and needs.
9. There are regular planned activities which consolidate and develop pupils' skills in literacy. The school's strategy for developing numeracy skills is beginning to have a positive impact. Teachers use test and assessment information appropriately to group pupils. They make systematic use of on-going, diagnostic assessment to inform in a satisfactory manner their teaching, learning and planning. Marking of pupils' work is inconsistent and does not always conform to marking policy guidelines. At its best, marking is positive and constructive and helps pupils to improve their work. Homework is used consistently to support learning. Most homework is effective.
10. Teachers identify pupils with learning difficulties at an early stage. They are generally aware of the

individual needs and difficulties of pupils in their class and most plan work for them which is accessible, but still challenging. Pupils with special educational needs are well integrated into the classroom. The special needs co-ordinator, the teachers and the learning support assistants make good use of well-focused individual educational plans to construct suitable work programmes. These programmes are regularly reviewed and revised. Work is suitably differentiated for these children in most classes and is appropriately matched to the needs of pupils with learning difficulties. Learning support assistants are well informed, well briefed and well deployed. They make a positive contribution to the quality of education.

11. Current practice reflects what was found in the previous inspection; namely the school's provision continues to be enhanced by very good learning support staff, who contribute very effectively to the good teaching for pupils with learning difficulties. This, together with the progress these pupils make, continues to be a strength of the school.

The curriculum and assessment

12. The school provides a curriculum that is balanced and broadly based in most subjects except the coverage of all aspects of the information technology curriculum. There is very little evidence of appropriate coverage in geography, history and science in Year 1. The curriculum provides equality of opportunity for most pupils to learn and make sound progress, apart from a small group of more able older pupils. Overall the curriculum makes a good contribution to the pupils' attainment and progress. A strength of the school is the well organised curriculum for the under-fives in the Reception class. The work for these children is well planned according to the prescribed areas for learning and ensures effective transition to the National Curriculum. Both these factors make a good contribution to the pupils' progress.
13. The statutory requirements of the National Curriculum and for sex education are met. There is good provision for health education including attention to drugs misuse as well as good coverage of personal and social education. The curriculum for religious education is based on the recommendations of the Locally Agreed Syllabus and now meets requirements.
14. The very good provision for pupils with learning difficulties and special educational needs at all key stages contributes to the good progress they make. This provision includes teachers effectively deploying classroom assistants to target specific areas of learning. All requirements of the Code of Practice are met. Although there is a good policy for more able pupils, including an accelerated group in mathematics, there are times when this minority group of pupils are not sufficiently challenged and extended in the core subjects. This affects the ability of this group to achieve their full potential.
15. Since the last inspection there has been sound improvement in the development of the different stages of curriculum planning. There are detailed long-term plans for all subjects and focused, manageable short-term plans to support teaching and pupils' progress. The school's literacy strategy is a strength of the school. The strategy is having a positive impact in terms of raising standards and supporting focused teaching and learning. The introduction of the numeracy strategy has helped the development of clear learning objectives outlining at each stage what is expected for pupils of different abilities.
16. The school's provision for extra-curricular activity is very good. Sporting activities include football, badminton and netball. School teams participate in local leagues in football and netball. Participation rates are good. For example approximately 36 pupils are registered with the football club. Other clubs include: recorders, chess, drama, French and computers. Teachers provide most of the supervision with some parental help. Instrumental music tuition is also available and well supported. The school makes good use of educational visits, including two residential annual trips for Year 4 and Year 6. The curriculum of the school is enhanced by these activities.

17. The school's systems for assessing pupils' attainment are very good in English, mathematics and science. There are good assessment procedures in design and technology, history and geography. Assessment is satisfactory in the other subjects apart from information technology and religious education where they are unsatisfactory. The good analysis of test results in English and mathematics combined with the setting of literacy and numeracy targets is being used effectively to raise standards. Pupils are appropriately involved in setting and reviewing individual targets in literacy and numeracy. A particular strength is the early identification and effective monitoring of pupils with learning difficulties and special educational needs. The regular reviews of individual education plans and targets are thorough and meet requirements. Pupils' work is regularly marked but variable in terms of quality. At best it offers positive focused comments linked to learning targets in terms of how well pupils have met the targets and how to improve. Some marking does not provide clear guidance to enable the pupils to make further progress.

Pupils' spiritual, moral, social and cultural development

18. A key issue arising from the previous inspection was to ensure that there was a systematic whole-school approach to the planning for the spiritual, moral, social and cultural provision for pupils. This is now in place.
19. Firm emphasis is given to this area of the pupils' development and the school is successful in creating an ethos which enables all pupils to make good progress. The school's aims are clearly stated in the prospectus and other documentation that pupils should have an awareness of self - worth and be able to apply their skills in unfamiliar situations, accept challenge and work as a member of a team. The pupils are enabled to achieve this by the harmonious and effective work and example by all staff. An atmosphere has been established which is friendly and happy, where moral and social values are encouraged and where the pupils' language and culture are given equal importance.
20. Overall the provision for the pupils' spiritual, moral, social and cultural development is good and in many ways is a strength of the school. Provision for pupils' spiritual development is sound and is enhanced by moments for reflection in some of the assemblies and religious education lessons. This aspect of the curriculum, however, is dependent upon the insight and expertise of individual teachers which in most classes is successful such as when Reception children delighted in the flurry of Autumn leaves and when Year 6 pupils were excited by inventing an upstairs/downstairs battery circuit. In a minority of classes and in some assemblies there is less attention given to reflection upon or consideration of the wonder of creation, of science, of literature or art.
21. From entry into Reception class at age four until Year 6 the pupils learn a moral code with their increasing maturity which gives them a clear understanding of what is right or wrong and of what is acceptable or unacceptable behaviour. Pupils show a care and concern for one another's feelings. They respect each other's property as well as the school grounds and buildings. They behave well. The school has an atmosphere of mutual trust which is established by the head teacher and whose example is followed by all staff. Pupils make good progress in moral development.
22. The school makes very good provision for the pupils' social development. Pupils are cheerful, happy and secure and make positive relationships with their peers and with the adults within the school community. The school makes many initiatives to promote social development as well as taking the best advantage of incidental moments to encourage social skills and confidence. Older pupils are given opportunity to work with and help the younger and opportunities are given in every class for pupils to work together in collaborative groups or to co-operate with or help a friend. Pupils are at ease with visitors, and are forthcoming and courteous. The "Circle Time" in most classes helps to foster social confidence, acceptance and awareness of the needs and concerns of others. This was particularly well demonstrated in a Year 5 class where pupils spoke voluntarily about why they felt at ease with particular peers.
23. Cultural development is good and the pupils are given encouragement to explore and discover their own

cultural heritage as well as being prepared to grow up in their rich multicultural society. They learn about world faiths including Christianity, about musicians and authors and, to some extent, about renowned world artists. The pupils make visits to museums and other places of interest and visitors with particular expertise come into school and share their experiences with pupils. Armistice Day, as it fell during the inspection, was a good example of how well pupils are given some understanding of their own culture and history. Teachers used the day and the moment sensitively, providing further insight to their pupils of how their culture had evolved.

Support, guidance and pupils' welfare

24. The school makes good provision for the support, guidance and welfare of pupils, including those with special educational needs.
25. There are good procedures in place for monitoring the academic progress and personal development of pupils, and good records are kept. The recent introduction of individual targets provides good advice to pupils on how to improve in the core subjects. The school is good at supporting pupils on their register of special educational needs. Pupils are identified early and realistic and well-focused targets are set and monitored carefully.
26. The school promotes discipline and good behaviour well so that standards of behaviour in the school are very good. There are effective measures for discouraging bullying. A wide range of rewards are used for behaviour, as well as effort and achievement, and pupils are keen to receive these. Sanctions are used sparingly, and pupils agree that their use is fair.
27. The school's promotion of attendance is effective. Child protection procedures are effective and meet statutory requirements. There is good first aid cover, and pupils taken ill during the day are given sensitive care. Lunches, with a good choice of food, are served with due regard to hygiene and pupils are well supervised by mealtime assistants.

Partnership with parents and the community

28. The school works hard to maintain an effective partnership with parents. Good information is provided for parents about the topics to be covered in each subject and about events happening in the life of the school. Parents are informed when their child has done something worthy of being included in the 'Gold Book'. Individual reports are satisfactory and meet statutory requirements, but they do not always include details of how pupils could improve in each subject. Parents of pupils with special educational needs are regularly involved in the review of their children's individual educational plans. Parents are informed appropriately about their children's progress through parents' meetings. The prospectus and annual report of the Governing Body both meet statutory requirements.
29. Parents support the work of the school well. Some provide voluntary help in class, others are keen to attend special assemblies and most send their children to school in the correct uniform. Parents generally support the completion of homework. However, a few parents do not ensure that their children arrive in time for the beginning of morning school.
30. The school has developed good links with local churches and the residents of the local area. For example, a carol service is held in the parish church and harvest gifts are distributed to local residents. However, the school acknowledges that wider community and business links need further development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

31. The headteacher joined the school in September 1998. The new deputy headteacher took up post this September. On appointment, the headteacher took stock of the school and identified five concerns which needed to be addressed. He worked closely with the staff and developed a well conceived and sharply focused 'School Improvement Plan'. The plan includes appropriate measures to: improve the quality of teaching in the school; improve standards achieved by the end of KS1 and KS2; reduce the planned budget overspend; make sure the previous Ofsted Action Plan was completed within the planned time-scales; raise standards in information technology. Measures for improvement are already beginning to prove effective. Teaching has improved significantly since the last inspection. The 1999 National Curriculum test results at the end of Key Stage 1 and 2, and optional tests taken in Years 3, 4 and 5, show that standards are improving; the budget overspend has been dealt with appropriately; the previous Ofsted Action Plan has been brought back on line for completion within planned time-scales. Improving standards in information technology is an identified priority for development within this year's school improvement planning.
32. The very strong, perceptive and supportive leadership of the headteacher, together with his sharp analysis and evaluation is providing a very clear educational direction for the work of the school. He is well supported and ably assisted by his capable senior management team of deputy headteacher and senior teacher.
33. Leadership is very good and is having a positive impact on the quality of education provided and on standards achieved. The school has set realistic targets to help pupils to do better in National Curriculum tests. It is well placed to make further improvements and to reach its targets.
34. The hardworking and committed teaching and non-teaching staff are supporting them well. There are good induction procedures. Nearly all subject co-ordinators provide good leadership for their subjects and their management role is appropriately developed.
35. High priority is being given to pupils' welfare and behaviour, to attainment and to good relationships with governors, parents and the local community. Communication systems are effective and most parents have a clear understanding of what is taught and how children are progressing. Regular news sheets and curriculum information give parents opportunities to learn about the school and about ways to help their children. Home-school agreements are being established. All adults in the school, whether teaching or non-teaching staff, governors, parental and other helpers, work together very well for the good of the pupils.
36. The school's clear aims, values, policies and priorities are understood, well supported and well reflected through its work. The head and staff successfully contribute to the quality of education offered by providing a secure, supportive environment for learning. Parents find the school approachable.
37. The school's ethos is very positive. Emphasis is placed firmly on the development of a happy, caring atmosphere, where pupils develop confidence and grow in all respects. Teaching and learning are very well monitored by the headteacher. Monitoring is linked to an effective staff development system. The appraisal system works well. Curriculum developments are carefully monitored, evaluated and supported. The school is successful in developing children's confidence and self-esteem. Special educational needs is managed very well and enables pupils with learning difficulties to make good progress. Statutory requirements are met fully with regard to the Code of Practice.
38. The school, through its careful and well-focused school improvement and curriculum development planning, identifies relevant priorities, sets realistic targets, takes the necessary action and monitors and evaluates its progress towards those targets. A number of areas, over and above literacy and numeracy, have been identified for improvement. Current priorities include improvement in the quality of teaching and in provision for religious education and information technology. These areas are identified clearly within the new school improvement plans.
39. The previous report identified a serious weakness in one key area related to the management and

leadership of the school. The key area for development was to ensure that the governors fulfilled all their statutory responsibilities and became more fully involved in financial and strategic planning. The Governing Body now has a detailed development plan to address its continuing commitment to fulfilling its role in the school development. Governors now fulfil their statutory responsibilities. They contribute appropriately to strategic and financial planning. The governing body meets regularly and has a well-organised committee structure with clear terms of reference and schemes of delegation. Terms of reference are subject to regular review. The school improvement plan and school development plans are well conceived and include clear and achievable targets. There are appropriate systems in place to judge improvement and attainment against expenditure.

40. Governors have a clear role in monitoring progress. Financial expenditure is carefully costed, monitored and evaluated on a regular basis. The governing body receives budget update reports at every meeting. The system is effective and helps ensure that expenditure remains on target. Governors monitor the curriculum. Each governor has adopted a subject and regularly liaises with the subject co-ordinator. Co-ordinators report progress on their respective subjects to the governing body. Test results are being analysed. The governing body is supportive and committed. Governors are appropriately informed, increasingly proactive and becoming actively involved in all aspects of school life. Statutory requirements are fully met.
41. The school has a very clear and very well-prioritised programme for action arising from the headteacher's review and evaluation of the previous school development plan and current practice. The administrative officer and clerical assistant are very efficient. The tight budget is carefully managed so that the educational aims of the school can be delivered. Staff are thoughtfully and sensitively deployed and very well supported by the headteacher, deputy head and senior teacher. Co-ordinators' realistic action plans are based on appropriate audits and regular review. All support staff make a very effective contribution to the work of the school and have a positive impact on pupils' attainment and on progress.

Staffing, accommodation and learning resources

42. There are sufficient qualified and experienced teachers who are very well supported by classroom assistants all of whom have a sound knowledge of the planning and implementation of the pupils' work. Nearly all the teachers' expertise and qualifications are sufficient to ensure that the National Curriculum, including religious education and the curriculum for pupils under five is taught effectively. Some teachers lack confidence in the teaching of information technology skills. There is considerable support for pupils with special educational needs from both teaching and support staff which promotes good standards for those pupils with learning difficulties.
43. Staff development is very good and an appropriate range of internal and external courses and support linked to identified needs on the school development plan. It meets both the corporate and individual needs of the staff. Appraisal of staff is well established and is a useful tool for giving focus to in-service training. Staff report back on their training and this is used to inform other staff in order to help the school to move forward. Training for classroom assistants is mostly provided internally except for more specialist special educational needs ancillary training. All staff have taken part in training for the national Literacy and Numeracy strategies which are now well established. During the past year the role of teachers as subject co-ordinators has become well developed.
44. The accommodation is very good and provides sufficient space for the teaching of all aspects of the National Curriculum. It is used very effectively and provides an attractive and stimulating learning environment. The well-organised and well-stocked library, however, is under used. The shared practical areas are used effectively as are the one or two specialist rooms for music, drama and food technology. There is an efficient use of the hall for lunch, physical education and assemblies. The building is secure.

45. Overall the premises are well maintained, clean and in good repair. Over the last three years the grounds have been well developed to provide a range of different learning and play environments. More use could be made of these attractive grounds for teaching and learning.
46. In most subject areas the range of resources is at least adequate but often good. There are limited resources for dramatic play for the youngest children and a limited range of information technology hard and software. The school realises this and the needs are prioritised on the school development plan. There is a need for more information books in some classes but overall the resourcing for English is good. It is also good for mathematics, science, history, geography, physical education and for pupils with special educational needs. Resourcing for music is very good. Resources in school are carefully stored, are in good order and are accessible both to pupils and staff.
47. The school uses outside resources effectively and pupils are able to make educational visits to museums, and regional areas linked to their learning in specific areas of the curriculum. For example, a Year 2 class visited a beach while studying the seaside in history and geography. A Year 4 class visited the D-Day museum. Year 4 and Year 6 classes also have opportunities to go on residential activity visits to the Isle of Wight and Osmington Bay.

The efficiency of the school

48. Financial planning in support of educational developments is good. The budget is carefully planned with the full participation and agreement of governors. The Governing Body receives minutes/reports of the Finance Committee, carefully monitors the budget, forward plans and systematically evaluates cost effectiveness. Although unit costs are quite high, money is well spent to support educational developments. The school manages its budget well. The specific funds and grants for pupils with special educational needs are very well used. Money spent on literacy and numeracy is well targeted and is having a positive impact on standards.
49. Deployment of teachers and use of available support staff are good. The headteacher, deputy headteacher, teachers and SEN co-ordinator work closely with learning support assistants ensuring that resources and time allocated to pupils with special needs are well targeted and result in good progress. Recording and administration of special educational needs work is carried out very well.
50. The school uses available accommodation well. The grounds are used appropriately, yet more use could be made of the grounds as a resource for learning. Further development of the grounds is an identified area for development within school improvement planning. Expenditure on resources is about average. The school generally uses its resources well but there are limited resources for information technology and the library is underused as a resource for learning. Decisions on resource allocation are determined by clearly defined priorities in the development plan.
51. Procedures for day-to-day administration are very good. The system for monitoring and control of expenditure is very good. The school has a very clear and well-conceived 'Financial Management Policy' which details very good procedures for organisation and management of: the school budget; internal financial control; computer systems; purchasing; income; banking arrangements and petty cash. Taking into account the school's educational standards and the quality of education provided, compared with its context and income, the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

52. The organisation and management of the work of the under fives is indeed a strong and very good feature of the school. Children are admitted in the September of the academic year in which they will become five. At the time of the inspection all but three pupils were four years old. They had settled very well into school life following a sensible period of staggered entry and half the class were just in their second week of full-time attendance. Children who are under five are calm, secure and cheerful and are already confident about class and school routines and expectations of behaviour and conduct.
53. The teacher with responsibility for the under fives had already managed to complete the baseline assessment of the pupils' attainment on entry. This had been undertaken after recommendations from the last inspection. It is proving useful and helpful in matching work appropriately against pupils' early pre-school learning experiences and their individual capabilities. The results of the assessments support the judgement of the inspectors that these particular pupils have arrived at school with average levels of attainment. There is a small proportion of potentially higher as well as lower attaining pupils. All these pupils make good progress as a direct result of the interesting and challenging work and structured play provided.
54. The quality of the teaching is always good and often very good. The work is planned meticulously so that the tasks prepared are matched to the individual needs of the pupils. The teacher has a firm understanding of the Desirable Learning Outcomes as recommended by the DfEE and through her careful assessment she knows at which moment to introduce the pupils to new work in the areas of learning. She ensures that pupils will be well prepared for the start of the National Curriculum in Year 1. The teacher is well supported by the trained nursery nurse assistant and the two work effectively and harmoniously together. The teacher and her assistant work hard.

Personal and Social Development

55. The children under five enjoy coming to school and relate well to the teacher, to other staff and to each other. They adjust readily to school life and to the interesting and stimulating learning environment. Here they have opportunities to co-operate and collaborate as well as to become independent. The teacher plans particular moments to encourage pupils' self esteem and confidence, teaching through careful use of praise and encouragement. Children learn quickly what is acceptable social behaviour. They are sufficiently relaxed and at ease so as to be able to express their feelings and ideas and empathise with the excitement or concerns of others. Children attain well in this area of development and make good progress.

Language and Literacy

56. When the children first join the under fives class a high priority is given to the acquisition of language and literacy. The work is planned thoroughly and in detail in order to provide interesting and demanding opportunities for speaking and listening. The teacher has high expectations of children's attainment and they listen attentively to her questions, instructions and explanations. They are actively encouraged to respond clearly with their own questions and comments and to respect one another's turn to speak in a large group situation. In the many and varied practical activities the pupils talk and discuss easily with each other about what they are doing, what they have found out or what they have seen. Children enjoy dramatic role-play but resources are limited.
57. The children enjoy rhymes and stories. They turn readily to the books in the classroom and soon learn to turn pages correctly. They are beginning to understand initial letter sounds often applying them to their own names, toys or objects displayed in the classroom. Children use pens, pencils, crayons and brushes regularly as they begin to learn to write. They make letter shapes in sand, trace and copy. From marks

and patterns on paper their writing is beginning to emerge. The teacher has a particular skill at making early reading and writing interesting and exciting. The children attain well and make good progress. They will be well placed to take part in the Literacy Strategy next year.

Mathematics

58. The development of mathematical concepts and thinking is also a priority within the curriculum for those children under five. It includes five broad areas: shape and position; patterns and relationships; comparisons and, in particular, number. The teacher knows the importance of using everyday materials and play equipment and links mathematics with play and investigation across the curriculum. Buried in the sand tray, for example, are “treasure counters” which need to be matched on to domino boards. At group singing times number songs such as “Five currant buns” or “Five green bottles” are often used well. Linked with science the pupils blow soap bubbles and compare size and shape. Children under five enjoy mathematics, attain well and make good progress.

Knowledge and Understanding of the World

59. Within this area of the curriculum for the under fives the work and play are planned, resourced and taught in order to provide a foundation for historical, geographical, scientific and technological learning. The activities focus on the children’s developing knowledge and understanding of their own environment and surroundings, the development of senses as well as of the features of the natural and man-made world. The children show keen interest in all areas of their classroom whether with the world toys for example, the sand, water, construction toys or displays. They also enjoy playing and working outdoors and, during the inspection, learned much about soil and plant growth as they planted bulbs in their garden helped by the classroom assistant. The pupils are encouraged to talk about their homes, families and friends and are beginning to understand about yesterday, today and tomorrow in terms of family and school events. The teacher used a child’s experience of hospital to help others towards an understanding of institutions apart from school. The pupils like to use the computer and are developing keyboard skills. They already understand that a computer can contribute to their finding out new information. The quality of teaching about the understanding of the world at these early stages is very good. The children attain well and make good progress.

Creative Development

60. The children take a pride in their work and receive satisfactory teaching. At times the work is too directed and too little time is given to large painting using freely chosen and freely mixed colours of paint. Their work is sound and it is valued and carefully displayed. The children enjoy singing and moving to music although little was seen at the time of the inspection because of the constraints of time. The teacher plans conscientiously for the creative aspect of a child’s development and children attain satisfactory standards and make sound progress.

Physical Development

61. A good and appropriate focus is given to extending and increasing the physical growth and mobility of the youngest children. The physical education lessons are very well planned and taught. The tasks and activities are well matched to their ages and stages of development. Lessons are challenging and the pupils make good progress. The immediate Reception class outdoor play space is small but well used and some use is made of the main adventure playground when not used by older pupils.
62. In the classroom the children develop their manipulative skills well when they use scissors and glue, fit puzzles and construction toys together and by using pens and pencils. Progress is good and is a reflection of some very good teaching.
63. Overall the work provided for and undertaken by the children who are under five is very good. It is well organised and managed by the deputy head who is ably supported by her assistant and on occasions, by

parents and other classroom ancillary helpers. The accommodation is good. Resources for dramatic play, however, are limited. The children are confident, open and secure and are being well prepared for the National Curriculum and mainstream school.

ENGLISH, MATHEMATICS AND SCIENCE

English

64. The Key Stage 1 and 2 National Curriculum test results for English were slightly lower in 1998 than in 1997. However, the 1999 National Curriculum results show an improvement at both Key Stages. In 1999, in National Curriculum Tests, at the end of Key Stage 1, the proportion of pupils achieving Level 2 in reading writing was above the national average but the proportion achieving Level 3 was below average. When compared to similar schools, standards in reading are similar but writing is lower.
65. Over the last two years, there has been an improvement in Key Stage 1 results in reading and writing. However, girls are performing better than boys at higher levels in reading. No pupils attained Level 3 in writing. The effective literacy programme is having a positive impact on standards and progress. Attainment of current Year 2 pupils reflects the 1999 results. Standards are in line with expectations overall, speaking and listening is in line with expectations or, on occasions, better, reading is slightly above and writing remains slightly below. Pupils make satisfactory progress overall in Key Stage 1 but the rate of progress varies. Examination of books from the previous half-term showed that progress made by Year 1 pupils in all aspects of English was unsatisfactory and teacher expectation was low. The progress made by Year 2 pupils is good or, on occasions, very good from a low base. Standards in English in Year 1 are generally low. The majority of pupils are not reaching national averages or expectations for age in the work seen. The poor attitude to learning of a significant number of pupils in Year 1 is adversely affecting the rate of progress of some pupils in this class.
66. At the end of Key Stage 2, English results for 1999 were in line with the national average and with similar schools. In English, although the proportion of pupils attaining Level 4 was below average, the proportion attaining higher levels was average. This year's results were a significant improvement on the 1998 results at both Levels 4 and 5. Standards are improving. However, girls' performance was better than boys at the higher levels. However, examination of pupils' work and observation of pupils now in Year 6 does not show such a marked difference between the standards of boys and girls at higher levels. Attainment reflects the 1999 test results. Standards remain in line with expectations overall. Progress in Key Stage 2 is satisfactory overall.
67. Pupils speak with increasing clarity and with growing confidence as they move through the school. They enjoy talking and listening activities and most express themselves clearly. For example, during the literacy hour, Year 2 pupils listen with good attention spans to the shared Big Book "A Royal Dinner" by Brenda Parkner and John Burge. With confidence, they list the instructions for the cook to make the dinner, using appropriate vocabulary and speaking with clarity. Pupils, including those with special educational needs, are well supported and extended to consolidate and develop their speaking and listening skills and to make good progress. In Year 6, pupils discuss and evaluate the use of layout and features in a densely written piece of instructional writing (a recipe). They reflect on the text and evaluate what helps the reader and what could be improved. Pupils make good progress during the session and over time as they consolidate and apply their developing speaking and listening skills. They are attaining in line with expectation for age.
68. Standards in reading are slightly above average by the time pupils are seven. Progress is variable during Key Stage 1. It is good or better for the older Key Stage 1 pupils. Progress is good at Key Stage 2. Reading books are generally matched appropriately to pupils' attainment. Year 6 readers are attaining above average standards for their age. Most have good understanding of key ideas and are developing

the use of inference and deduction well in their reading. They make reference to the text when explaining their ideas. Pupils read and discuss an extract from Roald Dahl's autobiography "Boy". They use an etymological dictionary well to find words that come from other languages and answer questions about them. They are well supported and extended to make good progress in their reading within the lesson. Pupils with special educational needs make good progress and they are well supported to meet the realistic targets set for them.

69. Standards in writing are slightly below expectation for age but are improving. In the 1999 National Curriculum Test results, 63 per cent of Key Stage 2 pupils achieved Level 4 and 17 per cent achieved Level 5. This was a significant improvement on the previous year when 24 per cent attained Level 4 and no pupils reached Level 5. The school has identified writing as a development area. The independent work and guided writing activities within the literacy strategy is beginning to have a positive impact on standards. In Year 2, one group of pupils are well supported to develop and apply their extended writing skills as they write a carefully sequenced list of instruction for a cook who is preparing a royal dinner. In Key Stage 2, pupils write for a wide range of audiences and purposes and there are appropriate examples of extended writing to support learning, particularly in science, geography and history. Pupils with learning difficulties are well supported to make good progress towards the targets set in their individual educational plans. By the time they leave school, most can: write in a range of forms in a lively and thoughtful way; choose words adventurously and for effect; extend meaning in complex yet grammatical sentences; use fluent, joined and legible handwriting in a range of contexts.
70. Pupils are generally well motivated, enthusiastic and eager to learn. They enjoy the literacy hour activities. Most are interested in what they are doing, usually sustain concentration well and take a pride in what they are doing. They handle resources with care and, in most classes, develop their capacity for personal study appropriately. In lessons, they are generally very well behaved and courteous, relating very well to adults and to their peers and most work well collaboratively, and individually, when required. On occasions the most able pupils are insufficiently challenged. A significant number of Year 1 pupils are bored and restless. They have a poor attitude to work. Most pupils value each other's written and verbal contributions and they demonstrate respect and tolerance for the feelings of others.
71. Teaching is good overall. Fourteen lessons were observed. Just under ninety-three per cent of lessons were satisfactory or better. In over 78 per cent of lessons, teaching was good and it was very good in just over 21 per cent. Seven per cent of teaching observed was less than satisfactory. Teaching in Key Stage 1 is satisfactory overall and good or better for the older pupils. There is, however, wide variation in the quality of teaching within this Key Stage. Judgements about teaching are based on lessons observed and on examination of pupils' work over time. Teaching was good or better in 80 per cent of lessons observed and unsatisfactory in 20 per cent. Examination of pupils' work since September shows that teaching of young Key Stage 1 pupils has been unsatisfactory over time. All teaching of English in Key Stage 2 is satisfactory and the majority is good.
72. The literacy strategy is effective because teachers generally take good spontaneous opportunities to develop language from pupils' interests. They generally plan well the development of speaking and listening and literacy skills. There are inconsistencies in the quality of marking. At its best, marking is constructive and leads to improvement. Information technology is not used sufficiently as a tool for learning. Teachers systematically introduce pupils to a good range of different forms of writing. They make appropriate links between reading, spelling and writing and they generally promote the use of a range of appropriate strategies for reading, like the use of phonics and word recognition. Reading books are appropriate to reading ability. Teachers generally provide good opportunities for pupils to repeat and to practice their developing skills. They reinforce and extend literacy skills well in other subjects, particularly science, mathematics, geography, history and music. Their close liaison with learning support assistants has a positive impact on the quality of learning and on attainment and progress made throughout the school.

73. The teachers use day to day assessment well to plan the next stage of learning. However, evidence from examination of pupils' books from the previous half-term, and observation of group activities during the inspection, provide evidence that it has not been used effectively with younger Key Stage 1 pupils. As a consequence, grouping arrangements and the range of group activities within the Year 1 class do not match the specific needs of children within each group. Groups containing pupils of different prior attainment are doing the same activity.
74. In the very small minority of lessons seen, where teaching has been found to be less than satisfactory this has been associated with: low expectation; insufficient emphasis on constructive feedback to help pupils' improve their work; poor match of activities to pupils' capabilities and needs.
75. The English curriculum is generally broad, rich and balanced. It meets statutory requirements and provides equality of access and opportunity for all, including those with special educational needs. It is appropriately planned and monitored to ensure good coverage, balance and continuity. The policies have been updated to reflect current practice and they are effective. The curriculum is well planned for the long and medium term. Short-term planning is detailed and thorough and generally of good quality.
76. Last term, the school focused upon the development and improvement of assessment procedures and practice. This has been productive, and very good assessment procedures are in place. There are very useful assessment files in each classroom, containing appropriate test and teacher assessment information is used to help the teachers plan for the range of ability. Test results are analysed carefully and realistic targets for improvement are set. For example, the school is making good use of its optional test results for Years 3, 4 and 5 to evaluate the effectiveness of the school's literacy strategy. This information is also used well to inform teaching and to help curricular planning. The subject contributes well to pupils' moral and social development and appropriately to their cultural development.
77. The subject is very well managed by the knowledgeable deputy headteacher. She monitors the subject very carefully and supports teaching and curriculum development well. The positive ethos in which the subject is taught reflects the school's aims. The general commitment to high achievement, an effective learning environment and very good relationships have a positive impact on attainment and progress in nearly all classes.
78. Children with special educational needs make good progress overall. Pupils with learning difficulties make good progress throughout the school. Pupils attain the realistic targets set within their individual educational plans. Problems are picked up early and good support is provided. On occasions, in a minority of classes, progress slows for the more able in English when they are insufficiently challenged and extended, particularly during the independent activities part of the literacy hour.
79. There is an appropriate number of suitably qualified staff. Learning support assistants are well informed, well briefed, well deployed and make a positive contribution to the quality of education provided. Accommodation is appropriate. The library is centrally situated and well organised. It is, however, underused as a resource for learning. Although there is an appropriate number of fiction and non-fiction books for the size of the school, more books are needed which appeal to boys.

Mathematics

80. Standards in mathematics are below the national average by the time the oldest pupils leave the school. Standards are below those attained by schools of a similar nature. Pupils' attainment in national tests for eleven-year-olds over the last two years indicate that standards were at their lowest in 1997. From this low point standards are now beginning to rise and, although still too low, do represent an improvement. Factors contributing to this improvement include the well-planned introduction of the national numeracy strategy and the use of test results to inform learning targets. Nevertheless, the oldest pupils are not consistently challenged to achieve higher standards. By Year 6 pupils are attaining standards that are

close to the national average in calculating with numbers, identifying and classifying shapes and measuring accurately. Standards are below average when these pupils have to apply and use known facts and skills to solve problems.

81. In the 1999 national tests for seven-year-olds the number of pupils reaching the expected level for their age is close to the national average. This represents an improvement in standards compared to the last three years when standards declined slightly overall. Pupils in Year 2 are meeting the expected standards in naming shapes and in using and applying their knowledge of money to create and solve simple problems. These pupils are beginning to attain good standards in number calculations, with a few pupils successfully using the relationship between addition and subtraction to check answers. Pupils in Year 2 can add and subtract different amounts of money up to one pound; count in tens starting from a range of numbers and find a number of different ways to make twenty using addition, subtraction and simple multiplication. The more able pupils in Year 2 can identify how many tens and how many units are in a two digit number; accurately add up four items on a shopping bill totalling more than one pound and use mental calculation skills to triple amounts of money up to sixty pence.
82. The pupils in both key stages meet the expected standards in numeracy. The pupils' numeracy skills are used in other curriculum areas such as calculating precise measurements and using scale in design and technology.
83. Number skills are accelerating in Year 2 and at Key Stage 2 due to the increased emphasis on the teaching of a range of calculation skills introduced by the National Numeracy Strategy. Pupils at both key stages are becoming more accurate in calculating mentally using a range of different methods. For example pupils in Year 2 are using doubling, trebling and counting on in tens to calculate mentally. The National Numeracy Strategy programme for Year 6 is not challenging enough for the more able Year 6 pupils. The school is aware of this and is using other supplementary materials until the Year 7 programme is available at Easter. The learning objectives for each lesson are shared with the pupils and effectively reviewed throughout the lesson. Individual targets for improvement are agreed with pupils who also assume responsibility for achieving the target. These features of the National Numeracy Strategy are having a positive impact on pupils' progress at the end of Key Stage 1 and within Key Stage 2. The school is making a sound start to implementing the National Numeracy Strategy.
84. At Key Stage 1 the pupils make sound progress overall with examples of unsatisfactory progress in Year 1 and good progress in Year 2. Progress in Year 1 is unsatisfactory largely due to shortcomings in the teaching, organisation and management of the pupils. In Year 2 pupils make good progress in mentally working out the difference between two amounts of money using an appropriate range of calculating strategies. Progress at Key Stage 2 is sound overall in lessons and over time. The rate of progress varies between year groups. Year 3 pupils are making good progress in dividing numbers accurately. Pupils in Year 4 make unsatisfactory progress in understanding and recording division activities. Pupils in Year 5 make good progress in recognising the relationships between different metric measurements. Excellent and very good progress is achieved in the weekly extension group for Year 5 and Year 6 pupils when pupils identify mathematical relationships and generalise findings. The oldest more able pupils do not maintain this very good progress when they return to their class group due to a lack of sufficiently challenging tasks. Low teacher and pupil expectations concerning the effort required to reach an appropriate level of achievement result in these more able pupils not being fully extended. Pupils with special educational needs make good progress across both key stages and are well supported and sensitively challenged to achieve their personal best.
85. In most classes pupils respond well and their attitudes are positive. For example, Year 5 pupils are keen to recall addition and subtraction facts, apply these facts to their measuring work and maintain good levels of enthusiasm and concentration throughout the lesson. Most pupils enjoy mathematics. They co-operate well in both key stages. In Key Stage 1 pupils take turns to be shopkeeper and customer and help each other calculate the shopping bills. In Key Stage 2 pupils share and use measuring resources appropriately, helping each other to follow instructions to complete the task. Pupils in both key stages are

using an increasing range of mathematical vocabulary. For example, older pupils in Key Stage 2 are accurately using isosceles, equilateral and scalene to identify different types of triangles. In most classes pupils listen attentively to other children as they explain the strategies they use to work out an answer. For example Year 2 pupils confidently explain how they use memorised number facts, or counting on or taking away to work out the difference between two amounts of money. The exception to this is in Year 1 where pupils are restless and bored. They have difficulty sustaining good work habits without constant adult help and support.

86. The teaching is satisfactory overall in both key stages, with some examples of very good teaching in Key Stage 2 and unsatisfactory teaching in both key stages. Teaching is very good or better with the Key Stage 2 extension groups. The teacher uses clear explanations, probing questioning techniques and good direct teaching to improve the pupil's understanding. In these lessons good classroom management encourages a crisp pace, with interesting activities to promote pupil motivation and good use of mathematical vocabulary to clarify and improve the pupils' understanding. Unsatisfactory teaching in both key stages is due to: tasks which are not matched appropriately to the pupils' abilities; inappropriate expectation of what the pupils achieve and the limited use of resources. For example in Key Stage 1 pupils were given additional work involving mapping diagrams. Pupils did not have sufficient practical experience to carry out this work. These are contributory factors to the unsatisfactory standards these pupils achieve.
87. The subject co-ordinator provides valuable guidance to the other teachers in their planning. She monitors the curriculum and the implementation of the national numeracy strategy effectively. There are very good assessment procedures in place. Information from monitoring and from the assessments is beginning to inform planning and the setting of targets. Very good examples were seen at both key stages of support staff providing effective help to secure pupils' learning. The school has a good range of resources that are used effectively in mathematics lessons to demonstrate teaching points. For example, good use of the overhead projector enables pupils to understand how a shape can be rotated in different ways. There is a lack of appropriate computer programmes to help pupils practice and extend mathematics skills. Statutory requirements are met.

Science

88. The pupils' attainment in science in both key stages is in line with national expectations. This represents considerable improvement since the last inspection and steady improvement in the last two years' National Test results where pupils in Years 2 and 6 were only just in line with the national average and were below the levels scored by similar schools. This year the results showed improvement and the findings from this inspection confirm that pupils' attainment, while in line with the national expectation, has risen so that a higher proportion of pupils are reaching levels above the average. The percentage of pupils reaching Level 3 at Key Stage 1 and Level 5 at Key Stage 2 has risen. The performance of boys and girls as observed during the inspection was not significantly different which suggests an improvement in boys' attainment over time. All pupils make satisfactory progress.
89. By the end of Key Stage 1 the pupils have gained a sound knowledge and understanding of the application of science in everyday life. Pupils learn about science in the home, the care of living things and about the differences between natural and artificial materials. During the inspection, as part of their study of life processes the Year 2 pupils were studying diet and were beginning to make graphs to help them find out that the right types and quantities of food are needed for health. At Key Stage 2 the older pupils continue these studies in greater detail and by the end of the key stage they understand about life processes and living things. They consider their own lives as humans and discover, for example, how food is necessary for energy and growth and the effect of rest and exercise on the pulse rate. Again by the end of Key Stage 2 pupils know how to carry out an experiment and how to predict an outcome. They know what is meant by a "fair" test. This was well demonstrated in a Year 5 class who were investigating and experimenting with the process of evaporation. They measured, observed and recorded their findings clearly. Most science lessons in both key stages support and develop the pupils' literacy

skills by extending their scientific vocabulary and by giving practice in writing descriptions of a sequence of events.

90. Pupils' response to their science is always sound but reaches good levels on occasions. In a Year 6 lesson the pupils were particularly eager to learn and find out about electric circuits. They discussed the work in their groups and collaborated in the experiment with a higher level of maturity than was expected. Pupils generally are well motivated to learn about science. They concentrate well and listen attentively to the teacher's directions and information. They co-operate well with one another when carrying out experiments. Information technology is not used sufficiently to extend or to support their work. Their curiosity is developed as they plan experiments to show the ways in which different materials behave under the influence of various forces.
91. The quality of science teaching is variable. It is sound overall. It is often good in Years 2, 3, 5 and 6. Here, the work is carefully planned and ensures that all pupils have an equal opportunity to follow a curriculum which builds upon what the pupils have already learnt. Those pupils with special educational needs are particularly well served in science. The teachers and support staff work hard to ensure that they reach the targets which are set for them. The science lessons are usually well managed and organised. There is always care and concern for safety. Lessons move with sound purpose and pace. All staff, both teaching and classroom assistants are knowledgeable about science and about the requirements of the National Curriculum. Staff work well as a team and strive to provide a relevant, interesting and stimulating science programme for the pupils. On occasions, however, the most able are insufficiently challenged and extended.
92. Until this term there has been a shared post of co-ordinator for science. Together they have drawn up helpful policies and schemes of work which are agreed by staff and ratified by governors. The teachers' planning is scrutinised but there is no non-contact time in order to monitor teaching. This is frequently undertaken by the headteacher. The one co-ordinator this term manages the good science resources well, ensures that they are appropriately stored and are accessible. Science test results are analysed to provide information in order to improve planning. Pupils' work is carefully assessed and reported upon. Strengths and weaknesses are noted so that some pupils may receive further challenge or appropriate help and encouragement.

OTHER SUBJECTS

Information technology

1. Standards of attainment in information technology are below average for pupils at the end of both key stages. This represents unsatisfactory progress since the last inspection when standards were identified as below average.
2. There was limited evidence of effective use of information technology. Judgements are based on the evidence of a small proportion of pupils working in lessons, scrutiny of pupils' work provided by staff and by discussions with the staff and the pupils. Overall, pupils in both key stages have insufficient time and access to develop the skills, knowledge and understanding which constitutes the requirement for information technology in the National Curriculum.
3. The pupils at the end of Key Stage 2 attain standards that are below expectations. The majority of the oldest pupils are beginning to look at the purpose of a spreadsheet and the procedures involved in creating one. Only a small number of pupils can access the classroom computer while others carry out paper and pencil exercises. The pupils' working with a spreadsheet on the computer can type in an appropriate formula but lack sufficient understanding to change a cell. In written tasks the more able pupils are beginning to understand the use of formula to create a spreadsheet with the rest of the pupils demonstrating some understanding of the structure of a spreadsheet but lacking confidence when calculating cells. Older pupils know how to load, print and save their work and use a simple word processing program. Pupils in Year 5 attending a lunchtime group to promote Internet use are beginning to access web sites and retrieve information.
4. The pupils at the end of Key Stage 1 attain standards that are below expectations. They are beginning to use the mouse to select a font, change a font and move items on the screen. Year 2 pupils can produce sentences but lack confidence. The more able pupils use the shift key to enter appropriate capital letters and spacing between words. Other pupils are beginning to use the return key with increasing confidence.
5. Key Stage 1 and Key Stage 2 pupils make unsatisfactory progress in information technology. Factors contributing to this include the limited opportunities to use the computers and a lack of appropriate computer programs. There is little evidence of the structured development of the skills outlined in the new progression grid based on the scheme of work produced by the Qualifications and Curriculum Authority.
6. Some pupils respond well to the subject in lessons and co-operate well to solve problems when working together on a spreadsheet. However, some pupils were frustrated at the lack of opportunity to use computers in school and the limitation of the resources available.
7. The teaching is unsatisfactory and contributes to the low standards achieved. The majority of the teachers lack subject knowledge and confidence in the subject. The effective planning and progression grid enables teachers to identify appropriate learning objectives but lack of expertise and resources constrains effective teaching. Activities are not always appropriately matched to the pupils' ability particularly in the case of the oldest more able pupils who are not challenged. A number of staff expressed frustrations about the unreliability and limitations of the equipment available to carry out whole class teaching. The teachers make some effective use of information technology to support pupils with special educational needs, especially when pupils are working with classroom assistants and parent helpers.
8. The planning documentation for information technology provides clear coverage of all the requirements of the National Curriculum but many aspects such as the use of equipment to create sets of instructions and control devices have not been implemented.

9. The use of information technology in other subjects is limited. The lack of a computer and CD-ROM for use in the library prevents pupils broadening their range of research skills. There are currently no effective systems for assessing the pupils' attainment in the subject and this is unsatisfactory. Staff and support staff are undertaking a Royal Society of Arts course in information technology to improve staff expertise. However, staff undertaking the course are already experiencing difficulty in trying to develop effective teaching strategies with limited resources. The subject co-ordinator is very new to her responsibilities but has effectively identified the school's shortcomings. She has good subject knowledge and understanding and has made very good progress in producing a skills progression grid to support teaching and learning.

Religious education

1. The pupils' attainment in both Key Stages 1 and 2 is satisfactory and meets the requirements of the Hampshire, Portsmouth and Southampton Agreed Syllabus for religious education. This is marked improvement since the last inspection and shows the conscientious way in which the subject co-ordinator and staff have worked in order to raise attainment and progress.
2. Religious education now holds a firm place in the curriculum even though there is variation in the quality of teaching between classes at each key stage. At Key Stage 1 the pupils are familiar with significant Bible stories, are beginning to learn about some of the other major world faiths such as Judaism and are familiar with most Christian festivals. Some of the teaching is still unsatisfactory, however, and the school is planning further in-service training to remedy this. Good links are made with the local church and young pupils talk confidently about the ritual of wine and wafer and how to kneel for worship. At Key Stage 2 the pupils' knowledge of the Bible is extending and by Years 5 and 6 they are able to compare accounts of the Nativity to understand why they differ. Older pupils are also able to give clear accounts of some of the main features of other world faiths and to trace their similarities with Christianity.
3. The pupils make sound progress throughout the school and become steadily aware of different religious beliefs and customs and of what it means to be a Christian. Pupils with special educational needs make good progress and achieve standards which are better than their prior attainment.
4. Pupils' attitudes towards religious education are satisfactory. They listen attentively to their teachers and are mature, sensitive and sensible in discussion. This was well demonstrated when a Year 3 class talked about their ideas about angels. They talked quietly in their groups and then offered perceptive comments to the whole class plenary session. The pupils show respect for each other's views and for those of different religions and beliefs. Pupils' approach and thought in religious education lessons not only allows them to attain sound standards but also enhances their personal and moral development.
5. The quality of teaching ranges from unsatisfactory to good. It is satisfactory overall and all staff have worked hard to improve the quality since the last inspection. Teachers now plan the work well and are usually confident in their knowledge of the themes to be taught. Assessment procedures, however, are unsatisfactory. Teachers introduce and allow free discussion of a wide range of issues. These issues are often supported and enlarged upon in the assemblies. The head teacher, for example, held a good assembly on the significance of Remembrance which was taken back into class and which was given due significance and observation on 11th November. Some Key Stage 1 pupils, however, are confused about characters of the Old and New Testaments and, on occasions, too much content is attempted in too short a space of time.
6. The subject co-ordinator has worked hard with the support of the Local Authority and the Agreed Syllabus is well on the way to becoming fully implemented. The school policy and schemes of work are helpful to teachers but it is important that not too much work is attempted in too short a time. At present the pupils are often presented with knowledge, skills and concepts at too fast a pace. More time needs to

be given to the consolidation of understanding. The co-ordinator provides sound support to teachers and maintains a suitable overview. Resources are satisfactory, cover a suitable range of world religions and are readily accessible to staff and pupils.

Art

1. Four art lessons were observed. Additional evidence was available from teachers' planning, from examples of pupils' work, from displays and from discussions with staff and pupils. Throughout the school, pupils usually make sound or, on occasions, good progress in an appropriate range of media that include drawing, painting, printing models and textiles. Pupils record what they see with developing skills and awareness of shape, colour, form and texture. Around the school, there are some good examples of close-observational drawing.
2. Pupils are well motivated, concentrate well and take a pride in their work. They are appreciative of each other's work. Pupils who are five identify colours that they associate with happy and sad clown pictures. They carefully mix colours to make their happy and sad clowns. Pupils' response was also good in a Year 4 lesson where the pupils were drawing what they had observed. They looked very carefully at the work of Cezanne and Schiele. They paid good attention to the use of light and shade. They discussed the work using appropriate vocabulary of 'sketch', 'light', 'shade', 'smudge' and 'blend'. They observed closely and sketched a selection of artefacts using chalk and charcoal. They took care with their work and applied well the techniques they had discussed. Throughout the school, pupils respond appropriately to the work of other artists in their painting and drawing. Art work is confident and bold.
3. Teaching is at least sound and is generally good. Most teachers have a good subject knowledge, have high expectations and use a good range of suitable methods and organisational strategies. Teachers and support staff manage pupils very well, making good use of praise, of encouragement and of probing questions to help pupils improve their work. Although the quality of on-going assessment is sound, assessment is not consistently used to aid teaching and planning.
4. The subject contributes appropriately to the pupils' spiritual, moral, social and cultural development. The subject is well managed by the subject co-ordinator. Resources are adequate, well organised and accessible.

Design and technology

1. Only three lessons were observed during the inspection. Additional evidence was drawn from looking at pupils' work, the teachers' planning and from discussions with teachers and pupils.
2. Standards at Key Stage 1 are in line with those expected for pupils of this age. They make sound progress. Younger pupils make pictures with a moving part involving cutting, folding and joining techniques. Most pupils can cut and join material but there is no evidence of the design evaluation. Year 2 pupils were able to begin the early stages of designing and experimenting with shapes to make Joseph's Dream Coat. Most of these pupils make sound use of pictures when planning their designs.
3. Standards are in line with those expected from pupils of this age at Key Stage 2. They make sound progress. The oldest pupils can work out their designs for a fairground ride. A number of pupils do not make it clear in their design how the model operates. Those pupils moving to the making process could measure, saw and assemble in the construction of a suitable frame to support the ride. However, progress is limited because pupils are not allowed and choice or flexibility; for example when pupils are directed to use the same frame and resources they do not get the opportunity to show initiative and make changes in on-going work. The youngest pupils undertaking a food technology project on bread and the structure of a sandwich created an interesting class vocabulary list for each stage of the designing and making process.
4. The pupils' attitudes are good at both key stages. Pupils listen carefully, share resources appropriately

and show good enthusiasm to complete the task well.

5. The lesson observed in Key Stage 1 provided good opportunities for the pupils to practise folding and joining. However, the provision of resources needed more organisation to ensure pupils made good use of time. Planning included the use of an evaluation sheet but this was not used, hence no opportunity for the pupils to evaluate the moving pictures and learn from the process. The two lessons observed in Key Stage 2 used good planning, a range of questioning techniques and appropriate use of specific vocabulary to secure a sound understanding of the appropriate designing and making skills.
6. The co-ordinator works hard and provides good support for teachers. The scheme of work produced by the Qualifications and Curriculum Authority has been used to produce a good progression grid to inform assessment procedures. Resources are well organised to support teaching and learning. Pupils with special educational needs are well supported to make good progress.

Geography

1. During the inspection not all classes had lessons in geography. The school operates a block system of teaching each half term, alternating between the teaching of history and geography. Most classes, however, had geography lessons which were observed and from these observations, from scrutiny of work and display as well as examination of past work and planning, judgements could be formed. At both key stages the pupils are attaining levels which are in line with national expectations. At Key Stage 1 the older pupils can talk about Totton compared with the seaside, and can recognise that some places at a distance from Southampton can be significantly different. They can talk about attractive and unattractive features of their own locality and how they can be maintained or improved. Towards the end of Key Stage 2 the pupils' knowledge and skills have increased and they are becoming steadily competent at recognising physical features from maps such as rivers and land height and they know about direction and the position of the United Kingdom on the globe. A good lesson was observed in a Year 5 class where the pupils came to understand the benefits of constant hot water in their own homes compared with the long trek of a young girl in a village in Ghana to fetch a few litres.
2. Progress across both key stages is sound although in a Key Stage 1 class it is unsatisfactory. Where there is unsatisfactory teaching the quality of teaching in the next class ensures that progress improves. Most pupils are able to build upon their prior knowledge as they move through the school. Those pupils with special educational needs are supported well and attain only slightly below the national expectation and well within their own targets. During the inspection several pupils from several classes were able to show their understanding about the recent earthquakes, floods and typhoons and how these affect people. On occasions progress slows for some of the most able pupils when they are insufficiently challenged and extended.
3. The pupils' responses to their learning about geography are good. They behave well in lessons, have good attitudes to their work, listen attentively and show an interest in their studies. Towards the end of Key Stage 1 the pupils ask questions confidently and work easily within a group. Key Stage 2 pupils can carry out research and can come to sensible conclusions.
4. With very few exceptions the quality of teaching is good. In one or two classes in the school it is just satisfactory. Most teachers plan the work well and use a satisfactory range of resources. Lesson objectives are clear and tasks are generally well matched to the pupils' differing levels of attainment. The teachers use an appropriate blend of teaching techniques. The support staff work very effectively with the different groups of pupils, often helping those with special educational needs to meet their individual targets. Teachers' subject knowledge is sound as is their understanding of the requirements of the National Curriculum.
5. The geography policy is in place. The current co-ordinator is on maternity leave. In her absence, the headteacher is providing effective support to colleagues and organises the good resources efficiently. The

teachers assess the pupils' work well and the results are used for subsequent planning. Educational visits by day and the two residential visits enhance the work in geography. The subject makes an appropriate contribution to pupils spiritual, moral, social and cultural development.

History

6. Attainment at the end of Key Stages 1 and 2 is in line with national expectations. This judgement is based on scrutiny of past and current work, examination of planning and assessment documentation and discussion with the subject co-ordinator and other staff and pupils. Only two lessons could be observed because of the alternation between the geography and history teaching system. The main thrust for this half term was for geography but one history lesson was seen in Key Stage 1 which was unsatisfactory and one lesson was seen in Key Stage 2 which was good.
7. History is taught regularly and is given sufficient emphasis within the timetable. The subject is well planned with close reference to the requirements of the National Curriculum. At Key Stage 1 pupils were comparing toys from Victorian times with those of the present day and in Year 6 the study was of Ancient Greeks. Here the pupils had to work out the Greek alphabet compared with their own. Having done so they needed to etch a name on a genuine shard. The pupils' progress over time is sound. By the end of the primary years the pupils can understand that research may involve questioning people as well as the use of books and artefacts. They make satisfactory progress in their knowledge of the life of people in earlier times. Those pupils with special educational needs make sound progress and attain well towards their individual goals.
8. Pupils at Key Stage 2 have good attitudes to learning about history. They listen carefully to the teacher and contribute confidently to discussions. They concentrate well in lessons and show a high level of interest in the topic being studied. Pupils at Key Stage 1 tend to be bored and restless and need further support in order to establish good work habits.
9. The quality of teaching is variable and is sound at Key Stage 1 but often good at Key Stage 2. At Key Stage 2 the tasks are planned to suit the needs of all pupils, resources are used very well and there are sufficiently high expectations of what pupils can achieve. Most teachers make history exciting and use visits effectively as, for example, to the D-Day Museum. Assessment of progress is effective and representative examples of work are collected and annotated and the collected information helps to inform the next stage of planning.
10. The teacher co-ordinator for history provides sound guidance for the subject with a clear outline of programmes of work. She monitors the work in history throughout the school regularly by looking at the planning, examining samples of work and by analysing assessment outcomes. She organises educational visits to museums and other places of historical interest. The subject makes an appropriate contribution to pupils spiritual, moral, social and cultural development. Statutory requirements for history are fully met.

Music

1. Pupils generally make good progress throughout the school. Those with special educational needs are well supported and their progress is good. Pupils demonstrate their developing musical skills in class, in music lessons, in recorder club, in school assemblies and in instrumental lessons.

2. In Key Stage 1, pupils sing songs with a good sense of rhythm and good expression. They sing tunefully and use a wide variety of suitable percussion instruments with developing control and confidence. Year 2 pupils listen attentively to music and identify high and low pitched sounds. They make a 'pitch dance' through making a sequence of high and low movements and sounds as they work well in groups. They listen well to each other and make judgements about quality. Pupils are developing good vocal control in singing and good understanding of important musical elements.
3. Key Stage 2 pupils play with developing confidence and expertise in recorder group and instrumental lessons. They are well supported to make good progress throughout the school. The recorder group listen attentively to their own and to other's performance. They discuss ways in which they could improve. Pupils use appropriate musical vocabulary well. They read music with developing confidence and skill. They keep in tempo and use appropriate dynamics. Pupils know note values and identify pulse and different elements well. In assemblies, older pupils attain above expected levels as they sing tunefully with good expression, controlled phrasing, good dynamics, rhythm and pitch.
4. Pupils enjoy singing and, throughout the school, they concentrate well and respond with enthusiasm. In lessons, they are well behaved, polite and appreciative of each other's musical efforts. They relate very well to adults and peers and are sensitive to the needs of others. They take the initiative readily and look after and value the good range of percussion instruments.
5. Teaching is at least satisfactory. Most teaching is good. Sessions are well planned to give pupils a good range of opportunities to perform, to compose and to appraise music. Teachers usually use a good range of methods and organisational strategies effectively to help pupils gain and use their musical knowledge. Sessions are well structured so that pupils can develop progressively their musical knowledge, skills and understanding. Teachers ask probing questions to extend pupils' musical knowledge and understanding well.
6. All pupils are given equal access to the subject. Lessons contribute well to pupils' social, spiritual and cultural development. The national curriculum requirements are met. Accommodation and resources are very good. The curriculum is enriched by recorder clubs and instrumental lessons which contribute to the good quality of provision. The very good resources made available to the subject are efficiently and effectively managed.

Physical education

7. Pupils' attainment is in line with national expectation at the end of both key stages. The majority of pupils, including those with special educational needs, are making good progress.
8. In Key Stage 1 pupils work well in pairs practising marking and dodging skills with careful control and co-ordination. In gymnastics they demonstrate a good sense of balance when travelling along the apparatus at different speeds. Some pupils are beginning to successfully evaluate their own performance by comparing their skills with the models of good practice shown by their teacher and others in the class.
9. At the beginning of Key Stage 2 pupils can refine and improve on their personal best when practising a series of linked movements at floor level and on a variety of apparatus. By the end of Key Stage 2 the pupils have a sound understanding of the rules in games and know how to improve their own performance. They can receive and send a ball with skill, mark opponents well and intercept successfully in team games.
10. The pupils enjoy physical education and work hard. They work well together in pairs and team situations. They show care and consideration of each other as they move around the hall. The majority of pupils listen carefully to instructions and advice on how to improve a skill.
11. The teaching is good. It ranges from satisfactory to very good. Lessons are well planned with clear

learning objectives that are shared with the pupils. The teachers make good observations of individuals and use this information effectively to demonstrate and provide feedback to pupils on how to improve their technique.

12. The new policy and scheme of work give sound support. The curriculum comprises gymnastics, dance, a wide range of games and swimming. Extra-curricular provision is good and includes football, netball and badminton. Football and netball teams participate in local leagues. The clubs are well attended by both girls and boys. The school benefits from enthusiastic and energetic leadership on the part of the new co-ordinator. The school has good resources for physical education. All these features make a positive contribution to the pupils' attainment and progress.

Swimming

1. The inspection of the school included a focused view of swimming, which is reported below:
2. Two lessons were observed; one with Year 3 pupils and the other with Year 6. Nine of the 26 Year 3 pupils could swim one length and two of these pupils could exceed this distance. The rest of the class were non-swimmers. Many children had never visited a swimming bath before the course of instruction started this term. Very good progress was made within the lesson and over the previous weeks, often from a very low base. Approximately 90 per cent of the Year 6 pupils are on target to swim 25 metres by the end of Key Stage 2 and most will exceed this distance. The vast majority of Year 6 pupils already swim unaided, competently and safely, for at least 25 metres. Nearly all pupils are using a variety of means of propulsion, using arms or legs, or both, as they develop effective and efficient swimming strokes on front and back. They are learning to apply the principles of water safety and survival appropriately. Pupils of all prior attainment levels, including those with special educational needs, are very well supported, challenged and extended to make very good progress both within the lesson and over time.
3. The quality of teaching and instruction is very good. The three swimming instructors worked well as a team. They have a very good subject knowledge and understanding. Their expertise enables them to observe and analyse what pupils can do. This information is well used to inform their teaching and planning. Due attention is given to safe practice. Sessions are well structured and expectations are high. Sufficient time and opportunities are given for pupils to consolidate and refine their developing skills. Methods and organisational strategies are highly suitable to helping pupils to become confident and competent swimmers. Pupils were appropriately organised in three ability groups. Very good provision is made for non-swimmers and poor swimmers. Activities were well matched to each group's capabilities and needs. Very good use was made of time and resources. The school's learning support assistant offers a high level of support at all times for a statemented pupil with cerebral palsy, who also receives one-to-one instruction from a swimming instructor. Transfer from the school to the swimming pool and changing arrangements were well managed. The Year 6 teacher made useful notes of the pupil's progress.
4. The curriculum in respect of swimming is very good. Swimming is an important part of the physical education and whole school curriculum. Planning, time allocation and records of progress and assessment procedures are good.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

5. The team consisted of four inspectors, including a lay inspector, who spent a total of 14 inspector days in school. The inspection team:
- spent 48 hours observing 69 lessons and reviewing pupils' work;
 - attended a sample of registration sessions attended assemblies and a range of extra-curricular activities had lunch with the pupils on several days;
 - observed pupils' arrival at and departure from school;
 - observed nearly all teachers at least once and most several times;
 - had discussions with the headteacher, teaching and non-teaching staff, the Chair of Governors and other governors;
 - reviewed all the available written work of a representative sample of three pupils from each year group;
 - held informal discussions with many pupils;
 - analysed a large amount of documentation provided by the school both before and during the inspection, including:
 - the school prospectus;
 - school policies;
 - the Governors' Annual Report to Parents;
 - minutes of governors' meetings;
 - financial statements;
 - the School Development Plan;
 - subject policies and planning;
 - pupils' reports and records, including special educational needs records;
 - held a meeting attended by 15 parents and considered 73 responses from parents to a questionnaire asking about their views of the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	197	1	32	7

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	24.6

Education support staff (YR – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	105.25

Average class size:

28.1

Financial data

Financial year:	1998/1999
-----------------	-----------

	£
Total Income	352648
Total Expenditure	364151
Expenditure per pupil	1794
Balance brought forward from previous year	12290
Balance carried forward to next year	787

PARENTAL SURVEY

Number of questionnaires sent out:

198

Number of questionnaires returned:

73

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	48	47	5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	58	37	4	0	1
The school handles complaints from parents well	30	38	27	3	1
The school gives me a clear understanding of what is taught	34	53	10	3	0
The school keeps me well informed about my child(ren)'s progress	26	51	11	12	0
The school enables my child(ren) to achieve a good standard of work	34	53	10	3	0
The school encourages children to get involved in more than just their daily lessons	33	52	12	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	53	8	11	0
The school's values and attitudes have a positive effect on my child(ren)	40	49	10	1	0
The school achieves high standards of good behaviour	42	42	11	4	0
My child(ren) like(s) school	51	44	4	1	0