

INSPECTION REPORT

Scantabout Primary School

Chandler's Ford

LEA area: Hampshire

Unique Reference Number: 116042

Headteacher: Mr N Moorse

Reporting inspector: Mrs J M Punnett 17826

Dates of inspection: 1st to 4th November 1999

Under OFSTED contract number: 707371

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body of Scantabout Primary school.
Name of Chair of Governors:	Mr A Ray
Date of previous inspection:	April, 1996

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Mrs J Leaning, Lay Inspector		Equality of opportunity, Attendance, Attitudes, behaviour and personal development, Support, guidance and pupil welfare, Partnership with parents and the community
Miss D Latham	English, design and technology, religious education	Special educational needs, Leadership and management, Children under five.
Mr J Linstead	Mathematics, history, geography, physical education	The curriculum and assessment, Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- More than half of all teaching is good or better.
- The school provides a very good foundation for children aged under five.
- The school's very good ethos has been maintained since the last inspection.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Pupils' behaviour and their attitudes to learning are very good.
- The provision for pupils with special educational needs is very good.

Where the school has weaknesses

- I. Monitoring of curriculum areas by teachers with subject responsibilities is insufficiently developed.
- II. In the formal, systematic evaluation of the school's decision making.
- III. Appraisal is not being implemented to support teachers' professional development.
- IV. In, the day-to-day assessment of pupils' work and its marking.
- V. The omission of some of the required information in the governors' Annual Report to parents.

The weaknesses are outweighed by the strengths but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school

How the school has improved since the last inspection

The school has made good progress in addressing the issues identified by the previous report. The strengths identified in the previous report have been maintained in the school's very good ethos and values, and in pupils' very good attitudes and behaviour. Teachers' assessments of pupils' work are better used to plan further work, but not all assessment opportunities are clearly identified in teachers' planning. Assessment practice has improved since the last inspection. The match of work, especially for the higher attaining pupils, has improved in both key stages although it has not improved sufficiently in all subjects. The curriculum offered in design and technology, information technology, art and music now covers the requirements of the National Curriculum and better covers the full range of activities. Standards have improved in these subjects since the last inspection. The previous inspection found schemes of work missing in science, art, design and technology, information technology and music. There was also no policy document in place for science. The school has worked hard to put schemes of work in place for all subjects. There is also a policy document for science. The music policy is yet to be ratified by the governing body and there are no policies in place for equal opportunities, drugs education and personal, social and health education. The issue of improving the planning framework at Key Stage 1 has been satisfactorily addressed, and teachers now have a clearer more manageable focus to their lessons. The school now fully meets statutory requirements for collective worship; this is an improvement. The evidence of the inspection finds a greater emphasis being put on the spiritual dimension within the curriculum. The school has worked hard to improve this area since the last inspection. The school is in a good position to improve further.

Standards in subjects

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

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

The information shows that compared with all schools, standards are well above in English and mathematics and above average in science. Compared with similar schools, standards are average in all three subjects. During the inspection, the work seen in English, mathematics and science was of a good standard. The work seen in information technology was satisfactory. Pupils attain standards that meet those expected in religious education. The standards found in all other subjects are satisfactory. In history, the standards are good.

The 1999 test data for Key Stage 1 show above average standards in reading and writing when compared with all schools. In comparison with similar schools, the standards were below average in reading and average in writing. In mathematics, when compared with all schools, standards were average and in comparison with similar schools, standards were well below average. The findings of the inspection are that the current Year 2 pupils are attaining good standards in English and science. Pupils are attaining satisfactory standards in mathematics. Standards in religious education and history are good. In information technology, design and technology, geography, art, music and physical education, standards are satisfactory.

The curriculum for the children under five is appropriate and is very well taught. The very good quality of teaching complements the excellent relationships and class management, and very good sensitivity to the needs of young children. Children feel happy and secure in their first term in school, and are confident and eager to explore. They show very good progress in learning and development, in only the short period of their first half term, beginning from a start on entry which is within the average band for the county area. Attainment is already above average overall, and in language and literacy and mathematics, it is well above average for children's age, and for the stage of the year.

Throughout the school, pupils with special educational needs attain good standards for their capabilities.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very good	Good	Good
Mathematics	Very good	Satisfactory	Satisfactory
Science	Not applicable	Good	Good
Information technology	Not applicable	Satisfactory	Satisfactory
Religious education	Not applicable	Good	Good
Other subjects	Good	Satisfactory	Satisfactory

During the inspection, 54 lessons or parts of lessons were observed. Of these lessons, six were excellent, 12 were very good, 16 were good and 20 were satisfactory. The teaching of children aged under five is very good. The quality of teaching for pupils with special educational needs is satisfactory.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Very good. The very good relationships are a strength of the school. Pupils’ attitudes to learning are very good and they benefit from opportunities to evaluate their own work towards the end of lessons.
Attendance	Very good. Well above the national average. No unauthorised absence, which is well below the national average. Pupils arrive punctually to school and to lessons.
Ethos*	Very good. There is a calm, purposeful atmosphere. Teachers have high expectations of what pupils can achieve. Pupils are keen to learn.
Leadership and management	Satisfactory. The school is successfully achieving its aims. The headteacher gives clear educational direction to the school. The deputy headteacher makes a good contribution to the management of the school. The governing body makes a satisfactory contribution to leadership and management although there is not an effective method of evaluating the work of the school in place. The roles of the curriculum co-ordinators are insufficiently developed.
Curriculum	Good. The curriculum is broad and balanced at both key stages and meets statutory requirements. The planned curriculum for children aged under five is very good and children make very good progress. There are schemes of work in all subjects.
Pupils with special educational needs	Provision for pupils with special educational needs is very good. Pupils make good progress at both key stages.
Spiritual, moral, social & cultural development	Very good. There is good provision for pupils’ spiritual development and very good provision for their moral, social and cultural development.
Staffing, resources and accommodation	Satisfactory overall. The arrangements for the professional development of teachers are unsatisfactory as appraisal is not currently undertaken. Overall, the accommodation is satisfactory with the prospect of new class rooms and a library in December to improve accommodation. Resources to support the curriculum are satisfactory with good resources in religious education, design and technology and music. The library stock is barely adequate for a school of this size. The accommodation for the children under five is good.
Value for money	Good.

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

The parents' views of the school

What most parents like about the school

- VI. A conscientious, caring staff who consistently seek to nurture 'the well-rounded child'.
- VII. They appreciate the content and format of assemblies.
- VIII. There is a real family environment, and very good help and guidance are given to pupils.
- IX. Parents who help in the school feel very welcome.
- X. The quality of the provision for special educational needs.

What some parents are not happy about

- XI. There are insufficient after school activities,
- XII. A few parents expressed concern about the quality
- XIII. Complaints were listened to but not always response from the school.
- XIV. The amount of homework, particularly in
- XV. Parents are disappointed that the more able / a very few parents.

Thirty-four parents attended the meeting held before the inspection. One hundred and five parents responded to the parents' questionnaire. The inspection finds no evidence to suggest a lack of after school sporting activities. During the inspection week, inspectors saw a music response club, orchestra, choir, netball and football as extra curricular activities. This is a satisfactory range for a school of this size. Of the physical education lessons observed during the inspection all were found to be satisfactory. The lay inspector spoke to many parents and found no evidence to support the minority views expressed at the parents' meeting. The new homework arrangements are being put in place and this should reassure those parents who commented about the lack of consistent arrangements that homework will improve. During the inspection, there were occasions when the potentially higher attaining pupils were not sufficiently challenged. This was observed in a few lessons such as art. Overall, the potentially higher attaining pupils are set appropriate work.

KEY ISSUES FOR ACTION

The governors, Headteacher and staff should address the following matters in writing the action plan, in order to raise standards and improve the provision the school makes still further.

- XVI. Re-instate the appraisal process to have an impact on teachers' professional development (paragraphs 84, 90).
- XVII. Develop the role of teachers with subject responsibilities, including opportunities for them to monitor and evaluate their subject areas (paragraphs 46, 81, 96, 146, 151, 157, 162).
- XVIII. Use assessment more rigorously to inform planning, including improving the marking of pupils' work so that it helps them more effectively to identify areas for improvement (paragraphs 37, 48).
- XIX. Develop a formal, systematic method of evaluating how school targets are progressing and whether they are supporting improvement in pupils' education and provide value for money (paragraphs 46, 79, 93).

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

- XX. Ensure that the governors' Annual Report to parents fully meets statutory requirements (paragraphs 73, 84).

· INTRODUCTION

· Characteristics of the school

1. Scantabout Primary School is situated in Chandler's Ford, an area north of Southampton in Hampshire. Approximately half of the pupils come from areas close to the school, whilst others come from further afield. The area has a varied population and most children experience pre-school education. The attainment on entry to the school is average. The school is situated in attractive grounds. Scantabout is a similar size to other schools of the same type. It provides education for pupils aged four to 11 years. Most pupils transfer to the local secondary school in Chandlers Ford. There are 211 pupils on roll, 98 boys and 113 girls. Pupils are organised into seven single aged classes. Eight pupils come from ethnic minority homes. The percentage of pupils eligible for free school meals is below the national average. During the school year before the inspection, one pupil was excluded for a fixed period of time.

2. Changes to the school since the last OFSTED inspection include four new members of the teaching staff, including the deputy headteacher. During the past two years, three full-time and some part-time teachers have left the school. One post is covered by a temporary contract.

3. The incidence of pupils with special educational needs is only 12 per cent, considerably less than the national average. In the last two years, this has been reduced from 23 per cent, just above the national average, an indication of substantial success in supporting the attainments and progress of pupils with special educational needs. In total, there are 46 pupils on the school's special educational needs register, of whom 24 are at Stage 1 of the national Code of Practice stages, eight are at Stage 2, and 16 are at Stage 3. There is one pupil at Stage 4, and no statemented pupils at Stage 5.

4. Out of 24 children in the class for children under five, only one was actually five at the time of the inspection, thus none of the 24 is yet entitled to the National Curriculum. The arrangements for admission are appropriate and are in line with the policy of the Local Education Authority. These children are admitted to the school at the beginning of the school year. Induction procedures include visits to the school by the children and parents, an evening meeting for parents and written information.

5. The school aims to develop each child individually according to her/his own ability, age, talents and interests. The school action plan gives a broad overview of the developments tackled by the school since the last inspection. Its priorities include all the key issues from the last inspection, including information technology, music, design and technology, art and the continuing development of schemes of work. The school has undertaken sensible audits of literacy, assessment procedures and strategies to ensure that the higher attaining pupils make the progress of which they are capable. The plan is related to the school's aims and defines appropriate priorities within a suitable time-scale.

1. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
for latest reporting year:	99	14	14	28

6. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	12	12	11
	Girls	13	14	14
	Total	25	26	25
Percentage at NC Level 2 or above	School	89 (88)	93 (91)	89(91)
	National	85 (80)	86(81)	90(84)

6. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	12	12	13
	Girls	13	14	14
	Total	25	26	27
Percentage at NC Level 2 or above	School	89 (88)	93 (94)	96(100)
	National	82(81)	86(85)	87(86)

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:				
	Year	Boys	Girls	Total
	99	13	19	32

1 National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	10	12	11
	Girls	17	15	18
	Total	27	27	29
Percentage at NC Level 4 or above	School	84 (77)	84 (55)	91(81)
	National	70(65)	69(59)	78(69)

1 Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	12	12
	Girls	16	13	13
	Total	27	25	25
Percentage at NC Level 4 or above	School	84 (74)	78(71)	78(74)
	National	67(65)	69(65)	75(72)

1 Attendance

Percentage of half days (sessions) missed			%
Through absence for the latest complete Reporting year: 1998	Authorised	School	3.1
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

1 Exclusions

Number of exclusions of pupils (of statutory school age) during The previous year:		Number
	Fixed period	1
	Permanent	0

1

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	33
	Satisfactory or better	100
	Less than satisfactory	0

2

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

PART A: ASPECTS OF THE SCHOOL

1 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

1 Attainment and progress

7. Analysis of the national end of Key Stage 2 tests for 1999 shows that standards in English at Level 4 were well above the national average and that they were also above the national average at Level 5 and above. In mathematics, standards at Level 4 and above, and at Level 5 and above, in the tests were well above the national average. In science, standards were above the national average at Level 4 and above and well above the national average at Level 5 and above. When the averages of the school's test data are compared with all schools, they show that standards are well above average in English and mathematics and above average in science. Overall, across all three subjects, the pupils' performance is well above average. When compared with similar schools, across all three subjects, the pupils' performance is average.

8. When the end of Key Stage 2 test results at Level 4 and above for 1999 are compared with those reached by the school in 1998, they show improving standards in English, mathematics, and science. However, there was a sharp dip in the results in mathematics in 1998 that the school has addressed well. Taking three years together, 1996, 1997 and 1998, attainment by boys in English is close to the national average, whilst that of girls is above the national average. The attainment of both boys and girls is well above the national average in mathematics. The attainment of boys in science is above the national average whilst that of girls is well above the national average.

9. The findings of the inspection show that, by the end of Key Stage 2, attainment is above the level of the national expectation in English, mathematics and science. In information technology, attainment meets the national expectation. Standards in religious education meet the requirements of the locally Agreed Syllabus. At Key Stage 2, standards are above average for the pupils' age in history. In design and technology, art, music and physical education, attainment is broadly average for the pupils' ages. No judgement was made about pupils' attainment in geography. These findings are better than those of the last inspection where standards in English were judged to be average and standards in information technology and design and technology were unsatisfactory. The findings of this inspection are in line with the school's end of key stage results in 1999.

10. The school has successfully incorporated the National Numeracy Strategy into its own mathematics curriculum ensuring that each class has an appropriate daily lesson. Teachers plan lessons in accordance with the guidelines for numeracy and give their pupils the opportunity to develop mental strategies for solving mathematical problems. Appropriate plenary sessions are planned and used well to gauge the extent of pupils' learning.

11. The literacy hours are well established and are proving very effective. Overall, the school's provision for literacy is good. Literacy is taught daily in all classes, and time is used very well. Literacy is appropriately developed throughout the curriculum, for example, in the writing of scientific reports, or descriptions in history and geography, and reading for information in a variety of subjects and topics. The standards of literacy across the curriculum are above average.

12. In English, by the age of eleven, standards are above the level of national expectation in speaking and listening, reading and writing. The pupils talk and listen confidently and carefully during class discussions, when presenting their ideas at an assembly, and when talking to teachers, visitors and other pupils. Library skills are well developed. The quality and range of writing by the age of eleven are a strong feature. Writing is varied and interesting, and meaning is conveyed clearly and effectively across a variety range of forms for different readers. Vocabulary is chosen both imaginatively and precisely. Handwriting is consistently joined, legible and fluent, and the standard of presentation is high. In mathematics, by the end of Key Stage 2, the pupils find patterns in their work, manipulate fractions and decimals, and explain mental and approximation strategies well. By the age of eleven, in science, the pupils have a good understanding of the concept of a fair test, locate and name most of the body's major organs, know that chemical changes are irreversible and correctly identify the insulation properties of materials. By the end of Key Stage 2, in information technology, pupils demonstrate appropriate word processing competence, some knowledge of modelling and a satisfactory knowledge of constructing databases.

13. By the age of eleven, in art, pupils represent aspects of the world with increasing accuracy and attention to detail. They create pastel portraits, posters, book covers for Harry Potter stories, and closely observed drawings of each other. In design and technology, pupils design and make purses with increasing

attention to design. In history, pupils debate the effects of bias in historical texts. In physical education, they develop their floor-work skills. By the end of Key Stage 2, in geography, pupils study their own climate as well as climates in various parts of the world. In music, they enjoy both playing and performing at concerts. In religious education, pupils understand some Bible stories and how they are linked to their own experiences. They understand how different religions may have different customs, for example, the Jewish tradition of Hanukkah.

14. Analysis of the national end of Key Stage 1 tests for 1999 shows that standards in reading and writing at Level 2 and above were above the national average. When the averages of the school's test data are compared with those of all schools, they show above average standards in reading and writing. In mathematics, standards were average when compared with all schools. When the averages of the school's test data are compared with those of similar schools, they show that standards are below average in reading, average in writing and well below average in mathematics. When the end of Key Stage 1 reading, writing and mathematics results for 1999 are compared with 1998, they show that standards in reading, writing and mathematics are broadly the same.

15. The findings of the inspection show that, by the end of Key Stage 1, standards are on course to be above the level of national expectation in English and science. In mathematics, standards are on course to be close to the national expectation. In information technology, standards are on course to be in line with the national expectation. At Key Stage 1, standards are above the expectations of the locally Agreed Syllabus in religious education. In art, design and technology, history, music and physical education, standards are in line with those expected for pupils' ages. No judgement was made about geography. These findings are better than those of the last inspection in English, science, information technology, design and technology, art and religious education. In mathematics and physical education, the judgements are the same as last time. In history and music, the judgements on standards are less favourable than at the last inspection. There was underachievement by the higher attaining pupils particularly in English. These pupils are now well catered for in the literacy sessions.

16. In English, by the age of seven, most pupils speak clearly, show awareness of the listener, and use a growing vocabulary when developing and explaining their ideas. Good standards are attained in reading and writing. Pupils write simple sentences and some produce varied writing of a good length for their age. By the end of Key Stage 1, in mathematics, the pupils have a sound knowledge of number, space, shape and measures. They understand odd and even numbers, and are becoming familiar with multiplication facts of numbers up to ten. By the age of seven, in science, pupils sort groups of natural materials with accuracy and confidence and are able to categorise objects with different properties. They recognise similarities and differences between plants and animals and record these through simple drawings. They begin to understand the effect of weather on plant growth and how to keep safe when using electricity. In information technology, pupils are confident in keyboard use and many accurately use the keys. In design and technology, pupils make attractive models of caterpillars to illustrate their story. In physical education, they combine balances with turns, jumps and stretches. In geography, they show an awareness of places beyond their own locality and create their own maps of their route to school. In history, pupils know about the achievements of famous people in the past such as Florence Nightingale, and in music, they show skill in accompanying songs using percussion instruments. In art, pupils have good drawing skills when representing plants and vegetables using pencils. In religious education, they begin to know and understand some important Bible stories.

17. Standards achieved by children in the Reception class are very good overall. Starting from a baseline level on entry that is within the average band for the county area, they have, in half a term, achieved levels well in advance of expectation in language and literacy. In mathematics, they have achieved above average standards for their ages. Children have attained satisfactory levels in knowledge and understanding of the world around them and in creative and expressive development. Progress in language and literacy, particularly in phonics, is outstanding.

18. The pupils make satisfactory progress at Key Stage 1. Pupils make good progress in English and science. Satisfactory progress is made in mathematics, information technology, art, design and technology, geography, history, music and religious education. Sixteen lessons were observed at Key Stage 1 and progress was very good in five of these, good in five lessons and satisfactory in six lessons. In English, satisfactory progress is made as pupils learn to spell a greater range of words accurately and to use them with good effect when expressing their thoughts and ideas in writing. Satisfactory progress in mathematics occurs as the pupils progress from recognising numbers to undertaking addition and subtraction to ten. In science, sound progress is noted as the pupils increase their knowledge of the human body and the uses of materials. In information technology, they increase their computer mouse control skills and show sound progress in learning computer applications. In physical education, pupils show increasing co-ordination and body control in gymnastics. In music, sound progress is made in the pupils' understanding of rhythm and pitch that is reflected in their

singing. In geography, pupils' mapping skills develop as they move through the key stage and in history, they show an increasing awareness of time and how it relates to their own lives. In art, they gain greater control in their use of paintbrushes and pencils and begin to relate the work of famous artists, such as Van Gogh, to their own. In religious education, good progress is made in understanding the links between everyday themes of light, clothes, families and food in Christianity and other world religions.

19. At Key Stage 2, pupils make good progress in English, mathematics and science. They make satisfactory progress in information technology, art, design and technology, history, geography, music and physical education. In religious education, pupils make good progress. At Key Stage 2, 32 lessons were observed during the inspection. Of these lessons, progress was excellent in one lesson, very good in six lessons, good in 10 and satisfactory in 15 lessons.

20. Good progress is seen in English as pupils widen their speaking and listening skills through expressing their ideas and opinions in classes and assemblies. Good progress is made in reading, particularly in improving fluency and accuracy. Progress in writing is good throughout Key Stage 2 with evidence of the use of a wide variety of genres and styles. In mathematics, the pupils' understanding of shape, space and measures develops appropriately and, in science, their knowledge of fair testing improves considerably in the upper junior years. In information technology, the pupils' skills grow from an ability to change fonts in Year 3 to cutting and pasting in Year 6. In physical education, pupils develop satisfactory ball skills as they progress through the key stage. In geography, pupils are increasingly able to contrast and compare different localities and, in history, they develop an understanding of major historical events. In art, they acquire a good range of knowledge about the art of varied cultures and, in music, they develop their knowledge of different composers and their musical works. In design and technology, pupils design and make various articles with increasing skill and dexterity.

21. Pupils with special educational needs make good progress and do better than expected for their capabilities and their previous learning. Individual education plans show specific targets in small steps, enabling good success to be maintained. These are regularly and rigorously reviewed. In the past two years, the incidence of pupils with special educational needs in the school has been substantially reduced by the success of its provision for these pupils, thus enabling many to achieve good standards and to perform at mainstream or improved levels. Provision for pupils with special educational needs and the consequent attainment and progress that they make is a strength of the school. There are eight pupils from ethnic minority backgrounds who are well integrated into school life. There are no significant differences in the progress of pupils from different backgrounds.

7.

Attitudes, behaviour and personal development

22. Attitudes to learning are very good, and pupils benefit from a purposeful and orderly environment. Procedures in place encourage them to aim for high standards, and there are high expectations of both their behaviour and attitudes. Pupils are articulate and friendly; they are keen to learn and show sustained interest even when they find the task difficult. Most participate confidently in class activities, maintain concentration well and are enthusiastic in discussion and classroom debate. The school aims that pupils should have the opportunity, through first hand experience, to develop as happy, balanced individuals and to be tolerant of the feelings of others. Pupils are courteous to each other, to staff and to visitors, work well together and react positively to adults. Most pupils persevere with their work and receive help from both staff and other pupils when they experience difficulty.

23. Children under five behave very well for their age and are very interested in learning. They enjoy many activities and like stories and rhymes. They play sensibly, and are learning to be aware of others, take turns, and conform with simple classroom conventions well. Although most children enjoy playing alongside others and make comments to them, a substantial minority of them are already able to play collaboratively for short periods, and show very good social development for this age at this stage in the year. Children are confident and happy in their classroom, which enables them to explore and experiment.

24. The standard of behaviour is very good, and there is an emphasis on positive behaviour management. Pupils are praised and share their successes both in the classroom and in assemblies, when good behaviour is celebrated. The school promotes self-discipline and expects the highest standards of behaviour, honesty and good manners at all times. Pupils know and understand the school rules and appreciate the need for rules. When questioned they felt that if there were no rules it would be 'chaos'. Any unsuitable behaviour is checked and sanctions are in place to cope with this at a very early stage. Parents are quickly involved on the few occasions when this is deemed appropriate and they greatly appreciate the high standards. There is a clear behaviour and discipline policy. There was no evidence of litter or graffiti, the building and play areas are well kept, and pupils are actively encouraged to take pride in their surroundings.

25. At play and at lunchtimes, pupils respond well to adult supervisors and value the 'spots' awarded for good behaviour. There was no evidence of bullying or other inappropriate behaviour, and different ethnic groups are totally integrated. Pupils understand that bullying or any other type of harassment is unacceptable and confidently stated that if they saw any they would immediately 'get a grown-up'.

26. Discussion with parents revealed a high level of satisfaction with the school, and their children are happy and enjoy coming to school. They are positive and appreciate the high standards of behaviour, which have a very good effect on pupils' attainment.

27. Relationships within the school are very strong: adults are very good role models, pupils respect each other and the adults, and staff know pupils well and are sensitive to their individual needs. There is a very good rapport between the older and younger pupils and Year 6 pupils help the infants at play and lunch times. Good examples were seen of pupils of all age groups joining in enthusiastically and being willing to listen to the answers and opinions of their classmates.

28. The personal development of pupils is very good. The school's aims are very clear and comprehensive, and are concerned with the education of the whole child. They endeavour to build up pupils' skills to help them become independent and to make the most of their opportunities. Good quality displays of work around the school reinforce the importance which is placed on every pupil doing his or her best and gaining recognition for doing so.

29. Pupils act as register monitors, and Year 6 pupils answer the telephone at lunch times if there is no-one around, put out equipment at play time and help clear up in the dining room. The higher attaining pupils are given work which is open ended and individual efforts and achievement in all areas are a cause for celebration at the 'sharing' assembly.

1. There is a School Council with democratically elected representatives from Years 2–6. Ideas are put forward and discussed and have been used to bring about change. For example, the playground equipment was improved by a donation from the Scantabout Association, after requests from the School Council. There are opportunities to play musical instruments and to join the choir and orchestra. Personal and social education is taught across the curriculum but the lack of a more structured approach makes it difficult for the continuity of learning to be effectively measured.

31. One pupil has been excluded for a fixed term during the past year. There is little significant difference from the previous OFSTED report and the key issue of maintaining existing standards in the area of attitudes, behaviour and personal development has been achieved.

30. **Attendance**

32. Attendance is very good. The attendance rate of pupils is well above the national average throughout the school, averaging ninety-seven per cent. There was no unauthorised absence, which is well below the national average. Pupils arrive punctually at school and lessons. Parents are aware of the need to inform the school of absences, and there is a dedicated answer phone for messages. Parents are immediately involved in case of problems, which are referred to the educational welfare officer if this is felt to be necessary. Registers are efficiently and accurately kept and are monitored by the administrative officer and the headteacher. Attendance and punctuality have a very positive effect on standards of attainment.

30. **QUALITY OF EDUCATION PROVIDED**

30. **Teaching**

33. The quality of teaching is better than that noted in the previous inspection, when it was judged to be sound, with a minority of unsatisfactory or poor lessons. During this inspection, teaching is never less than satisfactory. It is good in almost a third of lessons and very good or excellent in one third of lessons.

34. Teaching of the children under five is very good indeed and is promoting the very good progress made by these children. The teacher has excellent understanding of the learning needs of such young children in terms of their emotional and behavioural needs as well as of their curricular needs. Lessons are carefully planned, and there is an appropriate balance of activities led by adults and opportunities for children to choose their own. A broad and stimulating range of experiences is provided to promote progress across all areas of learning. There is very good sensitivity to children, and an obviously caring approach. The assistants who work with the teacher in the Reception class share these characteristics.

35. Work for pupils with special educational needs is generally well matched to their capabilities and needs, particularly in English and mathematics. Targets on individual education plans are clear and specific

and are graded in small steps which enables success. Consultations are held and instructions are given to learning support assistants for every lesson in mathematics and English regarding pupils with special educational needs. Also, excellent lesson feedback proformas passed between learning support assistants and class teachers influence immediate planning and so provide good support for continuing progress. Support and special tuition are usually well integrated into normal timetabled lessons, although there is occasional withdrawal for tuition where quiet conditions are required, for example, for careful listening in phonics. This is normally arranged so that it does not affect the pupils' entitlement to the National Curriculum.

36. In literacy sessions at Key Stage 1 and Key Stage 2, teachers encourage enjoyment of the written word through their enthusiasm for the new books. Their good knowledge of the teaching of literacy is evident in the clear and effective teaching of spelling and phonics. Many mathematics lessons benefit from the teacher's good knowledge, particularly in numeracy and number skills.

37. Most teachers have good knowledge and understanding of subjects. However, it is variable across Key Stage 2. Teachers in Key Stage 1 have a very good knowledge of the age that they teach, which means that work is set at the appropriate levels for pupils' abilities. This has a positive impact on pupils' progress. The pace of lessons is good at Key Stage 2. For example, dividing the Year 4 class into two to undertake a comparative environmental walk to look at habitats during a science lesson. The classroom assistant had a clear brief within a set timescale, consequently all objectives were completed during the lesson. Lesson plans set out clear objectives in all subjects observed. Resources that will be needed are identified. Teaching methods and organisation are good. However, work routinely provided for the higher attaining pupils in some subjects is not always sufficiently challenging to allow them to make the amount of progress of which they are capable. On the occasions when work is well matched, for example, in mathematics, when pupils were able to generalise about lines of symmetry and in history, when hypothesising about the purposes of artefacts, pupils make rapid progress. The school has identified the higher attaining pupils in each class and there are some opportunities for them to benefit from specially devised work, for example in the lunchtime clubs for writers and mathematicians. The management of pupils is very good across the school. Pupils respond positively to the good teaching which holds their attention and maintains their interest. The marking of pupils' work varies in quality across the school. It seldom informs pupils sufficiently about how to improve their work particularly in Key Stage 2. Teachers' verbal comments are often helpful and assist pupils to make progress. Interactions between teachers and pupils are very good. Teachers generally have high expectations of behaviour to which pupils respond well. They also expect pupils to work hard during lessons. Instrumental teachers of music provide good quality teaching in their subject area. They have good subject knowledge and plan their lessons well.

38. Teachers make good use of parental help to support pupils' work. Parents work with pupils, including those with special educational needs, on a range of activities including listening to readers and assisting pupils with their group activities. The quality of this work enhances the education of pupils and helps the school to fulfil its aim of recognising the importance of the home/school partnership.

30. **The curriculum and assessment**

39. In keeping with the findings of the previous inspection, the curriculum is broad and balanced and meets statutory requirements. This promotes the pupils' physical, intellectual and personal development and prepares them well for secondary school. All National Curriculum subjects and religious education are planned for with appropriate time allocations for each. The total weekly teaching time in reception and in both key stages is above the recommended hours. The school has successfully tackled a key issue raised in the previous inspection report by ensuring that the full range of activities in design and technology, art, music and information technology is covered.

40. Sex education and issues surrounding drugs are taught as part of the school's science and health education curriculum. The school ensures that all pupils in both key stages, and in the Reception, participate in numeracy and literacy lessons each day and the school has successfully incorporated the National Literacy and Numeracy Strategies into its curriculum. Pupils in Years 3 and 4 participate in swimming lessons organised by the school at the nearby pool. In Year 6, pupils are offered the chance to take part in the annual residential visit to the Stubbington Centre.

1. The curriculum is well planned ensuring continuity of learning between the year groups and across the key stages. The long-term plans are carefully considered and indicate when topics will be introduced and the expectations of pupils' achievements in each year group. The school now has schemes of work for every subject which again is an improvement on the findings of the previous inspection. It combines well its own interpretations of the Programmes of Study with guidelines produced by the Local

Education Authority and the Qualifications and Curriculum Authority. Lesson plans are well drawn, and make clear the learning objectives and the activities to be undertaken by pupils of differing abilities. However, work routinely provided for the higher attaining pupils in some subjects is not always sufficiently challenging to allow them to make the amount of progress of which they are capable. On the occasions when work is well matched, for example, in mathematics, when pupils were able to generalise about lines of symmetry and in history, when hypothesising about the purposes of artefacts, pupils make rapid progress. The school has identified the higher attaining pupils in each class and there are some opportunities for them to benefit from specially devised work, for example, in the lunchtime clubs for writers and mathematicians. One of the school's principal aims is the development of independent learning. Homework is used to good effect in this respect and the installation of the Internet has provided pupils with the means of vast personal research of which they are now beginning to make use.

2.The planning and content of the curriculum are satisfactorily adapted for pupils with special educational needs, and are usually well adapted in English and mathematics. Individual targets are carefully graded, specific, and thoroughly monitored in these subjects. Ongoing assessment is used very well in planning for subsequent lessons, and provides good support for progress. This makes a strong contribution to the educational standards achieved by pupils with special educational needs, which are good for their capabilities and previous learning. The requirements of the national Code of Practice are well met, for example, in terms of individual education plans and their regular reviews.

43. The curriculum for the children under five is appropriately structured and planned in the six designated areas of learning and development, which lead to the Desirable Learning Outcomes for five year olds. There is a smooth transition into the National Curriculum when individuals fully achieve the Desirable Learning Outcomes and as the majority of children turn five and become entitled to it in the following term. The range of curricular provision is both broad and balanced, and provides for progress and variety in all the six areas of learning and development: personal and social development, language and literacy, mathematics, knowledge of the world, physical development, and creative and expressive development. Assessment is very well done. The Local Education Authority's baseline assessment is administered during the first half-term, and is re-used again, as needed, to check progress, in the spring term. Individual targets are set from the baseline outcomes, are monitored throughout the year and are reviewed and thoroughly evaluated at the end of the year. Thorough records from these assessments are passed to the next teacher, along with the results of some specific assessment activities in writing, mathematics and science, and with other diagnostic assessments to detect difficulties in reading to ensure early help and support. Daily assessment practice includes tracking of children's choices of activities, and notes on their personal and social progress. The use of such assessments is very good, and planning is influenced substantially by such assessments, thus providing very good support for progress.

44. There is a satisfactory range of extra curricular activities available to pupils. These include football and netball, French, recorders, music response, cycling proficiency and orchestra. Pupils also meet in order to produce the school magazine and as members of the School Council. The school has a choir and appropriate music and drama productions are held at Christmas. The school is about to begin netball and football matches against other local primary schools. Pupils in all year groups are able to benefit from visits made to a wide variety of places associated with their studies. For example, in the past year, Reception children visited Marwell Zoo, and Key Stage 1 pupils went to Manor Farm. In Key Stage 2, pupils visit places such as Hampton Court, Winchester Cathedral and Poole Pottery. The school is also visited by a number of people and organisations helping to extend the opportunities offered by the school's curriculum. These include the St. Dismas Association for the homeless, the Mayor of Eastleigh and Hampshire Fire and Rescue Services.

45. The school has a comprehensive policy for the assessment of pupils' attainment and progress. There is a good range of tests and assessment procedures for checking pupils' progress throughout both key stages in English, mathematics and science. Attainment and progress in other subjects is gauged by teachers making assessments of what pupils have learned at the end of pieces of work in each subject. Good use is made of standardised tests and the results of national tests at the end of the key stages have been used well to identify weaknesses and provide appropriate work. The school has a good system for setting targets for individual pupils. Progress towards the achievement of these targets is monitored well by class teachers and the assessment co-ordinator.

46. The school regularly samples pupils' investigative work in mathematics, science and English in order to agree levels of achievement. This is aided by the school's use of exemplars provided by the Qualifications and Curriculum Authority. However, the school's collection of levelled work is out-of-date and not used. The

monitoring of lessons, work and pupils' achievement has taken place, especially in English and mathematics, which has helped these subjects to progress. However, the monitoring of other subjects is insufficiently developed and co-ordinators are given few opportunities to do so. The monitoring role of the governing body is also undeveloped, for example, no systematic visiting of the school is in place. This position reflects that found in the previous inspection.

47. Teachers make good use of plenary sessions at the end of lessons to gauge the extent of pupils' learning but other day to day assessments are not routinely carried out. Teachers provide learning support assistants with valuable information and guidance enabling them to work successfully with individuals or groups of pupils. At the end of lessons, detailed observations are then made by these assistants and conveyed to teachers, thus enabling future work to be matched to the extent of the pupils' learning.

48. The school has a detailed and relevant marking policy showing the agreed ways in which pupils' work will be assessed and marked. A scrutiny of work completed over the past year however, shows an inconsistency in applying the agreed criteria. Few comments were made and these were mostly of praise. Little use was seen of comments which would help pupils to understand how they could improve their work next time.

42. Pupils' spiritual, moral, social and cultural development

49. Overall, the provision made for pupils' spiritual, moral, social and cultural education is very good. Pupils with special educational needs take a full part in the life of the school, and are able to engage in all aspects of the curriculum, and in all events and experiences open to pupils at the school. This is an improvement on the findings of the previous inspection although no clear judgements were made about the quality of provision in any area.

50. Good provision is made for pupils' spiritual development and pupils of all ages are given the opportunity to reflect on their own and other people's lives in assemblies, religious education and history lessons. Whole-school and key stage assemblies create good opportunities for pupils' reflection. The previous inspection found that insufficient time was given in assemblies for pupils to participate and reflect on the ideas promoted during the assembly. The present arrangements are an improvement. For example, a candle is lit for assembly and pupils are asked to reflect on stories such as that of Rama and Sita and how Divali lights are important to Hindus. The regular assembly plans are enhanced by a year group of pupils producing a display of prayers and pictures to illustrate the theme. The theme during the inspection week was 'light'. Pupils frequently read their own prayers during assembly. Class teachers follow up assembly themes in class lessons and this further enhances pupils' spiritual experience. The weekly 'sharing' assembly emphasises pupils' achievements, both at school and at home. The local minister makes occasional visits to the school and pupils have visited the local places of worship, such as a Hindu temple and a Methodist Church. The colourful artefacts used by some teachers in religious education lessons also serve to give a spiritual dimension to the classroom's ethos. The act of collective worship contributes well to pupils' spiritual development. In the last inspection, acts of collective worship did not meet statutory requirements, but this is no longer the case.

51. Provision for moral development is very good; pupils of all ages demonstrate that they know the difference between right and wrong in their everyday school life, as noted in the previous inspection. The school also fosters values such as honesty and fairness and this is particularly apparent in the way that pupils show respect for the property of others. For example, if they find money, it is taken to the headteacher. The school has introduced a good framework of values to regulate personal behaviour and these include certificates for good behaviour, hard work and academic achievement. At lunchtimes, good behaviour is rewarded for class achievement on a star chart which is displayed in the school hall. Small notices concerning suitable behaviour in classrooms, in the playground and around the school are displayed prominently, but pupils' good moral code leads naturally to good behaviour and social relationships. Opportunities are presented, especially in geography and history, for pupils to develop and express moral values about their own country and the rest of the world in relation to the environment.

52. There is very good provision for the development of pupils' social skills. Very good opportunities exist for pupils to share and participate in small or large group activities, such as collage making in a Year 2 class where fabrics are shared. These are strongly promoted in the infant classes and provide a firm basis for very good social development as pupils move through the school. This judgement shows an improvement on the last inspection, where pupils' social development was considered good. The school is very successful in promoting very good, respectful relationships between pupils and staff who are good role models for pupils' social behaviour. Pupils of all age groups play in the playground and the older pupils are very aware of the need for care when playing. In the classrooms, pupils are willing and able to work collaboratively with a partner or in larger groups in all curriculum areas, for example, in mathematics, physical education, science and history. They are also able to take part responsibility for their own learning when given the opportunity such as in

practical science activities when finding information about habitats on the 'nut walk'. Pupils respond well to any monitor duties such as returning the registers to the office, assisting in the preparation of the hall for assembly and putting out games equipment during the lunch hour. Older pupils take it in turns to look after the office telephones during the lunch period. Pupils have developed some sense of citizenship in their interaction with the community through events such as the harvest festival and Christmas concerts. However, fewer opportunities exist for pupils to participate in wider musical activities such as music festivals or playing and singing to members of the local community. There is a School Council that listens to pupils' views about aspects of school life. Pupils raise money for several charities, many of which they choose themselves. Social development is promoted through participation in a range of extra curricular activities and sports, including football, music response club, netball and orchestra.

53. The previous inspection found that pupils' cultural knowledge was developed 'soundly'. This contrasts with the current finding that the provision for pupils' cultural development is very good. Opportunities are provided for pupils to appreciate their own cultural traditions in most areas of the curriculum, including art with their study of many Western artists and their work on the Tudors. The emphasis put on non-European art is less well developed. Pupils listen to music from different cultures in music lessons and in assemblies. The curriculum is enhanced by special visitors such as a speaker telling about the Five Pillars of Islam, the Mayor of Eastleigh and a group of Nigerian teachers visiting the local university. Pupils have shown their Yoruba dress to the school and explained how it is worn. Cultural influences are found in visits to Eastleigh Victorian town, the Hindu temple in Southampton, the Tutankhamun exhibition and the celebration of Hindu faith during Divali.

54. There is very good provision for the spiritual, moral, social and cultural development of the children under five. They learn about prayers, and have times for simple reflection. They enjoy stories, which often have a simple moral, and learn about the meaning of Christmas following discussions about their own birthdays. Time for play in which to develop their social skills is provided, but talks about being fair and taking turns also contribute to their social development. Their cultural development is embedded in stories, including religious stories, rhymes, and activities exploring the world around them, as well as their experiences in music and art.

42. Support, guidance and pupils' welfare

55. Provision for support, guidance and pupils' welfare is very good. The school aims to provide a caring, friendly, working atmosphere where each pupil learns to observe sensible rules, to share and to work at a task until it is completed. The aims are clear and positive. Adults in the school offer a consistently supportive approach to pupils' problems. Classroom teachers have very good relationships with their pupils. The procedures for monitoring behaviour and discipline are effective. The strong emphasis on very good behaviour is seen as an important factor in enabling pupils to reach their full potential and pupils and parents are aware of the expectations of them. Pupils are courteous to their teachers, visiting adults and generally towards one another. Measures are in place to provide a secure environment. At play, and during lunch breaks, pupils are well supervised by a sufficient number of adults.

56. Induction procedures for children entering the Reception year are sound. They include visits by the teachers to feeder nurseries/playgroups, visits for children to school, and meetings for parents. Parents are provided with a booklet about getting ready for school. The arrangements for admission conform to the policy of the Local Education Authority. Children are welcomed into school and are made to feel safe and secure which enables them to settle quickly into their new environment. Relationships are excellent and the adults working with them show sensitivity towards the needs of such young children. Pastoral care is good.

57. Curricular planning ensures that pupils make good progress. Pupils' progress is effectively monitored by assessment and good records are kept for each pupil. Every term, there is a parents' evening when time is allowed for the discussion of each child. Written annual reports are sent to parents and an opportunity is provided for parents to comment.

58. The school's provision for the educational and personal support and guidance of pupils with special educational needs is very good. Educational support includes careful planning of work on an individual basis in English and mathematics, as well as some matching of work to capabilities in other subjects. Ongoing assessment is thorough and detailed, and influences planning, and this contributes well to the achievements and progress made by pupils with special educational needs. Their welfare receives good attention, in terms of pastoral care, and where necessary, consultation takes place with specialist agencies such as medical, speech therapy, and educational psychology services.

59. Attendance is very good; it is monitored and punctuality and regular attendance are encouraged.

Liaison between parents and the school is very good. The policy for child protection is clear and well understood by staff and other members of the school. The headteacher is the child protection officer and liaises with the appropriate authorities. The health and safety policy is concise and informative and risk assessment measures are in place. The caretaker is concerned with day-to-day hazards which he reports to the headteacher.

60. There are a number of regular visitors including the school nurse, educational welfare officer and the community police officer who carries out the 'Getting it Right' programme. Regular fire drills take place and staff are aware of their areas of responsibility in case of fire. Appliances are checked annually and these checks are accurately recorded. The accident book is properly maintained and parents are informed of any incidents. There is a medical room and the first aid equipment is in good order. Two members of staff have had first aid training and a general course is planned for other staff.

61. The behaviour and discipline policy is clear and easily understood. Pupils are given good and consistent guidance on the management of behaviour and no bullying was seen. Positive rewards and the celebration of achievement in lessons, the dining room, assemblies, and out-of-school activities, are valued by both pupils and staff. There are good relationships between staff and pupils. School is a safe and caring environment where pupils feel confident and secure.

62. Pupils are selected for the School Council by ballot, four from Year 6 and two each from Years 2 to 5. They are given the opportunity to discuss problems and to bring forward the views of other members of their class. This responsibility greatly enhances their self-confidence and self-esteem.

63. There is no formal policy for personal and social education, which takes place across the curriculum, but the local group of schools is working on developing a common policy with individual variations for each school. There is a draft policy for sex education; questions are answered as they arise and a more formal approach is adopted in Year 6. There is no policy for drugs education.

64. There is good support and an induction process for children on entry to the school and the good liaison between Key Stage 2 and the secondary school ensures a smooth transition. Links with the nearby secondary school are strong; they include visits by pupils, staff and parents and the passing on of profiles, curricular information and pupils' reports, which facilitate the transition. Extra-curricular activities include sport, music, drama and country dancing and these enhance the learning opportunities of the pupils.

65. Although a few parents were concerned with the level of response to complaints, it was felt during the inspection that complaints are taken seriously by staff and are dealt with at the earliest possible opportunity. Pupils' well being is of paramount importance and this has a positive influence on their attainment.

42. Partnership with parents and the community

66. The partnership with parents is very good and with the community, it is good. The school successfully fosters a close relationship between home and school in a friendly, helpful, welcoming atmosphere where all work together to allow each pupil to develop his or her full potential. Parents are given a clear idea of expectations and regular communication by way of reports, newsletters and parents' evenings supports this. They are given good quality information and appreciate the efforts made on their children's behalf. Many are involved with their children's learning and are proud of their achievements. Parents are able to discuss their children's progress informally with teachers at any time as well as at planned interview evenings. In addition, they receive a comprehensive written report at the end of the year on the progress that their children have made.

67. The school encourages parents to give good support to their own child and to the school. Staff have a good relationship with parents who help in school and with school visits on a regular basis. Parents read with their children and there is a home/school contact book. Their contribution is recognised and valued. There is no pupil for whom English is an additional language.

68. There is good liaison between staff and parents before children start school, and open communication is maintained after children have begun school. There are meetings for parents explaining about the curriculum for children under five and baseline assessment. Each parent is seen in the second half of the first term, and information is provided about the outcomes of baseline assessment and the targets drawn up. Parents have access to staff in an appropriate way when they need it, and the school tries to promote an open door policy, within obvious limits drawn necessarily by teachers' duties and the starting of lessons. Liaison is also maintained between the school and the institutions which send it pupils.

69. Pupils' academic progress is monitored and sound curricular planning ensures that all pupils make good progress according to their abilities. There is a draft home/school agreement ready to send out to parents,

which has been agreed by parents, staff and governors. The school has three parents' evenings each year, newsletters at least each half term together with letters from class teachers outlining areas of learning to be covered. Annual reports are of good quality, and give individual targets for pupils, which parents welcome. There is a space for parental comment and an opportunity for discussion.

70. The Scantabout School Association is well supported and raises significant funds, which are used to good advantage within the school. The association has provided donations for outdoor play equipment, cassette players, bean bags, a balance beam, end-of-year photographs for school leavers, external notice boards and sundry other items. These donations enhance pupils' opportunities.

71. There are good links with the playgroups. Pupils and parents make several visits in the term before the children start school, and an evening meeting is held. Entry to school is staggered.

72. The school involves parents of pupils with special educational needs well at all stages from before identification to regular reviews. Parents are usually approached informally for consultation and discussion, but all actions, such as identification or reviews and change of stage, are followed up by letter. Parents are kept well informed about their children's progress, including any major changes in the individual education plans.

73. The school prospectus and the governors' Annual Report to parents are comprehensive and informative, they include details of the homework policy and the home/school agreement. There is no specific information about the progress of the school action plan since the previous inspection in the governors' Annual Report and this does not meet statutory requirements.

74. Pupils raise funds for various national and international charities including Operation Christmas Child, Unicef Day for Change and the British Legion Poppy Day. The elderly are invited to celebrate harvest and gifts are given to them and to a local charity for the homeless. Parents and friends are invited to the school on various occasions throughout the year. They are given the opportunity to discuss the sex education policy if required.

75. There are many visits and visitors including a week's residential visit in Year 6 to Stubbington Residential Centre. There are visits to a farm, Winchester Cathedral, the Imperial War Museum and the Eastleigh Victorian Town. Years 3 to 6 visit the pantomime at the Nuffield theatre. Areas of interest in the locality such as the library and the local shopping centre are also visited. The school grounds are considered a valuable resource and pupils encouraged to value and respect them. Visitors include the educational welfare officer, educational psychologist, community police officer, local clergy, librarians who talked about the book trail, a puppeteer and a theatre group. Parents, and a governor, give instruction for the cycling proficiency scheme. There is a range of extra curricular activities including soccer, netball, cricket and country dancing as well as writers' club, choir and other musical opportunities. These all support the pupils' learning and enhance opportunities for personal development.

76. Parents in discussion and at the parents' meeting were satisfied with most aspects of school life. The school is approachable, children enjoy school, and the attitudes, values, high standards of behaviour and good standards of attainment were especially commended. They considered that there are insufficient opportunities for sport and that the school's response when there were areas of concern was not always positive. The inspection team found nothing to substantiate these comments. They are satisfied that they are the views of a very small minority.

77. No evidence to support adverse views expressed by parents was seen during the inspection. Each parent (randomly approached) expressed very high levels of satisfaction with the school. There is little significant difference from the previous OFSTED report and the key issue of maintaining existing standards has been achieved.

42.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

42. Leadership and management

78. In the previous inspection report, it was stated that the leadership and management of the school were clear and purposeful, and promoted a strong team spirit. Governors were said to have a strong interest in the school, although their broader involvement in review and evaluation of targets was less well established. Although priorities in the school development plan were relevant and realistic, procedures for monitoring and evaluating actions were less detailed. Statutory requirements were complied with very well, although those for worship were not met.

79. In the current inspection, the quality of leadership and management is found to be satisfactory. Some improvement has taken place since the last inspection in terms of the requirements for worship now being met, improvement in monitoring and evaluating the progress of the items in the school development plan, and some

improvement in the involvement of governors in the evaluation of targets, particularly in their interest in the school's national test results. However, the involvement of the governing body in a systematic way in sharing the initial planning of the school improvement plan and the related school development plan, in monitoring their success, and in evaluating how far these support improvement in the education of the school's pupils, is still not fully developed. There is a lack of integration at the initial planning stages between the senior management team and the relevant committees of the governing body, although the structure of the committees of the governing body and their ongoing work are strong. Governors have received recent and appropriate training. However, there are no systematic arrangements for regular visits to the school by governors. Their support for the school is firm and very positive, and their contribution to the leadership and management of the school is satisfactory.

80. The framework set up for the senior management team and its ability to mediate opinion and information in both directions between management and staff are very good. There are regular meetings held for both the senior management team and the related key stage teams. The deputy head plays a large part in the management of the school and, in particular, takes the lead in curricular management and development, sharing in the discussion and modification of subject co-ordinators' strategic plans before they are presented to the senior management team for consideration for the school improvement and development plans. The deputy head has also introduced a pupils' school council, from which has stemmed some very worthwhile initiatives, such as the lunch-time behaviour policy with a rewards system, and playground play structures for the enjoyment of pupils.

81. Although the co-ordinators of English and mathematics have sampled work and monitored lessons systematically in those subjects across the school, and the headteacher has also monitored lessons recently in these subjects, the co-ordinators of other subjects have less well developed roles. In these subjects, although planning is surveyed, there was little or no evidence of sampling of work or assessment, and of monitoring of lessons. Monitoring of teaching and learning, therefore, has improved, but is not fully developed. Consequently, pupils make less progress than they should.

82. The school improvement plan and the school development plan, the former a more detailed version of the latter, include time scales and success criteria. The targets listed are relevant and realistic; progress is monitored by the senior management team and is reported to the governing body. Pupils have individual targets for progress, and there are appropriate year group targets for their performances in the end of key stage national tests. These are analysed and evaluated, and actions are taken, where appropriate, to improve achievement, such as in the case of the mathematics results in one year being lower than those of the previous year. This was followed up by gaining advice from the Local Education Authority's adviser, and investment in new materials. There has been an improvement in the end of key stage results since the analysis of tests results.

83. The special educational needs co-ordinator, whose work is supported well by the headteacher, senior management and governing body of the school, manages the school's provision for pupils with special educational needs very well. Despite the fact that her active role has been reduced in terms of hours, as she is now a class teacher, her framework for, and organisation of, learning support and tuition by teachers is very good. The quality of support received by pupils with special educational needs in their learning, particularly in English and mathematics, contributes very well to the standards they achieve and the progress they make which is good. This is an improvement on the quality of support found in the last inspection, and recent trends have shown good success in reducing levels of special educational needs by this support. This is reported satisfactorily in the governors' Annual Report to parents. The school's provision reflects very well the requirements of the national Code of Practice.

84. There is a policy for professional development, and in-service training opportunities are allocated according to the needs of the school as prioritised in the school development plan, and also according to the needs of the individual members of staff for their personal and career development. However, although appraisal is detailed in the plans, it is not taking place, despite being a statutory requirement. Other statutory requirements are generally well met, although information for parents in the governors' Annual Report lacks some details.

85. The school has continued to develop strategies for maintaining and improving its strengths, especially those relating to the first key issue of the last inspection, which recommended the maintenance of the very good ethos and the positive values it promotes and fosters which are detailed in the aims of the school. Under the leadership of the headteacher, the school still displays a very good ethos, positive values, very good attitudes and behaviour, and sustains successful work in many areas. It is a caring community where pupils feel confident and secure.

Staffing, accommodation and learning resources

86. Teaching staff have an appropriate range of experience and expertise to provide adequate coverage of

the National Curriculum. Currently, one teacher is temporarily covering the recent resignation of the Key Stage 1 co-ordinator, and another teacher took up her appointment at the beginning of term. There are co-ordinators for each subject, with the exception of science and design and technology, and the co-ordinators for physical education and religious education have only recently been appointed. Budgetary constraints have meant the loss of hours for learning support assistants and the school's special educational needs co-ordinator. This has had no detrimental effect on the pupils as numbers of pupils with special educational needs have fallen.

87. Learning support assistants provide good support in classes, especially for the lower attaining pupils and show a high degree of commitment to, and understanding of, their needs. They liaise well with teaching staff and provide well-observed assessments of what pupils have achieved or found difficult in lessons. The office staff, lunchtime supervisors and caretaker all make positive contributions to the life of the school. Parents are welcomed into the school and provide valuable assistance to teachers in class and by accompanying visits and swimming lessons.

88. The number, experience and qualifications of staff for the support of pupils with special educational needs is satisfactory. Despite the reduction in teaching hours for the provision for pupils with special educational needs, staffing for this remains satisfactory. Although the special educational needs co-ordinator is now a class teacher, she is able to organise well the work of the special educational needs teacher, who works in the school for four sessions a week, using her time for specific tuition where needed, and of the five learning support assistants whose hours total 85.5 per week. Support staff are very experienced, and some have had relevant training in specialist diagnostic and tutorial programmes, such as dyslexia. The support assistants are generally well deployed, and contribute well to ongoing assessment. They are in daily communication with class teachers. Accommodation is also satisfactory and, although most support is well integrated within the classroom, there is a small special educational needs room available. Resources for the support of pupils with special educational needs are satisfactory. There is a bank of diagnostic and learning materials available.

89. The number, qualifications and experience of teaching staff for the children under five is appropriate. The teacher in the Reception class has had appropriate phase training and is assisted by three learning support assistants who together equal one full-time assistant. One of these works every morning, so continuity is provided for the major part of the day. The assistants have appropriate experience, and the morning assistant has had relevant in-service training, including some recent training on the assessment of children's progress. Accommodation for the children under five is good: a large classroom allows for all activities and lessons to be carried out in an appropriate way, and there is a spacious, safe and secure outdoor area with direct access from the classroom as well. Toilets are adjoining the classroom, but there is no shower available. Learning resources are adequate for all areas of learning and development, apart from a lack of water play and of outdoor agility apparatus.

90. Since the previous inspection report, the cycle for staff appraisal has lapsed. Few staff have been appraised in the past year and, whilst the interviews that have taken place have been useful to the staff, they have not focused on the needs of the school. Appropriate training has been provided for teachers in order to introduce the National Literacy and Numeracy Strategies successfully. Teachers have also benefited from school-based training in mathematics, science and English. In addition, they have received extensive help in the identification and teaching of the more able child. The school has an adequate system for assisting newly appointed and newly qualified teachers and the staff handbook provides useful information for all staff.

91. During the time of the inspection, extensive building work was under way to provide the school with two new classrooms and a library. Other building and renovation work had just been completed. The school worked hard in order to make the school fit to be used. The new building will eliminate the need to use the two demountable classrooms, which offer cramped conditions for pupils in Years 3 and 4. These rooms are without water, making it difficult for some lessons to take place successfully. Unfortunately, whilst the building work is taking place, the school is forced to place library books, musical instruments and other storage furniture in the hall which reduces the available space. Classes are spacious and well decorated and provide a lively and stimulating environment for learning. The school is set in attractive surroundings with a pleasant garden, pond, adequate playing fields and an adventure play area which is well used. The pond is used well in science for studying habitats and the school makes good use of the playing fields for both lesson and after school sports activities.

92. Overall, the school's learning resources are satisfactory. There are good resources in religious education, for example, artefacts from different world religions which help pupils' understanding. Resources for design and technology are also good and in music, there are adequate instruments and a good range of CDs available. Good use is made of Hampshire Wardrobe and the Museum Service in order to provide costumes and artefacts for pupils to use in history. In information technology, the school is now connected to the Internet and has an adequate number of computers. However, some machines are becoming outdated. Resources in

English are satisfactory although the range of fiction books is rather restricted and a little dated. Gymnastic apparatus for pupils in Key Stage 1 is limited, although other resources in physical education are sufficient for teaching the Programmes of Study.

42.

The efficiency of the school

93. Overall, the management of the school's resources is satisfactory. The quality of financial planning is satisfactory. The school has developed satisfactory systems of budget management and control. Sound and realistic costings within the financial restraints of the budget support priorities in the school development plan. The school development plan is appropriately considered during budget planning. However, there is no formal, systematic evaluation of how the targets are progressing and whether they are supporting improvements in pupils' education and provide value for money. In the school's previous OFSTED report the findings showed that the governing body had also not established procedures to evaluate spending decisions. Although there are some improvements in this area of financial management, it is not fully developed. The school, however, is concerned to show value for money in its purchasing arrangements through careful consideration of purchasing options. Teachers with subject responsibilities are allocated money according to the school's priorities and the financial needs of their individual areas of responsibility.

94. In recent years, the school has added considerably to the designated funding for special educational needs provided by the Local Education Authority. This supported teachers' salaries to enable more input from the special educational needs co-ordinator. However, due to the reduction of the number of pupils on the special educational needs register, a success of the school, this has led to a little reduction in funding, and other larger budgetary constraints. The school cannot now afford such substantial extra expenditure on the provision of special educational needs and teaching hours for this have been reduced. However, the funding currently provided still allows satisfactory provision for pupils with special educational needs, and is within a more usual financial band for most schools of similar size and incidence of special educational needs. The school's use of funds has been very efficient and continues to be so effectively supporting the very good provision made for these pupils and the good progress they make.

95. The quality of financial management is satisfactory and the governors carefully consider a number of spending options. The procedures for monitoring the school's expenditure are satisfactory; these are mainly carried out by the headteacher and administrative officer. The members of the finance committee do not receive and check details of spending monthly, although governors receive financial reports twice termly at their meetings. The school holds an appropriately sized surplus of funds; this financial year, it is less than £5,000. The surplus is intended for unseen emergencies. The school was last audited in 1998 and all recommendations have been implemented. The funding used for staff training is used appropriately.

96. The school's teaching and support staff are well deployed. The school runs smoothly and efficiently on a day-to-day basis. Administration is efficient and supports the management of the school and the teaching of the curriculum well. There are clearly defined responsibilities and channels of communication between the school office and the headteacher. An adequate number of hours are allocated for administrative purposes. Teachers are appropriately deployed as class teachers and in suitable management roles. These roles are not sufficiently developed in terms of monitoring and evaluating standards in teacher's areas of responsibility. Support staff make an important contribution to the progress made by pupils, particularly those with special educational needs. Good use is made of the school's accommodation and with the two new classrooms and a new library area, the outdated huts will become redundant. Good use is made of the school grounds which include an environmental area and a pond. Curricular resources are well organised and well used by pupils. The previous report highlighted the inefficient use of the kiln, which is no longer in use, musical instruments, practical materials for mathematics and resources in information technology. Musical instruments are well used although they are inaccessible to pupils during the present building works. Although the school has invested a lot of money in new computer hardware, there are still outdated machines in use that the school intends to replace as funds allow.

97. Overall, the pupils enter the school at average standards, make very good progress in the early years and good progress throughout Key Stage 1 and Key Stage 2. The majority of pupils leave the school at above average standards. The management of the school's resources is satisfactory. Leadership and management are satisfactory and the quality of teaching is good. The school's expenditure per pupil is broadly average when compared with national average figures. The school's previous OFSTED report said the school provided good value for money. The judgement of this inspection is that the school still provides good value for money.

42.

42.

PART B: CURRICULUM AREAS AND SUBJECTS

42. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

98. There was no section on children under five in the previous report, but the curriculum for the Reception year was reported as being good, and progress in the Reception year was deemed to be often good. There were no key issues relating to provision. In the current inspection, curricular provision is good, teaching is very good, and attainment and progress of the children under five are very good.

99. Children feel safe and secure, which enables them to learn and to explore confidently. Relationships between adults and children are excellent, and children feel able to ask for help when they need it. The teacher is appropriately qualified, and teaching is very good, and shows some excellent qualities within a range of features. Levels of assistance are appropriate, with the equivalent of one full-time assistant, made up of one for mornings, and two who share afternoons. The assistants are experienced, and the morning assistant has had recent in-service training. The assistants make a valuable contribution to the achievements made by the children.

100. There is good provision for all the designated areas of learning and development which lead to the Desirable Learning Outcomes for five year olds, upon which the curriculum is appropriately based. There is a smooth transition to the National Curriculum as children become entitled to it in the term following their fifth birthdays, or before that if they are ready. In particular, the role of play in children's development is well understood, and there is good use of free choice opportunities to facilitate the growth of social relationships and language. There are also plenty of opportunities within more structured play as well as directed work to support learning and enquiry.

101. Assessment is very good. It is based on the Local Education Authority's baseline assessment, and is used initially in the first term, from which individual targets are set, and again, as needed, in the second term. Targets are monitored and are reviewed at the end of the year. There are also some set activities used as assessment assignments, and the results of these, alongside notes on personal and social development, are handed on with the baseline results and targets to the next teacher at the end of the year. Children are also screened for dyslexia in the summer term of the Reception year, so that a follow-up programme for help and support can be provided as needed. Ongoing assessment includes tracking of choices in play activities. All assessments, whether periodic or ongoing, are used to influence planning in the short term, thus ensuring good support for progress. Documentation for the curriculum and assessment is satisfactory.

102. Liaison with parents is good, and they are kept well informed about assessment and children's progress. Induction procedures are suitable, and pastoral care is good. Accommodation for the children under five is good. The classroom is spacious and pleasant and allows for a variety of activities and lessons. Access to the outdoors, to a safe and secure play area is direct, and toilets are next to the classroom. Resources are adequate for all areas of the curriculum, although water play was not in evidence, and there is no agility apparatus in the dedicated outdoor area.

103. Children enter the Reception class with attainment generally within the average band for the county area as a whole. During their first term, they make very good progress and achieve very good attainment overall.

42. Personal and Social Development

104. The personal and social development of children under five is very good, and exceeds expectations for their age. All children under five are able to work and play independently or as part of a group, take turns, and ask for help when they need it. Although most of them enjoy playing alongside others and commenting to them, a substantial minority of children are already able to play collaboratively for short periods, such as in cafe play seen in the home corner. This is well in advance of expectations for age and for the stage of the year. They have good opportunities to develop their independence in selecting and pursuing an activity, and both free and structured play support social and language development well. Children are eager to explore new learning, show confidence well, and are starting to make effective relationships with adults and sometimes with other children. They are able to express their feelings and behave in appropriate ways, and are beginning to develop sound ideas about right and wrong. Personal and social education and religious education lessons provide good opportunity to promote these values. Provision for personal and social education is very good, and relationships and interactions between adults and children are of excellent quality and of a caring nature.

42. **Language and Literacy**

105. The attainment of children under five in language and literacy is very good indeed. It is well in advance of national expectations for age at this stage of the year. Having started from a base level within the average band for the county area, in just over half a term, they have made very good progress indeed. Children are able to speak confidently and express their ideas, opinions and needs. They listen very attentively, and are generally eager to respond. Role play and free play offer opportunities for the extension of language development. Children enjoy books, handle them well, and understand how they are organised, and a few children can already read. Others are able to recognise a familiar word or two, and to pick out letters they know from the printed page. They know that words and letters carry meaning, and all are beginning to associate sounds and letters. Nearly all children in the class know more than half the letters in the alphabet already, and also have knowledge of some vowel and consonantal blends, whilst most of them can blend letter sounds to form words. This is very well in advance of expectations for age at this stage of the year. Nearly all can recognise and write their own names. In writing, children know that marks on paper carry meaning, and they make attempts at writing, ranging from play writing to the beginnings of emergent writing where some letter shapes are recognisable as representing words. The quality of teaching in formal aspects of literacy is very good indeed, and in phonics, it is excellent. Texts are well chosen to promote interest in literacy, and children enjoy stories, rhymes and songs.

42. **Mathematics**

106. Attainment for children under five in mathematics is good. They have made very good progress already from the start of the year, having entered as a group within the average band for the county area. Children can count to ten, and can use and understand numbers to ten. They know about odd and even numbers and understand zero; this is very good knowledge and understanding for the stage of the year. Children can sort and make sets. They have learned about different shapes, and have looked at the number of faces of three-dimensional forms. Children use number games and apparatus, and can utilise toys and everyday objects for counting, and for gaining a sense of number, quantity, size and shape. Play with sand provides a foundation for later exploration of capacity and volume, and so does water play, although this was not in evidence during the inspection. Direct teaching of mathematics is carefully done and of very good quality. A good range of experiences is provided to form the foundations of later mathematical understanding and exploration.

42. **Knowledge and Understanding of the World**

107. In this area of learning and development, children's attainment is satisfactory, and the progress made is sound. They show interest in features of living things and in objects and events in the world around them. They are able to talk about these features and to notice some similarities, differences, patterns and changes. Children know the routine for the day, and understand that there are different times for daily events. They are increasingly able to ask questions about why things happen and how things work. They have talked about themselves and their families, and have looked at pictures of themselves as babies. They are familiar with the school grounds and have been on a listening walk, discussing the sounds they heard afterwards. Children are learning some simple skills of investigation and of making, and have made some models using junk materials. They are becoming familiar with the use of the keyboard and the mouse in simple computer programs which they enjoy. Teaching in this area is satisfactory, and takes good account of the level of understanding characteristic of such young children and their attention spans. Concepts and activities are carefully chosen, although no water play was in evidence, and little sign of the study of living things or plants was seen.

42. **Physical Development**

108. Manual dexterity is good for age, and children have made good progress in their drawing and play writing. A good range of manual skill activities designed to promote dexterity is provided. In larger movements, such as running, jumping, and using wheeled toys, children also do well. They show good co-ordination in their movements and are able to control direction and stopping and starting well for age. Balance is good, and in dance, they show rhythmic response to the music. There is good provision for the development of larger movements, in physical education lessons, and in outdoor play. There are plenty of wheeled toys and construction apparatus for outdoor play, but there is a lack of appropriate agility apparatus for clambering. Teaching in physical education is very good, and pays attention to the development of children's control in their movements.

42. **Creative and Expressive Development**

1. In creative aspects of development, children attain satisfactorily for age, and make sound progress. They are able to explore sound, colour, texture, shape, and form satisfactorily. They respond in a variety of ways to what they can see, hear, touch and feel. All children enjoy using simple untuned percussion instruments and body percussion to make rhythmic patterns and to explore features of different types of sound. They like joining in familiar rhymes and songs. They like to listen to music, and respond well to it in dance. Children enjoy making their own paintings, and learning to print and make collages. They also have some opportunities to use modelling materials, although this was not in evidence during the inspection. Children are beginning to use a widening range of materials, tools and instruments to express ideas and communicate feelings. Teaching is satisfactory in this area.

109. ENGLISH, MATHEMATICS AND SCIENCE

109. English

111. The school's end of key stage national test results for 1999 show an increased percentage of pupils gaining Level 4, and a similar percentage to that of 1998 gaining Level 5. These results indicate a well above average performance for Level 4, and an above average performance for Level 5 results. Compared with all schools, the school's average standard is well above average and compared with similar schools, it is average. Comparison with the results from previous years, 1996 and 1997 shows gradual improvement from 1996 to 1997, which was maintained in 1998, with the school's performance still in advance of national averages.

112. The findings of this inspection are that standards at the end of Key Stage 2, including those for literacy, are above the level of the national expectation. This is in line with the results for the end of key stage tests in 1998 and 1999, and is an improvement on the findings of the previous inspection. There are no significant variations in results between boys and girls. Pupils with special educational needs do well for their capabilities and their previous learning.

113. Standards in speaking and listening are good by the end of Key Stage 2. By the end of the key stage, pupils speak confidently and clearly in conversations, and are learning to address themselves to audiences in the classroom and assemblies. In drama, pupils express their ideas well in mime and speech, although there was no evidence of formal speaking and listening such as short one-minute prepared speeches, or a mini-debate. Class, group and paired discussions are a normal part of lessons and are well promoted. Plenary sessions in the literacy hour are used very effectively for reporting back to the class from group or paired work. Progress in speaking and listening is good. Pupils make increasing use of their speaking skills and their vocabulary range develops well through the key stage.

114. By the end of Key Stage 2, standards of reading are good. Most pupils read accurately and fluently, and tackle a range of texts with understanding. Most can give a resume of and a simple prediction about, events in their books, and can name a favourite author or title, and many can discuss or explain the text they are reading. However, only a few pupils can identify features of literary style in a book of interest to them. Their choices of books ranged from the rather easy and humorous, to well-known children's authors and even some classics. Indexing and library skills are good, but although there was evidence of predicting and sequencing tasks, other more advanced reading skills were not much in evidence, and some comprehension tasks were insufficiently challenging for better readers. Literary appreciation is well taught and presented, and pupils are well challenged in all ability groups. The school has established the literacy hour very effectively, and this ensures good progress, which particularly gathers momentum towards the end of the key stage, where high expectations are fulfilled for all ability groups.

1. In writing, by the end of Key Stage 2, standards are also good. Pupils adapt their writing styles well to a wide range of different purposes for writing, and to address different audiences. They use vocabulary for effect, and higher attaining pupils use it with precision. Good adaptation to style and use of vocabulary were demonstrated in a range of work in Year 6, including "Rules for International Quidditch" and "letters to Lady Macbeth by Macbeth". A large number of pupils can organise and paragraph their work appropriately, and use punctuation aptly. Pupils are used to planning and drafting their work, and spelling, handwriting and presentation are very good. Pupils of all abilities generally do well, and are extended by the challenges with which they are presented. Progress in writing improves in Key Stage 2, and gathers momentum as it reaches the top of the school. Style, organisation, use of vocabulary and presentation improve considerably in the upper Key Stage 2 classes.

2. In the previous inspection report, standards were found to be in line with national expectations for age, although there was some underachievement among the higher attaining pupils in both key stages. Teaching was sound, although daily planning did not support progress adequately, and assessment was inconsistent and not fully developed. There were insufficient books in class libraries to interest the higher attaining readers in

the upper Key Stage 2 classes.

116. Analysis of the national end of Key Stage 1 tests and assessments for 1998 shows that standards in reading at Level 2 and above were above the national average, and at Level 3, they were well above the national average. In writing, at Key Stage 1 in the 1998 tests, the picture was the same. When the average of the school's test data is compared with all schools in reading, the school's performance is above the average, but in writing, it is well above. When compared with similar schools, the school's results are average for reading, but above average for writing. In 1999, results in Key Stage 1 were very similar for Level 2 and above in both reading and writing, but the percentages achieving Level 3 in that year group were lower than in 1998. This may be due to differences in the year group itself. Trends from 1996 show that in reading, the school improved to 1997, then dropped slightly to 1998 figures. In writing, performance dips slightly from 1996 to 1997 then rises again in 1998.

117. The findings of this inspection are that standards of attainment in English for Key Stage 1 are in line with the school's recent national assessment results, and that both reading and writing are above national expectations for age. Standards in literacy are good overall. There are no significant variations due to gender. All ability groups do well for their capabilities and previous learning. Progress in reading, writing and speaking and listening is good. The pace of acquisition of phonics is particularly good, and pupils are able to develop good reasoning skills in their English activities as a result of careful planning and challenging demands in the teaching.

118. Standards in speaking and listening are good at the end of Key Stage 1. Pupils are able to narrate, describe, and converse at levels in advance of expectations for age nationally. They speak confidently, like to contribute to class discussions and show and tell sessions, and listen very attentively. Progress in speaking and listening is good. Pupils speak at increasing length and with a growing range of vocabulary, and listen with greater attention to detail as they get older.

119. By the end of Key Stage 1, overall, good standards are attained in reading. Most pupils read accurately and use reading to find some simple information or enjoy a suitable story. Most pupils enjoy reading and take their books home regularly for practising their skills. Reading skills develop well through the key stage, and reading for meaning is given good emphasis in a variety of activities in Year 2, where some higher reading skills are begun. Books are well promoted in the literacy hour.

120. By the end of Key Stage 1, standards in writing are good. The pace of development of spelling and handwriting through the key stage allows pupils to express their thoughts well in writing by Year 2. They write with a joined handwriting, which is above expectations for age, and use good spelling and punctuation for their age, as shown in some attractively displayed writing about caterpillars. Progress in writing is good; a good pace of learning is maintained, particularly in phonics and handwriting, and some different purposes for writing are explored by Year 2.

121. Progress in English through Key Stage 1 is good over the key stage, and a good pace is maintained in developing spelling, handwriting, and sentence structure. Reading also develops well, and understanding of texts. Speaking and listening are developed by use of plenary sessions, and activities such as show and tell. Pupils of all abilities make good progress, and those with special educational needs do well for their capabilities and previous learning.

122. Progress through Key Stage 2 is also good, and extends well the work done in Key Stage 1. An increased pace is reflected in pupils' work as they reach the upper Key Stage 2 classes. Whilst standards at the end of Key Stage 1 are above average generally, by the end of Key Stage 2 they are good, with some very good performance. Pupils of all abilities make good progress, including the higher attainers who, apart from too easy comprehension work, are usually well challenged in all aspects of English. This is an improvement from the last inspection report.

123. Pupils' attitudes to their work in English are good throughout the school. They are interested in their work, and settle down to it well and, by the end of Key Stage 2, they are able to concentrate well on tasks and persevere with their work independently. All pupils enjoy opportunities for collaborative work, for example, discussion with partners or in small groups. They listen well for age throughout the school, and are eager to comment and ask questions. Work in the upper Key Stage 2 classes is characterised by a general thoughtfulness and sense of reflection. Examples of this were seen in Year 5 persuasive writing in their bread advertisements, and in their reflections on poetry, and in Year 6 in pupils' reactions to the work of Harry Potter, and their Hogwarts commentaries.

124. The quality of teaching is good overall, in both key stages, with some very good features in Key Stage 1. Altogether, all lessons seen were good or better, with just under half being very good or excellent. Planning is careful, thorough and clear, at all levels, and provides good support for continuing progress. Daily and weekly plans take account of ongoing assessment, particularly for pupils with special educational needs. This

is an improvement from the report on teaching in the last inspection. Careful listening skills are encouraged, and pupils' comments and questions are welcomed. All teachers used open-ended questioning skilfully to evaluate learning, and to promote thinking and reasoning in their pupils. Imaginative ideas are incorporated into lessons, such as the use of a Brueghel reproduction painting for stimulating the use of adverbs in a Year 4 lesson, and in Year 6, the use of poetry about the Iron Man as a sequencing activity. Although speaking and listening are used effectively in the plenary sessions of the literacy hours, and drama is well done when it takes place, formal speaking and listening are insufficiently developed and do not show a particular progression. Reading is carefully taught, but teachers' awareness of important skill points in reading progress is not well developed, and formative records are not well used. More advanced reading skills are tackled towards the end of Key Stage 2, but not comprehensively. Comprehension lacks selective and critical use of types of questioning to develop thinking and reasoning. Literary appreciation is well taught, and books are well promoted. The establishment of the literacy hour is very effective, and this contributes well to the literary understanding and responses of pupils, and to their skills in grammar and punctuation. Grammar is particularly well taught, and pupils are encouraged to extend their vocabulary well. The range of purposes for writing is good and is well presented to pupils. This begins in Key Stage 1 and is widely extended by the top of the school, where pupils write for an excellent range of purposes, including letters, reports, scripts, descriptions, stories, instructions and reviews. Pupils are encouraged to adapt their style and vocabulary to the purpose and reader and they are taught to plan, draft and redraft. Good attention is given to handwriting, and presentational skills, by the end of Key Stage 2, are excellent.

125. The documentation for the subject is of excellent quality, and is extensive and thorough. However, it is not well integrated into an overall scheme, and it lacks indexing. There are appropriate policies for all three strands of the subject, speaking and listening, reading and writing, very good guidelines for all three strands, curricular mapping in levels in all three strands, and excellent average end of year targets for all year groups in reading and writing. There is also excellent documentation for extended English, which widens the scope of literary studies for all classes, and for drama. Together, these documents provide very well for continuing progress in English, but the attention to the programme for speaking and listening is not ideal.

126. Assessment and recording in the subject are satisfactory. There is some good and very good practice, but some other areas are weak or undeveloped. However, overall, it is satisfactory, and is an improvement from that reported in the last inspection. One area of weakness is the lack of a formal, whole-school or consistent approach to assessment in speaking and listening, and this is undeveloped. In reading, the use of reading tests is good, and these are administered yearly from Year 1 upwards, with the addition of English national tests from Year 3 to Year 5. The ongoing reading records, however, are very inconsistent, and lack good attention to major skill development points. There is a useful proforma prepared, but it is not yet in use. Writing is generally well assessed; standardised spelling tests are used yearly, and written assignments for each pupil are assessed and levelled termly. This is supported by moderation by staff, including agreement trialing. The criteria used are the official exemplars. Targets are set for individual pupils, and are followed up and tracked. These are used to help set school targets in the subject which are appropriate and realistic. In 1999, the school's target for the national end of Key Stage 2 tests was slightly exceeded. Reporting to parents is good.

127. The co-ordinator has excellent subject knowledge with which to interpret and back up practice. She has great enthusiasm for literature which she is able to share with colleagues, and which all convey to their pupils. The co-ordination role includes surveying planning, sampling and moderation of work, auditing and managing resources, and monitoring lessons. Lessons have been systematically monitored throughout the school and this practice is continuing. She also has a role in arranging in-service training in her subject, and this has been conducted very thoroughly for the National Literacy Strategy.

128. Resources are adequate for the National Literacy Strategy, with some good ranges of Big Books and group readers. Class libraries are just adequate, and have improved since the last inspection, since the range for higher attaining readers is better. The library stock is barely adequate for a school of this size, and comprises only non-fiction. A purpose built library is part of the new buildings currently being constructed to extend the school, and, at present, the books are temporarily housed in the school hall. Expansion and re-organisation of the library are planned when the new buildings are completed. The library is appropriately categorised, and is well used by pupils, who have been well taught indexing and library skills. The curriculum is enhanced by events such as book fairs, book weeks with visits by authors, theatre performers, and theatre visits, as well as school drama productions. There is a writers' club in the lunch hour once a week for pupils in Years 5 and 6, who aim to produce a regular school magazine throughout the year.

129. The literacy hours are well established and are proving very effective. Overall, the school's provision for literacy overall is good. Literacy is taught daily in all classes, and time is used very well. Literacy is appropriately developed throughout the curriculum, for example, in the writing of scientific reports, or descriptions in history and geography, and reading for information in a variety of subjects and topics. The

standards of literacy across the curriculum are good. The subject meets well the requirements of the National Curriculum.

116. **Mathematics**

1. At Key Stage 2, national test results in 1999 show attainment to be well above the national average for all schools and in line with those for similar schools. The percentage of pupils attaining the higher levels of achievement is above the national average for all schools and in line with those of similar schools. In 1998 the school's results showed a considerable drop in attainment at the average levels against the previous two years' upward trend. The 1999 results represent a significant improvement in the standards achieved. Results of the national tests in 1999 at Key Stage 1 show pupils' attainment to be in line with the national average overall, and below the national average in relation to similar schools. For those attaining at the higher levels, attainment was well below the national average for all schools and well below the national average for similar schools. Trends over the past three years show a gradual fall in test standards for the average levels.

2. By the end of Key Stage 2, pupils reach levels of attainment above national expectations. They are able to compute successfully using large numbers and know a number of different mental strategies for solving problems. They use percentages confidently and are beginning to learn how to solve algebraic problems. Pupils understand and regularly use a range of appropriate mathematical vocabulary and are encouraged to do so by their teachers. Pupils of all abilities understand two figure co-ordinates, how to draw plans to scale and how to compute perimeter and area. They successfully handle, portray and interrogate data and learn how to estimate and make hypotheses based on experimentation.

3. Pupils in Key Stage 1 cover an appropriate range of work and reach satisfactory levels of attainment in all areas of the subject. By the end of Key Stage 1, their numerical skills are well developed and they are confident in the computations of two digit numbers. They understand odd and even numbers, and are becoming familiar with multiplication facts of numbers to ten. They recognise halves and quarters and higher attaining pupils are able to calculate fractions of given numbers and quantities. Pupils estimate and measure length and capacity, know the properties of different figures and are beginning to estimate area.

133. Pupils in Key Stage 1 make good progress in developing their numerical skills and make satisfactory progress overall. However, a scrutiny of work shows that there is a lack of opportunity for pupils of all abilities to use and apply their knowledge in solving problems. When initial oral sessions in mathematics lessons are given in a brisk, lively way, pupils make good progress. In one lesson in Year 2, pupils were encouraged to answer in time with the pointing of a ruler or click of fingers. The progress of pupils with special educational needs is considerably enhanced by the good support that they receive from learning support assistants.

134. Pupils in Key Stage 2 make satisfactory progress overall, and checks on numeracy indicate that pupils have made good progress in this area. When given the opportunity, higher attaining pupils make good progress. For example, in one lesson, pupils in Year 5 were given the opportunity to generalise about predicting the number of lines of symmetry for any given regular polygon. They did this quickly and one pupil was able to see that a circle had an infinite number. In Year 4, pupils were motivated to concentrate hard and work quickly in order to keep pace with the rapid-fire questioning of their teacher in the initial oral session of the lesson.

135. Pupils' attitudes to mathematics are good, and sometimes very good, in both key stages. They sustain their concentration when given stimulating work and try hard to finish the work set. They are keen to answer in oral sessions and to explain what they have done or learned in the plenary sessions. Pupils try hard to use the correct mathematical terminology, discuss problems and encourage each other and work well as members of groups when given assignments. Care is taken with charts and diagrams and pupils present their work well. They can become engrossed in their studies, for example, when asked to find number bonds in Year 1, or finding equivalent fractions in Year 6. Pupils in Year 5 became excited by the prospect of finding axes of symmetry as did Year 2 pupils when manoeuvring themselves on the playground to illustrate odd and even numbers.

136. At both key stages, the quality of teaching is satisfactory overall and sometimes good. Pupils are well managed; teachers enjoy good relationships with their classes and often generate a purposeful but relaxed atmosphere which is conducive to learning. All teachers take care to use the correct mathematical terminology and encourage pupils to do the same. All lessons begin with an appropriate oral session when mental strategies are practised and learned. In the best of these lessons, proceedings are brisk so that pupils are encouraged to work quickly using what they know to help calculate what they do not. For example, they use doubling and halving techniques and use their known number bonds to ten to make addition and subtraction easier. The learning of tables is encouraged and teachers make good use of homework to supplement work done in class.

Teachers invariably share the objectives of the lesson with pupils and show how these fit with the development of later work. Teachers' subject knowledge is satisfactory although opportunities are sometimes missed to help pupils to progress. For example, when teachers fail to make explicit to the rest of the class a strategy which is only partially explained by a pupil. On other occasions, pupils are praised for a response without making clear it to the class why this was good. For example, that this might be a method that they themselves could use to calculate and then ask them to try it.

137. The planning of work is mostly appropriate and different work is made available for the different levels of ability. However, the higher attaining pupils are not consistently challenged and so no climate is created in which pupils become self-motivated to push themselves further. Teachers take care to plan a range of activities in each lesson appropriate to the concept being investigated and to maintain interest. During the inspection, teachers made good use of practical activities and equipment. Pupils acted out being fractions or odd numbers; they worked as individuals and in groups and were given sufficient opportunities to discuss and report back their findings. There is insufficient use made of comments in pupils' work that would help them improve in the future. Most comments seen praise accuracy or neatness but few had suggestions for improvement.

138. Mathematical skills are satisfactorily developed in other curriculum areas, for example, in science where pupils use tables to record information during experiments. In physical education, pupils reproduce symmetrical patterns as they do in art, and in history, pupils have been introduced to Roman numerals. In design and technology lessons, pupils make scale drawings and in geography, maps with two figure grid references.

139. Mathematical resources are adequate for the successful teaching of the Programmes of Study. Each class has a good supply of equipment and there are centrally held resources covering all of the areas of study. The arrangements the school has made to introduce the National Numeracy Strategy have been successful with further training to follow. The co-ordinator for the subject is enthusiastic and has a clear vision of how the subject will develop. Staff have had the opportunity to observe lessons and there are plans for this observation to be extended to include observations of good practice in other schools. The co-ordinator has carried out a number of well planned and productive training sessions which have enabled members of staff to carry out the requirements of the National Numeracy Strategy. Results of previous national tests at the end of the key stages have been used to identify areas for development and to plan work accordingly. The subject fully meets National Curriculum requirements.

132. Science

140. Analysis of the national end of Key Stage 2 tests for 1999 shows that standards in science were above the national average at Level 4 and above and well above the national average at Level 5 and above. This is an improvement on the 1998 results.

141. The inspection findings are that most pupils attain standards at or above the level of the national expectation by the end of Key Stage 2. Almost a half of the pupils attain the higher levels by the end of Key Stage 2. This is an improvement on the findings of the previous inspection report that found under achievement in Key Stage 2, and is in line with the end of key stage results in 1999. The trend over time since 1996 shows a sharp dip in 1998 although results remained above the national average. The school experienced changes of staff at this time which may have had an impact on pupils' learning.

142. By the age of eleven, pupils have a good knowledge of a fair test and know how to apply this when designing scientific investigations. From scrutiny of past work and discussion with pupils, it is evident that they know how to apply fair tests when separating different substances. Older pupils are experiencing a variety of investigations about the properties of materials and physical phenomena and have a good understanding of the concepts involved. Pupils use their knowledge and can explain their findings using scientific vocabulary such as toxic, photosynthesis and pollution. Work is neat, and well presented and diagrams are correctly labelled. Pupils have a good knowledge of electrical circuits, and of how the eyes change with light and a good understanding of the conditions that plants need to grow. In learning about life processes, older pupils learn about the human frame and how the body works. They can describe the importance of the eyes, the lungs, the heart and the stomach to the working of the body and understand how joints and muscles work. Pupils in Years 3 classify rocks, test reflectors and carry out celery stalk experiments to investigate the rate of coloured liquid absorption. They work together to investigate the properties of rocks and link their findings to the materials used on the school's building site. In Year 4, they find out about animal habitats, and how to change solids into liquids and learn about the inside and outside of a skeleton. Although pupils occasionally use a computer to research information, this is an insufficiently developed aspect of their work.

143. Analysis of the national end of Key Stage 1 assessments by teachers for 1999 shows that standards in science at Level 2 and above were above the national average. When compared with similar schools, standards are average. The previous year's results were slightly better especially at Level 3 or above. When compared with similar schools, standards were well above the national average. The findings of this inspection are that most pupils attain above average standards at the end of Key Stage 1. By the time pupils are seven, they have experienced a good range of scientific activities across all attainment targets and their attainment is broadly in line, and a good proportion above, the national expectation for this age. Pupils are developing a sound understanding of how to carry out investigations in a methodical way and show a satisfactory understanding of the sequence of a task. They are learning ways of investigating and conducting fair tests. Pupils carry out simple investigations on which papers soak up the most water, they find out which of four socks is the 'stretchiest' and which magnets have the strongest pull. They observe and record their findings as scientific experiments. Pupils are competent at sorting and classifying objects by simple scientific criteria. This is demonstrated in the work on mini-beasts and other living things. They have a good knowledge of mammals and birds. Pupils have good knowledge and understanding of what constitutes a healthy meal and begin to apply this knowledge when making decisions about their choices for lunch. When learning about the school's new building, they competently describe the construction of a classroom and the uses of the building materials. They are able to name some parts of the body. When studying the weather they make good links with their knowledge of other parts of the world such as India, Canada and Mongolia. The use of information technology to support their learning is insufficiently developed.

144. At both Key Stage 1 and Key Stage 2, pupils make good progress. In half of the lessons seen at Key Stage 2, pupils were encouraged to talk about their work using correct scientific vocabulary. There are some good examples of pupils behaving as young scientists, exploring ideas, testing out predictions and drawing conclusions. Pupils in Key Stage 1 pictorially record the life cycle of plants. As they move through the key stage, this is developed into using bar charts to record the stretchiness of four socks. Younger pupils in Key Stage 2 test their predictions about the effect of inks on celery stalks whilst pupils in Year 6 use bar charts to track the root growth of a tradescantia plant. Pupils with special educational needs are making good progress in relation to their previous attainment.

145. Pupils show enthusiasm and curiosity in their scientific activities. At Key Stage 1, they respond positively, and concentrate and co-operate well. From the young five year olds upwards, they eagerly explain their investigations to adults. In discussions with teachers, they answer questions readily. They understand the need to behave sensibly when working with living things. At Key Stage 2, pupils work co-operatively and take responsibility to read or record information. They show a great deal of interest in science, especially when reporting to the class. Pupils' behaviour is very good and, on occasions, excellent. Their independent learning skills are good. Pupils with special needs respond positively to science at both key stages.

146. The quality of teaching is good overall. It was good or very good in two thirds of lessons and satisfactory in all the other lessons. Examples of very good teaching are evident in both key stages, however, the teaching is consistently good or better at Key Stage 1. The previous inspection judged that there were too many activities taking place during science sessions at Key Stage 1, and this had a detrimental effect on pupils' progress. This is no longer the case, as teachers use a variety of methods, including whole-class teaching, group and individual work, that is having a positive effect on pupils' progress. The best teaching is characterised by very good questioning which challenges pupils' thinking at all levels of ability. There is careful planning for each topic, with a well-balanced range of practical activities. Sound links are made with other subjects, such as mathematics, art and geography. Teachers' knowledge and understanding of the subject are good overall and classroom teaching is confident. They have high expectations of pupils; for example, pupils in a Year 1 class were asked to explain the properties of a variety of materials. Pupils competently explained the differences between items made of wood, metal and plastic and also identified the 'sense' they used when using the feely bag. The quality of discussion contributed to the good progress made by pupils. In a Year 5 lesson, pupils were challenged to create different types of menus for different people, such as an elderly person with diabetes, a young mother with a baby, a working man and a young person. They took account of a providing a balanced meal containing the advised nutrients. Skilful questioning by the teacher kept pupils focused on the topic and the quality of the classroom organisation contributed to the good progress made by pupils. The previous report noted the lack of challenge for the higher attaining pupils, but this inspection finds no evidence to suggest that this is still the case in science lessons. Classroom management is good in both key stages. Materials and resources are imaginatively chosen; for example, pupils at Key Stage 1 have input from the building site manager when learning about materials. At the end of each topic, teachers gauge pupils' knowledge through the use of a topic assessment sheet. Records of pupils' progress are appropriate. Homework is not routinely given in science although some older pupils find out information at home.

147. There is a policy that addresses the requirements of the National Curriculum. The school is using the

Qualifications and Curriculum Authority's scheme of work well. This is being adapted to create the school's own scheme of work. There is currently no permanent co-ordinator for science, but the deputy headteacher is undertaking the 'caretaker' role. The management of science is satisfactory. Direct observation of science teaching is not a well-developed feature of the co-ordinator's role. Samples of pupils' work are not routinely collected to compile a school collection and attainment levels are not moderated. There are good links with other subjects for example, English, mathematics, geography and art. Resources are sufficient in quality and quantity to teach the curriculum effectively. The local area and the school grounds are used constructively to broaden pupils' experience. Visits to the Intertech exhibition, a 'hands-on' experience, enrich pupils' experience. Information technology is used insufficiently to support and extend learning through data research and the recording of results. There is a satisfactory range of books for research work. The subject makes a sound contribution to the development of pupils' numeracy skills through the collection and analysis of scientific data. The subject also contributes well to the development of pupils' literacy skills as teachers encourage the detailed reporting of scientific findings. Science fosters pupils' spiritual development well through certain aspects such as the life cycle of frogs and flowering plants. Respect for equipment and materials and respect and good relationships fostered through working well together on tasks also make a good contribution to pupils' moral and social development. The subject meets the requirements of the National Curriculum.

132. OTHER SUBJECTS OR COURSES

132. Information technology

148. By the end of both key stages, most pupils reach standards at the level of the national expectation. This judgement differs from that of the previous inspection where pupils were found to be underachieving at both key stages. Only one whole-class lesson was observed at Key Stage 2. By the end of Key Stage 2, pupils have well developed word processing skills. They confidently use different fonts, incorporate pictures into their writing and producing charts and graphs from data they have collected. For example, they produce attractive information sheets about Eastleigh Railway, Victorian housing and a netball questionnaire. Most pupils can retrieve, store and amend information confidently and can display data in several forms. Information technology is not well used to extend learning in all curriculum areas; for example, there is no evidence of pupils using information technology to sense physical data such as temperature in science. Particular strengths are evident in history and art. Using their literacy skills, pupils in Year 6 create a school newspaper. Pupils have a sound knowledge of the control and modelling aspect of the subject. Older pupils use their knowledge of circles and angles to program a screen turtle and make reasonable predictions. Calculators are used appropriately to support work in other subjects. No whole-class lessons were observed at Key Stage 1. At Key Stage 1, pupils are confident in using the 'mouse' and are able to enter text and numbers into the computer and use various function keys such as 'shift' and 'delete'. Using the appropriate software, pupils are able to draw and colour pictures of a rainforest, stars and fish. To support their learning about materials in science they draw and colour pictures of light bulbs, tables and drinking glasses. They competently use the computer to word process their poems. Many pupils have access to a computer at home.

149. Pupils make satisfactory progress at Key Stage 2. In the previous inspection, pupils' progress was found to be variable. In Year 3, pupils use the digital camera to record their work using the 'roamer'. Pupils use pie charts to record the favourite colours in their class in Year 4, conduct surveys on soft toys and record their information in block graph format. Year 5 pupils use spreadsheets to look at the cost of purchasing food and show a sound knowledge of the purposes of data-bases. In Year 6, pupils develop these skills to combine information and diagrams in one document and create the school newspaper. At Key Stage 1, pupils make satisfactory progress; this is an improvement on the findings of the previous inspection. They gain confidence in keyboard and computer mouse skills and learn keyboard commands such as 'return' and 'shift'. The rate of progress at both key stages is influenced by the number of opportunities that pupils have to practise their skills independently. Pupils with special educational needs make satisfactory progress at both key stages.

150. When using computers, pupils work with interest and enthusiasm and are totally absorbed in the task. Class management is good; pupils respond positively to the teaching and behave very well. Pupils are keen to learn and develop their skills. They successfully learn from each other by working in pairs on programming activities. Younger pupils at Key Stage 1 work sensibly using classroom computers. They treat the resources well and work well collaboratively.

151. The quality of teaching is satisfactory at both key stages. In Key Stage 2, teachers make good use of information retrieval from the Internet and use school's web site to support and extend pupils' work. Recently arrived software for mathematics is not yet in place. Where they are confident, teachers use information

technology effectively to support teaching in other subjects such as history. Planning is satisfactory and lessons are well paced. Extension activities are less clearly identified for the higher attaining pupils. Information technology is under used in mathematics and science and little direct teaching of the skills in using information technology was observed during the inspection at Key Stage 1. In Key Stage 1, teachers use the computers effectively to enhance work in other curriculum areas such as English, history, geography and art. Pupils with special educational needs receive good support from classroom assistants.

152. The subject is well managed. The subject co-ordinator has produced good documentation to support teaching and learning. The guidelines show the progression of skills appropriate to pupils in each year. The Qualifications and Curriculum Authority's framework is used to guide teachers and the school is part of the National Grid for Learning project. The co-ordinator has worked effectively to develop the information technology curriculum and has been closely involved in training the school staff and giving technical support. All staff have received comprehensive in-service training following the school's previous inspection. Resources for information technology are satisfactory and there is at least one computer in each classroom. Fund-raising by parents and support from the governors are key elements in this provision. The ratio of pupils to computers at 18:1 is slightly below the national average. Although the co-ordinator monitors the subject through looking at teaching plans and work samples, there are few opportunities to monitor the teaching directly, and this is a weakness. The subject makes a good contribution to pupils' social development as they work together in small groups. The subject's contribution to pupils' moral development is also good as pupils learn to treat people and school property with respect. The subject meets the requirements of the National Curriculum which is an improvement upon the findings of the previous inspection when the lack of balance across the different aspects of the subject meant it did not meet requirements.

132.

Religious education

153. In the previous report, standards were found to be in line with national expectations for age. Teaching was sound, and there were no key issues relating to this subject.

154. In the current inspection, standards attained by pupils in Key Stage 2 are in line with the expectations of the locally Agreed Syllabus. In Key Stage 1, standards are above expectations. In Key Stage 2, pupils are familiar with stories from the Old and New Testaments and about the life of Christ. They understand the importance for individuals and communities of celebrations, and they know some relevant information about other faiths such as Islam, Hinduism and Judaism. They have explored some features of worship, and have visited different churches and places of worship. Pupils understand the need for respect between different faith traditions. This was very obvious in the serious attitudes of pupils when learning about and discussing the Jewish traditions of Hanukkah in Year 5. Careful subsequent work showed sound retention of facts and also the values of symbolism. By the end of Key Stage 1, pupils have learned about Jesus in their stories, but are also exploring at a simple level some of the meanings of symbols, such as light. Year 2 pupils responded very well to this exploration, and showed awe and wonder as a big candle was lit in the dark. They also displayed reverence in their attitudes in this lesson. Pupils have also learned about Divali, and the story associated with that festival of light. There is a very attractive display about the festival in Year 1.

155. Progress in both key stages is good. Pupils gradually gather more information in their religious studies, and are increasingly able to make comparisons and contrasts. Differences and similarities between different faith traditions are part of this study.

156. Attitudes to the subject are good at both key stages; pupils are interested in, and keen about, their studies in religious education. They listen well and are eager to respond and to comment. Pupils are able to remember and report facts they have learned, and to explain some simple relationships between symbols and their meanings. They enjoy stories, and are interested in books which provide relevant information.

157. Teaching in the subject is good at both key stages. It is well planned and clear, and efforts are made to find interesting focuses to motivate pupils well. Displays in the subject are well presented and colourful. Assessment lacks consistency, since there is no whole-school approach, and teachers make their own notes.

158. Co-ordination of the subject includes surveys of weekly planning, management and auditing of resources, and looking at work and displays. Although the monitoring of lessons is a goal in the subject development plan, the current co-ordinator, who only joined the school at the beginning of term, has not yet had the opportunity to start it. The subject is enhanced by visits to local churches, and to other places of worship such as a Hindu temple. Visitors also come to the school to speak to pupils, such as a Muslim visitor who came recently. Resources are good, particularly the artefact collections for the different faiths studied, and support pupils' learning effectively. The subject meets the requirements of the locally Agreed Syllabus.

132. Art

159. Few lessons were observed in either key stage, due to timetabling arrangements. Work, planning and displays were scrutinised. Indications are that standards of attainment at both key stages are satisfactory for pupils' ages. In the previous inspection, attainment was variable. At Key Stage 2, pupils produce detailed drawings of their friends in the style of Holbein and use form and colour well in painting and pastel work. They experience a range of art work using a variety of materials. Pupils have produced some attractive pencil studies of musical instruments but there are few examples of art demonstrating pupils' creativity and imagination. Their understanding and knowledge of different painting styles are developing adequately through looking at pictures by well-known artists, such as Van Gogh, Monet and Rousseau. They have made papier mache creatures and have used their literacy skills to write descriptions about their characters such as, 'Monster Dale, looks scary but is actually friendly'. The previous report noted the lack of three dimensional work; this has been satisfactorily addressed. Across the school, pupils are developing skills of observation; they communicate ideas and feelings in visual form and develop themes for their work. Older pupils design and make book covers, which show a good sense of perspective and line, for the Harry Potter display. Pupils at Key Stage 1 are beginning to develop skills and techniques in recording their work using paint, crayon and pencil. They draw Roman soldiers using pencils and pastels and confidently try out their designs in sketch-books. Close observational drawings of plants and fruit indicate pupils' skills in making accurate representations in a very short time. Pupils are also able to mix colours, blend them and apply a wash. Pupils with special educational needs attain standards appropriate to their abilities.

160. Progress in both key stages, including that made by pupils with special educational needs, is satisfactory. Pupils' good behaviour contributes to this sound progress as they develop an understanding of the works of other artists from Western culture, but there are few opportunities for them to learn about the work of non-Western artists. Pupils in Key Stage 2 learn an increasingly broad range of techniques and use different media with enjoyment. At Key Stage 1, skills develop as pupils move through the key stage from crudely colouring pictures to good pencil control in creating detailed and colourful pictures.

161. Pupils enjoy their art work and can talk confidently about it to adults. Their responses are very positive. Pupils show good attitudes towards their work and their behaviour in lessons is good and occasionally excellent. At Key Stage 1, pupils' concentration is very good, and they remain focused on a task for a considerable amount of time. Younger pupils at Key Stage 2 are keen to show their own design purses in assembly and are proud of their efforts.

162. Very little teaching was observed at either key stage. The teaching seen, together with other evidence, indicates that the quality of teaching is satisfactory at both key stages. At Key Stage 2, techniques are specifically taught and there is a good sense of the teaching of the use of colour and composition given by pupils' work. However, insufficient opportunity is given to pupils to develop their own style in their work. Teachers have sound subject knowledge and long term planning is satisfactory. The subject is often incorporated into topic work and integrated with other subjects, as in the work on Tudors. There is evidence of three-dimensional work in modelling materials and textiles, which is an improvement on the findings of the previous inspection. At Key Stage 1, pupils are set challenging tasks such as improving their close observational drawings by carefully looking at the plant being drawn. Open-ended questioning contributed to the good progress made by pupils in this lesson. Pupils are introduced to a variety of genres and styles from the past and from other cultures, although this is a developing aspect of the school's work. Assessment takes the form of teachers making their own notes and these are transferred to the pupils' National Curriculum record annually. Sketchbooks are used as a record of progress.

163. There is a suitable policy for the subject and scheme of work. This is an improvement since the last inspection. Planning shows that the curriculum is broad and balanced although no key artist is identified in the Year 2 plan of work. The co-ordinator has good subject knowledge, is enthusiastic and gives good support to her colleagues. She has some allocated non-contact time but this is not specifically identified for monitoring the teaching of art. Resources are satisfactory for the practical strand of the subject, but although there are some prints for appreciative work, most of them are generally too small for techniques to be well understood. There are too few prints from non-Western cultures. Although the library has some good quality art books, these are insufficient to enable all pupils to have a wide experience of the works of different artists. The displays in the school are good. Good displays are colourful and lively and use a range of pictures and pupils' work. These contribute positively to the learning environment and encourage pupils to reflect on the techniques used. Artefacts are used well in displays. Curricular provision in the subject is broad and balanced.

Design and technology

164. In the previous inspection, little design and technology was seen in lessons, but these lessons, together with work samples and discussions, indicated that standards were below national expectations for age at both key stages. Planning was at an early stage of development and resources needed extending, although the school was already aware of the need for more detailed guidance for teachers. Improving standards and covering the full range of activities in the subject was part of a key issue in the last report.

165. In the current inspection, although only two actual lessons were observed, pupils' work and displays were inspected and discussions were held about the subject. Based on this evidence, the findings of this inspection are that standards at both key stages are now satisfactory. Compared with the findings of the school's last OFSTED inspection, documentation and planning are now satisfactory, and resources are now adequate for the subject. Full coverage of foundation subjects is no longer mandatory, since the reduction of time spent on foundation subjects has been officially endorsed, so that the recommendation in the latter part of the key issue no longer stands. The requirement now is for the subject to be broad and balanced enough to support continued progress in the subject, and this is now satisfactory. Improvement has thus taken place in the subject since the last inspection.

166. By the end of Key Stage 2, pupils are able to design, evaluate, adapt and modify and produce their ideas for products. They can also report them, for example, in the form of instructions, such as those for making slippers done by Year 6. A variety of original ideas is produced, such as in the range of purses made by Year 4 pupils, with some very exciting results. In Year 5, bread making as part of a healthy eating study gave rise not only to familiarisation with relevant recipes, but to the making of posters advertising their different products, and to comparisons of different types of bread. By the end of Key Stage 1, pupils are beginning to widen their range of skills: they have made attractive caterpillars out of egg boxes and are learning to design different types of simple puppets.

167. Progress for pupils of all abilities, including that made by pupils with special educational needs, is satisfactory at both key stages although, towards the top of the school, progress gathers momentum and shows some good features, notably adapting work to self-evaluation. In Key Stage 1, pupils begin to widen their range of skills, and in Key Stage 2, more detail in design and precision in products are emerging.

168. In the lessons observed, pupils showed good responses to the subject, were interested and enjoyed designing and making their products. They were enthusiastic about the bread making in Year 5.

169. Since only two lessons were observed, one at Key Stage 1 and one at Key Stage 2. In Key Stage 1, teaching was satisfactory, but had some good points, and in the lesson at the end of Key Stage 2, teaching was good. Good features in both lessons were clear instructions, careful monitoring of work, and encouragement of pupils to think and reason about their designs and the resources needed. In the Year 6 lesson, a very imaginative topic was well presented, and the task to design a shelter for a children's playground was received with enthusiasm by pupils who generated a wide range of exciting, yet practicable, ideas.

170. The documentation for the subject is headed by a nationally recommended scheme of work, as well as the school's own very sound policy. Planning for the year is shown in clear curricular mapping across both key stages, and termly, weekly and lesson planning is good. The co-ordinator manages and audits resources, sees weekly planning, observes outcomes of work, and has monitored some lessons, although this is not a systematic survey of the whole school.

171. Resources are now adequate, including those for food technology, textile work, model making and building of moving structures, such as wheeled vehicles. Tools are plentiful, and are safely stored and displayed.

Geography

172. Few lessons were planned during the period of the inspection due to the planning cycle of the school's schemes of work. Insufficient evidence was, therefore, gained for judgements to be made on the quality of teaching or on the progress and attainment of pupils in either key stage.

173. The school has a detailed and comprehensive scheme of work built around the guidelines provided by the Qualifications and Curriculum Authority. These ensure that there is a continuity of learning across year groups and between the key stages. A scrutiny of work indicates that pupils at the end of Key Stage 2 have learned of the problems of conservation and how environments change. They have studied how their own local environment has changed over the past hundred years and the forces at work which bring about these changes.

These include the problems of refuse disposal, provision of leisure facilities and the pressures on open space caused by the need for more housing and roads. Pupils in Key Stage 1 learn how to make maps beginning with routes around their classrooms, around the school and getting to school. They build up their knowledge of geographical terms, and of the different weather conditions and symbols used to denote them, as well as making a study of a settlement in India. Pupils in Key Stage 2 extend the work begun in the earlier years when considering the changes that occur in different environments. They make detailed studies using good source material on the development of Chandler's Ford as well as how and why tropical rain forests are being cut down.

174. The resources for geography are adequate for teaching the Programmes of Study and include a good collection of maps and videos. Pupils are also now making use of the Internet to gather information for their studies. The school is also developing links with a school in North Devon that it will use as a means of studying a contrasting environment. Curricular provision is broad and balanced.

132.

History

175. Standards in history are above average for pupils' ages at Key Stage 2 and average for their age at Key Stage 1. In Key Stage 2, pupils have a good sense of the passing of time and are able to place events over the past five hundred years in the correct chronological order. They have a good knowledge of life in Tudor England as well as how the Second World War affected the lives of people living in this country. They re-visit and extend their studies of Victorian England and consider the forces at work behind change. Pupils make an in-depth study of how their own locality has developed. They are able to use their well-developed ideas on historical research to help them and are knowledgeable about the validity of source materials. Pupils are able to make hypotheses on the origins and uses of artefacts surviving from the past. For example, in Year 5, pupils studied a variety of artefacts, including an oil lamp. They made assumptions about what the item was and what it had been used for. Having decided on its use, they tested their assumptions, found them inaccurate and proceeded to use a variety of sources before arriving at a correct assumption about what it was. In Key Stage 1, pupils are able to learn about the lives of Victorians and understand how things change over time. For example, how toys and items in kitchens have changed and how the washing of clothes moved from hand washing to the use of a mangle until use of the present day washing machine. They have an understanding of the passing of time and know of some of the famous events in British history such as the Gunpowder Plot, Florence Nightingale and the Great Fire of London.

176. Pupils take part in history lessons with enthusiasm and great interest. They are keen to offer answers in oral sessions and are able to give reasoned arguments for their opinions. They enjoy the challenges given and are diligent about finding solutions. They share their ideas with one another and listen carefully to the reasoning of their classmates. Pupils have a good store of factual information, for example, about the life of Henry VIII, Roman Britain or rich and poor Tudors.

177. The quality of teaching is good, and teachers provide the opportunities for pupils to engage in historical investigation as opposed to the acquisition of historical facts. They make good use of the school's resources of artefacts, facsimiles of original documents, texts, photographs and pictures and there is little reliance on commercially produced worksheets. Pupils are encouraged to use these critically and activities provided for them enable pupils to understand how historical evidence is gathered. Teachers are aided by the expertise available among the staff and the comprehensive schemes of work and guidelines provided for them. Teachers have thus built up their own subject knowledge and have become confident in teaching the subject.

178. The school makes good use of the artefacts and costumes provided by Hampshire Wardrobe and the Museum Service. Studies in school are enriched by the visits made in all year groups. In the past year, these visits have included Hampton Court, Fishbourne Place, Eastleigh Victorian Town and the Imperial War Museum. Curricular provision is broad and balanced.

Music

179. Pupils at both key stages attain standards which are average for their ages. Pupils at Key Stage 2 achieve standards in line for their age and those who have additional instrumental tuition attain standards above those expected for their age. At Key Stage 1, standards are in line with those expected for their ages in all aspects. These findings are similar to those in the school's previous inspection which noted that pupils who learnt instruments and played in the school's orchestra attained higher standards than those usually found. At Key Stage 2, pupils sing a range of songs with enthusiasm and a good sense of pitch. They understand vocabulary such as dynamics and cantata. Pupils quickly learn to sing new songs although opportunities to perform them to the whole school during assembly are limited. They listen to and appraise the works of

Beethoven, Vaughan Williams and Tchaikovsky and identify many of the instruments in the orchestra. Tudor songs such as 'Greensleeves' complements pupils' work in history. Extracurricular activities show that pupils are beginning to play recorder tunes competently. Pupils demonstrate good fingering skills when playing the keyboards during orchestra sessions. They read music confidently although opportunities for them to record their own compositions are limited. The recorder groups play during the Christmas concert. Recordings of the Christmas concerts show a satisfactory standard of performance in both key stages. At Key Stage 1, pupils begin to explore beat and rhythm while singing nursery rhymes and sing responses to the register. They begin to understand that music can evoke feelings and a sense of rhythm and show skill in accompanying songs using percussion instruments. Pupils identify the piano, which was being played in a recording by Satie. Younger pupils can clap in time to music and sing tunefully.

180. At Key Stage 1, pupils' satisfactory progress is shown as they memorise songs and sing them with an increasing awareness of pitch and dynamics. At Key Stage 2, they build on their earlier knowledge and satisfactory progression is shown in their understanding of musical compositions and expertise in singing unaccompanied and performing in different contexts. Pupils become more aware of how the musical elements help to produce mood and feeling and make appropriate comments. They have a satisfactory knowledge of composers and different musical styles. The school provides equality of access and opportunities for pupils to learn and make progress at both key stages. Pupils with special educational needs make satisfactory progress in relation to their previous attainment.

181. Pupils' attitudes to music teaching are good across the school and they respond enthusiastically at both key stages. They behave well in group sessions and many are enthusiastic to participate in extracurricular activities. They work co-operatively when working in small groups, such as learning basic recorder notes. They listen to each other carefully and are beginning to evaluate their own work and that of others.

182. In the few lessons that were observed at both key stages, the quality of teaching was at least satisfactory and sometimes better. Specialist teachers have good subject knowledge, which is effectively used to challenge pupils to raise their levels of performance. Planning is good with clear assessments of pupils' progress. Teachers of younger pupils emphasise the need to listen to the differing quality of sounds such as loud and soft. Resources are well used in both key stages although the present storage arrangements are unsatisfactory due to the building work. Good relationships are evident between adults and pupils in all lessons.

183. The school has a suitable range of good quality musical instruments. The range of instruments from other cultures is satisfactory. The school has a satisfactory range of music from all cultures. There is a policy in place, which is yet to be ratified by the governing body, and a scheme of work. There is evidence on video to show that concerts and performances, some of which are for parents and other visitors, enrich the music curriculum. The co-ordinator satisfactorily manages the subject, with support from other staff members. Through concerts and extra-curricular activities such as, choir and orchestra, music enhances the school's ethos although it is insufficiently promoted in the local community. For example, the school does not participate in local schools' musical festivals. Pupils do not use information technology to compose music. The teaching of the subject is broad and balanced and contributes successfully to pupils' personal and social development.

Physical education

184. Standards in gymnastics and dance are average in terms of pupils' ages in both key stages. No lessons were observed in games during the period of the inspection. However, judging by pupils' performances in after school clubs in football and netball, they reach expected standards in ball skills and team game skills. The scheme of work indicates adequate coverage of the Programmes of Study although no judgement on pupils' performance in athletic activities or outdoor and adventurous activities can be made. Pupils are able to demonstrate an adequate range of movements at Key Stage 1 enabling them to perform a variety of balances, twists, rolls and curls. They can use apparatus to add height and variety to their movements and are able to combine simple balances with jumps, turns and stretches. They observe the safety requirements of moving apparatus and have knowledge of the benefits of warming up and cooling down activities. At Key Stage 2, pupils have progressed satisfactorily and are able to perform more complicated series of movements. They combine well with partners in producing simple sequences of movements, for example, in using their bodies to find two axes of symmetry. In one Year 6 lesson, this was extended to include larger groups of pupils producing some imaginative responses. Pupils in both key stages are able to make comments on the performances of their classmates and often say what might have improved them. In the one dance lesson observed, pupils displayed a satisfactory range of movements in response to the stimulus of music. Progress in this lesson increased as pupils moved from miming fighting actions to simulations, emphasising the key elements of their movements and combining well with partners.

185. The inspection of this school included a focused view on swimming. The school provides swimming lessons for pupils in Years 3 and 4 during the Summer Term at the local authority's pool. Whilst it is not possible to reach a judgement about pupils' attainment at the end of the key stage, evidence is available for Year 4. This shows that at the end of Year 4 in summer 1999, nearly 65 per cent of these pupils met all the requirements of the National Curriculum. These include being able to swim at least 25 metres unaided, having confidence in floating, resting and supporting in the water, being able to use different means of propulsion and knowing the principles of water safety and survival. At present, the school is unable to offer further opportunities to those pupils who have failed to meet the requirements. The teaching of swimming is carried out by suitably qualified teachers and instructors who make good plans relevant to the differing abilities of the pupils. Assessment is used well to plan the progress of pupils as well as to measure their achievements at the end of the sessions.

186. Pupils display good behaviour during physical education lessons. They take part with enthusiasm and adhere to the good safety rules that they have been taught. They try hard to find imaginative responses to the tasks they have been set and listen and act upon any advice given to improve.

187. The standard of teaching in both key stages is satisfactory. Teachers make their plans in accordance with the schemes of work and ensure that the activities chosen are relevant to the lesson objectives. In all lessons observed, activities were built upon each other thus ensuring a progression in the degree of difficulty and skills used to respond to the tasks. They manage their pupils well and all lessons are carried out in a disciplined, but relaxed, atmosphere which enables pupils to feel comfortable in trying out new ideas. Teachers' subject knowledge is limited, however, and opportunities are missed that might have enabled pupils to progress. For example, teachers make good use of pupils to demonstrate movements but fail to identify exactly what made that a 'good' response and then how that could have been improved. Attention is paid to the variety of responses and praise is given but insufficient attention is given to the quality of movements. Some work seen is insufficiently challenging for many of the pupils and only minimal progress is made. All teachers have a good knowledge of the safety issues involved in physical education and pay careful attention to safety. Pupils are taught the safe handling of apparatus and are closely watched to ensure that this procedure is followed. All lessons begin with an appropriate, if restrained, warm-up session and end with cooling-down activities.

188. The school has sufficient resources to carry out the Programmes of Study although larger apparatus in the school hall is more suitable to Key Stage 2 pupils than for the younger ones. The school is forced to place library and music equipment in the hall thus cutting down the space available for physical education inside. However, the hall floor is very well maintained and provides an ideal surface for gymnastics and dance. The school has a large playground and field which it uses to good effect for outdoor activities.

189. The co-ordinator for this subject is newly appointed but has a good idea of how physical education should develop at the school. This includes the re-writing of the scheme of work and planning for the improved progress of all abilities. The school benefited recently from the visit made by members of the Solent Stars Basketball team who spent the morning in Key Stage 2. This enabled the school to learn about keep-fit exercises while, at the same time, raising money for a charity for medical research. Curricular provision is broad and balanced.

132. **PART C: INSPECTION DATA**

132. **190. SUMMARY OF INSPECTION EVIDENCE**

The inspection was carried out by a team of four inspectors who spent a total of 14 inspector days in the school. Time spent observing teaching, scrutinising the work of pupils and checking their attainment by working with them during the inspection - 63 hours 25 minutes. 4 hours 40 minutes at Pre Key Stage 1, 18 hours at Key Stage 1 and 40 hours 45 minutes at Key Stage 2. In addition, a further 13 hours 55 minutes were spent on the inspection activities listed below.

- 54 lessons or parts of lessons were observed as were a number of registration periods, assemblies, playtimes, lunchtimes and extracurricular activities;
- discussions were held with all teaching staff and some non-teaching staff;
- many pupils were heard to read and were questioned about their mathematical knowledge and understanding;
- three samples of pupils' work across the full range of ability in all year groups were inspected in addition to work examined during lessons;
- all available school documentation was analysed;
- attendance records, pupils' records kept by the school and teachers' planning documents were examined;
- the budget figures were inspected;
- discussions were held with pupils, parents, governors and the headteacher of the local secondary school;
 - a parents' meeting was held and the views of the 34 parents at this meeting and those of the 105 families who responded to a questionnaire were taken into account. Individual parents spoke with inspectors during the inspection.

• **191. 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	211	0	49	11

• **Teachers and classes**

• **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	8.60
Number of pupils per qualified teacher:	24.5:1

• **Education support staff (YR – Y6)**

Total number of education support staff:	6
Total aggregate hours worked each week:	91.2

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Average class size	30.0
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• Financial data

Financial year:	1999
	£
Total Income	359003
Total Expenditure	354255
Expenditure per pupil	1632.51
Balance brought forward from previous year	29764
Balance carried forward to next year	34512

PARENTAL SURVEY

Number of questionnaires sent out: 322

Number of questionnaires returned: 105

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	31	59	6	1	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	44	6	5	4
The school handles complaints from parents well	11	37	41	6	5
The school gives me a clear understanding of what is taught	30	55	12	3	0
The school keeps me well informed about my child(ren)'s progress	35	54	7	4	0
The school enables my child(ren) to achieve a good standard of work	34	58	5	3	0
The school encourages children to get involved in more than just their daily lessons	21	45	22	7	5
I am satisfied with the work that my child(ren) is/are expected to do at home	24	54	8	14	0
The school's values and attitudes have a positive effect on my child(ren)	50	47	2	2	0
The school achieves high standards of good behaviour	46	44	8	3	0
My child(ren) like(s) school	52	43	2	3	0