

INSPECTION REPORT

BEVOIS TOWN PRIMARY SCHOOL

Southampton

LEA area: Southampton

Unique reference number: 116088

Headteacher: Mr D Martindale

Reporting inspector: Mr Graham R Sims

28899

Dates of inspection: 15th – 18th January 2001

Inspection number:188802

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

© Crown copyright 2001

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

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Bevois Town Primary School Cedar Road SOUTHAMPTON
Postcode:	SO14 6RU
Telephone number:	023 8022 1467
Fax number:	023 8022 0700
Email address:	info@bevoistown.southampton.sch.uk
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Lewzey
Date of previous inspections:	17 th June 1996 (full Ofsted inspection) 3 rd November 1998 (HMI review inspection)

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
28899	Mr G R Sims	Registered inspector	Mathematics Music Physical education Areas of learning in the Foundation Stage	The characteristics and effectiveness of the school The school's results and pupils' achievements How well pupils are taught How well the school is led and managed
14756	Mr J Lovell	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
21904	Mrs D Gale	Team inspector	Science Art and design Design and technology Religious education	The curricular and other opportunities offered to pupils Equal opportunities
18342	Mrs M Spark	Team inspector	English Geography History Information and communication technology English as an additional language	Special educational needs

The inspection contractor was:

Criterion School Inspections

*Juniper House
23 Abbots View
Abbotswood
CINDERFORD
Gloucestershire
GL14 3EG*

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

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
LONDON
WC2B 6SE

REPORT CONTENTS

(this page will be completed when report is finalised)

	Page
PART A: SUMMARY OF THE REPORT	6-9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10-14
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14-16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16-18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18-20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20-21
HOW WELL IS THE SCHOOL LED AND MANAGED?	21-23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25-28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29-44

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated close to the centre of the city of Southampton. At present, there are 225 boys and girls on roll between the ages of 4 and 11, which is an average size for primary schools. The school does not have a nursery unit. Most pupils come from the surrounding inner-city area, with an increasing number of parents electing to send their children to the school from outside the catchment area. The socio-economic background of the pupils is diverse, but generally below average. Over 30 per cent of the pupils are known to be eligible for free school meals, which is above the national average. A high proportion of pupils come from ethnic minority backgrounds, predominantly Indian, Pakistani and Bangladeshi. Over 40 per cent of the pupils come from homes where English is not the main spoken language, although only a small proportion of these pupils are at an early stage of learning English. A significant number of pupils join or leave the school other than at the start of the school year. One third of the pupils have been identified as having special educational needs, which is above average. There is one pupil with a statement of special educational need. Children join the school at the beginning of the school year in which they have their fifth birthday, initially attending part-time. Half of the pupils in the Reception class started their full-time education a week before the inspection began. The attainment of children when they start school varies considerably, but is generally below average. The current headteacher and all of the full-time teachers have joined the school in the last three and a half years.

HOW GOOD THE SCHOOL IS

Bevois Town Primary School is a rapidly improving school which is now providing its pupils with a good standard of education. The school has made remarkable progress over the last few years and shown improvement in almost all aspects of its work. The overall standards achieved by the oldest pupils have risen very significantly and are now above the national average. The overall quality of the teaching is good and some of the teaching is very good indeed. The school is very well led and managed by a headteacher whose vision and commitment have been instrumental in raising standards and welding together a team of dedicated and enthusiastic teachers. The ethos of the school is very good, and staff treat all pupils with great care and respect. The school provides good value for money.

What the school does well

- Pupils make good progress at Key Stage 2 and achieve well in English, mathematics and science.
- Pupils have positive attitudes to school, and relationships throughout the school are very good.
- The overall quality of the teaching is good, and it is particularly good for children in the Reception class and for the older pupils in Key Stage 2.
- The school cares well for pupils with special educational needs and those for whom English is an additional language.
- The attention given to pupils' personal development, and in particular their moral, social and cultural development, is very good.
- The school is very well led by the headteacher and his deputy, who are ably supported by a very good governing body.

What could be improved

- Standards in English at Key Stage 1.
- The way writing skills are developed through other subjects.
- Standards in information and communication technology and the use of computers.
- The role of subject coordinators.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's first inspection took place in June 1996, when it was considered that the school was failing to give its pupils an acceptable standard of education. Satisfactory progress was made in the following two years, when a subsequent inspection by Her Majesty's Inspector in November 1998 deemed that the school no longer required special measures. Since then, the school has made very good progress and has dealt very effectively with almost all of the key issues identified in both inspections. Standards have risen at Key Stage 1, although there are still weaknesses in English and science. At Key Stage 2, the improvement has been dramatic. From results which were well below the national average, the school's overall results are now above average. Pupils are making satisfactory progress at Key Stage 1 and good progress at Key Stage 2. There has been some improvement in standards in information and communication technology, but this remains an area for further improvement. The quality of the teaching has improved significantly. In 1996 few lessons were good and a large percentage was unsatisfactory. Now, almost all of the teaching is at least satisfactory and a significant proportion is very good. Teachers are now more effective in assessing pupils' needs, although there is still room for improvement in the quality of teachers' marking in a few classes. Work is generally well matched to pupils' needs in Key Stage 2, although the more able pupils are not always sufficiently challenged in Key Stage 1. The quality of the leadership and management of the school is greatly improved. The school

identifies its own strengths and weaknesses well, takes decisive action and monitors the results carefully. Non-teaching staff have a very clear understanding of their roles and responsibilities, are well organised, undertake their duties effectively and have a significant impact on pupils' attainment and the smooth running of the school. Procedures for planning the curriculum are much improved and the provision for all subjects now complies with statutory requirements. The governing body, headteacher and staff have developed a culture in which everybody strives for improvement. The hard work, dedication and commitment of staff and governors show that there is a very good capacity for further improvement.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			similar schools	Key	
	all schools				2000	
	1998	1999	2000	2000		
English	B	D	C	B	Very high	A*
Mathematics	C	D	C	A	Well above average	A
Science	C	D	B	A	Above average	B
					Average	C
					Below average	D
					Well below average	E
					Very low	E*

The overall level of attainment when children start school is below average. Children make good progress in the Reception class and show significant improvement in all areas of learning. Although the most recent National Curriculum test results for seven-year-olds were well below the national average in reading and writing and below average in mathematics, results have improved over the last five years at a rate which is faster than the national trend. Results are somewhat better when compared to schools in similar contexts.¹ Inspection findings show that pupils make slowest progress at Key Stage 1 and that standards are below average in English and science. Most pupils now achieve the expected standards in mathematics.

Results at the end of Key Stage 2 in 2000 were close to the national average in English, just above in mathematics and above average in science. The overall results were above the national average and when compared to schools in similar contexts they were well above average. The progress made since these pupils were in Key Stage 1 has been very good. Over the last five years, the school's results at Key Stage 2 have improved remarkably and at a rate which is very much better than the national trend. Inspection findings show that pupils achieve appropriate standards in English and mathematics and they exceed expectations in science. The significant improvements at Key Stage 2 reflect much better attention to the way the curriculum is planned and to great improvements in the quality of the teaching. Pupils achieve appropriate standards in all other subjects apart from information and communication technology and music, where standards are below average. Lack of computers and insufficient time for music are contributory factors. The school sets itself challenging targets, and has been successful in meeting them.

Pupils who have English as an additional language make similar progress to their classmates. The small number of pupils who are at an early stage of learning English and pupils with special educational needs make good progress as a result of the support provided by bilingual and special needs assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have positive attitudes to their work, and they are particularly enthusiastic when the teaching is brisk and challenging. Nearly all pupils enjoy coming to school. A good number of pupils participate in extracurricular activities.
Behaviour, in and out of classrooms	Good. Pupils show a good awareness of the school's expectations and behave well, both within lessons and around the school. They are polite and friendly. A small number of pupils display challenging behaviour, but this is managed very well by the teachers.
Personal development and relationships	Very good. The pupils' relationships with each other and with adults are very good. There is a real sense of community within the school. Pupils listen to what others have to say and respect the views of others. They undertake responsibilities willingly and carry them

¹ The school's results are compared both to the national average (ie the average of the results of all schools in England, where pupils took National Curriculum assessment tests at the end of Key Stage 1) and to the average for similar schools (ie the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals).

	out effectively.
Attendance	Satisfactory. The level of authorised absence is close to the national average. Unauthorised absences are above average, although most of these are caused by a small number of pupils who take extended holidays visiting their families abroad.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Satisfactory	Good

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

The teaching was satisfactory or better in 97 per cent of the lessons seen during the inspection. It was very good or better in 28 per cent of lessons and was good in a further 36 per cent. The teaching was unsatisfactory in three per cent of lessons.

Children receive very good teaching in the Reception class. They are given a rich variety of experiences in all areas of learning, and the very good relationships fostered by the teacher and other adult helpers motivate the children to learn. The teaching is satisfactory at Key Stage 1, although there are weaknesses in the teaching of science and information and communication technology. The school has successfully addressed its major weaknesses in the teaching of this age group. The teaching in Key Stage 2 is good, and is particularly good for the older pupils. The teachers set high expectations, have good subject knowledge in all areas of the curriculum and are skilful in motivating the pupils to learn. As a result, pupils develop positive attitudes to learning and make good, and frequently very good, progress. Much time and effort has been devoted successfully to the planning and teaching of English and mathematics, and the improved quality of teaching has had a marked impact on standards of literacy and numeracy. Not enough attention is given to developing pupils' writing skills through other subjects. Teachers are very conscious of the needs of pupils with special educational needs and those for whom English is an additional language, and they provide for these pupils well. Teaching assistants play a valuable role in helping these pupils to make progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school generally provides a broad and balanced curriculum, but gives insufficient time to music and to information and communication technology. Curricular planning for all subjects has improved. The school offers a good range of extracurricular activities and enriches pupils learning experiences through educational visits and visitors.
Provision for pupils with special educational needs	Very good. Provision for these pupils is very closely monitored, and the work of support assistants and those who provide additional help for individual pupils and small groups is very well coordinated. Teachers are good at taking the needs of these pupils into account when planning their work.
Provision for pupils with English as an additional language	Good. Basic English language and literacy skills are soundly promoted in most classes. Bilingual support assistants ensure that newly arrived pupils with English as an additional language have good access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual development is good and for their moral, social and cultural development is very good. The staff provide very good role models, treating all pupils with respect and dignity. The development of multi-cultural awareness is particularly strong. Attention needs to be given to the school's arrangements for collective worship.
How well the school cares for its pupils	The school manages child protection issues and all matters to do with pupils' health, welfare and safety well. The staff pay particularly good attention to pupils' individual needs and create a caring environment in which pupils feel secure and valued. Although still developing, procedures for assessing pupils' attainment are much improved since the last inspection.
How well the school works in partnership with parents	Parents have positive views about the school. The school makes very good efforts to welcome parents and to consult them on various matters. Staff are very accessible. However, few parents help within the school and many are not in a position to contribute directly to their children's learning at home. The school provides parents with a satisfactory range of information and is seeking ways to communicate more effectively with those who have limited English.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides clear-sighted leadership and has coordinated a substantial programme of improvements very well indeed. He is ably supported by the deputy headteacher and a committed team of teachers. Subject coordinators are keen to contribute their expertise, but now need to take on more responsibility for monitoring and developing their subject areas.
How well the governors fulfil their responsibilities	Very good. The governing body ensures that all of its statutory responsibilities are met and exercises its wider role very successfully. Governors are well informed and have a very good understanding of the school's strengths and weaknesses. Governors have played a significant role in bringing about improvements over the last few years.
The school's evaluation of its performance	Very good. The governors, headteacher and staff are committed to ongoing improvement. Senior managers have monitored all aspects of the school very effectively, but now need to delegate this responsibility more widely. The school has concentrated well on the most important areas for development and has taken very effective action to meet its targets. Appropriate priorities have been identified for the future.
The strategic use of resources	Good. With the exception of its computers, the school makes good use of its teaching resources. Support staff are now deployed efficiently and effectively. Spending is linked closely to the school's priorities for school development. The school uses its available funds well. The principles of best value are applied very well, both in the purchase and use of resources and services, and when comparing the school's performance with other schools.
Adequacy of staffing, accommodation and learning resources	Satisfactory. The school has an appropriate number of suitably qualified teachers and a good number of assistants. There is a significant shortage of computers which affects standards in information and communication technology. The school's accommodation is generally satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children really enjoy school and are making good progress. • The good standard of behaviour. • The high quality of the teaching. • The approachability of the staff and the school's receptivity to parents' comments. • The way the school is led and managed. • The way the school has improved since its last inspection. • The general ethos and community feeling within the school. • The way the school supports and values pupils from a wide variety of cultures and backgrounds. 	<ul style="list-style-type: none"> • The regularity with which they are informed about their children's progress. • A small number of parents would also like to see: • More homework provided for their children. • A better range of extracurricular activities. • A closer working relationship with parents.

The inspection findings support parents' positive views and suggest that there are few areas for parental concern. The school's approach to setting homework strikes a happy balance between setting too much and giving too little. Most parents appreciate this approach. The school provides a good range of extracurricular activities and is keen for parents to be involved in the life of the school. The school has noted parents' concerns, however, in particular the regularity with which parents are informed about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the National Curriculum tests at the end of Key Stage 1² for the year 2000, the pupils' results were well below the national average in reading and writing and below average in mathematics. When compared to the results of schools in similar contexts they were below average in reading, well below in writing and average in mathematics. Four out of five pupils achieved the national expectation of Level 2 in reading and writing and almost all pupils achieved this level in mathematics. One out of five pupils achieved the higher Level 3 in reading and mathematics. The results have improved steadily over the last five years at a faster rate than the national trend. Results in all three areas are higher now than they were at the time of the school's first inspection.
2. At Key Stage 2, the National Curriculum test results in the year 2000 were average in English, just above average in mathematics and above average in science. Overall, the results were above the national average. When compared to schools in similar contexts, the results were above average in English and well above average overall and in mathematics and science. Since taking their tests at the end of Key Stage 1 in 1996, pupils have made very good progress, improving at a much faster rate than most pupils in similar circumstances. Around three-quarters of the pupils achieved the national expectation of Level 4 in English and mathematics and almost all pupils achieved this level in science. Almost a third of the pupils achieved the higher Level 5 in English, a quarter in mathematics and almost a half in science, indicating that the school has been catering very well for the higher-attaining pupils. The school's results have improved dramatically since its first inspection, and the rate of improvement has been very much better than the national trend. In recent years, boys have performed significantly better than girls, particularly in mathematics and science. In mathematics, for example, the standards achieved by boys were more than five terms in advance of those achieved by girls. Nothing was observed during the inspection to indicate why this should be so. Girls answered teachers' questions as readily as boys, and their attitudes within class were equally positive. Because it monitors its results carefully, the school has been well aware of this difference and has looked carefully at the way subjects are taught in order to ensure that both boys and girls have equal opportunity to learn.
3. Various factors have had a negative impact on pupils' progress. A larger than average percentage of pupils leave or join the school at times other than the start of the school year. Some families take extended holidays to visit relatives who live abroad and this causes pupils to have gaps in their learning. In some families, parents' academic expectations for their daughters are different from those for their sons. The school works hard to rectify these negative influences and to raise the academic expectations of girls. For example, it uses its assessment data effectively to analyse where there are strengths and weaknesses in pupils' attainment and to set appropriate targets for the future. Over the last few years, the school has set itself increasingly higher targets which, in the main, it has reached. The school reviews its targets regularly and, whenever necessary, readjusts them in the light of the progress pupils have made. Targets for the future are suitably ambitious.
4. The baseline assessments made when children enter the Reception class show that the general level of attainment on entry is similar to the average for other schools in the locality, although this is generally below the national average. The Reception class teacher, with good support from his assistants, is particularly gifted in motivating the young children to learn, and provides them with a wide range of imaginative activities and very good quality teaching. As a result, the children settle very quickly into a learning environment and make good progress. By the time they start Year 1, most

² The words 'Key Stage' refer to the different stages of learning in schools. Children start school in the Foundation Stage, which caters for children aged 3 to 5 and generally refers to children who are in the Nursery, Reception or Early Years classes. Key Stage 1 is the first stage of compulsory primary education. It caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2. Key Stage 1 is also frequently synonymous with the term Infants. Key Stage 2 is the second stage of primary education. It caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6. Key Stage 2 is also frequently synonymous with the term Juniors. At the age of 11, pupils start Key Stage 3, which marks the beginning of their secondary education.

children are on course to reach the Early Learning Goals³ in each area of learning, with the exception of communication, language and literacy, and knowledge and understanding of the world. Much attention is given to developing their personal and social skills. Whole-class sessions are kept short enough for the children to be able to concentrate well. Afternoon activities are structured so that children become very involved in the planning of their own work and, through their daily interactions, they learn to cooperate well, wait their turn and work independently. The children's linguistic abilities are extremely varied. For many children, English is not the main spoken language at home and their English speaking skills are not as well developed as those in other children. However, as a result of the many interactions between children and adult helpers, as well as the support of the school's bilingual staff, all children make good progress in both speaking and listening, and reading and writing. Most children count confidently to ten, and some progress well beyond this. They are developing their concept of number well, and staff take many opportunities throughout the day to reinforce pupils' numeracy skills. The children make good progress in all of the other areas of learning, as they learn more about the world around them and are given a good variety of opportunities to develop their creative and physical skills.

5. The inspection findings mirror the most recent National Curriculum results in most respects in the core subjects of English, mathematics and science. Although there has been good improvement since the last inspection at Key Stage 1 and pupils are currently making satisfactory progress, standards in English at Key Stage 1 are not as high as they should be, particularly in reading and writing. Most pupils listen attentively, but some find it hard to express themselves orally because they have a limited range of vocabulary. Although the higher-attaining pupils read fluently and expressively, standards in reading are below average and most pupils read hesitantly and without expression. Although the standard of spelling has improved over the last year, the overall standard of pupils' writing is well below average. Pupils' knowledge of punctuation, spelling, handwriting and sentence formation is improving but, too often, pupils do not transfer what they have learnt into their independent written work.
6. The improvement in English at Key Stage 2 has been very good and pupils are making good, and in some years groups very good, progress. Standards in speaking and listening are satisfactory, and pupils' skills are developed well through class discussions. Not enough opportunities are provided, however, for pupils to develop their speaking skills through drama, debate or presentations in other subjects of the curriculum. The introduction of a wide range of books during the literacy hour has helped to raise pupils' reading standards, which are now at the expected level. Most pupils read independently, with expression and understanding. Pupils who have difficulties with reading have made very good progress as a result of the support they have received through the additional literacy support. Pupils achieve appropriate standards in writing. They have a good sense of audience and adapt their writing for different purposes. They produce writing with clear sentence structure, good presentation, good punctuation and spelling.
7. The introduction of the literacy hour has had a significant impact on the quality of teaching and the progress pupils make. However, when pupils are asked to produce written work in other subjects, teachers miss opportunities to develop pupils' writing further. Nevertheless, by the age of eleven, most pupils are competent readers and writers, and few pupils are impeded in their learning because of a poor command of literacy skills.
8. Pupils are achieving appropriate standards in mathematics at the end of both key stages. This represents significant improvement and very good progress for pupils currently at the end of Key Stage 2. By the end of Key Stage 1, pupils have satisfactory number skills, although the more able pupils are not always sufficiently stretched by the work they are given. By the end of Key Stage 2, pupils have good computational skills and well-established concepts of addition, subtraction, multiplication and division. They have a clear understanding of place value and are familiar with different strategies for carrying out mental calculations. The school provides a separate programme for its most able pupils, who achieve high standards. By the time they leave the school, most pupils have developed good numeracy skills. They calculate accurately and efficiently, both mentally and with pencil and paper and can explain their methods and reasoning. The weakest aspect of the pupils' work

³ The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

throughout the school is their ability to make sense of number problems expressed as words and to apply their knowledge to investigative work.

9. Standards in science are below average at the end of Key Stage 1 and pupils' progress at this stage is unsatisfactory. Although they have sound opportunities for learning, pupils are slow to assimilate what is taught and to grasp the purposes of their investigative work. The pupils make much better progress at Key Stage 2 and, by the end of the key stage, achieve standards which are above average. They understand the purposes of investigative work and show good knowledge and understanding of the science work they have covered. They record and explain their work concisely, using relevant vocabulary correctly.
10. In both art and design, and design and technology, pupils make good progress overall and achieve standards which are appropriate for their ages and sometimes better. Informative and attractive displays of work reflect the wide knowledge and skills that pupils are successfully developing. In Key Stage 1, pupils create interesting collages and images, capturing, for example, the coldness of winter. In Key Stage 2, pupils' skills and knowledge are built upon carefully, and a significant number reach high standards in creating attractive images and artefacts. In design and technology, pupils at the end of Key Stage 1 understand the basic principles of the design process and produce clear drawings and writing when planning their work. By the end of Key Stage 2, pupils generally understand the properties and limitations of the materials they are using and show an appropriate range of skills, such as stitching. They produce careful sketches and drawings from different perspectives and accurate written descriptions.
11. Pupils make satisfactory progress and achieve appropriate standards in both geography and history. At Key Stage 1, pupils demonstrate good understanding of the landscape and geographical features of a contrasting locality. At Key Stage 2, they identify major cities of the United Kingdom and use two-figure coordinates to locate places on maps. Their knowledge and understanding of geographical skills and themes, such as weather, settlements and environmental change, are typical for their age. In history, pupils at Key Stage 1 talk with interest about everyday life in Victorian times. At Key Stage 2, pupils develop a clear appreciation of the passage of time and understand some distinctive features of the lifestyles of people in different eras. They have a good awareness that aspects of the past can be studied through the use of a wide variety of sources.
12. Despite some improvements since the last inspection, standards in information and communication technology are below national expectations at the end of both key stages, and pupils are not achieving as highly as they should. Although pupils make satisfactory progress within the lessons in which the subject is taught, not enough time is given to teaching the subject and not enough use is made of information and communication technology as a tool for learning in other subjects. There are a few good examples of work produced using computers, particularly in art, but pupils have not developed the necessary breadth or depth of skill necessary to achieve the expected standards. By the end of Key Stage 1, pupils still need considerable support when using the computer and find it difficult to locate letters on the keyboard. By the end of Key Stage 2, pupils have a basic understanding of a narrow range of computer programs, but lack the depth of knowledge expected of 11-year-olds.
13. Standards in music are below national expectations at the end of Key Stage 2. The subject receives a smaller time allocation than all other subjects, and the pupils do not have enough opportunity to learn new skills or become more confident in performing. Standards of singing are below average and pupils do not have a good understanding of a range of music and composers.
14. Pupils achieve appropriate standards in physical education. Throughout the school, they display great enthusiasm for the subject, but this frequently impedes, rather than helps them in acquiring new skills because they do not listen carefully enough to teachers' explanations. Many pupils have little experience of swimming outside school. Pupils in Year 6 make good progress during their course of swimming lessons. By the end of the key stage, all pupils can swim short distances, but not all pupils achieve the minimum standard expected.
15. Standards of attainment in religious education meet the requirements set out in the locally agreed syllabus at the end of both key stages. By the end of Key Stage 1, pupils thoughtfully relate stories with moral content to their own lives and experiences. They recognise the importance of Jesus as a teacher, and recall various stories that Jesus told. By the end of Key Stage 2, the pupils show a good ability to understand the thoughts and feelings of others. The pupils in Year 6 are clear in their

knowledge of the features of the main religions and speak confidently about the importance of key figures, special ceremonies, festivals and traditions.

16. The staff work hard to ensure that all pupils have the opportunity to achieve as well as possible. Pupils with English as an additional language make good progress throughout the school. This results from the careful attention which teachers give to their explanations and instructions and the good assistance provided by the school's bilingual support staff. The level of expertise offered by support staff working with pupils identified as having special educational needs ensures good progress for these pupils towards the specific targets in their individual education plans. The school also uses its assessment procedures to identify gifted and talented pupils and, when necessary, provides individualised programmes of work to ensure these pupils are sufficiently challenged in subjects in which they are particularly strong.
17. The school has made significant progress in all respects since its first inspection in 1996. Standards have improved in most subjects, although improvements are most noticeable in English, mathematics and science, particularly at Key Stage 2. Given the standards of attainment when they enter the school, nearly all pupils achieve well. The progress of pupils in Key Stage 2 since the last inspection has been particularly good. These improvements have resulted from the school's determined efforts to raise standards, the very good leadership provided by the headteacher and senior staff, and a significantly better standard of teaching than at the time of the last inspection.

Pupils' attitudes, values and personal development

18. Good attitudes to work and play, good behaviour, very good relationships, very good personal responsibility and a good response to opportunities to display initiative make positive contributions to pupils' learning. These attitudes show an improvement on those found at the time of the previous inspection.
19. The quality of relationships within the school is a strength, and pupils value each other as individuals. They are inclusive in their play, and lunch-time is a social occasion in which boys and girls of all ages mix together at the dining table very well and talk about their lessons and their interests outside school. They relate very well to their teachers and other adults. During the inspection, for example, they conversed readily with an inspector and provided him with assistance in obtaining a drink and explained the 'rules' about returning trays. They are keen that others should gain a good impression of them and the school to which they belong and of which they are proud.
20. Pupils have good attitudes to learning and to school, and almost all parents state that their children like school. When the pace and challenge of lessons is good, pupils sustain their concentration well, undertaking work with interest and enthusiasm. For example, in a lesson in Year 3, when pupils were investigating how air pressure can be used to control movement, they listened carefully and readily contributed ideas. They displayed wonder and awe when the teacher raised two thick books with a plastic bottle attached to a length of plastic tubing and a balloon. Pupils usually listen carefully to teachers and to each other, and the relationships amongst pupils and between pupils and adults working in the school are very good. Pupils display sensitivity and consideration for other people's feelings, values and beliefs and understand the impact of their actions and words on others. They work effectively on their own and with others, sharing resources and cooperating well with one another from an early age. Throughout the school, pupils take responsibility for tasks within the classroom and, as they move through the school, they take increasing responsibility for their own behaviour and actions within classrooms and around the school, as part of a community that cares for and values all of its members and visitors. This benefits the pupils' personal development and their acquisition of skills.
21. Pupils' responses to teaching are good, and frequently better, in most lessons. Pupils' behaviour is generally good in the classroom, in the hall at lunch-time and at play, although a small minority of pupils fail to behave appropriately. On occasions, such as in a Year 2 literacy lesson, the poor behaviour of a minority has a negative impact on learning because silly noises and other distractions affect the concentration of other pupils. Pupils are orderly in their movement around the school and are courteous and polite. They are trustworthy and look after equipment, resources and property. There are no signs of graffiti or litter within the school, although the site is subject to some significant acts of vandalism out of school hours. Pupils know that bullying and oppressive behaviour are wrong, that they can ask staff for support if they have any concerns and that any incidents are dealt with

effectively. One pupil was permanently excluded during the school year prior to the inspection. Overall, the good standards of behaviour help to create an environment in which all pupils can learn.

22. Overall attendance levels are satisfactory, and those in the current year are broadly similar to those recorded at the time of the previous inspection. Thirty-three pupils achieved an excellent attendance record of 100 per cent in the previous year. Unauthorised absence levels of 1.2 per cent are more than double the national average, but this difference is explained by 15 pupils who were removed from school by their parents for extended holidays overseas and one family whose children had a very poor attendance record. The majority of pupils are punctual for school at the start of the day.

HOW WELL ARE PUPILS TAUGHT?

23. The overall quality of the teaching in the school is good. During the inspection, 36 per cent of the lessons were good and 28 per cent were very good. Three per cent of the lessons were unsatisfactory and the remainder were satisfactory. The overall quality of the teaching at Key Stage 1 is satisfactory, and at Key Stage 2 it is good. The teaching is best for children in the Reception class and for the older pupils in Key Stage 2. Many of the lessons for these pupils are very good, but there are also examples of very good teaching in other year groups. There are no subjects in which the overall quality of teaching is unsatisfactory, although there are weaknesses in the teaching of science and information and communication technology at Key Stage 1, and there are insufficient opportunities for pupils to develop skills in information and communication technology throughout the school. The overall quality of teaching is satisfactory in geography, music and physical education, and in all other subjects it is good.
24. The quality of the teaching has improved significantly since the school's first inspection, when it was unsatisfactory in almost half of the lessons observed and particularly weak in Years 5 and 6. Although all of the teachers have joined the school within the last three and a half years, significant efforts have been made to improve the quality of teaching throughout the school. The success of these efforts is seen very clearly in the improvement in the standards pupils achieve throughout the school, but particularly at Key Stage 2. All of the teaching staff are responsive to the school's efforts to improve, and they embrace new ideas willingly.
25. Children receive very good teaching in the Reception class. The teacher and adult helpers provide children with a rich variety of activities which have a positive impact on the progress children make and the standards they achieve. The very good relationships fostered by the staff motivate the children to learn. The staff have a very good awareness of the needs of each individual child and provide sensitive help which is directed towards helping the children to acquire good learning habits and positive attitudes to school. Careful and detailed planning ensures balanced development in each of the six areas of learning, whilst giving priority to the acquisition of literacy and numeracy skills. Whole-class sessions are structured well and are long enough to provide good teaching input, yet short enough for children to be able to maintain their concentration.
26. In Key Stages 1 and 2, the teachers' knowledge and understanding of the subjects of the National Curriculum is good. This is demonstrated through good, clear explanations, and the facility with which teachers answer pupils' questions or provide further help for those who need it. The teachers are confident when teaching nearly all subjects. Even when they, personally, do not feel so confident, they use subject guidance or schemes of work well in order to produce worthwhile lessons. Competence in teaching information and communication technology has improved, although the teachers do not build enough opportunities into their weekly planning for pupils to acquire new skills or to use computers within the context of other subjects. Teachers are aware of the problems some pupils face when they are at an early stage of learning English and explain key vocabulary carefully. Towards the end of Key Stage 2, the teachers' command of all subjects of the curriculum is impressive.
27. Much time and effort has been devoted successfully to the planning and teaching of English and mathematics, and the improved quality of teaching has had a marked impact on standards. Teachers have embraced the National Literacy and Numeracy Strategies enthusiastically and apply the principles of each within their teaching. Although not quite as effective at Key Stage 1, the overall quality of teaching in both subjects is good. In Years 4, 5 and 6, the teachers are particularly good at helping the pupils to understand different ways of carrying out calculations. Although writing skills are taught well in English lessons, not enough attention is given to developing these skills when pupils produce written work for other subjects. Good attention is given to the teaching of basic skills within

other subjects. In a lesson in Year 6, for example, pupils were given clear guidance on how to carry out historical research, then in a later physical education lesson how to strike a volleyball with accuracy.

28. The quality of teachers' planning is good. Most lessons are carefully planned, with clear learning objectives, well-chosen resources and interesting activities which motivate the pupils. Although all teachers are aware of the need to match the work, which they set for pupils to do on their own or in groups, to pupils' individual needs, they do not always achieve this successfully. In Key Stage 1, for example, higher-attaining pupils are not always sufficiently challenged in English and mathematics. In many lessons, teachers write the learning objectives for the lesson on the board. Although these are clearly understood by the teacher, the wording is not always easily understood by pupils. The school has made good use of published schemes of work in most subjects, but has also adapted them sensibly to fit the school's requirements. In English and mathematics, the school has identified the most important objectives to be covered within each year group and teachers ensure that these are given priority. There is generally good progression during the week from one lesson to the next, so that skills which are introduced at the start of the week are gradually consolidated during the week. The teachers' written planning in English and mathematics is detailed, but in some other subjects the written planning contains little detail, and it is not always entirely clear to other adults helpers or, in the case of absence, supply teachers, what is intended for the lesson.
29. At Key Stage 2, the teachers have high expectations with regard to pupils' behaviour and the standard of work they expect them to achieve, and pupils generally respond well to the challenges they are given. In an English lesson in Year 4, for example, some of the pupils were not joining in the shared reading. The teacher stopped the lesson and insisted that all participated. The lesson recommenced with everybody joining in and pupils responding well to the firm but friendly discipline. In a mathematics lesson in Year 5, the teacher did not accept partially garbled explanations from the pupils, but encouraged them to express themselves clearly and to have another attempt at explaining. In Year 6, a separate programme of work is provided for a particularly able pupil in mathematics. At times, expectations are not as high as they should be at Key Stage 1. Work provided for higher-attaining pupils does not always offer them sufficient challenge and, occasionally, the teacher's praise for what pupils have achieved is unmerited. In a mathematics lesson in Year 2, for example, the teacher praised the pupils for working hard when, for much of the time, they had been coasting with little sense of urgency. Some English work of poor quality is marked as excellent or good.
30. The teachers use a wide variety of teaching methods and styles, and strike an appropriate balance between whole-class teaching, group-work and individual tasks. Children in the Reception class are encouraged to become involved in planning and reviewing their own learning during the afternoon sessions. Lessons are introduced clearly and pupils' attention is frequently focused on the learning objectives for the lesson. The teachers use questions effectively to extend pupils' thinking. In a geography lesson in Year 2, for example, the use of simple questions such as 'why?' and 'what do you think?' not only captured pupils' interest and stimulated discussion, but helped to improve their understanding. Different techniques are used effectively. In a literacy hour in Year 3, the teacher made very good use of 'hot-seating'⁴ to develop pupils' speaking skills. Lessons are generally conducted at an appropriate pace and, in the better lessons, teachers make quite clear to pupils how much they expect them to achieve in a given time. Some of the group-work sessions for younger pupils last too long and pupils become unproductive towards the end of the session. Most teachers use resources effectively. In a mathematics lesson in Year 4, for example, the teacher provided large number cards which were held up and moved around by pupils at the front of the class to illustrate what they were required to do during their group activities. In physical education, teachers are aware of the importance of getting pupils to watch the performance of others, but frequently miss the opportunity to draw useful teaching points from these observations. In mathematics, not enough emphasis is given to investigative and problem-solving activities.
31. A positive feature throughout the school is the way teachers manage the pupils. They are unfailingly courteous and respectful towards them and this, in turn, elicits a favourable response from the pupils and establishes a good climate for learning. Most teachers apply the school's system of rewards and

⁴ A teaching technique, whereby one pupil is put in the 'hot-seat', and has to answer a series of questions asked by the teacher and other pupils in the class.

sanctions well, and minor incidents are solved quickly and effectively. The teachers are alert to what pupils are doing within the classroom when they are working individually. The balance of control, reprimand and praise is very good. Where the teacher's classroom management skills are not so secure, time is lost during lessons because of unnecessary interruptions from pupils and an over-indulgence of unnecessary questions.

32. Teaching assistants make a significant contribution to the teachers' work in many lessons. Their time is planned very effectively, and they are given clear instructions from the teachers as to what they are expected to do. They carry out their tasks efficiently and contribute much to pupils' learning, especially that of pupils with special educational needs and those for whom English is an additional language. Many assistants use their initiative well, spotting where their help is needed and providing it unobtrusively, but to good effect.
33. Teachers are very conscious of the needs of pupils with special educational needs and those for whom English is an additional language, and they provide for these pupils well. Work within withdrawal groups for pupils with special educational needs is matched effectively to their individual education plans and carefully monitored by the coordinator. This is a clear improvement on the previous report. The teaching for the pupils who have English as an additional language is good. In the Foundation Stage and in Key Stage 1, children receive good support from bilingual assistants who work alongside them using both languages fluently to improve children's understanding in all areas of the curriculum. Support is focused well in Key Stage 2, and bilingual support for pupils newly arrived in the country enables them to access the curriculum fully.
34. The improvements made to the quality of teaching have had a significant impact on pupils' progress, particularly in Key Stage 2, and have ensured that the quality of learning within the school is good. In some classes, the amount of work completed is impressive. The supportive and considerate attitudes of the teachers have helped pupils to develop more positive attitudes to their work in school. Pupils, particularly those in Key Stage 2, try hard at their work and are acquiring new knowledge, skills and understanding at a good rate.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

35. At the time of the previous inspection, the curricular opportunities provided were in need of substantial improvement. Appropriate steps have been taken to provide a carefully considered framework of policies and schemes of work for the present curriculum.
36. The school meets the requirements of the National Curriculum and religious education in both key stages. The quality and range of learning opportunities provided by the school's curriculum is satisfactory overall. The National Literacy and Numeracy Strategies provide the framework for English and mathematics, and a published framework supports the teaching of science. Nationally recommended schemes have been adopted in other subjects, so that there are systems in place to ensure progression in pupils' learning. The school has given priority to curricular planning for English, mathematics and science in order to raise attainment. The minimum allocation of time to some other subjects has resulted in a lack of breadth and balance in curricular provision. The school is currently addressing this, but there are weaknesses in the provision for music and for information and communication technology, which is not consistently used as an integral part of the curriculum. At present, there are no opportunities for pupils to extend their learning in the food technology aspect of design and technology. There are also weaknesses in the structured development of literacy skills across the curriculum. The overall strategies for the teaching of literacy are satisfactory, and they are good for the teaching of numeracy.
37. The long-term curricular plan for Key Stages 1 and 2 gives a clear overview of all subjects. It allows teachers flexibility when matching their plans to the learning objectives of the schemes of work. The schemes of work are currently being evaluated, taking into account the needs and interests of the pupils. Curriculum roles and responsibilities are new to a significant number of staff, who have not yet all had the opportunity to monitor teachers' planning and ensure that assessment is being consistently used to guide planning.
38. The quality and range of learning opportunities for children in the Foundation Stage is very good. This is a strength which has been built upon since the previous inspection. The curriculum is appropriately based on the required areas of learning, and a good emphasis is placed on developing skills in literacy

and numeracy. The children are particularly well supported in the personal, social and emotional aspects of learning. Learning is made relevant to the children's needs, suitable work is planned to ensure progress is maintained, and there is a very good overall balance of opportunities. Planning provides an effective framework and takes very good account of the Early Learning Goals. The rich and purposeful variety of activities ensures that the children are motivated to explore and to learn.

39. Although some parents do not feel that the school provides an interesting range of extra activities, the provision for extracurricular activities for pupils in Key Stage 2 is good. All pupils have the opportunity to take part in a range of visits which support and enhance the curriculum. Additionally, visitors come into the school to share their experiences, interests and talents with the pupils. A wide range of other activities are open to pupils in Key Stage 2 during the middle seven weeks of each term, and these include football, gymnastics, pottery, art and drama. The popularity of these activities is evidenced by the very high take-up of places, with over 60 per cent of pupils in Key Stage 2 participating in one or more activities. The school seeks to ensure that all pupils have an opportunity to take part in an activity of their choice during the year. Visitors, such as theatre companies and people from the local community, contribute much to pupils' cultural awareness. Art Asia visits regularly and provides dance and music workshops. A good range of educational visits has a positive impact on pupils' learning. Children in the Reception class, for example, have been to the local Gurdwara, and other classes have visited local places such as the Country Park and Southampton Water. Pupils in Year 5 usually participate in a residential visit, which enriches the curriculum and makes a positive contribution to their personal and social development. Pupils in Year 6 have been involved in an archaeological project, which contributed much to their understanding of historical research and how people used to live.
40. Overall, the school is effective in providing a fully inclusive curriculum, and all pupils are given equal access to the statutory curriculum and all other activities provided. A weakness in provision occurs occasionally in lesson planning when there are insufficient challenges for higher-attaining pupils, but, overall, the school's strategies and ethos ensure that there is very good equality of access and opportunity and mutual respect for all.
41. The provision for pupils' personal, social and health education is good and has improved since the last inspection, when it was found to be satisfactory. The programme is comprehensive and includes sex and drug education. The teachers are to receive training on how to deliver sex education. Moral and social issues are addressed during personal and social education lessons and during 'circle time'⁵. The pupils consider, for example, what makes them feel lonely or sad. The pupils' awareness of a healthy life-style is successfully developed through the personal and social education programme and through links with other subjects such as science. The link with a local school for severely physically and mentally disabled children contributes positively to the pupils' ideas of citizenship and helps them to understand how to consider the needs of others.
42. There has been a big improvement on the work within classrooms for pupils with special educational needs since the previous report. Work is well matched to pupils' needs, and in literacy lessons meets the requirements of their individual education plans very effectively. Basic English language and literacy skills are soundly promoted in most classes. Listening skills are generally developed effectively across the curriculum, but there are too few planned opportunities to promote speaking skills. Bilingual support assistants ensure that newly arrived pupils with English as an additional language have good access to the curriculum.
43. Links with the community are good and provide additional learning opportunities and facilities available to pupils. The school's involvement in the wider community also provides good opportunities for pupils' personal and social development. Pupils undertake visits, and visiting speakers, representing the rich tapestry of cultural diversity within the community, come into school and talk to the pupils. Local drama groups support work in the curriculum. The community police officer provides excellent support to the school and to pupils through the personal, social and health education programme and local business has provided resources such as computers and screens which have been used in the creation of individual support bays. Links with the neighbouring playgroup are good and those with the

⁵ Circle time is an activity where pupils are able to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

secondary school, to which the majority of pupils transfer at the age of 11, are satisfactory. Regular meetings are held between the headteachers. Although teachers from secondary schools visit each pupil individually before they leave the primary school, curriculum and assessment links have not been firmly established.

44. The school's provision for the pupils' spiritual, moral, social and cultural education is very good. This is a very clear improvement on the previous report where it was merely satisfactory. The provision for pupils' spiritual development is good and has improved greatly since the previous inspection. The great value which the school places on the beliefs the children bring from home permeates religious education lessons and collective worship, which takes place in a calm and peaceful atmosphere. Pupils are very receptive, and visiting speakers hold them in rapt attention during assemblies. Teachers make time for pupils to discuss spiritual and moral matters and for quiet contemplation and reflection. Worship is of a broadly Christian nature, but teachers also provide opportunities that help pupils explore the values and beliefs of other major world faiths. However, the current arrangements do not guarantee that all pupils participate in a daily act of collective worship. In religious education, teachers help pupils develop their spiritual awareness well. By the time they are eleven, pupils have a good understanding of the precepts of the major world faiths and the impact their beliefs have on the lifestyles of ordinary people. There are, as yet, few systematically planned opportunities to develop spiritual awareness in lessons, but teachers are beginning to capture such moments when they do occur and to share in the pupils' wonderment. This was seen in Year 1 when the children gasped in amazement at a model of a penny-farthing bicycle in a history lesson and again in geography lesson when they watched entranced as the computer printer disgorged its colourful graphs.
45. Teachers promote a very strong moral code. They value and respect the pupils at all times and under all circumstances. They provide clear guidelines for acceptable behaviour and for caring attitudes, and they display the rules of the school prominently in classrooms. Pupils are taught the difference between right and wrong from the earliest age, and teachers expect them to behave very well and to respect the rights of others. Teachers foster values such as honesty and fairness, and the school places a strong emphasis on the need for self-belief. As pupils progress through the school, they have many opportunities to consider wider moral and ethical issues. By Year 6, their growing maturity enables them to discuss moral issues sensibly in lessons about the environment, pollution, and caring for the planet.
46. The school provides many opportunities for pupils to take responsibility, to show initiative and to develop an understanding of living within a community. Teachers use assemblies to celebrate and encourage good work and achievements in and out of school. Pupils gain confidence on the occasions when they are encouraged to tell others of their successes. Teachers encourage pupils to work cooperatively. Pupils throughout the school are given monitorial duties within the classroom. Pupils in Year 6 are given whole-school duties, such as helping younger pupils at playtimes. The school's team points system helps pupils to acquire an increasing sense of responsibility for their own actions. Consideration for others is promoted through a considerable amount of charitable work. On their own initiative, for example, pupils in Year 6 have organised the school's support for the Blue Peter appeal, and they will soon be organising a collection for Leukaemia Research through a collection of pennies in Smarties tubes.
47. Teachers provide many opportunities for the promotion of pupils' cultural development. In subjects such as history, geography and religious education, teachers plan work about different cultures and civilisations from the past and present. Pupils learn about the styles of European artists. In history, British culture is studied, as well as that of ancient civilisations. Pupils visit places of worship for all major world faiths studied within the curriculum, and the school celebrates festivals of many different traditions. The bilingual support within the school provides clear recognition of the range of pupils' cultures and languages represented within the school and the community. The use of different languages on many displays reflects the respect and value given to all traditions and is a valued adjunct to the development of self-esteem for all pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school is very successful in creating a happy, caring community in which each pupil and member of staff is valued for their individuality and for their personal contribution. The school provides a well-structured, orderly learning environment, in which staff know all pupils well and expect high standards

of them in their work and their attitudes. Teachers and staff act as very good role models. They have a good understanding of pupils' progress, both academic and personal.

49. The staff are successful in promoting good standards of behaviour in and around the school and during lessons although, on occasions, a small minority of pupils are very challenging. The school has very good procedures for promoting an atmosphere that is free from oppressive behaviour and in which every person is valued. Isolated instances of bullying or breakdowns in relationships are quickly addressed by staff, and parents are fully involved. The behaviour policy, which has been given to all parents and adapted in the light of pupils' comments, is effective. Most staff apply the policy consistently, and it is well understood by pupils, who value the praise of staff and the team points which they may earn. Pupils recognise that sanctions are applied fairly. The effectiveness of the strategies employed and the close monitoring ensure good standards of behaviour and very good personal relationships, which, together, have a positive effect on pupils' attainment and progress.
50. The overall management of health and safety is very good, and issues identified in the previous report have been addressed. Teachers have a good awareness of safety, and pupils are taught safe practices in lessons. For example, pupils in a Year 4 class preparing for a physical education lesson were able to explain that they should follow instructions and listen carefully for the safety of themselves and others. The school has an appropriate policy, and the headteacher, very ably supported by the site manager, is responsible for its implementation. Comprehensive risk assessments and regular safety audits are conducted and recorded in detail. Fire extinguishers, portable electrical appliances, physical education equipment and ladders are tested regularly. Emergency evacuations are practised each term, and a detailed record is maintained, identifying any issues, which are then addressed.
51. Child protection procedures are satisfactory, and the school is vigilant and sensitive in the way in which it exercises its responsibilities. The school uses the local Area Child Protection Committee procedures which fully meet requirements. The headteacher is responsible for child protection matters and has undertaken appropriate training and attended briefings to make him aware of current best practice. All staff working in the school are aware of what to do in the case of any concerns, and clear guidance is included in the induction of staff. There are well-established liaison arrangements with outside agencies, including educational specialists, the educational welfare officer, social services and the health authority, all of whom provide good support and advice for pupils and staff.
52. First-aid support for pupils is satisfactory. There are two qualified first-aiders working within the school, and adequate first-aid supplies are readily accessible throughout the school. Records of accidents are very good, and the administration officer, acting on behalf of the headteacher, regularly reviews the records to enable potential risks to be identified and any necessary action to be taken.
53. Procedures to monitor and promote attendance and punctuality are satisfactory. In the case of any concerns, the school contacts parents on the first day of a pupil's absence if no explanation has been received. Parents are encouraged not to take holidays during term time, and good attendance is recognised. The marking of registers during the week of the inspection was accurate but, frequently, alterations are made using correction fluid, and the use of symbols is not consistent and does not directly correlate to the analysis of attendance figures. For example, a pupil who is removed from school for a period in excess of 10 days for an annual holiday will have their attendance correctly analysed as being 10 days authorised absence, with the remainder as unauthorised absence. The register, however, frequently shows the entire period of absence as authorised holiday. The school works in close liaison with the educational welfare officer who visits the school each month. He provides effective support for monitoring attendance and punctuality and for taking action against parents, when necessary, to ensure that their child attend school regularly.
54. The school cares very well for pupils with special educational needs. The teachers relate very well to these pupils and are very effective in raising their self-esteem. The school is developing thorough record-keeping for these pupils, and the coordinator tries to involve parents closely at all stages. There is very good liaison with outside agencies, ensuring high-quality support for pupils with emotional and behavioural difficulties and for pupils from minority ethnic communities who may also have special educational needs. Pupils with English as an additional language are appropriately monitored regarding their acquisition of basic language skills in the Foundation Stage, and assessments are completed annually. This careful analysis is not continued across Key Stage 1, although the school is

proposing to implement the recommended procedures for assessing the progress of pupils who have English as an additional language at the earliest opportunity.

55. The school has satisfactory procedures for the assessment of pupils' performance in Key Stages 1 and 2. It has formulated a useful assessment policy, which provides good guidance for teachers. The pupils are assessed formally through the year in English and mathematics. In addition to this, the pupils take progress tests in Key Stage 2 at the end of each year. This determines targets for individual pupils. In order to determine strengths and weaknesses and thus raise attainment, assessment in English and mathematics has been given priority. Procedures for assessing pupils' progress in reading are inconsistent. The school holds effective reading conferences twice a year, during which they focus on pupils' skills and set reading targets. The records kept by individual teachers during the rest of the term vary in quality and, in some classes, there is insufficient regular evaluation of individual pupils' progress or of the progress made during group reading sessions. In science, the pupils are assessed orally on their understanding of the investigative side of science in 'Quick Science' sessions and are assessed after completing their topics. Although this provides each teacher with a satisfactory picture of what pupils have achieved, there are no consistent systems to ensure that the methods of assessment, and the systems for recording the results, are useful for planning the next stage in learning. An improvement in the assessment and monitoring of the pupils' attainment in science is targeted as a priority for development. There are no means, as yet, for assessing the knowledge and understanding gained in other subjects. The results of the assessment of the children entering the Reception class are used well to match work to individual needs and set targets. Short-term targets are set so those children are assessed regularly against these targets in order to evaluate their progress and plan for the next stage in learning.
56. The school's use of the information provided by assessment in Key Stages 1 and 2 is satisfactory overall. The systematic analysis of the results of formal testing highlights the various issues for the school. Data is analysed against a range criteria to determine differences in the attainment of different groups of pupils. The results of these analyses are used to set targets for improvement, and to meet the identified needs of different groups of pupils.
57. The use of short-term assessment is not so consistently helpful. Pieces of work in writing and mathematics are assessed against the criteria of the National Curriculum, and from these targets are set for individual improvement. However, the targets are phrased in language which is not readily understood by all pupils. Frequently, the targets set are too wide and do not provide the necessary short steps in learning that the pupils can recognise as achievable, and which will have more immediate impact on learning. Assessment is not always used consistently within teachers' planning to ensure that tasks clearly meet the needs of all pupils, especially the higher attainers. As yet, the school has no formal means of ensuring agreement on the level of work achieved in each subject.
58. The procedures for monitoring and supporting pupils' academic progress are satisfactory. Achievement folders contain annotated work in English and mathematics, together with completed papers from the National Curriculum assessments and progress tests. They allow for pupils' own evaluation of their work. A second file provides a record of reading conferences, books read and achievement in mathematics. These provide a useful summative picture of each pupil's achievements and are used to build a record to show progress over time. They represent the hand-over package at the end of the year. Records of pupils' short-term progress are not systematic and do not give a consistently clear picture of where a pupil is at a given time so that the pupil's needs can be immediately addressed. Where this is done well, the more successful teachers ensure that learning objectives are closely matched to the needs of all groups of pupils within a particular lesson.
59. The school has worked hard to establish a systematic means of assessment through the school since the previous inspection. This aspect has improved in the way that data is analysed to identify strengths and weakness in the learning of different groups of pupils. The teachers' ability to use assessment to aid planning has improved, even though there are times when the information could be used more effectively to ensure that tasks are appropriate.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. The school's partnership with parents is good. The school works hard to involve parents in the work and life of the school for the benefit of pupils. This partnership is reinforced by an agreement which is signed jointly by pupils, parents and the school. Although many parents provide very good support for

their children, a significant minority provide little support for their children's academic learning at home and at school. The school recognises that traditional methods of communication are sometimes ineffective with those parents who do not communicate well in English and relies on personal contact with parents, by staff, in order to keep parents informed about their children's progress and the life and work of the school.

61. Parents are pleased with the school and the education which it provides. Inspectors' judgements support the many positive views expressed by parents. However, a few parents expressed some concern about the information provided about their children's progress and the range of activities provided outside lessons. The inspection team found that the information provided to parents is satisfactory overall. There are some good elements, such as the personal contact with parents in the event of any concerns, the availability of translators at consultation evenings and the monthly newsletters. The range of extracurricular activities, particularly for pupils in Key Stage 2, is good, and they are well supported by pupils.
62. The overall quality of information provided for parents, particularly about pupils' progress, is satisfactory. Annual reports are carefully written, and comments show that teachers have a good knowledge of individual pupils and their attitudes to work. General targets and some specific areas for improvement are usually identified, and these can assist parents to support their children and help them to move to the next stage of their learning. The reports are supplemented by two consultation evenings at which language support is available. These evenings are attended by about 60 per cent of parents. A strength of the school's communications with parents is the accessibility of staff and the personal contact that is made to overcome language barriers.
63. The school listens to parents' views and has established an annual 'meet the headteacher' evening during which parents can meet the headteacher to discuss general issues, to seek information and to express views. In addition, parents' views are canvassed through questionnaires. Arising from such consultation with parents have been initiatives such as the provision, each term, of an outline of the work which pupils will be undertaking. Parents are provided with details of the homework policy each year, and the school organises workshops which give parents the opportunity to find out more about areas of the curriculum such as numeracy. Whilst many parents provide very good support for their children's learning at school and at home and in their wider activities, many parents are insufficiently involved in their children's academic learning and this has a negative impact on their progress in areas such as reading.
64. The Friends of Bevois Town School organise events such as film nights, table-top sales, a summer fayre and other activities, including the printing and sale of Christmas cards and a book of children's poetry, to raise funds to support the work of the school. Recently, the Friends have bought science equipment, new curtains for the hall, netball and football tops and descant recorders. In addition, the Friends provide practical help by, for example, preparing and serving refreshments at the school's sports day. The support of parents is appreciated by pupils and staff and makes a positive contribution to pupils' learning and to the learning environment and resources. Currently, only one parent helps regularly in school, although the headteacher, staff and governors have sought to encourage more parents to help, as was the case at the time of the previous inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The quality of the school's leadership and management has improved significantly since its first inspection and is now very good. The clear-sighted and respected leadership provided by the current headteacher for the last three years has resulted in substantial improvements to almost all aspects of the school's work. He has been very well supported in implementing changes by the deputy headteacher. Through a period which has seen many changes, he has built a team of committed and dedicated teachers, who work well together and who share a similar vision for improving the school. Both the headteacher and the deputy provide excellent role models for both staff and pupils through the very good quality of their own teaching and the firm, but respectful and caring way in which they deal with pupils. They have ensured that the positive aspects noted during the last inspection have been maintained and have established a very good ethos within the school which is valued by staff, parents and pupils. The day-to-day management of the school is very good and there are regular meetings to disseminate information, discuss new issues and plan future developments.

66. Most subject coordinators have only recently taken up their current responsibilities. They are keen and enthusiastic, and have sufficient expertise to carry out their roles effectively. The establishment of teams of coordinators has provided a suitable structure which has supported and encouraged them in carrying out their responsibilities, and curricular planning procedures have improved in all subjects. The current mathematics and previous English coordinators have been heavily involved in developing these two core subjects and raising standards throughout the school.
67. The school has monitored all aspects of its work very well and has been very effective in evaluating its performance, setting targets, planning action and bringing about improvement. Through its regular monitoring, the school has identified specific groups of pupils who have not been achieving as well as they should, and has taken action to bring about improvement. Teachers are expected to evaluate their own teaching and this has helped staff to improve their own practice and provide more appropriate work for pupils. Some very good analyses of pupils' work have been undertaken. Small teams, led by the subject coordinators, have interviewed pupils and analysed their work to ascertain how effectively pupils were developing mental mathematics strategies and writing skills. The headteacher and deputy monitor the quality of teaching, and subject coordinators monitor teachers' short-term planning. However, in order to enable subject coordinators to gain a clearer picture of what is happening within their subject areas and to become more effective instigators of change and improvement, they need to have regular opportunities to monitor the quality of teaching throughout the school.
68. The quality of the school's development planning is very good. The governors, headteacher and staff have approached the task of improving the school in a sensible and methodical way. They have sought and used the advice of a wide range of experts and consultants, but have drawn this together into a comprehensive development plan which has been used very effectively as a tool for improvement. The plan is updated and reviewed regularly. Activities, such as a self-audit undertaken last year as part of a team-building day, help to shape the school's priorities for development. The school has, rightly, concentrated on the most important areas for development, and this has centred around improving the quality of the teaching and raising standards in English and mathematics. The school has set appropriate targets which are reviewed regularly and, whenever possible, raised. Over the past few years, the action taken has been very effective and the school has shown good progress in meeting its targets. The headteacher has provided staff with clear guidance on how to write a meaningful development plan, and all staff and governors contribute to the overall development plan. There is strong commitment from all staff and governors towards the school's priorities for development, and the school has a very good capacity for further improvement.
69. The school's arrangements for the professional development of teachers are generally good, although current priorities have precluded further training in some subjects. There has been significant input into the training of teachers in mathematics. Various members of staff have been to watch leading mathematics teachers in other schools and a number of training sessions have been provided within school. A series of planned observations of mathematics lessons has helped all staff to become more aware of different strategies for teaching mathematics. The school's procedures for performance management are at an appropriate stage of development.
70. The governing body fulfils its role in the governance of the school very well and plays a very influential part in its strategic management. Governors are very supportive of the headteacher and fulfil the role of 'critical friend' very effectively, challenging and supporting the school's management team very well. Governors have a very good understanding of the strengths and weaknesses in the school and, through their working practices, are effective in holding the school to account for the quality of education which it provides. They ensure that the school fulfils all of its statutory responsibilities, although need to ensure that the school complies fully with regulations regarding a daily act of collective worship. They monitor what is happening in school regularly and evaluate their own work critically. By spending a whole day in the school once a term as a complete governing body, they gain valuable insights into the way the school is run and the issues which staff have to face. They consult parents and have valued the appointment of a governor from one of the minority ethnic groups to help them gain further understanding of local issues. The governors have played a very significant role in bringing about improvements over the last few years.

71. The principles of best value are applied very well, and the governors and headteacher analyse and compare National Curriculum test results and expenditure patterns with those of other schools and those of similar schools. Parents' and pupils' views are canvassed and taken into account.
72. The governors contribute very significantly to the planning process by maintaining a strategic overview and bringing to discussions a range of experience and expertise. Development planning is effective, and the school development plan informs medium-term planning and budget setting. In all cases, priorities are clearly identified and correspond with the school's current needs. There is a close association between educational and financial planning, and specific proposals are costed appropriately. Priorities are related to raising standards of attainment.
73. The management of the school's finances is very good. Strict financial controls are applied and the budget is monitored regularly. The governing body monitors expenditure carefully. The school uses its resources to very good effect to support pupils' learning and makes good use of the standards fund monies and specific grants which are received to support the work and improvement of the school and to support pupils. The ethnic minority achievement grant is spent appropriately. The local education authority funds pupils with English as an additional language after the school has submitted the required annual assessment.
74. The management of special educational needs is very good, and there is very effective, caring provision. The coordinator has developed effective procedures to identify pupils' needs at an early stage. She is directly responsible, in liaison with class teachers and outside agencies, for compiling each pupil's individual education plan and is fully involved in reviewing and assessing pupils' progress.
75. The school has an adequate number of suitably qualified teachers to deliver the curriculum. There is a good balance of age, gender, experience and expertise. The school has been subject to many changes since the last inspection, and there has been a significant turnover of staff in the last three years. The school makes appropriate use of expertise that exists amongst the staff, who are clear about their roles and responsibilities. The provision of additional adult support within the classroom, for pupils with special educational needs and for those for whom English is an additional language is good. Support staff are well qualified, experienced and make a very effective contribution to the quality of learning. All support assistants work as part of a team. The school administration staff are very effective in supporting the day-to-day routines of the school.
76. The overall accommodation is satisfactory for delivery of the curriculum, although there are some unsatisfactory elements. The design of the toilet accommodation in the classrooms used by pupils in Years 1, 2 and 3 is poor and leads to unpleasant odours being experienced within the teaching area and in the area where packed lunches are stored. There is no area for food technology, and the hall is not ideal for physical education, because of the lack of storage for large apparatus which can create hazards when, for example, pupils are performing gymnastics. In addition, the absence of protective covers on the lighting within the hall is potentially dangerous when pupils are throwing and catching or playing ball games. Books are readily accessible, and the library area provides an appropriate focus for independent learning and is adjacent to the small screened 'bays' which are used by staff providing support to pupils on a one-to-one basis or in small groups. The outdoor play space for the youngest children is secure and provides a good area to support their physical development. For older pupils, there is no outdoor grassed area for organised games and the main hard surfaced playground is shared with the community who often leave litter which the school has to clear away before the playground can be used by pupils. This play area does not provide a good surface for outdoor games and is in an unsatisfactory condition. It has a significant slope, which provides an advantage to one team when playing games, and the surface is badly worn and beginning to break away around the markings. These two factors contribute to minor accidents and trips which pupils suffer. Displays within the school are used well to celebrate pupils' work, activities and success and are linked to areas of the curriculum as well as celebrating the diversity of the school community. Standards of caretaking are very good and the site manager makes a significant contribution to maintaining and improving the standards of the accommodation for the benefit of pupils' learning.
77. Resources have improved since the time of the previous inspection and the school has now audited its resources to identify priorities for further development. It has a satisfactory range to support most areas of the curriculum. Resources to teach pupils with English as an additional language are satisfactory in all areas of the curriculum. Resources for physical education and science are good, but those to support music, food technology and information and communication technology are

unsatisfactory. In the latter case, this is having a significant adverse impact on the school's ability to deliver elements of the curriculum. During the current term, additional computers and software will be installed and this should enable the school to teach all aspects of the subject. Resources are well organised to maximise their effectiveness within the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In order to improve the quality of education provided and the standards pupils achieve, the governors, headteacher and staff should work together to:

- Improve standards in English at Key Stage 1 *[paragraphs 5, 95, 97, 100]* by:
 - raising teachers' expectations of the standards pupils are capable of achieving *[paragraphs 29, 104, 105]*;
 - ensuring that the more able pupils are provided with more challenging tasks *[paragraphs 28, 104]*;
 - keeping more effective records of pupils' progress in reading *[paragraphs 55, 99, 105]*;
 - providing more structured opportunities for pupils to develop their speaking skills. *[paragraphs 6, 96]*;
 - providing more opportunities for pupils to develop their writing skills *[paragraphs 100]*.
- Provide a more structured approach to the development of writing skills through tasks undertaken in subjects other than English *[paragraphs 5, 7, 27, 36, 102, 107, 146, 170]* by:
 - ensuring that all written tasks are used to develop pupils' literacy skills as well as their subject knowledge *[paragraphs 107, 124, 126, 146]*;
 - adopting a consistent and more rigorous approach to marking and evaluating the standard of pupils' written English and showing pupils how they can improve the quality of their writing as well as the subject content *[paragraphs 7, 29, 106, 118, 123, 124, 126]*.
- Improve standards in information and communication technology and the way computers are used as tools for learning in other subjects *[paragraphs 12, 23, 26, 36, 103, 149, 150, 152]* by:
 - making more efficient use of the school's existing equipment *[paragraphs 149, 152]*;
 - improving the range and quantity of the school's resources *[paragraphs 77, 149]*;
 - ensuring that sufficient time is devoted to teaching and practising information technology skills *[paragraphs 12, 23, 26, 149]*;
 - ensuring that there are regular opportunities for information and communication technology to be used in all subjects *[paragraphs 12, 23, 26, 36, 103, 120, 126, 149, 152]*.
- Broaden the scope of subject coordinators' responsibilities *[paragraphs 37, 67, 106, 127, 133, 138, 166, 170]* by:
 - ensuring that all coordinators have regular opportunities to monitor the quality of teaching in their subject as well as teachers' planning and pupils' work;
 - ensuring that all coordinators use their subject expertise, training experiences and information gleaned from monitoring to bring further improvements to their subject areas.

79. In addition to the key issues for improvement, the school should consider the following items for inclusion in the action plan:

- providing greater challenge for more able pupils *[paragraphs 8, 40, 108, 112, 116]*;
- ensuring that the school meets statutory requirements for collective worship *[paragraph 44, 70]*;
- improving pupils attainment in science at Key Stage 1 *[paragraphs 9, 23, 121, 123, 125]*;
- raising standards in music by providing sufficient time for teaching the subject *[paragraphs 13, 36, 154, 155, 156]*;
- ensuring that assessment procedures are adequate in all subjects and that they are used effectively *[paragraphs 55, 57, 59, 127, 133, 138, 170]*;
- simplifying the wording of pupils' targets and learning objectives *[paragraphs 28, 57, 116]*;
- improving the quality of pupils' handwriting and presentation *[paragraphs 100, 119]*;
- improving pupils' ability to deal with investigative work and problem-solving in mathematics *[paragraphs 8, 30, 114]*;
- making better use of demonstration in physical education *[paragraphs 30, 164]*;

- making better provision for pupils to study food technology [*paragraphs 36, 76, 138*];
- improving toilet facilities for pupils in Years 1, 2 and 3 [*paragraph 76*].

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of formal discussions with staff, governors, other adults and pupils [In addition to this figure, there were many informal discussions with staff, other adults and pupils]	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	36	33	3	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	225
Number of full-time pupils eligible for free school meals	59

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	106

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.3	School data	1.2
National comparative data	5.1	National comparative data	0.4

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	15
	Girls	13	13	15
	Total	25	25	30
Percentage of pupils at NC level 2 or above	School	78 (72)	78 (79)	94 (83)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	15
	Girls	14	13	12
	Total	27	28	27
Percentage of pupils at NC level 2 or above	School	84 (72)	88 (76)	84 (62)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	12	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	19
	Girls	8	6	10
	Total	23	23	29
Percentage of pupils at NC level 4 or above	School	74 ()	74 (63)	94 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	19
	Girls	9	6	10
	Total	25	24	29
Percentage of pupils at NC level 4 or above	School	77 (55)	77 (63)	94 (76)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	2
Black – other	4
Indian	36
Pakistani	30
Bangladeshi	12
Chinese	1
White	95
Any other minority ethnic group	13

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.1
Number of pupils per qualified teacher	22.3
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	10.0
Total aggregate hours worked per week	132

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1999/2000
	£
Total income	456,924
Total expenditure	433,960
Expenditure per pupil	1,912
Balance brought forward from previous year	0
Balance carried forward to next year	22,964

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	225
Number of questionnaires returned	50
Percentage of questionnaires returned	22

Percentage of responses in each category⁶

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	72	26	2	0	0
My child is making good progress in school	68	22	4	2	4
Behaviour in the school is good	48	46	4	2	0
My child gets the right amount of work to do at home	52	34	6	8	0
The teaching is good	66	24	0	4	6
I am kept well informed about how my child is getting on	40	40	12	8	0
I would feel comfortable about approaching the school with questions or a problem	74	22	2	2	0
The school expects my child to work hard and achieve his or her best	54	40	6	0	0
The school works closely with parents	50	38	10	2	0
The school is well led and managed	74	16	0	6	4
The school is helping my child become mature and responsible	48	40	6	4	2
The school provides an interesting range of activities outside lessons	32	42	6	8	12

⁶ Because of rounding, percentages may not add up to 100.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

80. Many children enter the school with poor social skills for their age. By the time they leave the Reception class, they are achieving the Early Learning Goals for their personal, social and emotional development. This indicates very good progress and reflects the very skilful teaching, where all adults act as excellent role models and work very effectively as a team. Children begin to acquire independence through the strategies employed in the organisation within the Foundation Stage. The small groups, in which the children so often work in the Reception class, create a sense of belonging and enable staff to develop close bonds with the children in their care. They form a strong basis for the school's training in social and moral values and responsibilities. The layout of activities in the Reception class encourages independence and enables children to choose where they will play with confidence. All children are encouraged to take responsibility for their actions and to make decisions for themselves. Children learn to put on and fasten their own coats and to make choices for themselves in the activities they will explore. The children cooperate well in the role-play area and when playing with sand or water as they hold containers steady for a friend to fill. At the end of a session, they tidy up the toys and sweep up the sand. Children commemorate festivals from a range of world religions and cultures and enjoy all celebrations enthusiastically.

Communication, language and literacy

81. The English language skills of many children are poorly developed for their age when they enter the Reception class. Several children display immature speech patterns, and a few children have poor skills in both speaking and listening. Children develop early language skills well and make good progress in the Reception class even though, by the end of the Foundation Stage, their attainment is still below that of children of their age in other schools. The teaching of language and literacy for children under five has many strengths, particularly in the development of spoken language. Teachers interact very effectively with the children to develop language through play and in specific 'news' sessions where, in a small group, children talk together and learn to take turns and to listen with respect to one another. The use of impromptu drama to develop children's skills is particularly good. Children work in small groups with an adult in teacher-directed activities each day, and there is constant discussion and interchange during these tasks.

82. The teaching of reading and writing in the Reception class is very effective. The teaching is closely linked to the National Literacy Strategy. The children have access to a good range of high quality books in the reading area, and they are encouraged to sit quietly and enjoy and 'read' a story for themselves from a familiar book whenever they wish. Children handle books appropriately and, by the time they start Year 1, most children are able to recognise letters of the alphabet by sound and shape. Several children are beginning to read a few words for themselves. Children take books home to share with their parents, and this is much appreciated by parents. Emergent writing is incorporated into role-play and other activities within the Reception class whenever possible as, for example, when they write about their visit to the Gurdwara. Children in the Reception class are learning to form letters correctly, and a few are able to write words and even short sentences unaided. Most children write their own name without support, for example on their artwork. By the time they start Year 1, higher-attaining children write sentences unaided, some with capital letters and full stops.

Mathematical development

83. The children's understanding of number is generally below average when they join the Reception class. However, they make good progress in developing their mathematical skills and understanding and, by the time they start Year 1, most children achieve the Early Learning Goals for mathematical development. They can recite numbers to 20, and count reliably up to 10 objects. Almost all children can write numerals one to five. They recognise simple two-dimensional shapes and are beginning to understand a good range of positional vocabulary, such as 'under' and 'over'. They sort objects into sets, giving reasons why, and using appropriate terms to describe the objects.

84. The quality of the teaching is very good. It is based on carefully planned activities and a well-structured day, in which many opportunities are used to extend the children's mathematical abilities. During the week of the inspection, the children were developing their concept of number well. In one very good lesson, they learnt how to subtract one from a given number up to five. During the session, the teacher made very good use of a set of teddy bears to capture the children's interest and to help them visualise numbers mentally. Good use of individual whiteboards enabled the teacher to see instantly which children were having difficulty in writing numerals, and assistant staff and other helpers moved to help those who needed it. Bilingual support was provided for the few children who were having difficulty understanding the teacher's instructions.
85. Whole-class activities are short enough for all children to maintain their concentration. Good behaviour and a real sense of expectation and enjoyment ensure that the quality of learning during these sessions is very good. Guidance given to assistants and helpers ensures that they are aware of other opportunities during the day to help children with their mathematical development. The children know a number of rhymes and counting songs which reinforce the skills they have learnt during their lessons.

Knowledge and understanding of the world

86. Most children enter the Reception class with a very limited awareness of the world in which they live. Although they make good progress, their attainment is below what is expected by the time they start Year 1. Many children lack the necessary language skills to express their knowledge fully. They explore the properties of sand, water and play-dough, but few have the ability to make independent observations or to ask why things happen. Through teacher-guided observation, they recognise how people and faces are different. They become aware of the passage of time through an examination of photographs of babies and how infants change and grow. Their knowledge of the wider world is increased by regular visits to places of interest such as the Gurdwara and the local supermarket. The children use computers with confidence and know how to use the mouse and print pictures.
87. The children's good progress in learning is due to the wealth of carefully planned learning experiences, firmly based on a broad curriculum, together with very good teaching. The teacher has a very good understanding of how young children improve their knowledge and understanding of the world around them. The learning assistants are used efficiently to support the children in their investigations. Gentle encouragement and questioning contribute much to the development of the children's curiosity and investigative skills, ensuring that they are continually motivated and interested.

Creative development

88. The children achieve the Early Learning Goals for creative development by the end of the Reception year. They use their imagination well in role-play, and this is further developed by good use of a learning support assistant to extend their ideas and encourage group participation. The children use a range of art materials to create attractive pictures and designs. Their paintings of snowmen are bold and confident. They know how to mix colours and use paint to create different patterns. Their creativity is further developed by the imaginative 'Once Upon a Time Corner' created in the classroom. The children work together cooperatively, using cut-and-stick techniques to produce bold and recognisable figures from stories. They are beginning to enjoy the songs they learn in music, although there are some who need encouragement to join in with the singing.
89. The overall quality of teaching is very good. The teacher organises a range of creative activities where skills can be developed, alongside the imaginative use of the environment, materials and resources. Support staff are prepared well and used effectively to provide guidance and extend the children's confidence in their own ideas and creativity.

Physical development

90. When they enter the school, many children are already reasonably confident in their larger physical movements, but most lack skill in the finer movements of manipulating objects or using pencils. The children make good progress in all aspects of their physical development, and almost all children achieve the Early Learning Goals for physical development by the time they start Key Stage 1.
91. The quality of the teaching in this area of learning is very good, and the children are provided with a wide range of opportunities to make progress in all aspects of their physical development. During the

inspection, a very good physical education lesson was observed in the school hall. A particularly good warm-up routine not only provided the children with vigorous exercise, but helped them to develop awareness of how to control different parts of the body and move in different ways. The teacher gave very clear instructions and modelled a wide range of movements which helped children to understand what was expected. Instructions for the use of apparatus were clearly understood, and both teacher and helpers paid good attention to all aspects of safety. The brisk pace of the lesson coupled with the children's enthusiasm and good standards of behaviour ensured that the quality of learning was very good.

92. The children are starting to appreciate the changes which happen to their body when they engage in physical activity. Most children move confidently and safely, and they are developing a good awareness of space. The more able children show good imagination as they travel under, over and through balancing and climbing equipment. Many children can balance successfully on one leg and are beginning to show appropriate control when jumping and landing.
93. Afternoon activities provide further opportunities to promote children's physical development, as they plan which activities they are going to do and then have targets to meet. They have access to a good range of play equipment, such as wheeled toys, within a safe environment. More sedentary activities within the classroom help the children to develop their manipulative skills, and their ability to use a range of tools and construction materials is improving steadily. Some children handle paintbrushes, scissors and pencils skilfully and can colour within boundaries neatly. They have satisfactory control of the mouse when using a computer. All children are improving their ability to form letters and numerals.

ENGLISH

94. There has been a considerable improvement in standards in English since the previous inspection. By the age of eleven, pupils' attainment in English is broadly in line with that found nationally. Pupils make good progress throughout Key Stage 2, and this progress is accelerated in Year 6 because of the very high quality of the teaching. Although pupils currently entering Year 6 show a level of attainment that is still below the expectation for their age, the highly focused and challenging teaching is likely to result in their achieving national average standards by the end of the year. When compared to schools in similar contexts, standards are above average at Key Stage 2. The school's results have improved significantly over the last five years, with standards rising faster than the national trend.
95. Pupils' attainment at the end of Key Stage 1 is below national expectations for seven-year-olds. Although standards have risen in both reading and writing over the last five years, standards in English are still too low at Key Stage 1. Standards are affected by the large percentage of pupils who are in the earlier stages of learning English, despite the good additional help given to these pupils by the school's bilingual support staff. At present, too few pupils in Year 2 are performing at the nationally expected level for their age, and the percentage expected to achieve the higher Level 3 is low.
96. Standards in spoken English are broadly in line with national expectations at the end of both key stages. Most pupils in Key Stage 1 listen attentively to the teachers' introductions and explanations, but several still find it difficult to concentrate fully on what is being said. Whilst most pupils speak in clear sentences, several have a very limited vocabulary, which prevents them from articulating their ideas effectively. These pupils often answer questions with one-word answers and find it difficult to find the vocabulary they need to describe or explain. Skills of spoken English are developed well in class discussions in Key Stage 2, where teachers use questioning well to extend the pupils' use of English and to introduce new vocabulary. Not enough opportunities are planned into the teaching, however, to allow pupils to practise and consolidate their skills effectively within group tasks or through drama, debate or making presentations in all subjects of the curriculum. Nevertheless, some good examples of this practice were seen during the inspection in both key stages. Pupils in Key Stage 1 interviewed one another in role as characters from their storybook and, in another class, older pupils informally debated their ideas and opinions on the erection of a new sculpture in the locality.
97. Standards in reading are below average at the end of Key Stage 1. The higher-attaining pupils demonstrate an enjoyment of reading and respond well to humour or interesting content. They read fluently and expressively and talk about aspects they particularly like. They use their knowledge of phonics and picture cues to work out unfamiliar words but rarely use contextual or grammatical cues. They enjoy literature, talk enthusiastically about the plot and characters, and make simple predictions.

They know the meaning of 'title', 'author', and 'illustrator'. Pupils have limited experience of non-fiction books but locate information reasonably quickly, using the index and table of contents. There is a good range of both fiction and non-fiction books in the libraries and classrooms to help them to develop their skills. Average readers are much more hesitant. They read without expression, and basic word-building skills are insecure. They are reluctant to discuss their books in any detail and have a much narrower experience of reading in the home. Below average readers have a basic sight vocabulary, recognising a few words but they are unable to use their knowledge of phonics to tackle unfamiliar words.

98. At the end of Key Stage 2, standards in reading are in line with national expectations. Pupils read a suitable range of books, and many read independently, with expression and understanding. The introduction of books during the literacy hour is having a significant impact on pupils' interest in reading as they experience a wide range of literature in a variety of forms. The school is striving hard to drive standards forward through tightly focused support for lower-attaining pupils, and this is having a considerable impact on the attainment of these pupils. Pupils who receive support through the additional literacy strategy in Key Stage 2 are making particularly good progress as a result of high-quality teaching. They are rightly very proud of their achievements. The literacy hour is having a significant impact on standards, particularly at Key Stage 2, where the teaching is of a consistently high quality.
99. The school has a very attractive library, and teachers provide a good range of both fiction and non-fiction books within classrooms to meet pupils' needs. Pupils are able to borrow from the wide range of books available. Pupils show a high regard for the value of books, and many are very appreciative of their accessibility for home reading. Many teachers have created attractive book corners in classrooms, where pupils may enjoy books for themselves in quiet and comfort. Most pupils read regularly to the teacher, and some read to their parents at home. Where this is possible, it is very effective in building confidence and an interest in reading. Daily quiet reading sessions are not structured as well as they could be. Not enough attention is given to guided reading during these sessions in Key Stage 1 and no records are kept of pupils' progress. This is unacceptable, given the below average test results.
100. Although most pupils make sound progress overall in writing throughout Key Stage 1, their writing skills are well below average by the end of the key stage. Most pupils know that sentences begin with capital letters and end with full stops, but few transfer this knowledge into their everyday writing. Handwriting varies from well-formed letters that are consistent in size and appropriately spaced to poorly formed letters with no spaces between the words. Some pupils place capital letters in the middle of sentences and words. A few pupils are beginning to use simple punctuation in their sentences. Although still somewhat inconsistent, the standard of spelling has improved markedly over the last year. Pupils are starting to use phonic knowledge effectively in their spellings. By the end of the key stage, a few pupils write simple stories and character profiles displaying a developing use of descriptive language, but the handwriting and presentation of many pupils are poor, and teachers do not always insist on high enough standards. Higher-attaining pupils are beginning to write more complex sentences, and are starting to use connectives effectively to join ideas. However, they use them inconsistently and, too often, they do not make the required effort to produce their best work.
101. The highly-focused teaching in Key Stage 2 and the very hard work of both pupils and teachers have been very effective in raising standards and, by the end of the key stage, pupils are now at the level expected for eleven-year-olds. They adapt their writing for different purposes and are developing a good sense of audience. Higher-attaining pupils in Year 6 are beginning to use expressive, descriptive language in their writing. They organise fiction and non-fiction writing for specific purposes, for example, stories, poems, accounts, diaries and biographies. The literacy hour is having a significant impact on the development of pupils' grammatical knowledge and their understanding of language in Key Stage 2. Higher-attaining pupils have a good understanding of how to write narrative, factual pieces and poetry. When they enter Year 6, many pupils still find it difficult to produce a sustained piece of writing with the variety of language and the accuracy expected at this age. At the end of the year, however, there are very few pupils who cannot produce writing with clear sentence structure, good presentation, good punctuation and spelling. The school's introduction of setting and small group work in booster classes is having a marked impact on attainment towards the end of the key stage. Pupils with special educational needs are catered for very well through differentiated work within classes and through additional support for small groups and individuals. They make good progress

towards the targets in their individual education plans with skilled direct teaching designed specifically to meet their needs.

102. Pupils are making good progress in their literacy lessons, which are well organised and provide skilled direct teaching. However, the school lacks a commonly agreed approach to developing pupils' literacy skills through the writing they produce for other subjects. The contribution that other subjects make to literacy is being developed well by some teachers in Key Stage 2, but not by others nor in Key Stage 1. There is no whole-school structured approach to practising skills learnt in literacy lessons in other appropriate settings.
103. During the inspection, no unsatisfactory teaching was seen in English. The teaching in Key Stage 1 is sound. The quality of teaching is consistently good across Key Stage 2, and it is very good in Year 6. Where lessons are most effective, they are very well planned and well structured. The teachers explain the targets of the lesson, give pupils clear explanations of the concepts being taught and provide them with a good structure for them to model their work on. These lessons are characterised by very positive relationships between pupils and teacher who ensure that pupils are valued and that they know very well what is expected of them for both behaviour and attainment. The teachers' subject knowledge is good, and the teaching of basic skills is very clear and readily understood. Pupils are involved actively in their learning and have a clear understanding of the focus of the lessons. Very good lessons contain many excellent features, such as high expectations of work and behaviour, with the teacher exhibiting enthusiasm for literature and the power of language. In these lessons, the teachers inspire the pupils, carrying them along with their own energy, enthusiasm and enjoyment. Teachers do not currently use information and communication technology sufficiently to support learning in English, but the school intends to rectify this in the very near future with the installation of new computers in every classroom. Bilingual staff use their linguistic expertise effectively to enable pupils for whom English is an additional language to develop a clear understanding of concepts. Teachers are careful to give clear instructions and to demonstrate what they expect their pupils to learn.
104. Teachers work hard to raise standards in literacy. They have a good understanding of the National Literacy Strategy, which is making a significant contribution to raising standards. Generally, the teachers take good account of pupils' needs, ensuring that work is differentiated to meet the needs of the more able and those with special educational needs. In a few lessons, and particularly at Key Stage 1, the work planned does not always take into account the varying needs and abilities of pupils. It is not always demanding enough for the more able pupils and sometimes too difficult for those with special educational needs. Consequently, pupils are unable to work independently enough to allow the teacher to concentrate fully on the focus group, with the result that pupils do not always make the progress of which they are capable.
105. Pupils' workbooks show that there are differences in expectations with regard to the quantity and quality of work. Although there are good examples of well-annotated work that show good use of ongoing assessment, there are inconsistencies in the assessment and recording of pupils' progress. An example may be found in teachers' reading records. Some are very detailed, indicate all skills required and show progress very clearly. In other cases, reading records highlight books read, but there is no evidence of diagnostic comments and this is unsatisfactory. Marking of pupils' work varies from positive comments to helpful guidance on how to improve.
106. The overall curriculum for English provides adequate breadth and balance. Whilst the school has some appropriate procedures for assessment, the information is not collated in a format from which it is easy to determine how pupils are progressing as they move through the school. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, particularly through helping pupils to consider and listen carefully to the views of others, and teaching them to read with understanding. The present coordinator is new to her post and has not yet developed an overall awareness of what is happening in English teaching throughout the school. Although the school has recently made a start at collecting samples of writing throughout the school, there are no procedures for rigorously monitoring the teachers' planning, the quality of teaching and samples of pupils' work, with the result that inconsistencies in marking and inappropriately targeted work are not spotted.
107. From some of the past work seen, it is clear that the school has improved the range of opportunities it provides for pupils to produce extended pieces of writing. However, there are insufficient planned opportunities for pupils to apply their literacy skills in other subjects in order that they may practise and

consolidate their learning. There is still very little planned use of drama. There is a sound range of resources to support teaching, and the quality of both fiction and non-fiction materials, including dictionaries, in classrooms is good. These are well organised, allowing pupils easy access to their use. The school has an attractive library that supports pupils effectively in their learning, as well as developing successfully pupils' healthy interests in books.

MATHEMATICS

108. Since the school's first inspection in 1996, there have been significant improvements in the way mathematics is taught and the standards pupils achieve. The results of the 2000 National Curriculum assessment tests at the end of Key Stage 1 were just below the national average. When compared to schools in similar contexts, the results were average. Ninety-four per cent of the pupils achieved the national expectation of Level 2, although a smaller proportion achieved this level with confidence than in other schools. The results have improved steadily since 1996, at a rate which is better than the national trend. Inspection findings show that the level of attainment at the end of Key Stage 1 is average. Whilst there are few pupils who are not achieving at the minimum level expected for seven-year-olds, higher-attaining pupils are not always sufficiently challenged by the work they are given. Pupils with special educational needs are making good progress as a result of the additional attention given to them by classroom assistants. Apart from the higher-attaining pupils, most others are making satisfactory progress.
109. The results at the end of Key Stage 2 in 2000 were just above the national average and well above the average for similar schools. Three-quarters of the pupils achieved the national expectation of Level 4, and almost a third achieved the higher Level 5. The school's results have risen steadily and sharply over the last four years and at a much faster rate than the national trend. Pupils leaving the school now are almost two years further ahead than the pupils who left school in 1996. Inspection findings confirm that most pupils are achieving the standards expected of 11-year-olds in mathematics by the end of Key Stage 2. Pupils of all abilities are making consistently good progress throughout Key Stage 2. Higher-attaining pupils are given work which stretches them, whilst lower-attaining pupils and those with special educational needs are given additional support to enable them to keep pace with others. When measured against the results they achieved at the end of Key Stage 1, pupils at the top end of the school have made very good progress.
110. Over the last few years, there have been significant differences in the standards achieved by boys and girls at Key Stage 2. In last year's tests, for example, the boys' results were five terms ahead of the girls, although differences were not quite so marked in previous years. There has been little difference in the performance of boys and girls at Key Stage 1. The school analyses its results very carefully and is well aware of the historic differences. However, nothing was observed during the inspection to account for these differences. Teachers are very careful to ensure girls participate as actively in lessons as boys do. Since the introduction of the National Numeracy Strategy, pupils' attitudes to mathematics generally have improved and it may well be that this more positive approach is enabling girls to make better progress and achieve more highly than in the past. There is no noticeable difference in the attainment of pupils who have English as an additional language when compared to other pupils. Teachers are sensitive to the needs of these pupils. Mathematical words are explained carefully and, whenever necessary, additional support is provided to help pupils understand. A session was observed in Year 4, for example, in which a bilingual assistant clarified various points for some pupils in their first language, and this enabled them to keep pace with other pupils in the class. The school monitors the progress of pupils from different backgrounds, and evidence suggests that these pupils make progress which is equally as good as their classmates.
111. Since the last inspection, there have been considerable changes in the way mathematics is taught in the school. The school has embraced the principles of the National Numeracy Strategy enthusiastically. Much in-service training has been provided and all staff have had the opportunity to observe others teaching and to be observed themselves. This has raised everybody's awareness of good practice and has resulted in more challenging lessons in which pupils are encouraged to use different strategies and to think more carefully about how they arrive at their answers. The structure provided by the National Numeracy Strategy has helped to ensure that the curriculum is more balanced.
112. By the end of Key Stage 1, the pupils have developed sound number concepts and, in most areas of mathematics, they are working at the level expected for seven-year-olds. Although a few lower-

attaining pupils are still struggling to remember number facts to 10, most pupils know addition and subtraction facts using numbers to 20. They recognise sequences of numbers, including odd and even numbers, and know their 2, 5 and 10-times tables. They add and subtract two-digit numbers accurately. They tell the time correctly to the nearest five minutes and carry out simple calculations using coins. Whilst all pupils complete very similar work, the average and higher-attaining pupils work at a faster pace and present their work more clearly. They are secure when working with larger numbers, correctly identifying, for example, place value up to 1000. For much of the time, however, the higher-attaining pupils are working well within their capabilities and are not always sufficiently stretched by the work they are given.

113. By the end of Key Stage 2, the pupils have good computational skills and well-established concepts of addition, subtraction, multiplication and division. They have a clear understanding of place value and are familiar with different strategies for carrying out mental calculations. They can explain, for example, different ways to multiply two two-digit numbers. They handle fractions confidently and know how to convert them to decimals. Work involving two- and three-dimensional shapes, measurement, the calculation of perimeter and area, and interpretation of data is of an appropriate standard. Although lower-attaining pupils work more slowly and use easier numbers, they are generally keeping pace with other pupils as a result of well-targeted assistance from teachers and other adult helpers. The most able pupils are provided with more advanced work and achieve standards which are well above those expected for their age.
114. By the time they leave the school, the pupils have developed good numeracy skills. They have a good sense of the size of a number, know number facts by heart and use what they know by heart to work out answers mentally. They calculate accurately and efficiently, both mentally and with pencil and paper and can explain their methods and reasoning. The weakest aspect of the pupils' work throughout the school is their ability to make sense of number problems expressed as words and to apply their knowledge to investigative work.
115. The overall quality of teaching in mathematics is good. It is best in Years 4 to 6, where teachers have higher expectations of what pupils should accomplish during a lesson and where the work is more demanding. Most teachers have at least a sound, and many a very good, understanding of the National Numeracy Strategy and of the concepts which need to be taught. Generally, this understanding enables the teachers to provide clear explanations and, in Key Stage 2, gives them confidence to explain different methods of solving problems. Basic skills are taught well, and good attention is given to the acquisition and use of mathematical vocabulary which ensures that all pupils, and especially those for whom English is an additional language, understand what is being talked about.
116. Under the guidance of the coordinator, staff have given much thought to the structure of the curriculum and to their weekly planning which generally provides good sequences of lessons which introduce and consolidate new topics well. Some teachers have yet to find the best way of ensuring an appropriate match of work to pupils needs, particularly in the earlier years where the more mathematically able pupils are not always challenged as well as they could be. Teachers are very clear about their objectives for each lesson. In most classes these are displayed for the pupils to see and, in many lessons, they are shared with the pupils and used as a yardstick by which to measure progress at the end of lessons. Some of the objectives, however, are expressed in ways which are difficult for pupils to understand, as are the targets pasted into the front of pupils' books. Some of these targets need to be broken down into simpler steps and expressed in language which is more child-friendly.
117. Most lessons are well structured, providing an appropriate balance between whole-class, small-group and individual activities. Most teachers are using an introductory mental mathematics session very effectively. A brisk pace, variety of approaches and good use of resources help to motivate the pupils and give them greater confidence in handling numbers. In some lessons, pupils were observed using number fans or small individual whiteboards to very good effect, the resources ensuring that all pupils participated and that the teacher had immediate feedback on which pupils had understood. A few sessions, billed on the timetable as mental mathematics, do not have the same pace or rigour, and pupils left to work at their own pace accomplished far less than in a similar session in which the teacher dictated the pace and ensured that all pupils were involved. Most teachers set high expectations for behaviour and participation and treat the pupils with great respect. The pupils respond well, and the very good relationships which exist between teacher and pupils are a significant factor in

helping pupils to make good progress. In some lessons in Key Stage 1, the teacher allowed too many unnecessary interruptions which disturbed the flow of these lessons and caused pupils, not immediately involved in listening to the teacher's patient answer to a question, to lose interest and concentration.

118. Some teachers are very skilful at introducing new concepts. In a lesson in Year 6, for example, in which the teacher was teaching pupils about the function of brackets and the order in which calculations should be carried out, she asked pupils to give her the answer to $3+9 \times 6+2$. Pupils quickly arrived at different answers, thinking at first that others had got the wrong answers. However, as various individuals explained how they had reached their answer, the purpose of using brackets became very clear to all. Teachers are generally good at introducing new mathematical vocabulary orally, and appropriate vocabulary is written on the board or in displays around the classroom. These good first steps in helping pupils to consolidate their literacy skills within mathematics are not, however, consolidated in pupils' written work. Many pupils spell these words inaccurately in their exercise books and incorrect spellings of mathematical words are rarely picked up by teachers when they mark pupils' work.
119. The positive attitudes shown by most pupils contribute significantly to their progress. They answer teachers' questions enthusiastically and participate well during the mental mathematics sessions. Some of the younger pupils have yet to learn how to listen to others, and the resulting interruptions slow progress in some lessons. The older pupils apply themselves well to their written tasks, and many pupils complete an impressive amount of written work in the time available. The school's system for rewarding good work motivates many pupils to do well, as they are pleased when their work is commended by the teacher. Standards of presentation vary throughout the school, and there is some inconsistency in the standards different teachers demand. Some pupils, generally in the upper part of the school, present their work very carefully, whilst the untidiness of others' work makes it difficult for them to see clearly how they have arrived at their answers.
120. The subject is well coordinated, and arrangements to monitor what teachers are doing have been effective. Pupils from each year group have been questioned to ascertain the effectiveness of the mental mathematics sessions and this has produced useful guidance for teachers. Numeracy skills are developed effectively in other areas of the curriculum, but little use is yet made of information and communication technology to develop pupils' mathematical skills.

SCIENCE

121. In the teacher-assessed tasks for the year 2000, the percentage of pupils at the end of Key Stage 1 who achieved the national expectation of Level 2 or above was below the national average. However, this marked a significant improvement on the results achieved in the previous year. The percentage of pupils reaching Level 3 was close to the national average. Inspection findings show that the overall level of attainment is below average by the end of Key Stage 1.
122. The results of the 2000 National Curriculum tests at the end of Key Stage 2 were above the national average, and well above the average for schools in similar contexts. Almost all pupils achieved the nationally expected Level 4, and almost half achieved the higher Level 5. The trend in the school's results over the last three years is one of significant improvement. Inspection findings show that standards at the end of Key Stage 2 are above average. This represents very good improvement at Key Stage 2 since the previous inspection. In the National Curriculum tests, the performance of girls fell below the performance of boys. However, a scrutiny of the pupils' work and observations during lessons found no significant difference between the attainment of girls and that of boys.
123. In Key Stage 1, the pupils' work shows that they have had sound opportunities for learning, especially in their topic on healthy living and exploring the five senses. However, because they do not assimilate what is taught very quickly and do not grasp the purposes of their investigations, the pupils' overall progress is unsatisfactory, especially for the higher-attaining pupils. In Year 2, pupils have taken part in simple investigations such as 'going on a sound trail'. Most pupils name the parts of the body accurately and describe, in simple terms, what is needed to keep healthy. In their work on electricity, they recall previous work on sources of light and name items in the home which use electricity and where these can be found. However, their knowledge is at an early stage of development, as are their skills for investigating. They use everyday terms to describe their observations, but the majority show little sound understanding of the purpose of an observation, and what can be learned from it. The

ability to predict and evaluate information was a weakness of the previous inspection and shows only a small improvement. The pupils use pictures, drawings and charts to record their work, but many lack the ability to record their own findings using independent writing.

124. In Key Stage 2, the work shows improvement for all pupils as they progress through the key stage and demonstrates that they are carefully building skills and knowledge. In Year 3, the pupils develop their aptitude for investigation and understand what is needed for a fair test. By the end of the key stage, the pupils understand the purpose of an investigation. They are confident in making reasoned conclusions and in assessing whether their understanding and predictions are correct. They talk competently about their work on evaporating, dissolving and filtering, and the nature of reversible and irreversible changes. They can qualify their knowledge with examples. The standard of work in the pupils' books improves as they progress through Key Stage 2. The recording of an investigation is usually careful and readable. In scientific terms, work is concisely recorded and explained, with correct use of the relevant vocabulary, but their use of literacy skills is weaker. All pupils, including those with special educational needs and English as an additional language, demonstrate a good knowledge and understanding. The higher-attaining pupils are consistently challenged to extend their efforts and knowledge.
125. The overall quality of the teaching in science is good, and has improved since the previous inspection. During the inspection, the teaching ranged from satisfactory to unsatisfactory in Key Stage 1, and from satisfactory to very good in Key Stage 2. The unsatisfactory teaching in Key Stage 1 lacks direction and challenge for the higher-attaining pupils. Expectations are not sufficiently high, and assessment is not used effectively to match tasks to the pupils' needs. Consequently, pupils' learning is unsatisfactory. The responses of pupils in Key Stage 1 are variable. They are interested and keen to take part in discussion and to be involved in practical tasks, but tend to interrupt the teachers and each other, and give their own viewpoint irrespective of others. In Key Stage 2, the good teaching is characterised by teachers who are well organised, with clear structures for both whole-class and group work. The teachers' expectations are high for both behaviour and learning. As a result, the pupils are well aware of the objectives of the lesson and what they are to achieve. The lessons proceed at a brisk pace with no time wasted. In the very good lessons, the pupils enjoy the appropriate challenges and apply themselves conscientiously to their tasks, responding to the enthusiasm of the teachers. In these lessons, on-going assessment is used well to ensure that all groups of pupils have maximum opportunity to extend their own learning.
126. The teachers' expectations of what the pupils should record in their book are variable, as is teachers' use of worthwhile evaluative marking. When this is done well, it is useful in helping pupils to improve their work. A weakness overall in science is that insufficient attention is paid to the consistent and efficient application of their literacy skills. The pupils are given insufficient opportunity to use information and communication technology as a tool for learning in science.
127. The newly-appointed coordinator for science has the necessary knowledge and enthusiasm for the future development of the subject. As yet, she has had no opportunity to monitor strengths and weaknesses in teaching or to undertake a thorough analysis of pupils' work. The scheme of work adopted by the school provides an effective tool for curricular planning. This is an improvement since the last inspection. It is currently being evaluated, and the coordinator understands the need to modify aspects to meet the needs of the pupils in the school. Pupils are assessed orally on their understanding of the investigative side of science in 'Quick Science' sessions and after completing their topics, but the recording and monitoring of this against set criteria is haphazard. There are no clear records for teachers to consult to establish prior achievement and to guide the next step in the pupils' learning. The school is aware of this, and this aspect is targeted for the next stage of the subject's development.

ART AND DESIGN

128. The pupils' attainment in art is in line with national expectations at the end of both key stages. The pupils make good progress and reach standards which are appropriate for their ages and sometimes better. The progress of pupils with special educational needs and those with English as an additional language matches that of others in the same class. In both key stages, the quality of work on display is good and adds significantly to an attractive learning environment and to the pupils' appreciation of their achievements. The displays also reflect the improvement of standards in Key Stage 2 since the last inspection.

129. In Key Stage 1, the pupils successfully use a range of materials and media to express their ideas. The pupils in Year 1 demonstrate their ability to use pencils to capture dark and light tones when making observational drawings of a range of sculptures. The pupils in Year 2 create interesting collages from different types of paper and show a sense of space and form in their work. An attractive display on the theme of winter shows how well the pupils can create interesting images. By studying photographs, they make attractive pictures using wax and colours which capture the coldness of winter. They are developing an ability to express their ideas on their own work and that of others.
130. In Key Stage 2, the pupils continue to record in various media what they have experienced. They show increasing control and skill, using a range of materials and techniques. The theme of winter again displays how their skills and knowledge are built upon carefully as they progress through the key stage. Pupils in Year 4 use computers successfully to create images in the style of Kandinsky, while pupils at the end of the key stage use paint, wax and dye in various styles and forms to create an overall feeling of coldness. By the end of the key stage, pupils are aware of issues relating to designing, and carefully evaluate problems they may face when making required items. They create attractive designs when weaving, using a range of materials and have a satisfactory knowledge of the work of a range of artists. Although the pupils' skills in observational drawing techniques are less well developed, by the end of the key stage a significant number of them reach high standards in creating attractive images and artefacts.
131. Standards in Key Stage 2 have improved since the last inspection. The quality and range of experiences provided by the teachers is now consistent and is based securely on an appropriate scheme of work. The pupils' ability to evaluate their work was found to be weak at the time of the last inspection, and this aspect has improved. Sketchbooks are now used appropriately to develop pupils' ideas and help them refine their work.
132. The quality of teaching is good overall. The teachers successfully motivate pupils and arouse their interest. The pupils respond positively to the stimuli provided. The pupils are eager to put the skills they learn into practice and earnestly strive to perfect their work, confident in their own ability. In a Year 1 lesson, the sculptures provided to guide pupils' observational drawing brought gasps of wonder, and pupils eagerly applied themselves to their tasks. All teachers show confident subject knowledge. This enables them to prepare the pupils well for their work, and guide them towards improvement. They provide good opportunities for discussion and evaluation so that the pupils successfully extend their previous knowledge and carefully learn new ideas and techniques. Very good teaching is exemplified by the effective use of demonstration and well-chosen resources which stimulate the pupils' ideas. Strategies for questioning are very good and adapted to the understanding and aptitudes of the individual pupils within the class, thus ensuring maximum participation and learning. In some lessons, pupils are not managed as effectively as they could be and this leads to some inattention and interruption during discussions.
133. The scheme of work follows the new national guidelines. It ensures that there is an adequate balance of activities and supports teachers well in their planning. The coordinator is knowledgeable and, through workshops and informal advice, has supported colleagues in teaching the curriculum, but has not yet had opportunity for formal monitoring of the subject. Assessment is informal, and the coordinator is aware of the need to develop a consistent system through the school. The art and pottery clubs provide an extra dimension to pupils' learning in Key Stage 2. Pupils have also benefited from links with Southampton Art Gallery and with community-based artists. Resources are satisfactory, but have improved since the last inspection.

DESIGN AND TECHNOLOGY

134. No design and technology lessons were observed in Key Stage 1 during the inspection, so judgements have been made on a scrutiny of pupils' work, discussions with the pupils and teachers and an examination of planning. The pupils reach standards which are in line with national expectations at the end of both key stages. The standards at the end of Key Stage 2 represent an improvement since the previous inspection when standards were found to be below expectations. In both key stages, the displays of work are attractive and informative and reflect the wide knowledge and skills that pupils are developing successfully.
135. In Key Stage 1, the pupils make a varied range of products using card, papier-mâché and fabrics; these are generally of good quality. For example, pupils in Year 1 make boxes to hold presents and

bowls using different materials. In Year 2, pupils produce attractive stick puppets, and puppets made from socks. Clear drawings and writing show they are learning to plan and evaluate their work. By the end of the key stage, pupils understand the basic principles of the design process and apply them appropriately.

136. By the end of Key Stage 2, the pupils have experienced a good range of opportunities in design and technology. The younger pupils investigate how air pressure is used to produce movement, and others explore various switches in preparation for making an alarm. The pupils in Year 6 explore mechanisms to make things move in different ways and consider how these could be used in their model-making. They generally understand the properties and limitations of the materials they are using, such as clay and fabrics. They make good progress in learning techniques used to join fabrics, and practise skills of needlework and stitching before applying them to their designs. This was particularly well exemplified by their project on making slippers. There are examples of well-designed slippers, which involve careful sketches and drawings from different perspectives and accurate written descriptions. The quality and evaluation of the design is sound.
137. The quality of teaching in design and technology is good overall. Although no teaching was seen in Key Stage 1, the quality of the pupils' work shows that the teachers have the necessary knowledge and expertise to enable all pupils to make good progress. In Key Stage 2, the teaching ranges from satisfactory to very good. The very good teaching is characterised by the enthusiasm and very good subject knowledge of the teachers. The strategies used and the challenging questions motivate the pupils to apply themselves to their tasks with determination and concentration, and succeed in capturing the interest of the small minority who need greater direction. Good teaching is exemplified by well-planned lessons with clear objectives. The pupils' learning and progress in the subject are good, and show improvement since the last inspection. They are acquiring the necessary skills and techniques to design and make a range of products competently. Good levels of safe working practice are encouraged successfully.
138. The committed and enthusiastic coordinator has the necessary knowledge and expertise and provides clear direction for the subject. The scheme of work follows the new national guidelines and the school is currently evaluating its use. The scheme provides a sound basis for planning which develops skills systematically. The coordinator has yet to evaluate teaching and learning in the subject, and there are no means of assessing the pupils' levels of knowledge and skills. A weakness in provision is the lack of facilities for the development of food technology. The school recognises this, and this aspect features in the plans for the future development of the subject. Other resources are satisfactory, which represents an improvement since the previous inspection.

GEOGRAPHY

139. Standards in geography, which were too low for 11-year-olds in 1996, have risen to a satisfactory level for pupils at the end of Key Stage 2. The school has maintained satisfactory standards for seven-year-olds since the last inspection.
140. The teaching is satisfactory at both key stages. The introduction of a new national programme of work is having a positive effect on learning, and pupils are already beginning to benefit from this. As a result, seven-year-olds produce sound work about the island of Struay and demonstrate good understanding of the landscape and geographical features which contrast with those of their own locality. Pupils study the immediate environment by following a picture trail around the locality and discussing the houses in which they live. Pupils' knowledge of places increases at a steady pace. Their interest is engaged and their motivation increased through a range of enjoyable activities. This was seen when the recent return of a pupil from a visit to India was used very effectively to discuss the journey and to compare the climate and lifestyle in the area visited with that of Southampton. On maps of the United Kingdom and the world, pupils in Year 2 log the travels of *Barnaby Bear* who has visited a range of destinations world-wide. This work makes a good input to pupils' cultural development.
141. In Key Stage 2, the satisfactory teaching represents an improvement in the teaching which was judged to be unsatisfactory at the time of the previous inspection. Teachers in Key Stage 2 take greater care than at the time of the last inspection to link new work to pupils' earlier learning. Younger pupils in the key stage note the position of Southampton on maps of the United Kingdom, Europe and the world. They identify major cities of the United Kingdom on maps and use two-figure coordinates on tourist maps of Southampton to locate addresses of people who have written to the local newspaper.

This information is used very effectively to inform their discussion on events in the local news, such as the proposed erection of a sculpture in Bevois valley and the visit of the *Golden Princess* cruise ship to Southampton. By the time they are 11, pupils' knowledge and understanding of geographical skills, places and themes, such as weather, settlements and environmental change, are typical for their age. They study rivers, waterfalls and estuaries, but much of the work is from worksheets and unrelated to field studies to make it come to life.

142. Pupils use numeracy and computing skills effectively in Key Stage 1 to compile a graph of the different types of houses in which they live and, in Key Stage 2, pupils develop their work on very simple grid references on a local map to locate places on a tourist map of Southampton.
143. The school has taken suitable action to raise standards since the last inspection. Issues from the previous inspection have been addressed through a new national programme of work that ensures pupils build steadily on the knowledge and skills they acquire in successive years. The coordinator checks teachers' planning to make sure that the programme of work is in place. By helping them with their work, the learning of pupils with special educational needs and those for whom English is an additional language is satisfactory.

HISTORY

144. Standards in history have improved since the previous inspection. All pupils, including those with special educational needs and those for whom English is an additional language, now make steady progress. Their attainment is in line with national expectations at the end of both key stages. The knowledge and understanding of history of most seven and 11-year-olds are typical for their age. Pupils link different periods of history. They know of the lifestyles of people of ancient Egyptian, Anglo-Saxon and Roman civilisations, and of evacuee children in Britain in World War II and life in the 1960s. They are aware that aspects of the past can be studied through the use of archaeological evidence such as pictures, written accounts, photographs, and visits to sites and museums. Pupils in Year 6 benefited greatly from working alongside local archaeologists, archivists and historians as they studied their own locality
145. Pupils in Key Stage 1 study the lives of the Victorians and talk with interest about everyday life in Victorian times. They begin to learn about chronology as they compare changes in lifestyles through the development of transport, household equipment and school life. Pupils in Year 3 bring clear awareness of the passage of time to their studies about the Anglo-Saxons and of the importance of archaeology as a primary source of historical evidence. They understand some distinctive features of the lifestyles of people in different eras and they benefited greatly from a visit from a local storyteller who enthralled them with the legend of Sir Bevois. Pupils in Year 4 are aware of the importance of mummification to the peoples of Ancient Egypt and write in graphic detail about the process! They empathise well with the plight of evacuee children during the Blitz as they learn first-hand from the oral history of people who lived in Southampton at the time. By the end of the key stage, pupils develop opinion and research very effectively as they analyse the life and music of the Beatles and the changes in attitudes and lifestyles between Britain in the 1960s and the present day.
146. The school makes sound use of numeracy skills in history. Throughout the school, time-lines are used to sequence events, people and changes over time. Literacy skills, however, are not developed consistently, although there are excellent examples from individual teachers. Pupils in Year 5, for example, used the Internet to research information about the Beatles and then applied the skimming and scanning techniques acquired from literacy lessons to find the information they wanted.
147. The quality of the teaching in history is good, with a very strong emphasis on using sources of evidence. This shows a clear improvement since the previous inspection. Teachers have secure knowledge of the subject and use questioning well to deepen pupils' thinking. Teachers' secure knowledge of the subject enables them to make lessons interesting, and they are introducing the pupils effectively to early research skills through the use of a wide variety of sources. Teachers make very good use of resources such as visits to museums and, when possible, talks from local historians and visiting specialists.
148. The management of the subject is sound. The coordinator has ideas for the way in which he would wish to enrich the curriculum and is beginning to move the subject forward through techniques such

as discussion and storytelling which involve the pupils actively in their own learning and bring the subject to life.

INFORMATION AND COMMUNICATION TECHNOLOGY

149. Standards in information and communication technology have improved since the previous inspection, but are still below those expected at the end of both key stages. Since the previous inspection, the school has made improvements in the hardware and software and has recently begun to teach the skills needed for the subject with more consistency. The school's provision, however, is still unsatisfactory, as there are insufficient computers to meet needs, and there is inadequate use of information and communication technology as a tool for learning in other subjects of the curriculum. Pupils, including those with special educational needs, are currently making sound progress at Key Stage 2 in lessons where they do have access to computers but, as this access is strictly limited, progress overall is unsatisfactory. Pupils make slow progress in developing basic skills at both key stages, and progress in applying their knowledge to other subjects is unsatisfactory. Progress in Key Stage 1 is unsatisfactory in all respects.
150. By the end of Key Stage 1, very few pupils log on and off the computer unaided, and none are able to use menus to load programs from disk. Most pupils have satisfactory control of a computer mouse. They enter information by using the keyboard, but their keyboard skills are poor, and very few children can locate the letters easily or know how to type capital letters. Pupils have limited experience of computer control, and most pupils are unable to sort, classify and present their findings. Their competence in using information and communication technology in other subjects is weak.
151. By the end of Key Stage 2, pupils use menus correctly and understand the use of windows and icons. They have improving word-processing skills, and they are beginning to use 'cut and paste' techniques and simple desktop publishing programs. They know how to use the Internet to find information, although most still need support to find the required site or web page. Pupils use control capably and they are learning to enter sequences of commands to control a programmable robot and screen turtle effectively. Their understanding and use of spreadsheets is weak.
152. Because insufficient time is devoted to teaching information and communication technology and not enough use is made of computers as tools for learning in other subjects, the quality of teaching is unsatisfactory. In the sessions which teachers do provide, however, the quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. The sessions are planned carefully with clear learning objectives. Staff show confidence in using computers and their expertise has improved since the last inspection. They manage pupils well, ask effective questions which involve the pupils and support their learning. When new skills are taught to the whole class, for example in control, pupils make appropriate gains in understanding. However, the school's lack of resources allows pupils insufficient opportunity to develop an understanding of all aspects of the curriculum effectively.
153. Pupils enjoy the subject and are keen to work on computers. They listen well to instructions, always get on with their task, and show good concentration. Their behaviour is very good, and they show respect for equipment and for one another. They cooperate well, and work happily in pairs, in groups or individually. They are beginning to keep a personal record of achievement of work carried out on the computer.

MUSIC

154. Some of the positive aspects noted during the previous inspection have been maintained, but the time allocated to music has diminished, resulting in standards which are below those expected by the end of Key Stage 2. The school no longer employs a music specialist to teach pupils in Years 3 and 4. Although pupils make satisfactory progress within individual lessons, they are not given enough opportunity to develop their musical skills and understanding, so that progress over time is unsatisfactory. No music lessons or activities were observed during the inspection in Key Stage 1.
155. The school has adopted a new scheme of work which provides teachers with a good structure for their lessons. The teachers have sufficient skill to use these plans effectively and provide worthwhile lessons for the pupils. However, pupils' musical skills are generally poorly developed, and they lack confidence in answering questions and trying out new ideas. This results in a slow start to most lessons and hesitant performances from the pupils. In a lesson in Year 4, for example, pupils listened

attentively to a song on tape, but when asked to sing, few joined in with any confidence, and the singing of many was out of tune. The pupils were much more confident in identifying the rhythm and provided a good clapped accompaniment. Similar standards were observed in Year 5, where pupils clapped rhythms in different metres, but had great difficulty with pitch. By the end of the key stage, pupils have a satisfactory understanding of the value of different notes, but standards in singing are below those expected for 11-year-olds. Few pupils can talk knowledgeably about a range of music or composers.

156. In most classes, pupils show an appropriate degree of enthusiasm for music, but also some frustration because they lack the confidence and necessary skills to perform at the level expected. This is largely a result of the insufficient time which is devoted to teaching music. In all of the lessons observed during the inspection, pupils were visibly and audibly more confident at the end of the lesson, but none of the lessons lasted long enough for the pupils to develop real confidence in what they were asked to do. Given their prior knowledge, some of the tasks planned for the pupils are rather ambitious. In a lesson in Year 5, for example, the teacher intended the pupils to sing a very complex round, but they did not have sufficient skills to do this. Although the teacher realised that the task was too complex and modified the lesson, a less ambitious round would have been more appropriate.
157. The overall quality of the teaching is satisfactory, and some good teaching was observed during the inspection. The teachers are well prepared for their lessons. They use musical terminology correctly. In a lesson in Year 6, for example, the teacher used terms such as 'unison', 'harmony', 'syncopation' and 'notation', and gave clear explanations to help those pupils who did not understand the terms. All of the teachers observed during the inspection were good at encouraging pupils to participate, despite the reluctance of some and the self-consciousness of others. One pupil commented that she would really like to sing, but was afraid to do so on her own. Singing is not cultivated as well as it could be on other occasions. In one assembly, for example, pupils sang to the accompaniment of the headteacher playing the guitar, but in other assemblies there was no opportunity for pupils to sing. On some occasions, pupils listen to music at the start and end of assembly, but there is no systematic development of pupils' musical understanding and appreciation through these opportunities. Despite these weaknesses and the lack of time devoted to the subject, there are a number of good features in the school's provision for music. All pupils in Year 3 have the opportunity to learn to play the recorder. A visiting music specialist takes weekly lessons, and the school ensures that all pupils have an instrument to play. The lessons are very well planned, and detailed records of assessment show that nearly all pupils have made good progress since the course has been running. A small group of musically talented pupils in Years 5 and 6 is learning to play the clarinet. Three members of staff have attended an Asian drumming course, although pupils have yet to benefit from this experience.
158. Music has not been a focus for development in recent years, but has been identified as a priority for the near future. The school has capable staff with musical expertise and the enthusiasm to lead the development of the subject, but has not yet identified how additional time will be provided to ensure that all pupils receive sufficient teaching in order to improve standards in music. At present, there are insufficient resources to teach all aspects of the school's new music scheme.

PHYSICAL EDUCATION

159. It was not possible to observe a full range of physical education activities during the inspection. Nearly all of the lessons observed centred around the acquisition and implementation of ball skills. As the strands of the subject which were observed during this inspection differed from those observed during the school's first inspection, it is not possible to make clear judgements as to how much the subject has improved. The school has, however, given attention to the way the overall curriculum for physical education is planned, introduced some new extracurricular activities and improved resources for the subject. On the basis of the very limited evidence observed during the inspection, pupils achieve standards which are appropriate for their age at the end of both key stages.
160. Only two physical education lessons were observed at Key Stage 1. Although the range of attainment is wide, most pupils show an appropriate degree of skill for their age when controlling a ball with their hands but have much greater difficulty in controlling it with their feet. By Year 4, the level of skill has improved considerably, with nearly all pupils demonstrating good ball control skills as they bounce a ball with their hands whilst stationary and when running. In Year 5, pupils catch and throw a ball with a satisfactory degree of accuracy, although a number of pupils lose their precision under the pressure of a small-sided game. Half of the pupils strike the ball well with a rounders bat. Pupils in Year 6 are

acquiring an appropriate level of skill in volleyball and sustain a short rally using the striking and defending techniques they have learnt. In the one dance lesson observed, pupils demonstrated a willingness to participate, although few showed any real quality of expression.

161. Although pupils in Year 6 only have a short course of swimming, the arrangements for the course are very good. Pupils are taught by specialist teachers, and the ratio of adults to pupils is very favourable. As a result, pupils make good progress for the duration of the course and develop confidence in the water. Just over a third of the pupils achieve good standards in swimming, using all four strokes and showing a good range of skills in the water. Many pupils have little experience of swimming outside school and, whilst all pupils can swim short distances, not all pupils achieve the minimum standard expected by the end of the key stage. Because swimming takes place in Year 6, there are no further opportunities for pupils to make up this deficit in their learning.
162. The pupils show a good degree of enthusiasm for their physical education lessons. In Year 1, for example, they follow the teacher's instructions eagerly, walking, running, hopping and skipping energetically around the hall, showing an appropriate awareness of space. The pupils put plenty of effort into their activity. Older pupils also demonstrate much enthusiasm during their lessons although, at times, this interferes with their learning, as some pupils feel that they are already skilful, do not listen carefully enough to the teacher's instructions and then miss the important parts of what they are to practise. Various aspects of physical education, however, make an important contribution to the pupils' personal development. In a lesson in Year 4, for example, pairs of pupils were given a ball, two hoops and a cone and asked to devise a new game and agree on the rules. The activity involved fruitful discussion and collaboration. Later in the same lesson, pupils suggested and agreed the rules for a game involving the whole class. The pupils' involvement helped them to understand the importance of rules and how these should be formulated for the good of the majority.
163. The quality of teaching in physical education is satisfactory. During the inspection, the teaching varied from unsatisfactory to very good. A few teachers have very good subject expertise and this shines through in the quality of the instruction, their ability to analyse what pupils are doing and how they could improve, and the enthusiasm with which the lesson is conducted. Lessons provided by these teachers are invariably good, although the pupils' responses frequently detract from the quality of the learning. In their enthusiasm to participate, they find it hard to listen carefully to what they are required to do and do not apply the same degree of concentration when practising that is often evident within the classroom. By not changing into appropriate clothing or footwear, some teachers do not set appropriate standards themselves, and expectations of pupils are not enforced consistently. In some classes, pupils participate wearing dangling ear-rings. In others, the rings are removed, but potentially more dangerous hair clips are left in place. All teachers, however, pay good attention to other aspects of safety, which is particularly necessary in the hall in which the storage of furniture and equipment poses hazards during an energetic lesson.
164. The school has adopted a scheme of work which provides teachers with clear guidance and structures for their lessons. However, in the one unsatisfactory lesson observed, the teacher failed to draw the main learning objective for the lesson from these plans and engaged the pupils in a sequence of unrelated activities with very little teaching input. All teachers are conscious of the need to get pupils to demonstrate to others. Some teachers, however, miss the purpose of demonstration. In one lesson, for example, each group in the class was called up to demonstrate and received a commendation, regardless of the quality of the performance or the effort which had been expended. Those watching were not asked to evaluate or comment on what they had seen and no teaching points were made. In contrast, in a lesson in which pupils were learning and practising skills for volleyball, each time the class was stopped to look at others performing, they were asked to evaluate what was working well, how the performance could be improved and what they could learn from watching. The teacher skilfully used the pupils' comments to point them in the right direction and then either demonstrated herself or used individual pupils to give others a clear idea of what they should do to improve. As pupils moved off to practise again, it was clear that many had understood what had been taught and were trying to implement the new points in their own practice sessions.
165. Although only one major element of the physical education programme was observed during the inspection, plans show that the school provides an appropriately balanced curriculum in physical education and gives sufficient time to the subject. There is an acknowledged weakness in the teaching of dance, and there are plans for training to increase the teachers' knowledge and expertise. Some

steps have already been taken through the termly involvement of Dance Asia which has provided motivating and enjoyable sessions for the pupils. The curriculum is enhanced by various extracurricular activities. Older pupils have the opportunity to play football or participate in cross-country and athletics events, and the school has an annual sports day. The result of an additional grant provides a regular, over-subscribed gymnastics club which is run by a professional gymnast and enthusiastically supported by the pupils. The grant has also enabled the school to improve the quality of its gymnastics equipment. Enthusiasm for physical education permeates the pupils' play at break-time. Robust games of football engage the attention of many pupils, whilst others remember the skills which had been taught during a skipping demonstration which evoked a very positive response from both boys and girls. In the past, the school has experienced problems with pupils not participating in physical education because their parents would not allow them to. Parents have been asked to support school's policy on providing physical education for all and the situation appears to have improved.

166. Physical education has not been a focus for development in recent years, but has been identified within the school development plan for further development in the near future. There is good expertise and enthusiasm within the staff to provide good leadership. As yet, however, there have been no opportunities to monitor teaching or to use lesson observations as a means of improving the quality of teaching by drawing together and disseminating good practice. Facilities for physical education are limited. The outdoor community playground is in poor condition, which hinders learning. The hall is cluttered with furniture. In contrast, the school's physical education equipment is carefully stored and clearly labelled, providing easy access for both staff and pupils. Some of the balls used in games lessons, however, are in poor condition or need inflating. The school makes appropriate use of nearby facilities, for example, the city's sports centre for athletics and cross-country.

RELIGIOUS EDUCATION

167. Standards of attainment in religious education meet the requirements set out in the locally agreed syllabus at the end of both key stages. The coverage of the syllabus is good, and pupils have a satisfactory knowledge of the facts they are taught. This represents an improvement since the last inspection. There are developing strengths in Key Stage 2. For example, pupils' understanding and appreciation of the impact of religion in people's lives is a good feature.
168. The pupils in Key Stage 1 listen to stories and learn about the importance of symbols to people's religions. Religious education includes learning about spiritual and moral concepts, and the pupils in Year 2, when listening to the story of the Good Samaritan, show good understanding of what helping each other means, thoughtfully relating the story to their own lives and experience. They recognise the importance of Jesus as a teacher, and recall other stories that Jesus told. In Key Stage 2, the pupils' understanding of Jesus as a historical figure is developed well through discussion and the examination of different images and pictures. Feelings of empathy are well developed, and pupils show a good ability to understand the thoughts and feelings of others. For example, the pupils considered Mohammed as a special person and, following this, considered the qualities of others that are special to them. The pupils in Year 6 are clear in their knowledge of the features of the main religions, and speak confidently about the importance of key figures, special ceremonies, festivals and traditions. They are less sure in their ability to consider more deeply similarities and contrasts in people's beliefs, but show much mutual respect for the beliefs and values of others. All groups of pupils throughout the school make satisfactory progress in their learning.
169. The overall quality of teaching is good. The teachers employ a range of strategies, and this is an improvement since the last inspection. In the one lesson observed in Key Stage 1, teaching was satisfactory. In both key stages, pupils are encouraged to listen, and are also given suitable opportunities to discuss their thoughts and feelings, and these are handled sensitively. In the satisfactory lesson, the pace was sometimes slowed by explanatory digressions by the teacher which, although helpful, led to frequent interruptions by pupils. In the good lessons in Key Stage 2, the teachers ensure a calm atmosphere prevails, and there is thoughtful consideration of new knowledge, ideas and feelings. Quiet, encouraging questioning is a good feature, together with high expectations for the outcomes of the pupils' understanding. This results in attentive and thoughtful pupils who are confident in their responses. Pupils show respect and understanding for one another's beliefs and traditions and regard themselves as fortunate in being part of a multi-cultured school community. Their attitudes and responses to their learning are a strength of the subject, particularly in Years 5 and 6.

170. The current scheme of work is based on the new national guidelines and the locally agreed syllabus. This ensures that pupils experience a wide range of learning opportunities. The diversity of cultural backgrounds provides a good access to multi-cultural activities, and useful visits help to increase the understanding of all pupils. For example, the pupils visit the local Gurdwara, Mosque and Synagogue. The various religious festivals are celebrated at the appropriate time, and members of a local church contribute to school assemblies. Attractive and informative displays around the school show the range of work undertaken and help to support what the pupils are learning. The quality of the displays is good. The pupils' own contribution to displays is frequently interesting. A good example of this was the link made between what pupils had learned in literacy, the use of information and communication technology, and their understanding of the Christmas story. The pupils wrote about the events as if writing newspaper reports; the result was lively and informative and successfully showed the story from different points of view. However, a weakness in provision is that there is no consistent system for pupils to record what they learn or to develop their own ideas through writing. This restricts the subject's contribution to the development of the pupils' literacy skills, and also means that the teachers have limited means for assessing pupils' knowledge and understanding. The recently appointed coordinator is knowledgeable and keen to bring about improvement. As yet, however, there has been no opportunity to thoroughly monitor the subject, and the coordinator recognises the need to assess pupils' learning.