

INSPECTION REPORT

HAMBLE PRIMARY SCHOOL

Hamble, Southampton

LEA area: Hampshire

Unique reference number: 115901

Headteacher: Mrs. Anne Rumsey

Reporting inspector: Mr. Alan Fullwood
21184

Dates of inspection: 7th - 11th February 2000

Inspection number: 189315

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Maintained
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Hamble Lane Hamble Southampton Hampshire
Postcode:	SO31 4ND
Telephone number:	023 8045 3298
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. R. Newbury
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alan Fullwood	<i>Registered inspector</i>	Art; Physical education.	How high are standards? How well are pupils taught?
John Edmond	<i>Lay inspector</i>		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Clive Lewis	<i>Team inspector</i>	Science; Information technology; Special educational needs; Design and technology.	How good are the curricular opportunities offered to pupils?
Pat Lowe	<i>Team inspector</i>	The under fives; Mathematics; Geography; History.	How well is the school led and managed?
Gerard Slamon	<i>Team inspector</i>	English; English as an additional language; Music; Equal opportunities; Religious education.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a large, maintained primary school with 286 pupils on roll, which serves an area of mixed rented accommodation and owner occupied dwellings in the village of Hamble. There are five pupils with formal statements of special educational need and a further 100 pupils are on the school's special educational needs register as those requiring some form of additional support. This is above the national average. A very small percentage of pupils have English as an additional language. Twenty-eight pupils are currently entitled to free school meals, below the national average. The attainment of the children on entry to the school, although wide ranging, is average for their age.

HOW GOOD THE SCHOOL IS

Hamble Primary is a caring community where pupils make at least satisfactory, and sometimes good progress, and achieve standards in English and science in line with national averages, and standards in mathematics which are above this. The quality of education provided is good and most pupils are successfully encouraged to have good attitudes to learning and to behave well. The school is well led and managed. The school has above average income and provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- Good or better quality in the majority of lessons.
- The implementation of the national literacy and numeracy strategies.
- The provision made for pupils with special educational needs.
- Provision for pupil' spiritual, moral, social and cultural needs.
- The maintenance of good links with the community.
- Good assessment procedures to monitor pupils' attainment and progress.
- Good leadership.

WHAT COULD BE IMPROVED

- The attitudes and behaviour of a small minority of boys, especially in Key Stage 2.
- Individual teachers' expectations of pupils' behaviour and use of the school's behaviour policy, especially at Key Stage 2.
- Teachers' confidence and understanding of the physical education curriculum.
- The development of the role of subject co-ordinators in monitoring the curriculum and pupils' work.
- The partnership the school has with parents.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in September, 1996. Notwithstanding the abnormally poor results in 1999, the attainment of pupils in mathematics is above the national average, and in line with national averages in science and English. The high standards noted in English and mathematics have been maintained. Standards in science and most subjects have been maintained. In history and music standards have improved and pupils have a greater knowledge and understanding of other faiths in religious education. The school has successfully addressed the weaknesses identified in the last inspection. Planning for progression in pupils' learning has been improved through teachers' better quality planning and the good use they make of their good quality assessments. The overall quality of teaching has been improved by the close monitoring of lessons by the headteacher and senior staff. The roles of the senior management team are clearly defined, and their use of target setting has had an impact on the quality of teaching and learning. The roles of subject co-ordinators have been developed but the school is aware that there is scope for further improvements in some curriculum management areas.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	C	E	E
Mathematics	C	B	E	E
Science	C	B	D	D

Key	
<i>Well above average</i>	A
<i>above average</i>	B
<i>Average</i>	C
<i>Below average</i>	D
<i>Well below average</i>	E

The table shows that, for example, the attainment of pupils at the end of Key Stage 2 in English, was well below average in relation to all schools and schools who take their pupils from similar backgrounds. However, this particular cohort of pupils contained an unusually high proportion of pupils with special educational needs, and its results are not typical. Inspection evidence indicates that pupils' standards in English and science are in line with national averages and above them in mathematics. In national tests, standards in these subjects have fluctuated from year to year, and the rise in standards is below the national trend. Attainment in information technology is in line with national expectations and attainment in religious education is in line with the expectations of the locally Agreed Syllabus. Levels of attainment are above those usually found in most schools in history and music, and in line with them in design technology, geography, art and physical education. Pupils generally achieve well in their learning and make good progress.

In Key Stage 1, attainment in reading, writing and science is average and above average in mathematics. Attainment in information technology is in line with national expectations and attainment in religious education in line with the expectations of the locally Agreed Syllabus. Pupils' attainment in geography, history and music is above that usually found in most schools, and in line in art, design technology and physical education. Pupils make satisfactory progress.

Children under five years of age make good progress in all areas of learning, and by the age of five, most attain the learning outcomes expected for pupils of this age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have positive attitudes to learning; a minority of boys, especially at Key Stage 2, have poorer attitudes to learning and a lack self-motivation
Behaviour, in and out of classrooms	Satisfactory overall; a minority of pupils, mainly boys, are attention seeking and immature in their behaviour, especially when teacher expectations are low and the school's behaviour policy is not consistently applied.
Personal development and relationships	Satisfactory; relationships among pupils and between staff and pupils are good, especially where teachers' expectations are high.
Attendance	Satisfactory; attendance is broadly in line with the national average.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	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 quality of teaching is good overall in each key stage and varies from excellent to poor. It was satisfactory or better in 96 per cent of lessons, of which 41 per cent were graded good, 20 per cent very good and one lesson was graded as excellent. Three per cent of lessons were unsatisfactory and one lesson was graded as poor. This is an improvement since the time of the last inspection when one in five lessons was unsatisfactory. Teaching has improved due to better planning procedures, close monitoring of the quality of teaching and the effective implementation of the national initiatives in the teaching of literacy and numeracy. The teaching of basic literacy and numeracy skills, music and design and technology is generally good in both key stages. Pupils' work is well marked. Pupils with special educational needs are well provided for. Weaknesses in teaching, particularly in Key Stage 2, are the result of low expectations of pupils' behaviour and the inconsistent application of the school's behaviour policy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; the National Literacy and Numeracy Strategies have been implemented well.
Provision for pupils with special educational needs	Good; effective support is given to pupils with learning difficulties in classrooms and withdrawal groups
Provision for pupils with English as an additional language	These pupils are well integrated into the life of the school and make progress that is comparable to that of other pupils of similar ability.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' spiritual, social and cultural development and sound provision is made for their personal and moral development.
How well the school cares for its pupils	Good; all pupils benefit from the caring and supportive school ethos. Procedures for monitoring pupils' academic and personal development are good. Child protection and health and safety procedures are sound.

The school has a satisfactory partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher and senior staff, provide a clear educational direction to the work of the school. The role of subject co-ordinators is being developed.
How well the governors fulfil their responsibilities	The newly constituted governing body fulfils its statutory responsibilities and is putting in place procedures to more effectively monitor the work of the school.
The school's evaluation of its performance	The school monitors its work well and is aware of what it needs to do to further improve.
The strategic use of resources	Educational priorities are supported well through careful financial planning and the governing body applies the principles of 'best value' in its decisions.

The school is appropriately staffed and has adequate accommodation. The school grounds are good and have been well developed for use in various curriculum areas. Resources for learning, including a well-stocked library, are generally good.

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 like coming to school.• They find staff approachable.• The school expects pupils to work hard.• The school is helping their children become mature and responsible.	<ul style="list-style-type: none">• The setting of homework.• Better information about how their children are getting on.• A closer partnership between parents and the school.• More extra-curricular activities.

Inspectors' judgements support parents' positive views. Inspectors found homework to be well used by the school to consolidate and extend what pupils learn and to be valued by both pupils and staff. Extra-curricular activities were also found to be satisfactory at Key Stage 2 but it was noted that there are no such activities provided for infant aged pupils. The information provided by the school in pupils' annual progress reports was judged to be at least satisfactory. The concern expressed at the pre-inspection parents' meeting was about not being able to speak with their child's English or mathematics teachers if this was not their normal class teacher. This matter has been brought to the attention of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of the children on entry to the school, although wide ranging, is average. Evidence from the inspection indicates that standards in the current Year 6, are above average in mathematics, and average in English and science. In the 1999 national tests at the end of Key Stage 2, pupils' attainments were well below average in English and mathematics and below average in science. However, nearly half the pupils who took the tests were on the school's register of special educational needs. In the current Year 6, pupils are making good progress in mathematics and satisfactory progress in English and science. The national initiatives in literacy and numeracy have been well implemented and are improving standards. Over the last four years, pupils' attainment in national tests has varied from year to year but is below the national trend.

2. Children are given a stimulating learning experience that caters for their individual needs, and, by the time they are five, all children, including those with special educational needs, make good progress in all areas of learning, and the majority achieve the learning outcomes expected for pupils of this age. Children make good progress as they settle quickly into school routines and enjoy their learning, developing confidence in their own abilities. Children are well behaved, take turns and share fairly. They are increasingly able to concentrate and persevere. The majority of children make good progress in their speaking and listening skills. They listen attentively and talk confidently, using an increasing wide vocabulary to explain their ideas and opinions. They use talk well in their imaginative play.

3. Children under five enjoy books and are familiar with their layout. They recognise their own names and some familiar words. The majority of children recognise the letters of the alphabet and effectively record their ideas using drawings, words and letters. They write their names using upper and lower case letters. In mathematics, good teaching ensures that children make a good start in learning addition and subtraction facts to ten. Children can name and identify common shapes such as squares, triangles, rectangles and pentagons. They identify and use coins in role-play situations, as they are asked to add one more or take one away. In their knowledge and understanding of the world, children talk about themselves and their families and past and present events in their own lives. They talk about where they live, their locality and draw maps and plans of the school grounds. Children learn to question why things happen and how they work as they explore and select materials and equipment including computers, programmable toys and tape recorders. They are increasingly able to use their imaginations when exploring colour, texture, shape, space and form through art and physical education. Children respond well through art, music, dance and stories. Their physical skills develop appropriately as they learn to move with confidence and increasing control, and to develop their hand-eye co-ordination in small games and manipulate pencils and scissors appropriately.

4. By the end of the Key Stage, pupils achieve standards in speaking and listening which are above average. Standards in reading and writing are in line with national averages. Most pupils listen attentively and confidently join in class discussions. They speak clearly and read aloud with expression. Standards in reading are in line with national norms, but for a significant number they are above. By the end of the key stage, most pupils read with

understanding and use a range of strategies, including phonics, to read unfamiliar words. Some pupils read aloud with good expression. Most pupils can recount what they have read. Standards in writing are average at age seven. In writing in a range of different formats, pupils form their letters correctly and the majority achieve a joined style while still in Key Stage 1. Pupils can spell commonly used words, make appropriate attempts at unknown words, and punctuate their sentences correctly. Pupils' achievements are sound in English and they make satisfactory progress in lessons, and over time. Standards have been maintained since the time of the last inspection. In the 1999 national tests at the end of Key Stage 1, the number of pupils reaching Level 2 and above in reading and writing was close to the national average. The number of pupils reaching the higher level, Level 3, was well above the national average. Inspection evidence indicates that the standards of the majority of pupils now in Year 2 are average in reading and writing, and above average in speaking and listening.

5. In mathematics by the end of Key Stage 1, inspection evidence indicates that pupils' standards of attainment are above average. Most pupils understand place value to 100 and a significant number to 1000. They recognise odd and even numbers, fractions and higher attaining pupils are beginning to use decimal notation. Most pupils have made a good start to learning their times-tables and are proficient with the 2, 5 and 10 tables. They are proficient at identifying and classifying two- and three-dimensional shapes and in interpreting data in simple graphs and tables. The high standards noted at the time of the last inspection have been maintained. Pupils make good progress in their learning, and they respond well to the demands made of them through the better quality teaching resulting from the implementation of the National Numeracy Strategy. In the 1999 national tests in mathematics, pupils' attainment was in line with national averages.

6. By the end of Key Stage 1, pupils' attainment in science is in line with the national average. Most pupils make satisfactory progress in their knowledge and understanding of science, such as learning about the human life cycle and how we need a balanced diet to stay healthy. Pupils make good progress in their investigative skills as they observe carefully, make sensible predictions about the outcome of their investigations, and record their findings carefully. Pupils with special educational needs are supported well and make satisfactory progress overall. The standards noted at the time of the last inspection have been maintained.

7. In information technology, pupils' attainment by the end of Key Stage 1 is in line with national expectations. They know how to open a program, file or folder. When word processing they change font size, use the delete button to correct an error and use the caps lock to print in capitals. Pupils input data in order to make a programmable toy follow a given route. Pupils make good progress due to the good level of support provided by their teachers and the good match of activities to their abilities. Standards have been maintained since the last inspection.

8. By the end of Key Stage 1, pupils' attainment in religious education is in line with the expectations of the locally Agreed Syllabus. Most pupils are aware of the main Christian festivals and have a good understanding of Bible stories. They also have some understanding of the similarities and differences between Christianity and other major world faiths. Standards have improved since the time of the last inspection with regard to pupils' understanding of different religions.

9. Attainment in the non-core subjects of geography, history and music are above average and better than that usually found in most schools. Pupils make good progress in these subjects due to the good quality teaching provided by the school. The standards noted at the time of the last inspection have been maintained in geography, and improved in history and music. Standards of attainment in art, design technology and physical education are in line with those usually found in most schools and pupils make satisfactory progress. The achievement in art of a significant minority of pupils is better than this.

10. In Key Stage 2 in English, the number of pupils reaching Level 4 or above in the 1999 national tests, was well below national averages. These results were not typical of the school and the cohort of pupils concerned contained a very high number of pupils with special educational needs. Standards of attainment of the majority of pupils now in Year 6, are already in line with the national expectation and a significant number are achieving standards above this. Standards are in line with national expectations in reading and writing and above expectations in speaking and listening. By the end of the key stage, pupils express their views clearly and make use of Standard English when in more formal situations. They make good use of subject vocabulary when explaining their thinking in science, mathematics and music. Standards in reading are average, although the attainment of a significant number of pupils is better than this. Most pupils read fluently and accurately and show good understanding of what they have read. They can use the library classification system to find books and use the contents and index pages to find relevant information. Standards in writing are average at age eleven. Pupils use a widening vocabulary when writing in a range of different forms, such as poetry, accounts and stories but lack confidence, and opportunity, in planning and drafting longer pieces of writing. Pupils' achievements are appropriate and they make satisfactory progress. The high standards noted at the time of the last inspection have been maintained.

11. By the age of eleven, most pupils' attainment in mathematics is above the national average. Most pupils are proficient in the four rules of computation. Pupils are proficient in mental calculations and the recall of number facts. They apply this knowledge to work with fractions, percentages and measurement. Pupils are knowledgeable about shapes, angles and probability and can interrogate data in graphs and pie charts. Their learning is good and is reinforced by the use of homework. Pupils achieve well and the high standards noted at the time of the last inspection have been maintained.

12. In science by the end of Key Stage 2, most pupils demonstrate sound knowledge of life and living processes, materials and their properties and physical processes. They know that diet affects their teeth and how different liquids, such as coke and lemonade attack the enamel on the outside of their teeth. They are aware of how sounds are produced when materials vibrate and how we can hear them. Most pupils make good progress in their experimental and investigative skills, carrying out investigations carefully, sensibly predicting results and altering their hypotheses when analysing their results. They understand that changing one variable and gauging its effect is a 'fair test' and are correctly using simple apparatus and equipment in their experiments. The quality of learning is good overall and lessons move at a good pace. Learning is affected when the impact of a small group of pupils slows the pace of lessons, and the teacher has to constantly intervene to keep them on task. Generally, pupils make satisfactory progress at this key stage. Standards of attainment have been maintained since the time of the last inspection.

13. Attainment in information technology by the end of Key Stage 2 is in line with national expectations. Most pupils use 'Logo' to create simple mathematical patterns and store commands to make a programmable toy follow a given route, such as a maze. They load programs, print and save their work, and close down the computer following the correct sequence. Pupils enter information into simple data-handing programs and can read the resulting graphs and pie-charts. Pupils make satisfactory progress and the average standards noted at the time of the last inspection have been maintained.

14. Attainment in religious education by the end of Key Stage 2, is in line with the expectations of the locally Agreed Syllabus. Standards have been maintained since the time of the last inspection, but an improvement has been made in pupils' knowledge of the richness and diversity of other faiths. Pupils are knowledgeable about Christianity, Judaism, Islam and Hinduism. They are aware of the similarities that link different religions together and the different religious practices that distinguish them from one another. They reflect on the attitudes, values and beliefs of others in developing their own views.

15. By the end of Key Stage 2, attainment in the non-core subjects of history and music are above average and better than that usually found in most schools. Pupils achieve well and make good progress in these subjects. The standards noted at the time of the last inspection have been maintained in design technology, and improved in history and music. Levels of attainment in design technology, geography, art and physical education are in line with those usually found in most schools and pupils make satisfactory progress in these subjects. The achievement of a significant minority of pupils is better than this in art.

16. Pupils with special educational needs make good progress in relation to their individual education plans. An indication of the success of the special educational needs provision is that pupils are regularly taken off the register of special educational needs as well as placed on it. Pupils who speak English as an additional language are well integrated into the life of the school and make progress that is comparable to that of other pupils of similar ability. Standards of provision for pupils with special educational needs have improved since the last inspection.

Pupils' attitudes, values and personal development

17. Pupils enjoy coming to school. Attitudes to learning are positive in most cases, especially when the teacher has high expectations. However, where expectations are too low and teachers are not particularly skilled in class control, some pupils' attitudes to learning deteriorate. This is most noticeable in some groups of boys in Key Stage 2. Most pupils concentrate well and there are many instances of positive attitudes to learning and of perseverance. The pace at which pupils work and their capacity to work independently and to persevere are generally good. Many pupils have a strong desire to improve their work and take pride in the finished product, for example the salad made in design and technology by the Year 1/2 class. The school rewards hard work with 'Best Effort' assemblies.

18. The overall standard of behaviour is nearly always satisfactory and usually good. The majority of parents consider that most staff successfully maintain high standards and the inspection findings support this view. The quality of behaviour in lessons for the under fives is always satisfactory and usually good, and is nearly as high in Key Stage 1. Good behaviour makes a major contribution to the learning of younger pupils, where they co-

operate well and concentrate hard. In Key Stage 2, pupils' behaviour is generally satisfactory and frequently good. However, unsatisfactory or even poor behaviour was observed in several lessons. This is usually due to a handful of boys, whose activities distract teachers and disrupt the learning of the whole class.

19. Behaviour round the school is civilised, with pupils behaving sensibly when arriving at and leaving school, and walking quietly between lessons and to assembly. They behave well when queuing for dinner and at break time. Respect for property is generally high. Litter is minimal and there is no graffiti.

20. Last year there were no permanent exclusions and only four temporary ones. The school has introduced sensible measures for identifying those at risk of exclusion and for doing all it can to keep them at school. The school maintains proper records of exclusions and follows the local education authority reporting system.

21. There are no examples of oppressive behaviour round the school, or of bullying or racism. The school impresses on new pupils and their parents the need to consider others, and pupils react positively. Respect for others' feelings, values and beliefs is high, and pupils are very supportive of those with special educational needs.

22. Many pupils take an active part in school life. For example, there is enthusiastic support for the school council, who help maintain discipline and whose suggestions are welcomed by teachers. The school offers a satisfactory range of popular extra-curricular sporting and cultural activities to pupils in Key Stage 2, with good levels of take-up. They are not, however, available to those in Key Stage 1.

23. Relationships among pupils and between staff and pupils are good, where teachers' expectations are high. Pupils are mostly courteous to each other and friendly to staff. They relate positively to each other and work well together in lessons, but some have still to learn consideration for others, for example, when disrupting their concentration or not holding open doors. Pupils react politely when addressed, and are friendly and helpful to visitors.

24. The last inspection report considered the quality of behaviour to be a significant strength of the school. This is not the case at present. The school recognises the need to address the poor behaviour of a minority of pupils and has made this a target in the current school development plan.

25. Pupils' attendance is broadly in line with the national average. The rate of unauthorised absence is below the national average. The level of attendance has deteriorated very slightly over the last three years, though in the winter term of 1999 it improved to over 95 per cent. Good attendance has a positive effect on the attainment and progress of pupils. Attendance registers now meet the legal requirements for recording and reporting attendance.

26. Teachers are in their classrooms in good time. Lessons start punctually in the morning and after breaks. Pupils arrive at school on time and are punctual for lessons.

HOW WELL ARE PUPILS TAUGHT?

27. The quality of teaching is good overall in each key stage and varies from excellent to poor. It was satisfactory or better in 96 per cent of lessons, of which two thirds were good or very good, including one excellent lesson. A small proportion of lessons were unsatisfactory and one lesson was graded as poor. This is an improvement since the time of the last inspection when one in five lessons was unsatisfactory. Teaching has improved due to better planning procedures, the close monitoring of teaching by the headteacher and senior staff, and the effective implementation of the national initiatives in the teaching of literacy and numeracy.

28. Significant strengths of teaching are teachers knowledge and understanding of the National Curriculum, religious education and the areas of learning for children under five years of age; their thorough planning, the ongoing assessments they make, and the quality of the marking of pupils' work. Weaknesses in teaching, particularly in Key Stage 2, are the occasional low expectations of pupils behaviour and the inconsistent application of the school's behaviour policy.

29. The teaching of basic literacy and numeracy skills is generally good. Literacy and numeracy lessons are well planned and clear learning objectives are shared with pupils. In literacy, teachers set good models of language in reading aloud expressively and in writing clearly on the board. Pupils are given many well planned opportunities to speak in lessons and to take part in performances. In numeracy lessons, teachers make good use of questioning to check and extend pupils' mathematical understanding. In both literacy and numeracy lessons teachers mark pupils' work well, are supportive in their comments and indicate how pupils can improve their work. Pupils numeracy skills are well promoted in other curriculum areas, such as geography, science and art. However, opportunities provided for more extended writing and for developing pupils' writing skills in other subjects are not always fully utilised. Teachers generally have good relationships with their pupils and set activities which challenge and motivate them. Occasionally where teaching has some shortcomings, pupils are not challenged and, in these instances, low expectations of work and behaviour results in pupils producing too little work in the time available. The attitude of a small minority of boys at Key Stage 2 has a negative impact on their learning and some teachers' management of the pupils is inadequate to prevent this bad behaviour from having an impact.

30. Pupils' abilities to organise their own resources, plan their own work and carry out practical investigations are well provided for in science. Pupils are challenged to apply their scientific skills to everyday situations and to plan and carry out their own experiments. The school has rightly identified the need to provide more opportunities for pupils' to apply their mathematical skills in practical investigations.

31. The school's marking policy is consistently followed and well used to support pupils' learning. Pupils are frequently informed of what they have achieved and when appropriate, what they can do to improve their work. Teachers clearly identify major weaknesses and set new targets.

32. The quality of teaching is particularly good in music and design and technology in both key stages. Teachers successfully balance creativity and control in allowing pupils to develop their ideas independently in composing and making music and in creating artefacts. The quality of teaching is good in geography in Key Stage 1.

33. In the small amount of unsatisfactory or poor teaching seen at Key Stage 2, the attitudes and behaviour of a small minority of boys is not well managed by individual teachers and the sanctions in the school's effective behaviour policy are not consistently applied by all teachers. This not only affects these pupils learning but the learning of other pupils in the class, with the result that pupils' progress is unsatisfactory. Generally teachers manage pupils well but this small group of boys, who lack maturity and self-motivation, do affect the pace of learning in some other lessons because of the disproportionate time that teachers have to give to controlling their immature behaviour and attention seeking.

34. Teachers provide those with special educational needs with appropriate support and differentiated tasks matched to their needs. The special needs teacher and other support staff provide pupils, usually in small groups withdrawn from the classroom, with an appropriate and frequently very good blend of help and challenge. Pupils' individual education plans have specific targets and these are used well by class teachers in planning appropriate tasks in lessons. Pupils with special educational needs play a full part in class activities, and are given effective additional support whenever possible. Pupils who speak English as an additional language make equal progress to that of other pupils of similar attainment.

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

35. The school provides a broad and balanced curriculum that successfully meets the needs of all its pupils. The quality and range of learning opportunities provided for pupils is good. The curriculum meets statutory requirements to teach all relevant subjects in the National Curriculum and religious education, and younger pupils are provided with an appropriate curriculum based on the recommended 'desirable learning outcomes' for pupils under-five years of age. School provision for music is a particular strength of the school. The school curriculum, with the exception of literacy and numeracy lessons, is currently based on two- and three-year 'rolling programme' of topics. However, the school is preparing to review the current 'topic' approach to non-core subjects in the light of the 'Curriculum 2000' to be introduced in the next academic year. Curricular opportunities for pupils with special educational needs are good.

36. The school has implemented the government's recommended National Literacy and Numeracy strategies well, and planning and teaching takes appropriate account of the recommendations both for lesson format and for lesson content. The school provides effectively for equality of opportunity and there is no reported evidence of significant variation based on social or ethnic background. The school monitors pupils' achievements by gender, attainment, ethnicity and background to ensure fairness of treatment.

37. The satisfactory range of extra-curricular activities for pupils in Key Stage 2 is not matched by similar provision for Key Stage 1 pupils, either at lunchtime or after school. The school makes good provision for homework, which is set regularly, in a range of curriculum areas, collected in assiduously and marked appropriately.

38. The school makes satisfactory provision for pupils' personal, social and health education. Sex education is provided and drugs awareness is a part of the science curriculum. The school's links with its partner institutions are good. Pupils joining the school are welcomed to the 'Ready for School Club', which is well-attended, and links with the secondary school to which most pupils move when they leave the school are similarly good. Pupils attend the secondary school for induction visits and staff from the secondary school to which most pupils transfer visit the school. There are good links with local industry which successfully enrich the range of curricular opportunities provided for the pupils. For example, pupils visit the environmental studies centre.

39. The school has established close links with the main secondary school and the other primary schools in the local cluster group. The group is successfully working together to strengthen academic links, to provide continuity of learning and to avoid repetition of teaching, and has already developed good arrangements for the pastoral care of pupils in their transfer to secondary school. The school has also developed a close relationship with the playgroup, whose staff help in the school, and it welcomes student teachers, who make an effective contribution to pupils' development.

40. The enrichment of the curriculum through links with the local community is good. Staff morale has benefited from the school's well-deserved Investors in People award. Local organisations use the site for various activities, which make a useful contribution to school funds.

41. Pupils' horizons are broadened by well-supported cultural outings and field trips and by a bi-annual residential trip for older pupils to the Isle of Wight. There are effective links with industry and business. There are frequent visits from members of the community, such as the police, and the local vicar, who is also a governor, regularly takes assemblies. Pupils are encouraged to be good citizens by helping run a tea dance for parents, grand parents and senior citizens and by collecting for charity. The school has recently been connected to the Internet, but pupils have not yet had much opportunity to exploit its potential.

42. The last inspection report indicated that links with the local community were strong. The school has continued to build on its earlier achievement.

43. Good provision is made for pupils' spiritual, social and cultural development and sound provision is made for their moral development. The calm, peaceful atmosphere that exists in the school assemblies, well planned acts of collective worship and opportunities for reflection during the school day, effectively support pupils' spiritual development. Good examples of this provision were seen in pupils' poetry on display. Pupils are actively taught the difference between right and wrong. The good relationships that exist between teachers and pupils and the example set by all who work in the school, effectively support pupils' moral development. School and classroom rules are displayed throughout the school, and most teachers' reinforce the school's values within the classroom. However, the school's behaviour policy is not consistently applied in all classrooms.

44. In providing for their social development, the school gives pupils many opportunities to appreciate and to contribute to the local community, through, for example, local visits, singing in public, taking part in Hamble Week, and interviewing local residents about their wartime experiences. They also have many opportunities to contribute to the wider

community through collecting for charities such as Barnardos, Children in Need and the Children's Society. The social development of Year 5 and 6 pupils is further enhanced through residential trips. Although the School Council does give pupils a sense of citizenship and responsibility, older pupils still need further opportunities to show initiative within the life of the school. Throughout the school, pupils are encouraged to appreciate and develop their knowledge of British culture and traditions and visit places of cultural and historical interest such as the ship's exhibition at Portsmouth and London Museums. They also have many well-planned opportunities to develop an understanding and appreciation of other cultures and traditions. The good provision for art and music strongly support pupils' cultural development.

45. Arrangements for identifying pupils with special educational needs are very good, very well-organised and appropriate. A register of special educational needs is kept very efficiently by the special educational needs co-ordinator and good quality individual educational plans are provided for pupils on the register, written by the class teacher, with assistance or advice from the co-ordinator. There is good specific support provided for these pupils. Special educational needs staff work effectively to support these pupils, enabling them to play a full part in lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school complies fully with child protection guidelines, and liaison arrangements with external agencies are good. The school effectively supports pupils with special educational needs to meet the targets set in their individual education plans and statements, and there is a good system for informing a new teacher at the end of the academic year of their new charges needs and problems. The last report noted that not all staff were aware of the requirements for child protection. A representative sample of teachers questioned during this inspection all knew what to do.

47. The school complies with legal requirements for health and safety, which includes a detailed policy, backed up by common sense procedures for inspections. These are, however, rather informal and the governing body is not yet sufficiently involved. Provision for medical care and first aid are good. The school looks after sick pupils appropriately, though there is no medical room. Regular tests are carried out on all types of equipment. The school responded well when notified of other minor health and safety problems currently outstanding, and is already tackling them.

48. The school is effective in its support and guidance to pupils and in providing for their welfare. 'Circle Time' and religious education lessons help pupils to develop a moral sense and to be responsible. This approach makes a very positive contribution to educational standards and helps pupils to feel happy and secure. The school has a welcoming and friendly atmosphere. Class teachers know their pupils very well and pupils confidently turn to them or the headteacher for help. Parents greatly appreciate the school's excellent 'Ready for School Club', which helps the under fives to look forward with enthusiasm to joining the school. The arrangements for transfer to secondary school ensure that pupils move on with confidence.

49. Procedures for monitoring pupils' academic progress and personal development are comprehensive. They keep a detailed track of pupils' progress and pupils are well supported in their learning and personal development.

50. The last inspection report reported that the detail and practice of health and safety in subject policies were of variable quality, citing physical education in particular. There is evidence now that in physical education teachers apply the rules sensibly. For example, a teacher instructed a girl to cover up her earrings before a physical education lesson.

51. The school operates effective measures for monitoring and improving attendance. Procedures for monitoring and promoting discipline and good behaviour and for eliminating bullying are generally effective. Most staff have high expectations of good behaviour and promote an orderly and cheerful atmosphere throughout the school. These expectations are realised by the standards of behaviour observed around the school, though they were not consistently applied in all lessons, especially in Key Stage 2. Parents are happy that inappropriate behaviour is dealt with rapidly and effectively. The last inspection report noted pastoral care was managed effectively.

52. There is good use of assessment procedures to identify pupils with special educational needs. The co-ordinator maintains a register of special educational needs pupils and there are good procedures for placing pupils on the register, keeping parents appropriately informed, and reviewing progress regularly. The school meets the requirements outlined in pupils' statements of educational need well.

53. The school has good systems in place for assessing pupils' attainment and its arrangements for the use of assessment information to guide its work are similarly good. Overall, the school provides good support and advice for its pupils, informed by the monitoring of their academic progress and personal development.

54. Most teachers know their pupils very well and much useful assessment is done on a short-term, day-to-day basis. Marking of pupils' work is generally good, with evaluative comments that allow pupils to progress effectively. The school undertakes all statutory assessments of its pupils. Children's attainment on entry to the school is assessed, using the local education authorities' baseline test. The statutory end of key stage national tests in English, mathematics and science are undertaken and, in addition, the school undertakes the optional national Key Stage 2 tests at the end of each year.

55. The information gained from the testing is used effectively to identify pupils needing additional support on entry to the school, and testing is used very effectively to identify and support pupils with special educational needs. The school analyses pupils' progress through the school. A system of target setting for individual pupils has been introduced successfully in Key Stage 1. Detailed and achievable targets are shared with pupils and are on display in classrooms. The system allows the regular review of individual pupils' progress at this key stage and is now being introduced in Key Stage 2. A considerable amount of data is now available to the school from national, optional tests, reading tests and baseline testing and this is being used well to set and group pupils and to adapt and amend the curriculum.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents confirm that pupils enjoy coming to school and most consider that their children make good progress and that teaching is good. They feel comfortable about approaching the school and recognise that the school expects their children to achieve their best and that it is good at helping them to mature. However, a significant minority of those who responded to the parent questionnaire do not consider that their children get the right amount of homework or are kept well informed of their children's progress. They feel that the school does not work closely with parents and a smaller minority does not think that the school is well led. About a quarter does not consider that the school provides an interesting range of extra-curricular activities. Inspection evidence indicates that the school provides a satisfactory range of extra-curricular activities but that these are only provided for pupils at Key Stage 2. The inspection team considered that the school is well led and managed and that homework was well used to consolidate what pupils learned at school. The school could work more closely with parents, as is evident from parents' responses in the questionnaire and at the pre-inspection parents' meeting.

57. The school's links with parents are quite effective. It consults parents when developing new policies that may affect them, for example the new home-school contract and the homework policy, and receives an adequate response. It provides them with well-supported information evenings, such as the recent one on numeracy. It holds regular parents' meetings, and actively encourages informal contact from parents. Parents are invited to a wide range of musical and dramatic productions, sporting events, class assemblies and other activities. The Friends Association holds social gatherings for parents and children, such as the whole school family party, and fund-raising activities that have raised useful sums for their children's benefit. However, not many parents are active in the association.

58. The quality of information provided for parents is satisfactory. The tone of the school's documentation is welcoming and informative and of high quality. Regular letters about specific school events and requirements keep parents informed on day-to-day matters. The school has, however, stopped providing parents with curriculum information about what their children will be studying during the term. Parents would welcome more termly information of the taught curriculum and the school is now aware of this.

59. The annual written reports, which set out clearly what the pupils have studied, are good and meet statutory requirements. In some cases, however, particularly in the non-core subjects, teachers could be more explicit in evaluating progress and setting out what pupils know, understand and can do. Pupils' reports are discussed with parents and there is a useful provision for recording pupils' own assessment of their attainment, and for recording parental comments. Some parents were unhappy that they could not always discuss their child's progress in English and mathematics with the teacher who taught them even though they could do so with the child's class teacher. Parents of pupils with statements of special educational need are fully involved in the reviews of their children's progress. Home-school agreements were introduced in September 1999, but it is too early to establish their overall effectiveness.

60. The contribution of parents to children's learning at home and at school is satisfactory. Parents have the opportunity to keep themselves informed of their children's homework and to support day-to-day progress through the reading and homework diaries. They are encouraged to use them to maintain a dialogue with the school and teachers do check, though

some reading diaries seen are not up to date. Currently there are a good number of parent and other volunteers working effectively to broaden pupils' experience in school. They help in class, run clubs and recall personal memories for the World War II history project.

61. The last inspection report came to broadly similar conclusions. At that time the majority of respondents to the questionnaire expressed positive opinions but a substantial minority were unhappy with the information they received and the school's response to their concerns. The school has made satisfactory progress in improving the partnership with the majority of parents but has still to improve this partnership with all parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The leadership and management of the headteacher and key staff is good. The school has made good progress in improving the areas of weakness noted in the last inspection report. The planning for progression in learning across all years and key stages has improved. The quality of teaching has improved and is now good overall. Members of the senior management team discharge their responsibilities well. The role of subject co-ordinators has been developed and there is to be further training for co-ordinators in monitoring standards and in scrutinising pupils' work. The school initiated and implemented an effective system for governors to monitor and evaluate the school's performance, but the governing body has recently been re-constituted and their systems are currently being reviewed.

63. The headteacher has a clear vision for the school and, together with the senior management team, works hard to steer the school in the right direction and manage change. They meet regularly and manage the school well and strive to promote high standards and effective learning. The school's aims and values are reflected in their work. In addition to the targets set by the governors for the headteacher and her deputy, the senior management team set targets for each of its four members. They have successfully met the targets set for the last year and are well on course to achieving this year's targets. They lead by example and take their responsibilities seriously. They motivate and encourage the professional development of staff. Arrangements for development planning are good. There is a clear and helpful process of consultation with governors, senior managers and staff before the plan is drawn up. In particular, the governors finance committee plays a central part in assessing the cost of competing priorities. School improvement features strongly in development planning, and points for action contain budgetary implications and success criteria. The core subjects have been enhanced but some other subject development planning has not been as systematic; this is currently being addressed. The school makes good use of the performance reviews of staff to evaluate how well it is doing and to identify what action is needed to secure further improvement.

64. Standards of communication are good and all staff work well together and plan well in their year groups in their determination to improve standards. All staff have clear written job descriptions of what is expected of them, and these are reviewed annually. There are appropriately qualified and experienced teaching and support staff to support the pupils and the demands of the National Curriculum and religious education.

65. The newly constituted governing body fulfils its statutory responsibilities and is putting into place strategies to monitor the performance and improvement of the school, building on systems put into place by the previous governing body. All governors have recently undertaken a course on monitoring and evaluation and have examined the school's data, analyses undertaken by the headteacher and senior management team, and the comparative standing of the school and are developing a good understanding of the school's strengths and weaknesses. The governors carry out appraisal of the headteacher and set targets which, to date, have all been achieved. Good relationships exist between the headteacher and senior managers and the governing body. Their role is shaping the direction of the school and their understanding of the school's strengths is sound and is developing. Appropriate priorities for development and improvement are set and governors accept responsibility for strong and weak aspects of the school and deal with these appropriately. They have responded well to the previous inspection report. Members of the new governing body have good levels of expertise and have proved that they are well organised and thorough in their approach to the appointment of a new headteacher for September. They are open to new ideas, keen to monitor standards more directly and are setting up arrangements for more regular and systematic visits to each class. They regularly take part in school visits and the week-long visit to the Isle of Wight.

66. The monitoring, evaluation and development of teaching is good and has led to a significant improvement since the last inspection. Teachers' performance in the classroom is monitored regularly; feedback is given and recommendations for improvement. Test results are analysed and comparative data is studied to identify areas for improvement. The school is currently working on an action plan, in which they have identified raising standards in literacy, numeracy and the quality of teaching as key issues. As well as internal monitoring, there has been monitoring by the school's attached inspector. Although issues of inconsistency in the quality of teaching were addressed after the last inspection, changes in staff have resulted in its inclusion in the current action plan. Staff development is provided for groups and individuals according to need. Whole staff training has been valuable in literacy and numeracy and the strategies have been implemented successfully. The co-ordinators have job descriptions and systems and structures are in place, but practice is inconsistent and the school plans to develop their role more effectively and to prepare thoroughly for the implementation of Curriculum 2000. The school faces up to weaknesses and takes steps to overcome them through focussed and specific monitoring. The school's priorities and targets are appropriate and are linked with clear programmes of action. Procedures are in place to monitor the outcome of this work.

67. There is an appraisal system in place involving classroom observation by the headteacher, senior staff and the literacy and numeracy co-ordinators. Any areas for improvement are effectively linked to the school's development plan and result in opportunities for individual teachers' professional development.

68. The school buildings provide adequate accommodation that is well used. The school is clean and well cared for and is enhanced by a variety of displays of pupils' work. The school has extensive grounds, including hard-surfaced playgrounds, grassed areas, an adventure play area and a wild area. The grounds have been well developed to provide facilities for teaching physical education, science and geography.

69. The school is well resourced in English, mathematics, art, physical education, religious education, geography, history and music. Resources are well organised and used. Resources in science, information technology and design technology are satisfactory. The library is well used to promote pupils reference skills and enjoyment of books. Books and other resources are well monitored and reflect the school's commitment to equality of opportunity for all of its pupils.

70. The co-ordination of provision for those with special educational needs is very good. The school cares well for its pupils needing particular care and attention, and the provision of additional support for pupils with statements of educational need is good. There is good and appropriate liaison between the special educational needs co-ordinator, classroom teachers, classroom support assistants, outside agencies and the special needs governor.

71. Educational priorities are supported well through careful financial planning. The school budgets systematically for all expenditure, is clear about costings, and the pupils benefit from wisely-targeted spending decisions. The school has identified relevant priorities for improvement and spending decisions clearly relate to these priorities. The governing body applies the principles of 'best value' in its decisions. The recommendations of the latest auditor's report, undertaken a few weeks prior to the inspection were being dealt with promptly and appropriately. Systems for financial control are unobtrusive and efficient and keep the way clear for classroom teachers to concentrate on their work. Adequate, up to date information is available to members of the governing body.

72. The school is beginning to make effective use of new technologies. The headteacher has begun to utilise a computer assessment manager program to aid further analysis of pupil assessment data, and attendance data is held on the office computer. The school library has a 'bar code reader' system for cataloguing stock.

73. Specific grants received by the school, such as funding for the numeracy and literacy strategy and training, for 'booster' classes and for additional support for pupils with statements of educational need, are being used effectively for the desired purpose.

74. The governing body and senior management team of the school are aware of the 'best value' principles of comparison, challenge, consultation and competition and apply these principles in their decision-making. The chairman of the governing body has recently undertaken training in this aspect of leadership. The headteacher and governing body actively consider alternative providers for school services, such as cleaning services, and monitor the effects of these decisions closely. The school consults widely, both with local education authority financial and curriculum advisors and with parents, keeping them informed about significant changes to the school curriculum, asking for their comments and opinions on the homework policy, for example.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. The governing body, headteacher and staff, with the support of outside agencies as appropriate, should:

- Improve the attitudes and behaviour of some pupils at Key Stage 2 by:
 - * ensuring all staff are consistent in having high expectations of their behaviour;
 - * ensuring all staff consistently apply the school's behaviour policy;
(*Paragraph: 33*)

- Increase the confidence of some staff in teaching physical education by;
 - * providing training to help teachers make better use of coaching points to improve pupils' performance;
(*Paragraph: 164*)
 - * review the subject scheme of work so that present staff have greater ownership of what it is they are to teach.
(*Paragraph: 165*)

- Continue to develop the role of subject co-ordinators in monitoring the curriculum and pupils' standards of work.
(*Paragraph: 66*)

- Improve still further the school's partnership with parents, by:
 - * providing more information about the taught curriculum in each class;
(*Paragraph: 58*)
 - * reviewing arrangements for parents to receive information about their children's progress from all teachers who teach them;
(*Paragraph: 59*)
 - * ensuring that parents are better informed about the homework set by the school.
(*Paragraph: 56*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	20	42	34	2	1	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)	286
Number of full-time pupils eligible for free school meals	28

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	105

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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
	1999	23	21	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	18	16
	Girls	20	20	20
	Total	36	38	38
Percentage of pupils at NC Level 2 or above	School	82 (75)	86 (79)	82 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	15	15	15
	Girls	19	20	18
	Total	34	35	33
Percentage of pupils at NC Level 2 or above	School	77 (78)	80 (88)	75 (84)
	National	82 (81)	86 (85)	87 (86)

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
	1999	21	26	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	11	16
	Girls	18	13	19
	Total	28	24	35
Percentage of pupils at NC Level 4 or above	School	60 (72)	51 (68)	74 (82)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	10	13
	Girls	18	12	18
	Total	28	22	31
Percentage of pupils at NC Level 4 or above	School	60 (67)	47 (69)	66 (64)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	239
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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	4	0
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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.7
Number of pupils per qualified teacher	22.5
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	152

Financial information

Financial year	1998
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	£
Total income	499671.00
Total expenditure	481742.00
Expenditure per pupil	1715.00
Balance brought forward from previous year	11998.00
Balance carried forward to next year	29927.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	286
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	44	8	2	0
My child is making good progress in school.	34	44	12	7	2
Behaviour in the school is good.	27	51	16	1	6
My child gets the right amount of work to do at home.	11	53	28	7	1
The teaching is good.	33	51	4	3	8
I am kept well informed about how my child is getting on.	19	24	23	13	0
I would feel comfortable about approaching the school with questions or a problem.	51	42	5	2	0
The school expects my child to work hard and achieve his or her best.	37	52	6	3	2
The school works closely with parents.	18	54	23	4	1
The school is well led and managed.	28	44	16	4	8
The school is helping my child become mature and responsible.	27	59	3	4	5
The school provides an interesting range of activities outside lessons.	20	42	15	11	12

Other issues raised by parents

Most parents present at the pre-inspection meeting were concerned that the issues raised at the time of the last inspection had not been addressed and that there has been little improvement in the school since that time. Inspection evidence contradicts this view and the views of the majority of parents who returned parent questionnaires were more positive about the school's performance. Parents also felt that it would be beneficial for pupils at Key Stage 2 to be provided with some play equipment while on the playground. During the inspection play equipment was available for pupils who stated that this was a normal procedure.

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

76. Children start school in September on a part-time or full time basis. Children born in the spring term become full-time after the October half-term and those born in the summer term become full-time in January. Prior to entry, they attend six sessions of the 'Ready for School Club'. At the time of the inspection there were 27 children under five years of age in the reception class. Results of the assessments made of children on entry to the school indicate that their attainment is average. By the age of five all children, including those with special educational needs, make sound progress in all areas of learning and the majority attain the desirable learning outcomes expected for children of this age.

Personal, social and emotional development

77. Most children settle very quickly into the routines of the reception class and thoroughly enjoy coming to school. The children quickly develop confidence and self-respect. They make good progress in the acquisition of social skills. Children are taught to behave in appropriate ways and they are aware of right and wrong. They are taught to be independent learners and to work well in groups. Children are willing to take turns and to share fairly. They treat living things, the environment and resources with care. Children have good relationships with their peers and with adults and show sensitivity towards them. They show a range of feelings, such as wonder, joy or sorrow. The majority of children respond well to religious and cultural events and fully participate in whole school assemblies. They concentrate and work to achieve success and show personal independence, for example, in dressing themselves. In a lesson seen during the inspection, the class teacher dresses up as Zaccheus, an effective teaching strategy to motivate pupils' interest. She makes good use of her personal skills of guitar playing and singing to explore the qualities of friendship and kindness.

78. Teaching is good, as is the support of classroom assistants, parents and students. The teachers' knowledge and understanding of the curriculum and personal needs of the children is good. Planning for children's social and personal development is good. Staff have high expectations of children's behaviour and manage the children well. There is effective interaction between the children and the teacher and other adults, all of which promote learning. Resources are good and time and resources are used well. Assessment is ongoing and is used to inform planning. Good teaching and learning enable the children to attain well. Their achievement is good.

Language and literacy

79. Children listen attentively to stories, songs and rhymes, and talk about their experiences with confidence. They use an increasing vocabulary to express thought and convey meaning. Children take part in role-play; for example, they act out the roles of hospital staff, such as doctor, nurse and consultant. They learn a number of key words, such as accident and casualty and they go to hospital with different complaints. Children report back on how they have been treated. Children use and enjoy books and are familiar with their layout. By the time they are five most children achieve the desirable learning outcomes and some are achieving at Level 1 of the National Curriculum. All children recognise their own names and

familiar words, recognise letters of the alphabet by shape and sound and associate sounds with patterns in rhyme, with syllables and with words and letters. They use pictures, symbols, familiar words and letters in their writing to communicate meaning and write their names with appropriate use of upper and lower case letters.

80. Teaching is good, as is the support of classroom assistants, parents and students, which enable children to be taught in small groups. The teacher's knowledge and understanding of the curriculum and of children's needs is good. Lessons are well planned and there is good interaction between children and adults. Resources are well prepared and well-used to provide a range of interesting activities. Good relationships ensure that children are interested, enthusiastic, attentive, motivated and respond to challenge.

Mathematics

81. Children are encouraged to enjoy mathematics and to work with purpose and self-confidence. Pupils attain well and their progress is satisfactory. During the inspection week, children learned addition and subtraction facts to ten. They understand and use the vocabulary associated with length. Using the computer, they identify which pencils are the longest, shortest, thickest and thinnest. Most children identify squares, triangles, circles, semicircles, rectangles and pentagons. They understand and use the vocabulary of estimation and standard and non-standard units of length. By the age of five, children are familiar with money, are able to add it and, through role-play, spend it on items in the classroom. They recognise and create mathematical patterns and compare, sort, match, order, sequence and count using everyday objects. Through practical activities, children begin to solve practical problems and show an awareness of number operations, such as addition and subtraction and language such as 'add one more', 'take one away', 'how many altogether', and 'how many are left?' Due to the good teaching they receive, pupils' attitudes to learning and their behaviour are good. They apply themselves to the activities provided with absorption and concentration.

82. Teaching, knowledge and understanding are good. Planning is very good. Through effective use of questions and targeting of individual children, staff help children to develop their facility with number and strengthen their recall skills and mental calculation strategies.

Knowledge and understanding of the world

83. Attainment is sound and achievement is good. Children are well on the way to achieving the desirable learning goals. Children talk confidently about their families and past and present events in their lives. They talk about where they live, their environment and the purpose of some of its features. Children make good use of the extensive school grounds and, in particular the wild area, and they have planted daffodil bulbs. They also explore the world through the sense of hearing. They go for a sound walk inside and outside the building and record what they hear and use vocabulary such as 'loud', 'soft', 'natural' and 'man made'. Children draw maps and plans of the school and its grounds, record daily weather and learn about how the weather affects us. They explore features of living things, and natural and made objects. They are taught to look after their environment. Children look closely at similarities, differences, patterns and change. They question why things happen and how things work. They explore and select materials and equipment to use skills such as cutting, joining, folding and building for a variety of purposes. Children develop a sense of chronology by looking at photographs of themselves from birth and decide how they have

changed. They put their photographs in chronological order and write about and illustrate their findings. Children make a rattle, or shaker, to use in music, using recycled materials and a chosen dried food. They evaluate its sound. Is it what they expect? They sing a song, using their rattle/shaker as an accompaniment. Children make appropriate use of technology to support their learning. They enter information about the colour of the children's hair and the type of house that they live in, independently, on to a pictogram and change it into a block graph after the teacher demonstrates how to represent the collected information. Children use programmable toys, develop mouse control and word skills on the computer, and learn how a tape recorder works.

84. The teachers' knowledge and understanding are good. Planning is very good and methods and organisation are effective. Resources are good and are used well. The use of time is rigorous. Assessment is ongoing and homework is regularly given. All of these factors promote good learning. Established class routines and frequent opportunities to explore the world around them successfully promote children's learning.

Physical development

85. The teacher's knowledge and understanding are sound. In a lesson seen during the inspection, pupils put together a gymnastic sequence to include a starting position, travelling between shapes, a shape and a finishing position. The children successfully stride, jump, stretch and run, as they warm up. Their behaviour is good and they follow commands. They hop, stop and jump, showing an imaginative response to travelling. They share apparatus sensibly and work safely. There is an appropriate use of a cool-down activity and good questioning to consolidate what pupils have learned. By the time they are five, most children move with confidence and demonstrate increasing control and co-ordination.

86. Frequent opportunities are provided for children to use balancing and climbing apparatus with increasing skill. They have daily access to their own open play area, where they can play games, use wheeled toys and a range of small and large equipment. Boys and girls play and work happily together and acquire new skills. Attainment and achievement are sound. Pupils plan and perform simple skills safely. They show control in linking actions together and improve their performance through working with a partner, in practising throwing and catching a ball and other skills. They are motivated, able to concentrate, responsive and obedient. They have good relationships with one another and the teachers and show application, involvement and enjoyment.

Creative development

87. Children explore sound through music and speech. They explore colour, texture, shape, space and form through art and physical education. Children are given frequent opportunities to respond in a variety of ways to what they see, hear, smell, touch and feel. They show increasing ability to listen, observe and use their imaginations through art, music, dance, stories and imaginative play. Assemblies contribute to pupils' spiritual, moral, social and cultural development. Children use a wide range of materials, suitable tools, musical instruments and other resources to express and communicate feelings. They sing tunefully with a good sense of rhythm, and successfully maintain the rhythm in a simple clapping sequence. Children recognise a variety of percussion instruments by name and the sounds that they make. They are taught how colour is mixed from primary colours. They paint a picture of a caterpillar and butterfly, mixing their own colours. This encourages investigation

to make different shades of secondary colours. Children are given guidance as to which primary colours must be mixed together to form a secondary colour. They discuss what they have done and what they are most pleased with.

88. Teaching is good and is well supported by well-informed classroom assistants, parents and students, who make a significant contribution to all learning. Imaginative planning, good organisation and good use of time and resources successfully promote the children's learning.

ENGLISH

89. Overall, the high standards noted at the time of the last inspection have been maintained. By the end of Key Stage 1, attainment in the 1999 national tests was above average when compared with all schools and well above average in comparison with similar schools. The proportion reaching Level 3 or above is particularly high. Inspection evidence indicates that the standards of the majority of pupils now in Year 2 are average in reading and writing, and above average in speaking and listening.

90. In the National Curriculum tests at the end of Key Stage 2, the number of pupils reaching Level 4 or above was well below the national average for all schools and for schools which take their pupils from similar backgrounds. It is recognised that the very high number of pupils which had special educational needs had an impact on these results. Inspection evidence indicates that the standards of attainment of the majority of pupils now in Year 6 are already in line with the national expectation and a significant number are achieving standards above this. There are fewer pupils with special educational needs than in the last cohort of pupils.

91. The school now closely monitors its results to identify weaknesses in provision and has successfully implemented the National Literacy Strategy. These initiatives, including the effective monitoring of teaching and recent in-service training for staff, are having a positive effect on standards. The school is well placed to achieve its targets for 2000.

92. Standards in speaking and listening are good at ages seven and eleven, and most pupils pay careful attention to teachers during the literacy hour. They join in class discussions confidently, and most wait politely for their turn to speak. The majority speak clearly in Standard English, and read aloud together with expression. By Year 6, pupils are aware of when it is appropriate to talk more formally, and they use correct technical terms, for example, in science, mathematics and music. During group tasks they discuss problems sensibly to agree solutions. In reporting to the class, they express their views clearly and audibly.

93. Standards in reading are satisfactory at the end of both key stages, and a significant number of pupils attain standards above this. Pupils in Year 2 have a secure understanding of phonics when they sound out unfamiliar words. They read with understanding from books well chosen to match their level of attainment. Some read aloud with good expression. Levels of understanding are generally satisfactory, and pupils with average attainment or

above give detailed accounts of what they have read. By Year 6, most pupils read longer texts silently with good concentration. Most read aloud fluently and accurately. They retell the main events of the plot, and most explain characters and actions. Many pupils have favourite authors and can explain the reasons for their preferences. Library skills are well developed, though pupils do not always have enough opportunities to apply these skills to research tasks in other subjects.

94. Standards in writing are average at age seven. Most pupils write with sound control, forming letters clearly and many achieve a joined style while still in Key Stage 1. Spelling skills are average and sentence punctuation is sound. Standards of spelling, punctuation and handwriting are satisfactory by age eleven. Knowledge of grammar is satisfactory and is improving with the increased emphasis given to it since the introduction of the Literacy Hour. Pupils in Year 6 make good use of an increasing vocabulary and knowledge of techniques, such as simile and metaphor, to create pictures in words. Their factual accounts are usually clear, as for example, when they record science experiments. They write perceptively about sense impressions, for instance in poetry on themes such as joy, hatred, love and fear. Those with higher attainment write good accounts, using dramatic speech; one pupil, when considering hatred writes: 'I can see you as a dark apprentice, a hunter of happiness, the destroyer of justice, a bringer of fear'. The school has yet to fully realise the opportunities provided by other subjects to developing pupils' writing skills, so as to provide meaningful and purposeful reasons for pupils to write. Pupils are not yet confident in planning and drafting longer pieces in a range of styles.

95. Pupils enter the school with average attainment in English. Standards of teaching are good overall in both key stages. In both key stages the quality of teaching was good or better in 80 percent of lessons. In Key Stage 1, one lesson was excellent and at Key Stage 2, one lesson was unsatisfactory. The good quality teaching in both key stages supports pupils' learning and they make good progress in all aspects of English. Pupils' learning in reading is sustained because it is directed by graded reading materials and carefully monitored. Progress in writing, speaking and listening are good, although pupils do not always have enough opportunities to develop these skills in other subjects. Throughout the school, pupils are given many well planned opportunities to speak in lessons and to take part in dramatic performances. This provision has a positive impact on developing their speaking skills. The learning of pupils with special educational needs is good because their individual education plans have specific targets for reading and writing. These are planned as a series of specific steps, and their progress is carefully monitored. Class teachers use the targets in planning appropriate tasks for these pupils in lessons. Pupils with special educational needs play a full part in class activities, and are given effective additional support whenever possible. Pupils who speak English as an additional language make equal progress to that of other pupils of similar attainment. Pupils of differing attainment benefit from the setting arrangements in Key Stage 2.

96. The good relationships between teachers and pupils increase pupils' confidence in discussions and their enjoyment of the subject. Lessons are well planned, activities are generally well organised and the quality of explanations by teachers demonstrates their good knowledge of the subject. Teachers set good models of language in reading aloud expressively and in writing clearly on the board. Lessons are harmonious, but, where the teaching is unsatisfactory or where there are shortcomings, pupils are not challenged and, in these instances, low expectations of work and behaviour result in pupils producing too little work in the time available. This was not so in an excellent lesson in Key Stage 1, where the

brisk pace kept all on task, so that a very good amount of work was covered. Tasks are generally well matched to the needs of each group in lessons. Teachers regularly mark pupils' work and give good encouragement. They clearly identify major weaknesses and set new targets.

97. Other factors that influence pupils' learning and achievement in English are the good behaviour and attitudes of most pupils to the subject. Pupils enjoy reading, and most develop their skills at home, supported by their parents. Behaviour in most lessons is good. Most pupils in both key stages settle to work quickly and stay on task. These pupils take a pride in their finished work and are proud to see it attractively displayed around the school.

98. The management of the subject has a positive impact on pupils' learning and achievement. The co-ordinator, the supportive literacy governor and staff have worked very hard to implement the National Literacy Strategy, and planning is now effectively guided by the targets of the official framework. All classes have a literacy hour in their timetable each day, and most teachers follow the recommended structure closely. The co-ordinator has monitored teaching and given advice to help ensure that standards are consistent. Teachers meet to analyse samples of pupils' work, and so review the standards expected of each year group. As a result, teachers' judgements of standards are consistent. Assessment procedures are good and teachers use assessment information well when planning work for different groups of pupils. Assessment is guided by National Curriculum level descriptions. Individual targets have been set for pupils in Key Stage 1 and this practice is about to be extended to Key Stage 2. Resources are good and are well used to support pupils' learning. Examples of pupils' work are very attractively displayed throughout the school, making a good contribution to the ethos of the school. The subject makes a good contribution to pupils' spiritual, social and cultural development. Pupils' are provided with many opportunities to reflect and consider when listening to stories and when writing poetry.

MATHEMATICS

99. Inspection evidence indicates that pupils achieve well in mathematics during their time in school and the high standards noted at the time of the last inspection have been maintained. Since the last inspection, pupils' progress has risen from satisfactory to good, thanks to an improvement in teaching.

100. In the 1999 national tests at the end of Key Stage 1, the proportion of pupils reaching Level 3 or above, was well above the national average. Otherwise the results were broadly in line with the national average and with the average for similar schools, as they have been each year since the last inspection. There is no significant difference between the performance of boys and girls.

101. Until 1999 the results at the end of Key Stage 2 were broadly in line with national average; in that year they were well below average when compared with all schools and similar schools. This can be attributed partly to the fact that the percentage of pupils with special educational needs in the school has increased since the last inspection and is now well above the national average. Just under half of the pupils, who took the end of year tests in 1999, were on the special needs register and, although they did well in relation to their targets, they were not able to meet the required level. There is no significant difference between the performance of boys and girls.

102. Evidence from the current inspection shows that a number of factors are having a positive impact on standards. The introduction of the National Numeracy Strategy enables teachers to plan more effectively in both key stages. The arrangements for setting in Key Stage 2 are generally having a very positive effect on pupils' attitudes and learning. A review of past and present work, and talking with pupils, shows that attainment is satisfactory in the reception classes and good at the end of both key stages, since pupils are generally working at a higher level than that expected for their age. This is the result of good teaching throughout the school and good training for all staff with regard to the National Numeracy Strategy. There is a strong focus on improving standards in numeracy, and a determination on the part of the staff and governors to ensure that three quarters of the children will have attained more than a year's progress by July 2000 and the vast majority will achieve Level 4 or above.

103. By the end of Key Stage 1, almost all pupils can develop their own strategies for problem solving and can explain their work. They readily identify odd and even numbers, add and subtract with confidence and use halves and quarters. Most pupils understand place value to 100 and a significant number to 1000. They begin to use decimal notation, and use mental recall skills of the 2, 5 and 10 times table. Pupils classify two- and three-dimensional shapes and use non-standard units and standard metric units in a range of contexts covering length, capacity, mass and time. They extract and interpret information given in simple tables and lists and communicate collected data through bar charts and pictograms, where the symbols represent a set of units. Pupils interpret information given in the above forms. During lessons observed, Year 1 describe familiar two-dimensional shapes using everyday language, in line with national expectations. Year 2 engage in a 'Guess my number?' exercise in which they locate numbers on a grid and describe their position accurately. They achieve above national expectations.

104. By the end of Key Stage 2, a significant majority of pupils use some effective strategies for solving problems. They use all four operations of computation, using whole numbers up to 1000 and beyond. Pupils order, add and subtract negative numbers. They calculate fractions or percentages of quantities and measures. They multiply and divide 3 digit numbers by 2 digit numbers. Pupils check their results by applying inverse operations or using approximate estimates. They use simple formulae requiring one or two operations. When drawing or using shapes, pupils measure and draw angles to the nearest degree, using appropriate language. They make sensible estimates of a range of measures found in everyday life. Pupils identify the symmetries of common two-dimensional shapes. They understand and use the mean of discrete data. Pupils compare two simple distributions, using range and one measure of average. They explain the conclusions demonstrated by graphs and diagrams including pie charts. Pupils understand and use the probability scale of 0-1. They understand that repetition of experiments may produce different outcomes. Their facility in mental mathematics is good. During the inspection, more able pupils in Years 3 and 4 worked at Level 4/5 on acute, obtuse and right-angled triangles and understood the properties of three-dimensional shapes. Pupils can construct equilateral, isosceles and right-angled triangles on the computer. Their learning is very good and their work is supported by regular homework. Average-attaining pupils work on the properties of shape, but their learning is affected by the immature behaviour of a significant number. Lower-attaining pupils consolidate their understanding of number satisfactorily. More able pupils in Years 5 and 6 work at Level 5 on naming angles from a given description in degrees and find complements,

105. supplements and conjugates. The average-attaining pupils identify polygons made using tangram pieces, reflect a shape in a mirror and consolidate lines of symmetry in polygons. Lower-attaining pupils consolidate their skills in making, estimating and describing turns of less than 90 degrees and more than 90 degrees and in understanding and using the terms acute and obtuse. Pupils' learning is good and is supported by homework.

106. The school provides pupils with good opportunities to develop their numeracy skills throughout the school. As a result, by the time the pupils leave school, they are numerate and able to apply their knowledge to everyday situations. Mathematics is also used effectively to support learning in several subjects including geography, science and art, where shapes and symmetry are used to form patterns. Learning is good in the reception classes and at Key Stage 1 and is good at Key Stage 2, except in two groups in Years 3 and 4, where learning is affected adversely by a minority of immature boys. Pupils with special educational needs, or who have English as an additional language, make good progress throughout the school, because of good teaching. Pupils respond well to demanding, but achievable, tasks.

107. The attitudes of the substantial majority of pupils contribute positively to their learning. They listen attentively, sustain concentration and work hard to complete tasks with genuine enthusiasm. They work well individually and in groups. The presentation of their work is generally good. Displays reflect what is being taught. The attitude of a small minority of boys in Key Stage 2 has a negative effect on their learning and, in some lessons, adversely affects the learning of other pupils. The school is aware of this and is taking steps to address it.

108. The quality of teaching is good in the reception classes and in both key stages. Apart from one lesson in Key Stage 2, it was at least satisfactory and in five lessons it was very good. This is a significant improvement since the last inspection, when teaching was satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. Teachers' have a knowledge and understanding of the subject and teach basic numeracy skills well. They have high expectations of what pupils can achieve and make good use of time, support staff and resources. Teachers make good use of ongoing assessment and the use of homework is good throughout the school. In the reception class planning is very good and teachers make use of a range of teaching strategies and manage the pupils well. At Key Stages 1 and 2, teachers' planning is good and their management of pupils is satisfactory. Pupils' learning, with regard to the acquisition of skills and knowledge, their intellectual, physical or creative effort and their own knowledge of their learning are good in the reception classes and in Key Stage 1. At Key Stage 2, they are satisfactory. Teachers use incisive questions to check and extend pupils' mathematical understanding. The good relationships that prevail help to encourage higher standards. Teachers' constructive marking helps pupils to make further progress.

109. The subject is managed very effectively by an enthusiastic, knowledgeable and well-trained co-ordinator, who monitors the planning and teaching of mathematics and provides training for staff and parents. Information from assessment procedures, including tests, is used to help organise support for pupils grouped in similar attainment levels. The school joins in the Booster programme to allow children to work in smaller groups and to have more intensive teaching in mathematics. All pupils in Key Stage 1 have individual mathematics

targets, which are reviewed at regular intervals and this practice is being extended to Key Stage 2. Through regular assessment, the co-ordinator and the class teachers have a clear understanding of what the pupils understand, know and can do. The subject is a priority in the school development plan. The school recognises the need to give more attention to pupils using and applying their mathematical skills and for further investment in mathematics software.

SCIENCE

110. Pupils' attainment in the end of Key Stage 2 national tests over the past four years has been close to the national average and, in the 1999 tests, attainment was below the national average. Observations from the inspection indicate that standards of attainment in the current Year 6, which contains a lower number of pupils with special educational needs than in 1999, is in line with the national average. Overall attainment in all lessons observed in both key stages was average, although there were examples in most lessons of some pupils working below expectations and a minority working above expectations for their age. A scrutiny of work undertaken indicates that pupils undertake a range of appropriate science activities covering all attainment targets, studying life processes and living things, materials and physical processes. Pupils in both key stages develop good investigative skills. Provision for developing pupils' experimental and investigative skills is particularly good. Throughout the school pupils are asking questions about their science work, are using focused exploration and investigation to acquire knowledge, skills and understanding, and are attempting to explain their discoveries and draw conclusions.

111. In Key Stage 1, Year 1 and 2 pupils studying humans as organisms understand that humans require food and water to live, that humans grow from babies into adults and that exercise and the right kind of food are needed for health. They obtain information through investigation and consider the relevance of science to their own health. They observe carefully, predicting and recording their measurements and observations and drawing simple comparisons. In Key Stage 2, Year 3 and 4 pupils studying the effect of food on teeth demonstrate an appropriate understanding of the importance of dental care and an awareness that diet affects this. When conducting an experiment immersing eggshells into several types of liquid to establish the effect on the shells, they record their predictions and give a reason for their predictions for each liquid. Pupils in Year 5 and 6 studying sound identify two or more variables that affect pitch. They understand that when objects vibrate, the vibrations caused by sounds are not always visible, that pitch and loudness can be changed and that vibrations from sound sources reach the ear through a variety of materials. They understand that changing one variable and gauging its effect is a 'fair test' and are correctly using simple apparatus and equipment. Pupils make use of results in drawing their conclusions, and say if the evidence obtained supports their predictions. For example, a prediction made by one group that the colour of an elastic band would make a difference to the sound it produced when 'twanged' was not supported by the results of the experiment.

112. The quality of learning observed in lessons in Key Stage 1 was satisfactory and in Key Stage 2, where the quality of learning ranged from satisfactory to good, it was good overall. Where learning was good, in Years 5 and 6, clear progress was made due to the good pace set by the teachers, their good subject knowledge and the high level of pupil motivation resulting from the good teaching. Pupils with special educational needs were supported well and made satisfactory progress overall. Pupils' attitudes and behaviour in lessons observed

113. was satisfactory in Key Stage 1 and was satisfactory overall in Key Stage 2, although attitudes and behaviour ranged from good to unsatisfactory. In most lessons, pupils show appropriate interest in the activities and are keen to answer the teacher's questions, replying with enthusiasm and confidence. Most work quietly and conscientiously, clearly enjoying their science lessons.

114. The quality of teaching in lessons observed was satisfactory in Key Stage 1 and ranged from very good to satisfactory in Key Stage 2, where it good overall. In the best lessons in both key stages, teachers give clear explanations and are confident in their subject knowledge. They motivate pupils very well, maintain a brisk pace throughout the lesson, have a good rapport with their pupils and appropriately high expectations of work and behaviour. In the one lesson where teaching was judged to be very good, the teacher made very good use of questioning to probe and extend pupils' learning. The teacher motivated the pupils very well with high expectations of work and behaviour and gave the pupils the opportunity to use their own initiative in planning experiments.

115. Due to the mixed-age classes, science is currently planned over 'rolling programmes' of topics. However, the scheme of work has recently been significantly revised by the science co-ordinator to make science teaching more discrete and in line with government-recommended schemes of work. This provides satisfactory progress and continuity in learning and covers all the science attainment targets appropriately whilst providing good coverage of the investigative and experimental aspects. Lessons are planned well, with clear links to the National Curriculum Programmes of Study, and good links with other curriculum areas such as English, mathematics and music. Resources for the subject are satisfactory overall.

INFORMATION TECHNOLOGY

116. A small number of whole-class and group information technology activities were observed. Evidence from these observations suggests that attainment in information technology is satisfactory at the end of both key stages in controlling, monitoring and modelling and in communicating and handling information. Limited evidence was available in the work sample of pupils' communicating and handling information.

117. In Key Stage 1, Year 1 pupils entered information they had collected into a data-handling program. They entered the information on to a pictogram and understood how to change the presentation into a block graph. Year 2 pupils know how to turn the computer on and open a program independently. They know how to use a mouse to move the cursor and select and open a file or folder. Most pupils can identify the appropriate program icon and open a program. They know how to change font size, use the delete key to rectify an error and how to obtain a capital letter.

118. In Years 3 and 4, pupils in a mathematics lesson, with help, enter instructions for control and are attempting, with varying degrees of success, to draw an equilateral and isosceles triangle using a 'Logo' program. In Year 5 and 6, pupils understand how to load the 'Logo' software and can create, test and modify and store sequences of instructions for control. They understand how to program movement by using basic commands of forwards

and backwards and amounts of turn they want the cursor to make. Pupils are able to independently write a program to draw a square, to move the turtle through an on-screen maze and to steer a 'Demolition Roamer' through a physical maze. They realise the need for careful framing of questions, understanding that inadequate information entered into the computer gives unreliable results.

119. Pupils' quality of learning was good overall in both key stages. Pupils are attentive to the task and clearly enjoy the activities, demonstrating appropriate confidence with the hardware. They are well-motivated and work together well, taking turns and working independently. The quality of learning in both key stages is good due to the good level of support provided by the teachers and an appropriate level of challenge in the tasks.

120. Teaching in Key Stage 1 ranges from very good to satisfactory and is good overall, as it was in all activities seen in Key Stage 2. In most cases, teachers demonstrate good subject knowledge, make good use of appropriate vocabulary, use questioning well, and provide good support for pupils in small groups.

121. The school's information technology resources are satisfactory. The current stock of computers is of varying age and with different operating systems, each system having different printer and software requirements. Problems with the school's printers has affected the amount of pupils' work printed during the year, for example. A generally satisfactory range of software is available to support other curriculum areas.

RELIGIOUS EDUCATION

122. At the end of both key stages, standards of attainment in religious education are in line with the expectations of the locally Agreed Syllabus. The previous inspection report indicated that pupils had a sound knowledge of the Christian faith. This is still the case, but pupils throughout the school now also have a sound understanding of the richness and diversity of other faiths. This represents a significant improvement since the last inspection. Teachers are well supported by the school's scheme of work, which is closely linked to the local Agreed Syllabus. Throughout the school, pupils increase their knowledge and understanding of Christianity and other faiths. By the end of Key Stage 1, they know a range of Bible stories, such as those of the Prodigal son and the Good Samaritan, and describe some of the events in the life of Jesus. They show an encouraging understanding that people are different and yet have the same physical and emotional needs, and that everyone is special.

123. By the end of Key Stage 2, pupils can relate some of the concepts of different faiths to their own experiences and go beyond this to discover more about religious beliefs, ideas and structures. They know facts about the main faiths in Britain such as Christianity, Judaism, Hinduism and Islam. Pupils know that each faith has a Supreme Being, a Holy Centre, and key leaders such as Jesus, and Moses. They also know that each faith has a Holy Text, for example, the Torah and the Bible, and that each gives rules and examples for living such as the Ten Commandments and the Five Pillars of Wisdom. Pupils develop a sound understanding that religions share some common features; for example, the role of festivals and the importance of giving as well as receiving are well understood. They are able to pose questions and to reflect upon and to discuss religious beliefs, attitudes and values of other people in developing their own beliefs and values.

124. Most of the pupils have good attitudes to their work and this has a positive impact on their learning. As they become older, pupils develop the maturity to apply to their own lives the meanings behind parables and other Bible stories. There are no signs of intolerant attitudes towards those whose beliefs differ from their own. Positive relationships and the good behaviour and attitudes of pupils in most lessons contribute well to their learning.

125. The quality of teaching and learning is good overall in both key stages and pupils, including those with special educational needs and those who speak English as an additional language, make good progress. Teaching observed during the week of inspection ranged from good to satisfactory and was good overall. Teaching is good where teachers have a good knowledge of the subject. In these cases they are more able to motivate pupils' thinking through interesting discussion and rigorous, planned questioning. A good example of this was seen in a Year 5/6 lesson where pupils were challenged to consider the importance of rules in our lives when studying the Ten Commandments. Special features of the good teaching are the sincerity and sensitivity with which teachers approach Christianity, other faiths, and the issues raised in lessons. Throughout the school teaching is generally used well to reinforce moral values and provide recognition of pupils' own value as individuals.

126. The subject co-ordinator has secure knowledge of the subject and offers worthwhile advice to teachers. He effectively promotes religious education throughout the school and has clear plans for its future development. The importance of equality of opportunity and the need to encourage respect for, and understanding of, other faiths is emphasised appropriately in lessons. The teaching of religious education is supported and enhanced by well-planned assemblies, acts of collective worship and visiting speakers. There is a good range of stimulating artefacts to promote knowledge and understanding of this area of the curriculum. The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development.

ART

127. Standards of work have been maintained since the time of the last inspection. They are average and in line with those usually found in most schools. Standards of work in line drawing continue to be above average. By the end of Key Stage 1, most pupils show good detail in their line drawings of their teacher, of Victorian children and in their own self-portraits. Their paintings demonstrate sound colour mixing skills and recent work using 'Brusho' colour splashes has resulted in their creating stormy sky effects which are of a high standard. Pupils have had the opportunity for three-dimensional work using clay to make owls and paper-weights. Their work shows good attention to detail and the use of a broad range of tools to make patterns.

128. By the end of Key Stage 2, pupils work shows attention to detail, as they shade their more complex drawings using hatching and Benjamin dots to add shading to their work. They use a range of different types of pencil to add depth and perspective to their work, use overlapping to create a three-dimensional quality to their work with landscapes and make good use of construction lines to create infinity when drawing buildings. When printing they show familiarity with methodical working to achieve a high quality finished product. They

use a variety of wood blocks to print a repeating pattern and make good use of colour mixing to create a two-tone effect to their work. Work with clay shows a good standard of finish as they construct clay containers with smooth sides. Using paper mache they make models of mini-beasts and use their colour mixing skills to create appropriate camouflage shades.

129. Pupils, including those with special educational needs, make at least satisfactory and sometimes good progress. Reception pupils begin to mix primary colours as they paint animals and their own portraits. Year 1 pupils show greater attention to detail as they use mirrors to draw their faces and keep facial features in proportion to the whole face. They experience a wide range of media including pastels, chalk, paints and collage and make use of a variety of tools to make patterns and pictures, such as rollers, sponges, wood blocks and brushes of various sizes. Year 2 pupils demonstrate good use of colour as they merge colours in their drawing of flowers. Good use is made of sketch books to record pupils progress in observational line drawing as they begin to add complex shading to their work when detailing the overlap of petals in flowers and creating depth by the use of a range of drawing pencils. In Key Stage 2, pupils are methodical when working on prints and transferring their ideas from paper to fabric. Recent work in Year 5/6 classes is encouraging pupils to produce work in the style of more modern pop artists, such as Warhol, Lichtenstein and Hamilton. Pupils are encouraged to use art programs, such as 'Dazzle' to produce work on the computer.

130. In lessons seen at Key Stage 2, pupils are confident with a range of different media and enjoy trying out their ideas. The majority of pupils work diligently and observe carefully when sketching and printing. They share equipment and work well independently showing appropriate concentration for their ages. Pupils generally behave well in lessons.

131. The quality of teaching is at least satisfactory and sometimes good in a fifth of lessons. Lessons are well planned and have clear learning objectives that are shared with the pupils. Resources are well used to allow pupils to work independently and to make choices. Teachers have good subject knowledge, demonstrate effectively different techniques, such as printing with wood blocks, and successfully intervene to make pupils aware of how they might improve their work. For example, in a Year3/4 lesson pupils were reminded about not putting too much ink on the wood blocks if they wanted to show the grain of the wood. They were reminded to keep their prints close together and work carefully. As a result the majority of pupils produced finished work of a high standard.

132. The subject is effectively managed by the subject co-ordinator. Teachers' planning is monitored and pupils' work is effectively displayed around the school. The quality of resources is good and includes posters of the work of famous artists and their different styles that the pupils are often asked to emulate.

DESIGN AND TECHNOLOGY

133. Evidence from lessons observed and examples of pupils' work previously undertaken, suggests that the quality of learning in design and technology in both key stages is good. This is particularly true for design.

134. Pupils in Year 1, making a musical instrument from a restricted range of materials are involved in assignments in which they are applying skills and understanding from other programmes of study; for example, work in science lessons on sound. They assemble, join and combine materials, using scissors and tape appropriately, and employ simple finishing techniques. In Year 2, pupils make a vegetable salad, drawing on their own experience for ideas and clarifying these through drawing and designing a 'recipe'. They are supported in making independent choices and, after tasting the results, evaluating the experience.

135. In Key Stage 2, Year 5 and 6 pupils in a link to the class history project on World War II, generate designs for a model air-raid shelter, communicating alternative ideas and producing detailed, labelled sketches, in some cases of a good standard. They use information sources to identify and aid their designs, consider appearance and function, model ideas and propose sequences of action for the tasks. They appraise their developing ideas and make choices between alternative designs, showing an awareness of the constraints.

136. Pupils' attitudes and behaviour in lessons seen were good overall in both key stages. Pupils are interested in the tasks and respond well to their teachers' questions and directions. They offer their own ideas and generally appropriate suggestions and clearly enjoy what they are doing. The quality of learning in both key stages is good, due to the quality of teaching in both key stages which motivates pupils well.

137. The quality of teaching in both key stages is good. Teachers demonstrate good subject knowledge, resource lessons well and provide good support. They have high expectations of work and behaviour, use questioning well, provide clear explanations and, in the best cases, maintain a brisk pace throughout the lesson.

138. After undertaking a review, the co-ordinator has adopted a government-recommended scheme of work for the subject, linking 'units of work' to the current topic areas, and this provides satisfactory continuity and progression in the key skills. There is a basic, satisfactory range of resources for the subject which, in the lessons seen, were utilised well.

GEOGRAPHY

139. Opportunities to see geography being taught were limited during the inspection to two lessons in Key Stage 1. Additional evidence was obtained from the pupils' past and present work, the teachers' planning, school documentation, photographic evidence and displays around the school. This evidence shows that standards of work in Key Stage 1 are good and are satisfactory at Key Stage 2. Standards have been maintained since the time of the last inspection.

140. Pupils in Key Stage 1 further develop their knowledge of themselves and their environment. They are introduced to changes in the landscape through well chosen books. By the end of the key stage, they talk about the quality of the environment and the attractive and unattractive features. They discuss the changes that have taken place for better or for worse. During the inspection, Year 2 think about changes in Hamble, for example, the new provision for parking on the recreation ground and the new playground. The children name a number of changes, parking, the Hard, cobbled roads, houses, new boats, a new roundabout, Tesco's, the car park and the playground. They develop their knowledge of key words connected with the environment. They kindly suggest that a new child in the class could

compare her old school with her present one, as she doesn't yet know Hamble. Pupils attain well. They have a good knowledge of their local area. They are confident about making suggestions and develop their critical skills. They are beginning to accept that different people have different views. They acquire new knowledge, develop ideas and increase their understanding.

141. Pupils in Key Stage 2 learn to use maps, globes, the internet, newspapers and weather reports in their study of weather around the world. Years 3 and 4 use atlases, globes, CD ROMs, the internet, photographs and books to find out about life on the island of St. Lucia and they make comparisons with Hamble. They investigate the local area, using street maps, Ordnance Survey maps and aerial and ground photographs. Pupils produce questionnaires and enter their findings on a database. Years 5 and 6 study water and learn about rivers. They investigate the River Hamble and use desktop publishing and data handling packages to record their findings. Pupils obtain information from charities involved in water provision, such as 'Water Aid'. They use laboratory equipment for cleaning water. They enter information on spreadsheets. Pupils learn about the earth, sun and moon and recognise that they are spheres. They describe how the apparent position of the sun changes over the course of a day and that it is the result of the earth rotating or spinning. They generalise that the sun rises in the east and sets in the west. They know that a year is the time taken for the earth to make one complete orbit of the sun. They know that the moon orbits the earth once every 28 days. By the end of the key stage, pupils' attainment is in line with national expectations and their achievement and learning are satisfactory.

142. Pupils' attitudes and behaviour at Key Stage 1 are generally good and this has a positive effect on learning. They are interested and keen to learn. They contribute eagerly to discussions and listen carefully to the views of others. They work well, both independently and collaboratively, and maintain concentration. They build on previous knowledge and they are keen to learn new facts. They use information technology with confidence. Their relationships with their peers and with adults are good. All of these positive factors make a valuable contribution to learning.

143. Teaching is good in Key Stage 1. Teachers' knowledge and understanding is good and they encourage pupils to become independent learners, through the use of homework, research and information technology. The expectations of teachers are high and they encourage pupils to achieve success. Their methods and organisation are good. Class routines are well established and pupils know what is expected of them. Pupils are encouraged to demonstrate methods and reasoning and to respect the views of others. The quality and use of assessment is good. No direct teaching was observed in Key Stage 2, but other evidence suggests that teaching is satisfactory.

144. The curriculum is closely linked to termly topics. It is broad, balanced and relevant in both key stages. The co-ordinator is currently revising the scheme of work to ensure clear direction and reflect the aims and values of the school. The use of technology is good. Monitoring and evaluation are not yet sufficiently in place to be effective. Learning resources are satisfactory and are used well.

HISTORY

145. Opportunities to observe history being taught in Key Stage 1 were limited to one lesson and five lessons were observed in Key Stage 2. Additional evidence was obtained from the pupils' past and present work, the teachers' planning, school documentation, photographic evidence and displays around the school. This evidence shows that standards of work at both key stages are good and achievement and learning are good. This represents a significant improvement since the last inspection when attainment and progress were satisfactory at both key stages. During the current half-term, all classes contribute to a whole school project on changes in the last century.

146. Pupils in Year 1 build on previous knowledge to sequence objects and events and they are developing a good sense of chronology. They can explain differences in the way of life today and in their grandparents' day. During the inspection, they look at photographs of themselves from birth to 5/6 years and discuss how they have changed. They put their photographs in chronological order and write about and illustrate their findings. They research a variety of sources to find out about the past and sequence events and objects, using suitable words and phrases associated with the passing of time. They look at the main events of the past century, collect their own information at home and, as a class, create a twentieth century time line. They are able to talk about events and know at what point they entered the twentieth century. In Year 2, pupils construct a family tree, using examples from history, such as Elizabeth I. They talk about changes in homes and schools during the past century, and how their own family has changed over the years.

147. Pupils in Years 3 and 4 have a well-developed sense of chronology and good knowledge of the impact of World War II on society and children, in particular. They give reasons for, and the results of, evacuation. They use selected sources, such as photographs and gas masks to learn about the mass bombing of cities. They discuss the moral issues of parents who did, or did not, evacuate their children and the reasons why. Years 5 and 6 use a range of sources of information to support their enquiry of change since 1930 and to extract relevant information that gives evidence of change. They analyse and interpret personal memories to inform their enquiry. Pupils research four aspects of their own choice: fashion, technology, transport and work. Three of these interviews were observed during the inspection and the time devoted to this by the governor was very much appreciated by the staff and children. During the best session observed, the pupils demonstrated a very mature approach. Within their groups of four pupils, each dealing with a different aspect, they brainstormed ideas and prepared relevant questions to ask. During the interview, they asked questions politely, listened to the answers given with interest, made notes and recorded the interview. The plenary drew together the results of the interview. Pupils explained how the interview had moved the project on and what questions it had raised. They discussed how they would find the answers and what they had learned about interviewing techniques. Before the end of the key stage, pupils also study in depth the Tudors and Victorians.

148. Pupils' attitudes and behaviour are generally good and this has a positive effect on their learning. They are eager, enthusiastic and interested. They are motivated and keen to achieve success. They work well, both independently and co-operatively. They contribute thoughtfully to discussions and respect the views of others. They build on previous

knowledge and use resources wisely to extend their learning. They are particularly careful with the impressive array of resources lent by parents to support the children's work, for example, gas masks and ration books. Relationships with school staff, other children and visitors to the school are good. All these factors contribute to good learning, attainment and achievement.

149. Teaching is good at both key stages and was very good in three lessons observed. This has a beneficial effect on learning, attainment and achievement. Teachers' knowledge and understanding is good. Pupils are encouraged to be independent learners and to use a variety of primary and secondary sources. Their work in school is supported by relevant homework. The expectations of teachers are high and their methods and organisation are effective. They provide opportunities for pupils to demonstrate methods and reasoning. They cater for the needs of all pupils and enable all pupils, including those with special educational needs to achieve well. The management of pupils is good and, together with well-established class routines, promotes learning. The quality and use of assessment is good. Good use is made of visits and visitors and this promotes learning.

150. The curriculum is closely linked to termly topics and is broad, balanced and relevant in both key stages. The co-ordinator gives satisfactory leadership which ensures clear direction and reflects the school's aims and values in the work of the subject. Monitoring and evaluation are satisfactory and could usefully be extended to include the monitoring of teaching. Learning resources are satisfactory and are used well. The scheme of work is currently being revised to ensure continuity and progression.

MUSIC

151. Since the last inspection, the provision for music has improved and pupils' attainment in the subject is now better than it was then. There is a helpful scheme of work in place, which gives good guidance to teachers and a significant number of teachers have very good knowledge of the subject. Music makes a strong contribution to pupils' spiritual, social and cultural development.

152. Singing is a strength of the school both in music lessons and assemblies. In large groupings, pupils respond sensitively to the mood of songs and sing rhythmically and in tune, enunciating their words carefully. By the end of Key Stage 1 pupils know and sing a good range of songs. They understand the meaning of a steady beat and are able to follow an ascending and descending tune in melodies. They play simple untuned percussion instruments and appraise their compositions effectively to improve their performances. By the end of Key Stage 2, pupils sing songs and rounds that have two parts, and maintain independent instrumental lines with awareness of other performers. They harmonise skilfully with controlled phrasing, and synchronise their voices to good effect to produce a good standard of choral singing. Pupils have a good reputation locally for their singing and popular concerts and productions are regularly mounted for parents and friends of the school. The choir and hand-chimes group take part in many local events, such as singing at the carol

service in the Royal Victoria Park, and at the celebration of Christingle at the village church. Pupils are provided with opportunities to listen to and appraise the works of famous composers in lessons and to appreciate these works as they enter the hall for assemblies. They understand the meaning of tempo, tone, piano and forte and use a wide range of vocabulary when describing pieces of music. By the end of the key stage, pupils compose their own rhythmic patterns, representing them with symbols and performing the finished composition after practice.

153. The quality of teaching observed during the week of inspection ranged from very good to satisfactory and is good overall. Most teachers have good knowledge of the subject and teach music enthusiastically. Non specialist teachers are well supported in their teaching by the music co-ordinator and other colleagues. Lessons are carefully planned, with provision made for pupils to perform with others and develop a sense of audience. This good quality teaching results in good learning in both key stages. Teachers successfully balance creativity and control and allow some scope for pupils to develop ideas independently. Pupils' interest in music and their good behaviour and attitudes in lessons also supports their learning. They work well together in groups, co-operating sensibly to compose pieces of music that they can perform for the class. A very good example of this was seen in a Year 3/4 lesson where pupils were composing musical conversations. They responded very well to the teacher's high expectations, worked hard together to compose good quality work and sensibly evaluated each other's work. In this lesson the quality of pupils' learning was very high. Pupils throughout the school respect the instruments, and tidy away without fuss.

154. The subject is conscientiously managed. The co-ordinator has worked hard with colleagues to improve music provision and has a clear vision for the subject's future development. She gives good advice to colleagues whose teaching is further supported by a good scheme of work. The co-ordinator has identified the need for an increased supply of untuned instruments to further enhance the teaching of the subject. The provision for peripatetic music, choir and hand-chimes is an important extension to the curriculum, so are the effective links with the local secondary school music department.

PHYSICAL EDUCATION

155. Pupils' standards of attainment are average and in line with those usually found in most schools.

156. By the end of Key Stage 1, the majority of pupils run, skip and hop demonstrating agility and reasonable control. They are aware of quarter, half and full turns and successfully integrate these when building up short sequences of movements on the floor and with low level apparatus. Pupils respond imaginatively to their teachers' instructions and work safely in a confined space. By the end of Key Stage 2, pupils are able to respond well to music, as they combine together to produce a short dance tableau depicting the movement of the sea, the pebbles of the beach and the graceful movement of plants in rhythm with the water. When working together as a whole class they effectively complement one another's movements and improve their performance with practice. Pupils demonstrate accuracy when throwing and catching, and successfully made use of a parachute they were holding to keep a

ball circulating around its edge. In swimming, school records indicate that the majority of pupils can swim 25 metres by the time they leave the school. Many pupils achieve the local education authorities safety swimming awards, demonstrating that they can enter and exit the water in a safe manner, glide on the surface and stand, or swim submerged.

157. Pupils' progress is generally satisfactory. As early as reception, many pupils are experimenting with different movements and show increased confidence in working independently and in pairs. They learn good techniques to improve their ability to jump and to safely control their landings. As they progress through the school, pupils increase their agility and their imaginative response to various stimuli. They begin to extend their limbs fully when stretching and to show tension when holding balances. However, progress is slowed, especially in Key Stage 2, by the inappropriate behaviour of some pupils and the time spent ensuring that they follow their teachers' instructions.

158. Pupils enjoy physical activity and the majority of them are well behaved in lessons. The majority of pupils follow their teachers' commands and work hard to improve their work, attentively watching the performance of others and improving their own performance as a result. During the inspection, a number of pupils were not involved in lessons because they had not brought their physical education kit to school; this seems to be more prevalent with older pupils.

159. The quality of teaching is satisfactory overall but varies from good to unsatisfactory. Teachers vary in their confidence to teach the subject and, particularly in the unsatisfactory lesson seen, their ability to manage a few pupils' behaviour effectively. Generally appropriate activities are provided which give pupils opportunities to work energetically in gymnastics, dance and games activities. However, teachers offer few pointers as to how pupils could improve their performance. They do make suitable use of pupil demonstrations and, in some classes, pupils are asked to criticise constructively the work they have seen. Appropriate use is made of warm-up and cool-down activities at the start and end of lessons.

160. The co-ordinator monitors teachers' planning to ensure coverage of the national curriculum but has had no opportunity to monitor her colleagues teaching. This is a target for her in the current school development plan. The subject scheme of work is in need of review, as some teachers lack confidence in teaching it. Resources are good and well organised. The outside facilities, both hard-surfaced and grassed are ample. Due to the inclement weather during the week of the inspection, no outside physical education lessons were observed.