

INSPECTION REPORT

Goldsmith Infant School
Southsea

LEA area : Portsmouth

Unique Reference Number : 116182

Headteacher : Mrs Debra Anderson

Reporting inspector : Mrs Barbara Crane
21227

Dates of inspection : 8 - 11 November 1999

Under OFSTED contract number: 707388

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Infant
Type of control :	Community
Age range of pupils :	4 - 7
Gender of pupils :	Mixed
School address :	Bramble Road Southsea Hampshire PO4 ODT
Telephone number :	01705 828604
Appropriate authority :	Governing body
Name of chair of governors :	Mrs Debbie Roberts
Date of previous inspection :	17 - 19 April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Barbara Crane, RgI.	English; science; religious education; music; art. Areas of learning for children under five. Special educational needs	Attainment and progress; Teaching; Leadership and management; Efficiency.
Mrs Helen Griffiths, Lay Inspector.		Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community.
Mr Adrian Portlock, Team Inspector.	Mathematics; information technology; design and technology; history and geography; physical education. Equal opportunities	Attitudes, behaviour and personal development; Curriculum and assessment; Spiritual, moral, social and cultural development; Staffing, accommodation and learning resources.

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MAIN FINDINGS

What the school does well

- The school's drive to raise standards in reading, writing and mathematics has been successful.
- The pupils have positive attitudes to their work and their behaviour is good.
- The teaching in the Reception classes is good and provides a firm foundation for the pupils' future learning. The curriculum for children under five is very good.
- The headteacher provides an excellent direction for the school and the governing body provide good support for the school's work.
- The school has a very good ethos.
- The school's partnership with parents is very strong and they are encouraged to be fully involved in their child's learning.
- Homework is very well organised and supports the pupils' progress.
- The pupils' cultural development is very well promoted.
- Support staff are very well deployed.
- The school looks after the pupils' welfare and enables them to form good relationships with each other.

Where the school has weaknesses

- I. There is some weaker teaching in Years 1 and 2.
- II. The work in science is not always planned to take account of the pupils' ages or abilities.
- III. There are too few opportunities planned for the pupils to use their writing and reading skills in other subjects.

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

How the school has improved since the last inspection

The school has made very good progress towards addressing the key issues identified in the previous report. The new headteacher has ensured that schemes of work are in place for all subjects and, with the exception of science, these support the teachers' planning. The governing body play a full part in the strategic management of the school and the school's financial management is good. Standards in English and mathematics have improved. The previous inspection judged nearly half of the teaching at Key Stage 1 to be unsatisfactory and an effective programme of monitoring and support has reduced this considerably. The school shows no signs of complacency and the review of practice forms part of its everyday work. It is well placed to make further improvements.

Standards in subjects

The table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
Reading	C	B	<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
Writing	C	A	
Mathematics	C	B	

These results relate to the pupils who took the tests last year. The table shows, for example, that the pupils' performance in reading was similar to the national average and better than the results in similar schools. The results of tests over the last three years show an upward trend in standards. Inspection evidence supports the view of

average attainment in reading, writing, mathematics, science and information technology by the age of seven. The pupils' attainment in religious education meets the expectations of the locally agreed syllabus by the time they leave the school. By the age of five, most of the children are likely to achieve the desirable learning outcomes in all of the areas of learning.

Quality of teaching

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

Teaching is satisfactory or better in 91% of the lessons. In 44% of lessons it is good or better. In 16% of lessons the teaching is very good or better. Teaching is unsatisfactory in 9% of the lessons. These weaker lessons are in Key Stage 1.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good. The pupils behave well in class and at play. They are polite and eager to take responsibility.

Attendance	Satisfactory.
Ethos*	Very good. The school displays a strong commitment to raising standards and the pupils have positive attitudes to their work.
Leadership and management	Very good. The headteacher gives an excellent lead. The governors provide good support for the school. A great deal of effective work has been done to improve standards and teaching.
Curriculum	Very good for children under five. It is well planned and interesting. The curriculum for older pupils is satisfactory but is weaker in science. The pupils do not use their skills in reading and writing, or undertake personal research, as often as they could.
Pupils with special educational needs	Good provision enables these pupils to make good progress.
Spiritual, moral, social & cultural development	Good for the pupils' spiritual, moral and social development and very good for their cultural development. The pupils' development in all areas is carefully planned.
Staffing, resources and accommodation	The professional development of staff is effective. Staff are very efficiently used to support pupils with special educational needs and those who are learning English as an additional language. The accommodation and resources are good.
Value for money	Good

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>Their children enjoy coming to school.</p> <p>They support the values and attitudes that the school promotes.</p> <p>They find the staff approachable.</p> <p>They feel encouraged to take part in the life of the school.</p> <p>The parents appreciate the school's efforts to help their children settle in when they start school.</p>	<p>There are no significant concerns.</p>

The inspection findings support the parents' views.

KEY ISSUES FOR ACTION

What the school needs to do now:

Improve the quality of teaching by:

- clearly identifying what the pupils will learn;
- ensuring that teachers provide clear explanations to the pupils about what they have to do;
- ensuring that teachers monitor the progress of all pupils in lessons;
- improving the pace of lessons and ensuring that firm control is established.

(Paragraphs 20, 69, 78, 98, 102.)

Improve the planning of the curriculum and assessment in science so that:

- the learning objectives are clear for each lesson;
- the teachers plan work that is appropriate for the ages and abilities of the pupils;
- the pupils are given more opportunities to record their investigations in a variety of ways;
- the teachers' assessment of the pupils' attainment is accurate.

(Paragraphs 7, 10, 20, 25, 28, 75, 76.)

Plan more opportunities for the pupils to use their skills in literacy across the curriculum and to find out information for themselves.

(Paragraphs 8, 20, 25, 66, 76, 86, 94.)

In addition to the key issues above, the less important weakness concerning the organisation of classrooms, identified in paragraph 52, should be considered for inclusion in the action plan.

INTRODUCTION

Characteristics of the school

1. The school is situated in Southsea and has 139 pupils on roll. It serves a mixed area, with some social and economic disadvantage. Twenty-one per cent of the pupils are entitled to free school meals, which is close to the national average. Twenty-four per cent of the pupils are on the school's register of special educational need, which is broadly average. There are two pupils with Statements of Special Educational Needs. Fifteen per cent of the pupils are learning English as an additional language. The children are admitted to the Reception classes in the September of the year in which they are five. At the time of the inspection there were forty-seven children under five in these classes. The children's attainment on entry to the school is below average in all aspects of learning. The number of pupils at the school is now rising, after falling over the past two years.
2. The school has been through an unsettled period, having had three changes of headteacher in the past four years. The present headteacher has been in post for one year.
3. The school aims to provide a caring community in which children develop confidence, self-esteem and achieve good standards of behaviour and work. The school has set targets to improve standards in literacy and numeracy, to promote high standards of behaviour and improve the quality of teaching.

4. Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	15	20	35

National Curriculum Test/Task	Reading	Writing	Mathematics
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¹ Percentages in parentheses refer to the year before the latest reporting year

Results				
Number of pupils at NC Level 2 or above	Boys	11	12	13
	Girls	17	20	19
	Total	28	32	32
Percentage at NC Level 2 or above	School	80(77)	91(94)	94(97)
	National	85(80)	86(81)	90(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	14	13
	Girls	17	18	19
	Total	29	32	32
Percentage at NC Level 2 or above	School	83(87)	91(97)	91(97)
	National	82(81)	86(85)	87(86)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year			%
	Authorised Absence	School	4.4
		National comparative data	5.7
	Unauthorised Absence	School	2.0
National comparative data		0.5	

Exclusions

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

Quality of teaching

Percentage of teaching observed which is :			%
	Very good or better	16%	
	Satisfactory or better	91%	
	Less than satisfactory	9%	

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. The children under five in the Reception classes make good progress in all of the areas of learning. This good progress is supported by good quality teaching and by activities that are planned to extend skills in literacy and numeracy. Most of the children are likely to achieve the Desirable Learning Outcomes in all of the areas of learning by the time they are five.
2. The results of the 1999 tests for seven year olds indicate that the pupils' attainment in reading, writing and mathematics is similar to that seen nationally and better than seen in similar schools. This represents an improvement on the pupils' performance in reading in 1998, which was well below the national average. Inspection findings support the view of average attainment in all aspects of English and mathematics by the time the pupils leave the school. Standards have improved since the previous inspection.
3. The teachers' assessment of the pupils at the end of the key stage in 1999 indicates that their attainment in science is above average, with half of the pupils assessed at Level 3. Inspection evidence supports the view of broadly average attainment by the age of seven. The school is aware that the teachers' assessment was too generous and that levels of expertise in this area need to be improved.
4. The pupils' good progress in reading is supported by the teachers' careful assessment of what the pupils need to do to improve. The teachers have high expectations of the pupils' handwriting. The pupils learn to join the letters from the start and the majority achieve a good style by the end of Year 2. The pupils learn the sounds of letters and blend sounds. They use the context of the story effectively to read unknown words and approach text confidently. Some higher attaining pupils use good expression when reading aloud. Year 2 pupils identify which words they feel are most successful in creating the atmosphere of a dark night. They know how to use alphabetical order, the contents and index pages and the glossary to locate information, but they are provided with too few opportunities to use these skills in other subjects. The Reception pupils learn to form letters correctly and can spell a few common words. Year 1 pupils write a sentence that describes an activity or event. Most Year 2 pupils use capital letters and full stops accurately. They recognise tenses and explain their use. A few higher attaining pupils understand the use of imperative verbs. The Year 2 pupils write poems and prayers, instructions, letters and label diagrams in science. The higher attaining pupils write pieces that develop an idea and use apostrophes and speech marks.
5. The pupils make good progress in mathematics. The teachers place an emphasis on numeracy and plan activities that help pupils to have a sense of the relative size and relationships between numbers and where they fit into the number system. The Reception pupils recite number names in order to 20 and say numbers forwards and backwards to 10. They understand numbers that are greater and smaller than others. They use the term 'partition' when putting objects into two groups and higher attaining pupils begin to find ways of recording their results. Year 1 and 2 pupils are becoming secure in counting on and back in twos, fives and tens. Some extend their counting to include negative numbers. They solve simple division problems and know the difference between odd and even. By the end of Key Stage 1, most pupils have a secure understanding of two- and three-digit numbers and they are able to order numbers up to 100. They are able to add and subtract using tens and units. The pupils count in fives and tens and multiply numbers by 2, 3, 5 and 10 and divide smaller numbers by 2, 3 and 4. The pupils are able to round numbers up and down to the nearest 10; some can

perform the same operations with hundreds and thousands. Using a range of strategies the pupils can mentally solve addition and subtraction problems up to 20 and some can work with higher numbers. The pupils produce bar charts and block graphs and are able to explain the data they have recorded.

6. The pupils are not maintaining the rate of progress in science that is evident in their work from last year. The pupils' work from Year 1 and 2 last year shows that they were able to record and explain their investigations and findings. This work was more challenging and catered for the different ages and abilities in the mixed age classes. The present Year 1 and 2 pupils have recorded little other than in pictures. Whilst they show a satisfactory understanding of the work they have covered, they are not making sufficient progress in recording their ideas or retrieving information. They are not using or developing their skills in reading or writing to record or research information in science. This limits their progress in Years 1 and 2. The pupils in the Reception classes are making better progress through well planned activities that involve an appropriate level of recording. By the time they are seven, the pupils understand that certain conditions are necessary for plants to grow and name the parts of plants. They know that we need to eat a balanced diet to stay healthy. The pupils in Year 2 sort materials by their properties and know that metal is a good conductor of heat. They can make an electrical circuit to light a bulb. In experiments with changing materials, they understand that some changes can be reversed and others are permanent. The pupils use an appropriate vocabulary to describe sounds and classify which instruments have to be plucked, beaten or blown to make a sound.
7. The pupils' attainment in information technology is broadly in line with national expectations by the time they leave the school and they make satisfactory progress. Most pupils are competent in using the computer keyboard and mouse and use drawing and painting programs with confidence. They know basic word processing functions and, with help, can print out and save their work. The Reception pupils are beginning to use and know the purpose of the enter key and can use the mouse to move the cursor. Key Stage 1 pupils can select icons for different colours and different brush sizes from the toolbars to perform operations when using a drawing program. They successfully use computer programs to help develop their reading and numeracy skills.
8. The pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus by the age of seven. All of the pupils make satisfactory progress in extending their knowledge and understanding of Christianity and other world religions. Reception pupils recognise the differences and similarities in a Muslim wedding ceremony and a Christian ceremony. When considering the symbol of 'light', a Year 1 pupil describes how it makes him feel 'warm and comfortable'. Year 2 pupils know that lights are often used in celebrations such as birthdays, Christmas and Divali.
9. The pupils' attainment in all other subjects reaches the standards expected for their age. Those pupils with special educational needs, and those who are learning English as an additional language, are well supported. They make good progress in English and mathematics, and satisfactory progress in other subjects.

13. Attitudes, behaviour and personal development

10. In the Reception classes, the children under five are well behaved and enthusiastic when completing their work. They concentrate and persevere to complete tasks such as group activities in mathematics, painting and making things. They share toys and equipment and play alongside one another happily; they have begun to form friendships with other children and develop the skills of working together. They behave well and become more independent.
11. The pupils' attitudes towards their work are good. Many Year 1 and 2 pupils are enthusiastic learners; most listen carefully to the teachers and to what other pupils have to say. They concentrate in lessons for a reasonable amount of time, answering and asking questions with interest. The pupils are confident when finding solutions to problems in those lessons where the opportunities are given, for instance in a design and technology lesson, and they work with perseverance when the tasks are challenging. The pupils' behaviour throughout the school is good. There are some instances of challenging behaviour in lessons and these are mostly dealt with well. The adults and the pupils have good relationships, and pupils show politeness and respect to adults and to one another.
12. Throughout the school, pupils are given opportunities to take responsibility for their own standards of behaviour and they mostly respond well to these high expectations. The pupils support one another when they meet problems. They value and take good care of the school's and other people's property. The personal development of pupils is good. In assemblies, class discussions and circle times, pupils show respect for the feelings, values and beliefs of others. Relationships are good. The pupils are aware of those outside the school community. The pupils willingly take on responsibilities for organising resources and preparing equipment for activities and lessons. Older pupils support younger children well and display a caring attitude.

Attendance

13. Attendance is satisfactory. The above average unauthorised absence is mainly due to a small number of families with attendance problems and to families who take extended holidays overseas. Registers are called promptly at the beginning of sessions and lessons begin on time. Punctuality is good and the pupils are eager to come to school.

QUALITY OF EDUCATION PROVIDED

Teaching

14. The teaching of children under five in the Reception classes is good and enables the children to build confidence in their ability to read, write and use numbers and expand their understanding of the world. The teachers have a good knowledge of the curriculum for younger children. The teachers and classroom assistants know the children well and are sensitive to their individual needs. They plan varied and interesting

activities that build upon the children's experience and knowledge. The teachers' day-to-day assessment is very good.

15. Fewer good lessons are seen in the Year 1 and 2 classes, although there are some strengths in the teaching. All of the teachers have made a good start with the Literacy Hour and the Numeracy Strategy. The teaching of reading and writing is thorough and effective. The staff have reflected on ways in which their organisation and methods can be improved in the Literacy Hour. This has led to the better use of the plenary to assess the pupils' progress. The literacy sessions generally have a good pace and are well resourced and organised. The teachers in Years 1 and 2 have a sound knowledge of their subjects and often make good links between subjects in their planning. The teachers generally have suitable expectations of the pupils' work and use language that extends the pupils' vocabulary. They encourage the pupils to express opinions and to talk about their work and the choices they have made. The teachers know the pupils well and establish good relationships with them. Time and resources are often used well. In the most successful lessons, the teachers' clear introduction to the lesson and skilful questioning ensures that all of the pupils understand what they are to learn. In a well organised art lesson with older Key Stage 1 pupils, for example, the teacher encouraged the pupils to use their initiative and discrimination over the choice of materials. She made time to talk to individuals about the reasons for their choices as the work progressed. In a very good design and technology lesson, the teacher's well directed questions prompted the pupils to explore their ideas about possible techniques to make moving pictures. The better lessons have a lively pace and any inappropriate behaviour is dealt with swiftly and effectively.
16. In the weaker lessons in Years 1 and 2, the teacher is not clear about what the pupils will learn; explanations are confusing and consequently the pupils are not sure of what they have to do. The pace of the lesson flags and time is wasted through repeated reprimands. The teacher does not keep an overview of what is happening in groupwork elsewhere in the classroom. A shortcoming in the teachers' planning in Years 1 and 2 is that there are too few opportunities for the pupils to use and extend their skills in reading and writing across the curriculum and for the pupils to undertake personal research. The teachers' planning for science does not take sufficient account of the different ages and abilities in the class and the work is sometimes pitched at a level that is too low for the older and higher attaining pupils.
17. Support staff are fully involved in the lessons and have a clear understanding of their role. They provide good quality support for pupils with special educational needs and those pupils who are learning English as an additional language. Homework is very well organised and makes a valuable contribution to the pupils' progress in reading, spelling and mathematics.

The curriculum and assessment

18. The curriculum provided for the children under five is very good; it is broadly based, well balanced and prepares them effectively for Key Stage 1. Careful attention to individual needs ensures that boys and girls have appropriate access to all of the activities provided. Although the curriculum is broad, there is particular emphasis on literacy and numeracy, and developing the pupils' social skills. The children have good

opportunities to learn through practical activities and make good progress.

19. In Key Stage 1, the curriculum is well balanced and broadly based. All National Curriculum subjects and religious education are provided. Satisfactory provision is made for health and sex education. The Literacy Hour has been successfully introduced and this has contributed effectively to the pupils' attainment. The National Numeracy Strategy is effectively being implemented.
20. Schemes of work, which were limited at the time of the previous inspection, are now in place and are helping to support the teachers' planning in most subjects. Appropriate allocations of time are made in long-term planning for all subjects. This is an improvement since the previous inspection.
21. Curriculum planning is detailed and comprehensive in all subjects, except science. There is appropriate planning for all pupils, including the less able and the higher attaining pupils. The planning for science in Years 1 and 2 is clear about the topics to be covered, but it does not clearly identify what the pupils in Year 1 and Year 2 will be taught, or how the more able pupils will be challenged further. Too few opportunities are planned across the curriculum for the pupils to use their skills in numeracy and literacy, or to find out information for themselves.
22. All of the pupils have equal access to the curriculum. The needs of the pupils with English as an additional language and for those with special educational needs are identified and supported. Individual education plans include specific targets in English and mathematics, as well as more general personal development targets, and they are used to plan the most appropriate support. Extra-curricular activities extend and complement the curriculum well. These include art, music, sewing and French.
23. The assessment of the children under five in the Reception classes is systematic and consistent. The results are used very well to plan work and to set individual targets. The staff keep careful records of each child's progress.
24. In Key Stage 1, assessment in English and mathematics is used effectively, especially within the Literacy Hour and numeracy lessons. Detailed assessments of the pupils with special educational needs are used when planning. In most subjects, procedures for assessing and recording progress have recently been introduced and these are helping teachers to plan the pupils' future work. The teachers' assessment of science is weaker. They are not secure in their assessment of attainment at the higher level. The school is setting targets in literacy and numeracy. There is a marking policy, which is consistently applied throughout the school and this is an improvement since the last inspection.

Pupils' spiritual, moral, social and cultural development

25. The school makes good provision for the pupils' spiritual, moral, social and cultural development. Spiritual development is good, which is an improvement since the last inspection. It is promoted successfully through assemblies and through aspects of science, art, music, drama and religious education. Through religious education the pupils are provided with good knowledge and insight into the religious beliefs of

Christianity and Islam. The headteacher plans the themes for assemblies carefully and ensures that there is interesting and relevant range of activities to heighten the pupils' spiritual awareness. In assemblies, the pupils focus on a candle flame during the period of prayer or reflection. The ceremony of lighting and extinguishing the flame is treated as a special occasion and the pupils are proud to be chosen to assist. The pupils are sometimes invited to contribute a spontaneous, individual prayer to end the assembly and there are many volunteers.

26. Provision for the moral development of the pupils is good. They are taught about right and wrong and are made aware of what is acceptable and unacceptable behaviour. The staff have high expectations of how the pupils should behave. The pupils are given responsibility for developing rules for their classroom; the oldest pupils discuss and record their ideas about what should be expected of them. As a result, the pupils are polite, show respect for other people and understand the need for fairness and honesty.
27. The school makes good provision for the social development of the pupils. The relationships at all levels are good; the pupils are encouraged to help one another and to consider the needs of others. For example, pupils younger and less experienced than themselves. All of the pupils are expected to take responsibility for the school environment. Through circle time they are helped to be more tolerant and understanding of the needs and rights of others. The school supports a variety of charities and events in the local community.
28. The provision for the pupils' cultural development is very good. It is successfully promoted through a range of activities, both within and outside of lessons. For example, older pupils learn about mathematics in other cultures. The school makes good use of the parents' cultural heritage and the local area as a resource for learning and this develops the pupils' understanding of the community and themselves. For example, two parents visited with clothing and artefacts so that the pupils could learn about a Muslim wedding. The pupils' appreciation of their own, and other cultures is furthered by lessons in English, religious education, geography, history, and music. Visits to places of interest, and visitors such as artists and musicians make positive contributions to the pupils' knowledge and experience. All pupils had the opportunity to go on a journey by train and Reception pupils by ferry to the Isle of Wight.

Support, guidance and pupils' welfare

29. The school monitors the academic progress of its pupils well through baseline assessments, continuous assessment, reports and national assessments. The policy for identifying and extending higher attainers is followed effectively. Provision for pupils with special educational needs and for those pupils with English as an additional language is good.
30. The pupils' personal development is very effectively monitored through teachers' personal knowledge, classroom monitoring and reports. The school follows the local authority 'Getting it Right' programme, with good input from local police. Pupils are given responsibility from an early age, including preparing the hall for assemblies.
31. The school rules effectively promote courtesy and good behaviour. There is an

effective system of rewards and sanctions to which the pupils respond well and there is no evidence of bullying. Behaviour is very well managed in the school. Staff set their pupils good examples and the pupils feel they are treated fairly. Parents expressed overwhelming satisfaction with the standards of behaviour and the attitudes the school promotes.

32. Procedures for monitoring attendance are good and the school works hard to support those families for whom attendance is a problem. There are awards to promote good attendance. Registers are regularly monitored for patterns of lateness or absence. The Educational Welfare Officer visits regularly.
33. Child protection procedures are very good and the staff are aware of child protection issues. There are good procedures for the formal training of all staff, both teaching and non-teaching, including new staff.
34. The school very successfully promotes the health, safety and well-being of its pupils. The level of supervision at play times is good. The outcomes of fire drills are recorded and the accident book is scrupulously kept. Risk assessments are carried out regularly by the headteacher and the designated governors. There is a satisfactory number of qualified first-aiders and all staff have completed basic training. There are very good procedures for ensuring that staff are aware of pupils' medical conditions. These findings are an improvement on the previous report.

Partnership with parents and the community

35. The school works hard to establish good relationships with parents and involve them in their children's learning. The partnership with parents is very good. All the parents who responded to the questionnaire felt that they were welcome in the school and that the school handled complaints well.
36. The information supplied for parents is very good. The school keeps them informed of activities through regular newsletters. The prospectus is informative and has a friendly tone. The governors' report to parents complies with statutory requirements. Brief details of the topics to be taught are provided in newsletters to encourage parents to become involved in their children's learning. Reading diaries and homework diaries are used consistently as a dialogue between parents and the school. There are very useful guidance leaflets for parents to help their children with their reading. Reports to parents are very good: they give clear information about the pupils' progress, include opportunities for parents and pupils to comment and set targets for future improvements.
37. The school provides a very good range of consultation meetings for parents. Much thought has been given to the very good curriculum meetings, which include creche facilities. They are appreciated by parents and well attended.
38. The induction arrangements for new parents, which include home visits, are very good. The parents of children under five and Reception children are made very welcome in the classrooms. For example, over thirty parents attended 'Kipper's Birthday Party' during the inspection week. The parents were invited into classrooms to make party hats with the children, join in the games and sample the party food made by the children.

Relationships with pre-school groups, especially the adjacent nursery school and the toddler group run by parents within the school, are very good. There are good relationships with the after-school care group which is held on the school premises. The transition to the next stage of education is very well managed.

39. At the parents' meeting and in response to the questionnaire, parents expressed satisfaction with the home-school agreements recently issued by the school. Homework was seen as a good continuation of the work done in class.
40. Parents feel that they are encouraged to help in the daily life of the school and useful guidance is provided for them. A small number help on a regular basis with reading, sports and trips, but parents are very supportive of special assemblies and services. The Friends' Association runs a good range of social and fund-raising activities and has purchased equipment to help with pupils' learning.
41. There are very good links with the local community. Pupils sing carols to elderly people at Christmas and flowers are taken to them from the Harvest festival, for which a local baker bakes the harvest loaf. The school takes part in the Lord Mayor's parade and the local Music Festival and has contributed to the Portsmouth Millennium tapestry. There are strong links with local churches. There is a good range and number of trips from and visitors to the school. There are very good links with the wider community: pupils have written to soldiers in Kosovo and the school is part of a programme tracking the progress of a Portsmouth-based warship via the Internet. There is a good programme for students on work experience. Pupils are encouraged to think of those less fortunate than themselves and the school supports various charities. These findings show an improvement on the findings of the previous inspection.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

42. The headteacher has undertaken a thorough analysis of the school's strengths and weaknesses and an extensive programme of monitoring in classrooms. This has enabled her to focus closely on what needs to be done to improve the teaching and the curriculum. She provides an excellent sense of direction for the school and her influence is evident in the very good ethos apparent in its work. The headteacher is well supported by an active and well informed governing body. The school has a strong commitment to improving standards and has worked hard to build a productive relationship with the parents. The roles and responsibilities of all staff are well defined.
43. The school's progress towards addressing the key issues identified in the previous report was slow initially, but has accelerated at a very good rate since the present headteacher's appointment. Schemes of work are now in place for all subjects and support the teachers' planning. The governing body play a full part in the strategic management of the school and the school's financial management is good. The previous inspection judged nearly half of the teaching at Key Stage 1 to be unsatisfactory, and an effective programme of monitoring and support has reduced this considerably. Whilst there are still some weaknesses in teaching, the school's review of its provision shows no signs of complacency and the review of practice forms part of its everyday work. It is well placed to make further improvements.

44. The teachers share the responsibility for managing the curriculum. Much work has been completed on developing the roles of the subject co-ordinators. The headteacher and co-ordinators monitor provision and provide helpful feedback to teachers. The outcomes of their monitoring are used to inform action planning for each subject and priorities for the school management plan. The introduction of the Literacy Hour and the Numeracy Strategy has been well managed and this has enabled the teachers to make a good, confident start. The provision for pupils with special educational needs is well organised and managed.
45. The quality of the school's management plan is very good. Sharply focused priorities are established in the plan and the way in which targets will be met is set out clearly. The governing body play an active part in supporting and monitoring development planning. Governors are involved in curriculum development through a system of linked governors and regular visits to classrooms. The staff and governors work constructively together. The review of practice and a commitment to improvement underpin the school's work. This has a positive impact on the quality of education provided and the standards achieved.

Staffing, accommodation and learning resources

46. The school has an appropriate number of teaching staff and learning support staff, with suitable qualifications and experience to meet the demands of the curriculum. The teaching and support staff work effectively together. The school is well served by an efficient administration officer and capable school keeper.
47. Appraisal and staff review arrangements are in place; all staff have an annual interview with the headteacher. In-service training and professional development are linked to the needs of the school and identified in the school management plan. The individual development needs of teachers are identified in their staff review. The professional development undertaken by staff has made a positive contribution to teaching within the school. New staff have been helped to settle quickly into the school and have shown enthusiasm in undertaking their roles and responsibilities. There are suitable arrangements to support teachers new to the school.
48. The accommodation is good overall and the furnishings and fittings in several areas have recently been upgraded. The school occupies a small, attractive site which has recently been developed to improve the imaginative play facilities for all pupils. The accommodation for the under fives and Reception pupils is large, bright and attractive. The Key Stage 1 classrooms are of a sufficient size, but the way in which the furniture is arranged in the Year 1 and 2 classrooms affects the pupils' easy movement around the room. There is scarcely sufficient space for the class to gather on the carpeted area. The hall is of a good size, however, the large fixed-wall apparatus is generally inappropriate for pupils of this age. The library is set out attractively and is well stocked.
49. Learning resources are satisfactory overall. The school has invested substantially in upgrading its computers and these are located in the class bases and library area. The introduction of a group set of word-processors has improved the provision even further.

This has had a positive impact on the pupils' progress in information technology. Throughout the school the variety of resources matches well the age and interests of the pupils. There are at least satisfactory resources in all subjects, including resources for pupils with English as an additional language and for pupils with special educational needs.

The efficiency of the school

50. Efficient use is made of staff, accommodation and learning resources. Teachers are deployed effectively. The recent improvement in resources has increased the school's effectiveness particularly in literacy, numeracy and information technology. The support staff work closely with the teachers in the classrooms and contribute most effectively to the pupils' progress.
51. The school management plan is a very effective and comprehensive document that outlines and costs the priorities for the school. The school has implemented the recommendations of its last financial audit. The school has previously had a high level of carry forward; this has been earmarked for the improvement of the playground facilities, the development of the library area and upgrading the classrooms. The carry forward figure is set to reduce considerably in the present financial year. All developments, particularly those involving the curriculum are promoted through careful financial planning. The finance committee meet regularly to monitor spending and decisions are presented to the full governing body. Budget planning is undertaken by the headteacher, administration officer and finance committee and presented to the full governing body for approval. The funding for pupils with special educational needs is well used and support for these pupils is good
52. The daily running of the school is very smooth. The administration officer provides a welcoming point of contact for parents. The school benefits from the enthusiastic and generous support of parents and friends of the school and funds are raised from events organised throughout the year. These funds are well targeted to benefit specific projects and curriculum areas.
53. Taking into account their starting point and the standards achieved by the pupils in literacy and numeracy, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

54. Children are admitted to the Reception classes in the September of the year in which they are five. Those with birthdays in the summer term attend part-time for the first term. At the time of the inspection, there were forty-seven children under five in the Reception classes, out of a total of fifty-two children. The children's attainment on entry shows a wide variation but it is generally below average.

Personal and social development

55. The children make good progress in learning independence and taking responsibility through the good routines that the staff establish. The good teaching in this area of learning enables the children to grow in confidence and use their initiative. The children are encouraged to think about their actions and to see how these affect other people. The success of the teaching is seen in the way in which the children share resources, help each other in their work and tidy away quickly and sensibly.

Language and literacy

56. Good progress is evident in the way in which the children learn the sounds of letters and recognise familiar words. They know that the title on the page gives them an idea about the content of that section. The children recognise that some words in poems rhyme and can suggest some alternative rhyming words. In the 'post office' and 'travel agents', the children 'write' letters and address envelopes. They write labels for each other to indicate which characters they are taking on in their role play. When making cakes, the children follow a list of ingredients. They share books together and study the pictures carefully to gain more information. Teaching is good. The staff achieve a good balance of the direct teaching of skills and independent practical activities that allow the children to practise what they have learned. The teaching of handwriting is thorough and effective. The children learn to form letters correctly, with a flowing form that leads smoothly to a joined style.

Mathematical

57. The children make good progress in recognising the symbols for numbers and counting forwards and backwards to ten. They recite number rhymes and are able to say what one more added to numbers under ten will make. They sort objects into sets and recognise a circle, square and triangle. Higher attaining children can find different ways of making five by adding two numbers. The children learn to record their work and can interpret pictograms. Teaching is good in this area of learning. Everyday routines are well used to reinforce the children's familiarity with number and teaching is closely focused on extending skills through practical activities.

Knowledge and understanding of the world

58. The children make good progress in this area of learning. They can name the five

senses and know that they use these to experience the world around them. When listening to recordings of everyday sounds, they offer suggestions as to what these might represent, such as a vacuum cleaner or electric drill. The children describe how they have changed since they were babies and know that the bulbs that they have planted will grow roots first and then leaves. When looking at postcards from other countries, the children know that you have to travel 'a very long way' to reach places that are very hot or cold. When they make food for 'Kipper's birthday party', they follow instructions and recipes. They talk about what they think will happen when jelly is mixed with hot water. One child observed that the jelly: 'Makes everything turn red when you look through it, and it tickles my hand.' The children use a paint program on the computer to create images and understand that the mouse controls the cursor on screen. Teaching is good in this area of learning. The staff plan a wide range of interesting and relevant activities that build well on the children's previous knowledge and experience.

Creative development

59. The children have good opportunities to express themselves in painting and drawing, making music and role play. They use chalk, pastels and paint to make pictures and patterns. They recognise that some instruments make soft sounds and others are louder. They successfully match the sounds made by shakers of different shapes that have the same fillings. In the role play areas, the children take on the characters of customer, postman, salesman and telephonist. The good teaching in this area of learning enables the children to use their ideas and explore media.

Physical development

60. The children have good opportunities to explore space and engage in imaginative play in the outdoor play areas. They are able to balance and have a good awareness of space. In physical education lessons, they change their clothing independently and follow the teachers' instructions carefully. The children understand that games require rules and some can suggest how the rules could be adapted in different circumstances, for example, if bean bags were used rather than balls. Teaching is good in this area of learning. An appropriate emphasis is placed on establishing principles of safety and responsibility. The teachers' good control and high expectations of behaviour support the good progress made by the children.

ENGLISH, MATHEMATICS AND SCIENCE

English

61. The results of the 1999 tests for seven year olds indicate that the pupils' attainment in reading and writing is similar to that seen nationally and better than that seen in similar schools. This represents an improvement on the pupils' performance in reading in 1998, which was well below the national average. Inspection findings support the view of average attainment in all aspects of English, by the time the pupils leave the school.
62. The pupils, including those with special educational needs and those learning English as an additional language, make good progress in reading and writing. They

learn the sounds of letters and blend sounds. They use their knowledge of phonics and the context of the story effectively to read unknown words. The pupils approach text confidently. Younger Key Stage 1 pupils use the contents page and index to locate information in books. Older pupils take account of the punctuation and some higher attaining pupils use good expression when reading aloud. Year 1 pupils describe a caption as 'Telling you what's happening in the picture.' Year 2 pupils identify which words they feel are most successful in creating the atmosphere of a dark night. They know how to use alphabetical order, the contents and index pages and the glossary to locate information, but have too few opportunities to use these skills in relevant situations in other subjects.

63. The pupils in the Reception classes learn to form letters and can spell a few common words. They use 'word walls' as an aid for spelling and refer to these when they write independently. Year 1 pupils write a sentence that describes an activity or event. They use a story board to plan what will happen in their account. The pupils make good progress in handwriting. They learn to join their letters from the start and the majority achieve a good style by the end of Year 2. Most Year 2 pupils use capital letters and full stops accurately. They recognise tenses and explain their use as 'Telling you when it happened.' A few higher attaining pupils understand the use of imperative verbs. The Year 2 pupils write short poems and prayers, instructions, letters and label diagrams in science. The higher attaining pupils write pieces that develop an idea and use apostrophes and speech marks successfully.
64. Most pupils have a good attitude towards their work and are proud of their developing skills. They are keen to read and most do so confidently in front of the class or group. Year 2 pupils recall books that they have read in class, or stories and poems they have heard, with pleasure. The pupils are eager to contribute to discussions and listen well to the teacher and to the contributions of others. When the pupils are clear about what they have to do, they quickly start work on the independent tasks and work diligently. A few of the older pupils have a very short concentration span and seek the teacher's attention whilst she is engaged with another group.
65. The teaching is satisfactory overall, and has some good features. The stronger points in teaching include: high expectations of handwriting, the effective assessment of the pupils' progress in reading and well planned homework that supports the pupils' learning in phonics and spelling. Good support is provided for pupils with special educational needs and those who are learning English as an additional language. Lessons are planned to reflect the Literacy Strategy and are mainly well organised and resourced. The learning objectives are usually set out clearly and made plain to the pupils, but in some lessons, the teachers' explanations of what the pupils will do in their independent activities are confusing and this prevents the pupils settling quickly to the work. In a few lessons, the teacher does not keep an overview of how all of the groups are progressing or check their rate of work. All teachers provide good opportunities for discussion and extend the pupils' vocabulary through their own use of language. The teachers generally choose suitable texts and use questions well to extend the pupils' thinking. The teachers read aloud in a lively and expressive manner that sets a good example for the pupils. The guided reading sessions effectively extend the pupils' understanding and skills. The plenary session is often used well to assess learning.

Mathematics

66. The 1999 Key Stage 1 national test results show that standards are average. They are above average when compared with similar schools. Taking the three years 1996 to 1998 together, the figures show that the pupils' performance in the tests is improving.
67. Inspection findings indicate that standards are average. By the end of Key Stage 1, most pupils have a secure understanding of two- and three-digit numbers and they are able to order numbers up to 100. They read and match number words to digits and they are able to add and subtract using tens and units. They can count in fives and tens and understand how to multiply numbers by 2, 3, 5 and 10 and divide smaller numbers by 2, 3 and 4. The pupils are able to double numbers and round up and down to the nearest 10. Some can perform the same operations with hundreds and thousands. Using a variety of strategies the pupils can mentally solve addition and subtraction problems up to 20 and some can work with higher numbers. The pupils know two-dimensional and some three-dimensional shapes. They tell the time in hours and half-hours. The pupils produce bar charts and block graphs and are able to explain the data they have recorded. They understand how some mathematical diagrams work and when using them are able to sort and classify data and interpret the completed charts.
68. The pupils, including those with English as an additional language, and those with special educational needs, make good progress. This is an improvement since the previous inspection. The Reception pupils recite numbers to 20 and forwards and backwards to 10. They understand numbers that are greater and smaller than others. They use the term 'partition' when putting objects into two groups, and higher attaining pupils begin to find ways of recording their results. They enjoy reciting number rhymes and finding out about the number five. Year 1 and 2 pupils are becoming secure in counting on and back in twos, fives and tens. Some extend their counting to include negative numbers. They solve simple division problems and know the difference between odd and even. They use pictures to record their work appropriately.
69. Throughout the school the pupils enjoy their mathematics lessons. They usually listen well to introductory sessions and most are enthusiastic to answer questions and attempt to solve problems. During most lessons, the pupils concentrate well on the tasks set, work quietly and are well behaved. A small number of pupils find it difficult to concentrate sufficiently and become restless. On nearly all occasions the staff deal with this effectively. Good relationships are evident between adults and pupils, and between pupils; they are supportive of one another.
70. The quality of teaching in mathematics is satisfactory overall with some good features. A good start has been made on introducing the Numeracy Strategy. The teachers are devoting an appropriate amount of time to developing the pupils' mental calculation. Where teaching is best, teachers demonstrate a secure knowledge and understanding of the mathematics they are teaching. They give clear explanations and use mathematical language correctly and this helps the pupils to develop their understanding of appropriate terms. Work is planned to build on the skills and knowledge of pupils and to extend their understanding of mathematical concepts. The teachers ensure that tasks are matched to the pupils' abilities and attainment. A particular strength of the good teaching seen is the clear questioning that extends the

pupils' thinking and develops their skills. The teachers' planning places an emphasis on numeracy skills; this is helping the pupils to have a sense of the size of numbers and where these fit into the number system. Information technology is used to reinforce and practise number operations and to produce data in different forms, such as bar charts.

Science

71. The teachers' assessments of the pupils at the end of the key stage in 1999 indicate that their attainment is above average, with half of the pupils assessed at Level 3. Inspection evidence supports the view of broadly average attainment by the age of seven. The school is aware that the teachers' assessment was inaccurate and that levels of expertise in this area need to be improved.
72. By the time they are seven, the pupils understand that certain conditions are necessary for plants to grow and name the parts of plants. They know that we need to eat a balanced diet to stay healthy. The pupils in Year 2 sort materials by their properties and know that metal is a good conductor of heat. They can make an electrical circuit to light a bulb. In experiments with changing materials, they understand that some changes can be reversed and others are permanent. The pupils use an appropriate vocabulary to describe sounds and classify instruments by the way in which these make sounds. The pupils' work from Year 1 and 2 last year shows the appropriate recording of investigations and findings. The work was more challenging and catered for the different ages and abilities in the mixed age classes. The pupils in the Reception classes are making better progress through well planned activities that involve an appropriate level of recording. The present Year 1 and 2 pupils have recorded little other than in pictures. Whilst they show a satisfactory understanding of the work covered, they are not making sufficient progress in recording their ideas or retrieving information. At present, the pupils are not using their skills in reading and writing to support their scientific enquiry because of the lack of opportunities provided. This inhibits the pupils' progress in Years 1 and 2.
73. The pupils are enthusiastic about the subject and their curiosity is well harnessed by the practical activities that are planned. They share resources well and show a good awareness of safety issues. There are occasions, when the teachers' control is not sufficiently firm, when the pupils' excitement spills over and they fail to listen carefully and shout out answers.
74. Whilst most of the teaching is satisfactory, there are occasions when the lack of clarity in the learning objectives, lack of control and confused explanations in the Year 1 and 2 classes, limit the progress that the pupils' make. In the better lessons, the teachers set the learning objectives for the lesson into context by quickly recapping on previous work. The questions are well-directed and the pupils are introduced to scientific terms. In an effective lesson on sounds, the teacher used a tape recorder to good effect and ensured a good level of participation by all pupils. In weaker lessons, the pupils are not well monitored when they undertake activities and the pace of the lesson flags. The teacher does not draw the lesson together at its close to share what has been discovered or to assess what the pupils have learned.
75. The school has recently adapted its scheme of work in an attempt to reflect the

national guidelines. The interpretation is not sufficiently sharp to enable teachers to plan work for the different ages and abilities in the mixed age classes. Much of the work planned for this term focuses on what an average Year 1 pupil should learn and the older and higher attaining pupils are not sufficiently challenged by the work.

OTHER SUBJECTS OR COURSES

Information technology

76. The pupils' attainment is broadly in line with national expectations by the time they leave the school and they make satisfactory progress. This represents an improvement since the previous inspection. Most pupils are competent in using the computer keyboard and mouse and use drawing and painting programs with confidence. They know basic word processing functions and, with help, can print and save their work. The Reception pupils are beginning to use and know the purpose of the enter key and can use the mouse to move the cursor. Key Stage 1 pupils can select icons for different colours and different brush sizes from the toolbars to perform operations when using a drawing program. The pupils use the arrow keys to give instructions for direction. They use CD ROMs to search for information. They successfully use computer programs to help to develop their reading and numeracy skills.
77. The pupils are enthusiastic and some sustain their interest for long periods of time. They are reasonably confident when using computers and, when they have been taught a particular skill, they are keen to pass on their knowledge to others. The pupils usually share and co-operate sensibly with one another and relationships and behaviour are mostly good.
78. A small amount of direct teaching was observed during the inspection. Sessions are timetabled weekly for all classes. The teachers plan to use the computers on a regular basis, although clear records of use are not maintained in most classes. In the lessons seen, the teachers had planned well and had secure subject knowledge. The pupils' achievements are appropriately recorded. The teachers make good use of support staff, particularly in the Reception classes, to develop the pupils' computer skills. Parents are impressed with the progress made in improving the provision for information technology.

Religious education

79. Only one lesson was observed during the inspection. From the scrutiny of the pupils' previous work, teachers' planning and discussions with the pupils, it is evident that attainment is in line with the expectations of the Locally Agreed Syllabus by the age of seven. All of the pupils make satisfactory progress.
80. By the end of Key Stage 1, the pupils have a satisfactory knowledge of the major Christian festivals and ceremonies through stories and visits to the local church. They understand why there are baptisms and weddings. They have a satisfactory knowledge of Bible stories and are able to relate the messages in these to their own lives. In considering the story of the Good Samaritan, for example, the older pupils identify the ways in which they can help others if they are hurt on the playground. They have some knowledge of other world religions. Reception pupils recognise the differences and

similarities in a Muslim wedding ceremony and a Christian ceremony. When considering the symbol of 'light', a Year 1 pupil describes how it makes him feel 'warm and comfortable'. Year 2 pupils know that lights are often used in celebrations such as birthdays, Christmas and Divali.

81. The pupils make satisfactory progress in the subject. They are increasingly able to express and understand their feelings and grow in awareness of their responsibilities to others. The pupils listen carefully to stories and are eager to contribute to discussions. They display a proper respect for religious artefacts.
82. The teaching in the lesson observed was satisfactory. The teacher's introduction of the theme of light through a familiar story enabled the pupils to focus on their feelings and to think of other circumstances when light is important. A weaker aspect of the teachers' planning is the lack of opportunities for the pupils to use their literacy skills; they rarely research information independently and little recording of work is evident. There is a satisfactory range of resources and artefacts to match curriculum demands. The subject has been the focus of some development in terms of planning and resources, and is well placed to improve further.

Art

83. Only one lesson was observed during the inspection; judgements are based on the scrutiny of the pupils' previous work, teachers' planning and discussions with pupils. The pupils' work reaches the standard that is expected for their age and they make satisfactory progress. The pupils in Reception and Year 1 are beginning to represent facial features and the proportion of figures. They make sound progress in mixing subtle shades to represent the colour of skin. The pupils' observational skills improve in Year 1, as seen in their pencil drawings of natural objects, where they use a variety of line to represent texture. The pupils in Year 2 show an appropriate control of brushwork in painting and a good sense of composition in printing. When cutting and tearing pieces of paper and fabric to create a collage, the pupils in Year 2 display appropriate control to achieve the desired shape and size. They know how to use a grid to copy or enlarge a picture and do so accurately.
84. The pupils are very enthusiastic about their work in art and talk animatedly about their work. They show responsibility with resources and share these willingly. The pupils tidy away sensibly at the end of the lesson.
85. In the lesson seen, the teaching was good. The teacher encouraged the pupils' initiative and discrimination by allowing them to choose their resources from a wide range. She used questions such as 'What technique are you using?' to extend the pupils' thinking and vocabulary. The progress of individuals was monitored effectively and the lesson was well organised, with pauses in activity to evaluate progress and make general teaching points about composition and technique. The teachers' planning is supported by a good scheme of work.

Design and technology

86. One Key Stage 1 lesson was observed. Discussions with teachers and pupils about their work, an examination of some of the pupils' previous work and the teachers' planning indicate that the pupils are involved in a variety of design and make projects. The pupils make at least satisfactory progress in this subject. The pupils' attainment in the lesson observed was above average. The pupils develop their ideas for designing and making a picture with moving parts. They consider the different ways that could be used to make the parts move. They use pictures to record their initial ideas and make sensible choices of the techniques for joining. They work carefully and safely.
87. The pupils talk about their work with knowledge and enthusiasm. They are clear about how they will develop their initial ideas and record their thoughts. The pupils persevere throughout the lesson. They take a pride in the finished products, which are generally of a good standard. From their past work, it is clear that the pupils are given satisfactory opportunities to plan, to select materials, and to consolidate and extend their skills. They record their ideas and evaluate their finished work. The quality of teaching in the one lesson seen was very good. The lesson was very well planned. The very clear explanation quickly gained the pupils' interest. The teacher emphasised the subject vocabulary effectively. There was very good feedback given to the pupils which helped to extend their skills and understanding.

Geography and history

88. No geography or history lessons were observed during the inspection. However, the evidence from the teachers' plans and the limited amount of pupils' written work, along with discussions with the pupils, indicates that these subjects have an appropriate amount of time devoted to them and that the pupils reach the standards expected for their age. This is an improvement since the previous inspection.
89. By the time the pupils leave the school, they have a sound historical and geographical knowledge and are able to use appropriate vocabulary to make observations about the past and the features of their local area. In geography, on visits around their locality, they have looked carefully at how they can make their area safer. They have considered the impact of cars on the environment near to the school and have carried out traffic surveys, recorded their results in a variety of ways and analysed their findings. They use information technology to support this work. They make satisfactory progress in developing early mapping skills and can identify features on maps. In history, the pupils have been finding out about life and events in Stuart Britain. They know that the Great Fire of London happened hundreds of years ago. They effectively compare the appearance of people then with people today. They have found out about Guy Fawkes and can explain why he plotted against the king. They demonstrate a good sense of chronology and understanding of events in the past.
90. A weakness in the school's planning is the lack of opportunity for the pupils to record their work. This limits the pupils' use of their literacy and numeracy skills in these subjects. There is very little evidence of the pupils being encouraged to find out more for themselves from books or other resources.

Music

91. Throughout the school the pupils achieve standards that are in line with those expected for their ages and they make satisfactory progress. The majority of pupils enjoy making music and join in enthusiastically. The pupils listen to and evaluate the music played as they enter assemblies. They are able to recognise the instruments, such as pan pipes, and how these are used to achieve a certain effect in the music.
92. By the end of Key Stage 1 the pupils can sing a good repertoire of songs from memory. Their singing is tuneful and they pay good attention to phrasing, starting and ending together. The older pupils can select suitable percussion instruments to accompany their singing. They are confident with rhythms and can identify and respond to a beat.
93. The pupils' attitudes to learning are satisfactory. They are eager to perform both individually and as a group. They are very supportive of each other. The pupils take pride in singing the school song, and do so with gusto and obvious enjoyment. In most lessons, the pupils behave well. In the less well controlled lessons, the pupils fidget with the instruments whilst the teacher is talking and this distracts other pupils.
94. Teaching is satisfactory overall, but there are some unsatisfactory features. The better lessons are well prepared with teachers having a satisfactory knowledge of what is to be taught. Planning is generally good with a balance of activities, which allow the pupils to participate in playing, listening and appraising. In an effective lesson in Year 2, the teacher used humour and her good relationship with the pupils to develop the pupils' listening skills to focus on rhythm and pitch. In an unsatisfactory lesson, the teacher was not clear about what would be learned, the pace was slow and the pupils lost interest. The teacher focused on extending the skills of one group but did not plan activities that enabled the other groups to improve their performance.

Physical education

95. Overall the pupils make satisfactory progress. Three lessons in gymnastics were observed. The evidence from the lessons observed, the teachers' plans, and discussions with pupils, indicates that an appropriate curriculum is in place and that standards are as expected, for the age of the pupils.
96. The pupils move around safely, stopping, jumping and changing direction when instructed by the teacher. They make effective use of space on the floor and show a satisfactory level of control and flexibility. They understand the importance of warming up. They throw and catch with reasonable skill. When developing a sequence of shapes they are beginning to plan and develop a variety of different shapes and to move from one shape to another.
97. The pupils display good attitudes and are enthusiastic to take part in physical education activities. They listen carefully to instructions and are keen to improve their performance. They appreciate the need for safety when carrying equipment or working with others. They are always suitably dressed. The pupils with special educational needs are well-integrated into physical education lessons.

98. The teaching is mostly satisfactory, with some strengths and some weaknesses. In the best lessons the planning has clear learning objectives and teachers have high expectations. Lessons are managed very well and a high standard of behaviour is maintained. Care and attention are given to the pupils' safety. Effective use is made of the pupils' performance to demonstrate good practice in some lessons. In the less successful lessons, the pace of the lesson is slow and the teacher spends too much time dealing with discipline and organisational matters.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

The inspection was undertaken by a team of three inspectors, with the number of inspector days totalling nine.

Thirty-two lessons or parts of lessons were observed.

The time inspectors spent in gathering evidence from lesson observations and discussions with pupils and staff totalled 69 hours.

In addition, the work of 3 pupils in each year group was scrutinised, along with pupils' records and reports.

Discussions were held with pupils about their work and other activities.

Inspectors heard 22 pupils read from their reading books as well as reading their work during lessons.

Inspectors observed registration sessions, assemblies and other activities during the inspection week.

The pupils were observed entering and leaving the school and in the dining hall at lunchtime.

They were also observed on the playground at break and lunchtimes.

Extra-curricular activities were observed.

A range of documentation provided by the school, including curriculum planning and teachers' planning files, was analysed.

Discussions were held with the teaching staff and the support staff.

Discussions were held with parents, the chair of governors and other members of the governing body.

Twenty-two parents attended a meeting with the inspectors and gave their views about the school.

Sixty-three questionnaires were returned by parents and analysed.

104. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y2	139	2	34	29

Teachers and classes

Qualified teachers (YR - Y2)

Total number of qualified teachers (full-time equivalent)	6
Number of pupils per qualified teacher	23

Education support staff (YR - Y2)

Total number of education support staff	6
Total aggregate hours worked each week	100

Average class size:	25
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Financial data

Financial year:	1998/1999
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	£
Total Income	225224
Total Expenditure	234220
Expenditure per pupil	1984
Balance brought forward from previous year	37333
Balance carried forward to next year	28337

PARENTAL SURVEY

Number of questionnaires sent out:
Number of questionnaires returned:

121
63

Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	71.0	29.0	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	66.7	33.3	0	0	0
The school handles complaints from parents well	33.3	50.0	16.7	0	0
The school gives me a clear understanding of what is taught	38.1	54.0	4.8	3.2	0
The school keeps me well informed about my child(ren)'s progress	44.4	49.2	4.8	1.6	0
The school enables my child(ren) to achieve a good standard of work	41.9	53.2	3.2	1.6	0
The school encourages children to get involved in more than just their daily lessons	44.4	38.1	11.1	6.3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	32.3	54.8	8.1	4.8	0
The school's values and attitudes have a positive effect on my child(ren)	56.5	41.9	1.6	0	0
The school achieves high standards of good behaviour	53.2	43.5	3.2	0	0
My child(ren) like(s) school	74.6	20.6	3.2	1.6	0