

INSPECTION REPORT

NORTHERN PARADE JUNIOR SCHOOL

Portsmouth

LEA area: Portsmouth

Unique reference number: 116190

Headteacher: Mr Chris Watts

Reporting inspector: Mrs Ann Coughlan
21124

Dates of inspection: May 8th – 12th 2000

Inspection number: 189926

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Doyle Avenue Hilsea Portsmouth Hampshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Nigel Huxtable
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ann Coughlan	Registered inspector	Information technology	What sort of a school is it? The school's results and pupils' achievements How well are pupils' taught?
Susan Stock	Lay inspector		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?
Peter Buckley	Team inspector	Mathematics Religious education	How well is the school led and managed?
Geraldine Dinan	Team inspector	Art Design and technology Music	Procedures for and use of assessment of pupils' academic progress and personal development
Michael Lafford	Team inspector	Geography Physical education	How good are the curricular and other opportunities offered to pupils? Staffing, accommodation and learning resources
Stephanie Matthews	Team inspector	English History Equal opportunities	Pupils' spiritual, moral, social and cultural development
Ian Tatchell	Team inspector	Science Special educational needs English as an additional language	Hearing Impaired Unit

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is larger than most junior schools with 477 girls and boys on roll. This is about 50 fewer pupils than at the time of the last inspection. Most pupils come from the Hilsea area in Portsmouth. The change in local housing from naval property to predominantly housing association property, begun at the time of the last inspection, is virtually complete. The school has identified 35 per cent of pupils as having special educational needs; this is above the national average and represents an increase of 11 per cent since the last inspection. 14 pupils have a statement of special educational needs. These include the 8 pupils in the designated hearing-impaired unit. 2.6 per cent of pupils speak a language other than English as their main home language; this is a higher proportion than most schools. The number of pupils declaring eligibility for free school meals is broadly in line with the national average at 14.7 per cent. The pupils entering the school in Year 3 have achieved results, in their end of Key Stage 1 national tests, in line with the national average in mathematics, below average in reading and well below average in writing.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features, that meets its aims well and is improving academic standards. It provides a good standard of care for its pupils and is a supportive community. The headteacher, staff and governors work together very well to improve standards and the quality of provision. The enthusiastic approach of the teachers promotes strongly the pupils' interest in learning and pupils enjoy coming to school. The school provides good value for money.

What the school does well

- Teaching is good overall and is very good in one quarter of lessons
- Pupils show very keen interest in their work, concentrate and work independently very well
- Very good leadership by senior staff is improving the curriculum and standards of work
- There is good provision for pupils with special educational needs and those with hearing impairment
- The school works very hard to broaden pupils' cultural experiences
- The school's educational priorities are supported by very good financial planning and it makes good use of educational technology

What could be improved

- The brighter pupils are not challenged enough in all lessons, particularly in science
- Pupils standards in music are below those expected for their age
- The school does not meet the statutory requirements for collective worship and thereby limits the spiritual development of pupils

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 its last inspection in 1996 by addressing successfully most of the weaknesses identified at that time. There has been significant improvement in the co-ordination and management of the curriculum and in the quality of teaching. The school has effectively developed its assessment procedures and makes good use of assessment data to track pupils' progress and raise expectations. As a result, standards have risen in English, mathematics and science. There is a strong determination in the school to continue to raise standards and the quality of teaching and learning. This is backed by effective action and good teamwork, supported well by the governing body that has also become more effective.

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	D	D	D	E
mathematics	E	D	C	D
science	D	D	D	D

Key

well above average A

above average B

Average C

below average D

well below average E

The results from last year show that, in comparison with schools nationally, the school's results are average in mathematics, and below average in English and science. Compared to similar schools, based on the declared eligibility for free school meals, results are well below average in English and below average in mathematics and science. Inspection findings show that although the majority of pupils reach the expected levels for their age in these subjects only a few attain higher standards. However, over the last three years, standards have risen in line with the national trend. The school has set appropriate targets for its future performance and is likely to meet these, as current work and lesson observations show that standards are rising still further. In addition the improved quality of teaching is ensuring that pupils make good progress and achieve well. Standards in geography and art are above those expected for pupils of this age. In music, standards are below the national expectation but pupils meet this in all other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good throughout the school and often very good
Behaviour, in and out of classrooms	Good overall in lessons and around the school, pupils work and play together happily
Personal development and relationships	Good: pupils are keen to show initiative, they enjoy good relationships with adults and work well together
Attendance	Satisfactory; similar to the national average

Pupils are keen and interested in their work and can concentrate well. Their good behaviour helps to create an orderly environment where they feel secure. Pupils show care and concern for each other. Pupils with special educational needs, those with English as a second language and those with hearing impairment are integrated well.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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 during the inspection was good or better in 75 per cent of lessons. Teaching was satisfactory in 23 per cent of lessons, good in 51 per cent, very good in 22 per cent and excellent

in 2 per cent and unsatisfactory in only 2 per cent. This is a considerable improvement since the last inspection when shortcomings were found in nearly one fifth of lessons. Teaching is very good in mathematics and good in all other subjects except music where it is satisfactory. In the well-taught lessons, teachers are very clear about what they expect pupils to learn and their management of pupils is very good. The teaching of the basic skills of literacy and numeracy is very good. In most lessons, the activities are well matched to the needs of pupils, but sometimes there is insufficient challenge for the brighter pupils, particularly in science and some sets for English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall; enriched by a good variety of clubs, visits and visitors
Provision for pupils with special educational needs	Good; pupils have clear, achievable targets and are supported well in lessons
Provision for pupils with English as an additional language	Good; great care is taken to ensure pupils feel fully part of the school
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; satisfactory provision for pupils' spiritual development, good provision for their moral and social development and very good promotion of pupils' cultural development
How well the school cares for its pupils	Good assessment arrangements contribute to the tracking of pupils' progress and the good support and guidance all pupils receive

The school's good provision for bilingual pupils, those with special educational needs or hearing impairment help them to make good progress throughout the school. In subjects other than mathematics the provision for higher attaining pupils is not so carefully planned. The wide range of learning opportunities contribute well to the great interest and involvement pupils have in their work and encourage their good behaviour and personal development. Although teachers ensure that there is adequate coverage of pupils' personal development the school lacks a scheme of work in this area but the school is working to rectify this. The school does not fully meet the legal requirements for collective worship and this limits the provision for pupils' spiritual development. The school works well in partnership with parents and keeps them well informed about the school's activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher and senior staff ensures a clear educational direction for the school and the achievement of its aims and values.
How well the governors fulfil their responsibilities	Good; the governors take an increasingly effective and active part in the management of the school
The school's evaluation of its performance	The school analyses strengths and weaknesses well and takes effective action
The strategic use of resources	Very good; the school uses its resources very well to support priorities on the school development plan and to raise standards and quality

The headteacher, has successfully promoted a very strong, shared sense of direction and effective teamwork. There is a very clear view of what needs to be done to raise standards and action is

planned well to achieve this, as demonstrated by the significant improvement in the last three years. Although procedures are not yet formalised, the school is applying the principles of best value effectively. The levels of staffing, the accommodation and learning resources are good overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school • Children are making good progress • The teaching is good • The school expects children to work hard and do their best • The school provides interesting extra-curricular activities 	<ul style="list-style-type: none"> • Children's behaviour • The amount of homework • Information about their child's progress • The school should work more closely with parents • The management of the school

The inspection team fully endorse the positive views expressed by parents. Only a small proportion of parents indicated where they would like the school to improve. It is the judgement of the inspection team, based on direct evidence collected during the inspection, that these comments are not justified. Behaviour is good, the school has consulted parents regarding homework and this is supporting children's learning well. The school makes considerable effort to inform parents about their children's progress, provides information about the curriculum and endeavours to work closely with parents on all aspects of school life. The management of the school is good overall and some aspects are very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school's results for the 1999 tests at the end of Key Stage 2 indicate that pupils attained standards in line with the national average in mathematics but below average in English and science. In comparison with similar schools, measured by the school's declared level of eligibility for free school meals, results are below average in mathematics and science and well below average in English. However, this is in the context of an above average level of pupils with special educational needs and attainment on entry that is close to the national average in mathematics but below average in reading and well below average in writing. Additionally, there is a considerable amount of mobility. There has been a 40 per cent change in the present Year 6 since the cohort was in Year 3.
2. The school's results over the last four years show a rising trend in standards, in line with the national trend. This trend is confirmed by evidence from the inspection. By the time they leave school at eleven, the proportion of pupils meeting both Level 4 and the higher Level 5 is as expected in mathematics. In English and science, however, while the majority of pupils reach the expected level, a weakness in writing remains and there is little evidence of attainment at the higher level. During the inspection week, attainment overall was at the expected level in 65 per cent of lessons, above this in 20 per cent but below the expected level in 15 per cent. Performance in tests and inspection evidence both indicate there is no significant difference between the attainments of boys and girls. The school's action plan to address an identified weakness in boys work in English is proving effective.
3. The school has a clear commitment to raising standards and its success in addressing this is seen in the good achievement of pupils in all subjects except design and technology and music. The most significant factor in pupils' good quality learning is the consistently good teaching seen in all year groups. In addition, the school makes good use of the thorough analysis of the data it collects about pupils' attainments to decide on action to improve its performance and set realistic but challenging targets. These are likely to be met as the improved provision has further impact. The individual targets set for pupils in English, mathematics and science are motivating and seen to be effective in improving pupils' progress. The setting of pupils for English and mathematics within each year group is also a positive factor in improving standards, as work is matched well to pupils' prior attainment. This is very successful in mathematics. However, in English, extension activities for the higher attainers in each group are not given consistently in all lessons. There is no setting in science or other subjects and not enough opportunity is given always for the brighter pupils to extend their thinking.
4. The school pays good attention to the needs of pupils with hearing impairment, special educational needs and those for whom English is an additional language. The good support they receive enables them to have full access to the curriculum, participate well in lessons and make good progress. This is further enhanced by the good quality teaching in individual and group lessons for their particular needs.
5. Achievement in English is good. Pupils listening and speaking skills are at least satisfactory and sometimes good. Pupils frequently practise these skills through discussions in the Literacy Hour and lessons in other subjects. They practise these further in drama and role-play. Reading skills are in line with those expected for pupils of this age and some achieve higher standards, particularly pupils in Year 4. The school's literacy programme is having a beneficial effect in broadening pupils experience and encouraging higher standards through a detailed study of fiction and non-fiction texts. Pupils have sound library skills and are beginning to use information technology effectively for finding information. Higher attaining pupils express their ideas well in writing, both average and higher attainers achieve sound levels of grammar, punctuation and spelling and most pupils present written work well using a joined up script. However, a weakness remains among lower attainers, and those with special educational needs, in expressing their ideas clearly in writing and developing appropriate writing skills. Pupils are becoming competent in the use of word processing to improve their writing and the regular homework supports pupils' progress in all aspects of reading and writing.

6. The very good teaching of mathematics ensures good progress in lessons and good achievement as pupils move through the school. By raising the competence and confidence of teachers through local initiatives and the introduction of the National Numeracy Strategy, the school is encouraging pupils to think mathematically and use appropriate vocabulary. The time given to mental mathematics is improving the pupils' knowledge and quick recall of number facts. Teachers allow time for pupils to think and reflect on strategies; this improves their skills and increases their enthusiasm for the subject. The progress of pupils is also promoted through short-term individual target setting and regular homework.
7. Standards of attainment in science are close to those expected of pupils of this age. Achievement is good overall and the proportion of pupils attaining the expected level is rising year on year. Pupils are given a wide range of opportunities to extend their knowledge and skills and by the end of the key stage have well-developed investigative skills and can conduct a fair test. Pupils develop a sound knowledge and understanding across the science curriculum owing to improved structure in the scheme of work. However, the brighter pupils are not always challenged sufficiently so that they develop the skills to achieve the higher level.
8. In information technology, pupils' standards are in line with national expectations and there is evidence of skill above the expected standard with pupils showing good levels of competence and confidence. Pupils are making good progress as a result of good and sometimes very good teaching, particularly when new programs are introduced. The development of the pupils' ability to use computers to control and monitor external events is weaker than other aspects. This is, in large part because of the lack of equipment available. The school has recently acquired suitable sensing equipment to address this. Pupils have successfully used the Mary Rose website and are beginning to use the Internet to extend their research. In addition, pupils now have access to e-mail and are using this to contact a school in Finland.
9. Standards in religious education are in line with those expected in the locally agreed syllabus. Pupils make good progress in understanding the importance of Christian religious festivals and gain a satisfactory awareness of beliefs associated with other world religions. The very good management of pupils and their high expectations of behaviour contribute well to the quality of discussions in lessons. Achievement is promoted well by the high quality range of multicultural resources and the range of visitors to the school.
10. Pupils' attainments in art and geography are above the expected levels. Pupils develop a wide range of art and craft skills as teachers build well upon prior learning, progressively increasing the complexity of tasks. Teachers provide both good quality first hand experiences and promote understanding of the works of other artists, times and cultures. A strong feature in achieving above expected standards in geography is the good use of the local area for investigative fieldwork. This develops the pupils' interest and skills that they then apply successfully to studying locations in different parts of the world.
11. Pupils attain the expected standards in history and in physical education. Achievement is good. By the time they leave school pupils acquire a good knowledge of the aspects of history they have studied, develop a sense of chronology and use research skills to distinguish between fact and opinion owing to the interesting and challenging work teachers give them. A better scheme of work in physical education has resulted in an improvement in the progressive development of skills and knowledge across all aspects of the subject. Attainment in design and technology is also in line with national expectations and achievement is satisfactory overall. Younger pupils are challenged well and show ingenuity and skill. As yet, work is not sufficiently technologically demanding for the older pupils to make steady gains in learning.
12. Standards in music are below those expected for pupils of this age. Although pupils are given a range of opportunities in lessons and other activities achievement is unsatisfactory owing to inconsistency in the expertise and expectations of teachers. While some lessons are successful, enabling pupils to make good progress, the overall planning for each year group is insufficiently detailed to enable individual teachers to plan effectively. Some of the

materials chosen, for example, in singing, do not promote interest or improve pupils' capability.

Pupils' attitudes, values and personal development

13. The school has maintained the pupils' good attitudes to the school, good behaviour and good relationships between all members of the school community as reported at the time of the previous inspection. There has been an improvement in the behaviour and attitudes of the pupils in Years 3 and 4 that were not so consistently good as the other year groups during the last inspection. These are now in line with the rest of the school.
14. The vast majority of pupils respond positively to their lessons. They are interested in the tasks they are given to do and try hard to succeed. They are enthusiastic learners and often show high levels of individual learning and perseverance. They are patient and often listen attentively for long periods before settling to work with concentration. The pupils want to be involved actively in their learning and when given the opportunity they work hard and contribute with confidence and thought. Only very rarely do pupils not show an interest in their lessons but this is mainly as a result of inappropriate teaching strategies. Most pupils with special educational needs have a positive attitude to learning. When working individually or in a small group with the support of a teacher or learning assistant they show a level of confidence not always seen in the classroom situation. They persevere with challenging tasks and enjoy the sessions.
15. Most pupils behave well in lessons and around the school. Only occasionally did the pupils' behaviour in lessons at the time of the inspection become unsettled and too noisy. In lessons pupils behave well when they are fully involved in their learning and are well managed by their teachers. At lunchtimes and breaktimes the pupils mix well together and enjoy each other's company in the busy and lively playground. However pupils were also seen to be enjoying conversations together in the quieter areas. The pupils are friendly and polite and quite happy to talk about themselves and their school. They enjoy coming to school and are pleased to share this.
16. There have been five fixed period exclusions and one permanent exclusion in the previous school year that involved three pupils. This is above the national average but the school accepts pupils through an inclusions scheme for disaffected pupils.
17. There are good relationships throughout the school between the pupils and the adults and among the pupils. A good example of this is the way in which Year 6 pupils organise and run lunchtime games for the younger pupils most successfully. In lessons pupils co-operate well together. They share resources happily; they listen to each other and work well in pairs and groups. Where teaching is of a high level and teachers have high expectations of their pupils there is an excellent rapport between them, which makes a very good contribution to the pupils' learning. The pupils are keen to show initiative when given the opportunity, for example by organising charitable fund raising events of their own volition and by helping in their classrooms. This is an area that could be developed if the school capitalised more fully on the pupils' obvious willingness and commitment.
18. The majority of pupils come to school and lessons on time, which ensures a prompt start to the school day. The pupils' attendance is in line with national averages and has risen steadily over the last three years. The pupils' satisfactory attendance has a positive impact on their attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

19. There has been a significant improvement in the quality of teaching since the last inspection when nearly one fifth of the lessons included shortcomings. Teaching is now good overall across the school and makes a significant contribution to pupils' good achievements and rising standards. Parents recognise and appreciate this. During the inspection week, teaching

was satisfactory in 23 per cent of lessons, good in 50 per cent, very good in 23 per cent of lessons and excellent in 2 per cent. Unsatisfactory teaching was seen in only two lessons in English. The consistently good quality of teaching in all year groups is promoted by effective management structures such as core subject and year leaders' groups. It results in good learning across the school.

20. The quality of teaching is good in most subjects and very good in mathematics. It is satisfactory in music. There was insufficient evidence to make a secure judgement on teaching in design and technology. Although no lessons in history were observed, other evidence suggests that teaching is at least satisfactory. Teachers reference their planning appropriately to the National Curriculum Programmes of Study and to the requirements of the National Literacy and Numeracy Strategies. However the planned activities in science are not always organised to meet the needs of higher attaining pupils. Teachers promote literacy effectively, with a suitable emphasis on improving the standards in writing. They have a good understanding of all aspects of the teaching of English and they are confident in teaching grammar, spelling and punctuation and the teaching of creative writing is particularly good. Their teaching of numeracy is very effective, the emphasis on mental calculation, the use of strategies and specific vocabulary all encourage considerable intellectual effort by the pupils. This was exemplified by an excellent lesson in Year 3 that generated enthusiasm through use of the language of symmetry that enabled pupils to describe what they were doing, with good questioning to help pupils make progress. At the end of the lesson the teacher reinforced and assessed pupils' learning very well, also encouraging their initiative and contribution to discussion.
21. A strong feature is the teachers' very good management and discipline of pupils in nearly all lessons. Teachers have high expectations for pupils' behaviour and application to work. For example, changeovers between classes and sets are conducted very efficiently, with pupils well used to the routine and being ready quickly to start work. Teachers communicate effectively with the pupils through good use of their voice and facial expression. Combined with the appropriate use of praise and humour, this contributes to a pleasant and purposeful atmosphere that encourages good relationships. The pupils feel confident to contribute their ideas and to undertake new tasks. In an excellent religious education lesson in Year 5, for example, the teacher engendered an atmosphere of awe and wonder and promoted pupils understanding of a different culture.
22. There are clear objectives for lessons, usually shared well with the pupils through clear explanations and frequently displayed at the front of the class. These build well on prior attainment over a series of lessons to promote smooth progress in learning. The individual targets in the core subjects help pupils develop a good knowledge of their own learning. Teachers present interesting and relevant challenges in most lessons; their use of good quality oral work, combined with direct teaching, helps pupils to think clearly and extends their understanding. This is supported further by the regular, good quality assessments through probing questioning and way teachers interact regularly with pupils engaged in individual or group work. Teachers mark work conscientiously and encourage pupils to self-check or check with a partner. The regular homework the teachers provide supports learning well.
23. The special educational needs teacher plans sessions for different groups of these pupils well and uses resources very effectively. The lessons move at a brisk pace so that much is achieved each time. Tasks are challenging but matched well to the needs of the pupils. The good relationship built with the pupils and the gentle encouragement given enables every opportunity to be used to extend their knowledge and understanding. In class lessons, work is matched well to individual need in literacy and numeracy and the good quality learning support enables the pupils to take a full part in most lessons. Patient encouragement of pupils with emotional and behavioural difficulties reduces any disruption to a minimum.
24. Teachers structure lessons and organise purposeful practical work well, making good use of most resources. They have a good awareness of safety issues and encourage safe practice in science and physical education. They use books effectively to develop vocabulary and language skills and introduce pupils to books as a source of pleasure and information. The

teachers make good use of the school's attractive environmental area to further pupils' knowledge of plants and animals and their habitats. The well-chosen venues for educational visits contribute well to pupils' geographical skills and understanding as well as their knowledge of life in previous times. Computers in each year group are used effectively to develop pupils' basic information technology skills and support subjects such as English, history and geography.

25. On the few occasions when less successful teaching occurred this was the result of slowing of pace of the lesson or insufficient attention to raising standards of singing in some music lessons. Occasionally, teachers talked too quickly and bombarded pupils with too much information. Unsatisfactory teaching in two English lessons in Years 3 and 4 resulted from overlong introductions where pupils became restless and also from insufficient attention to the management of pupils and time.

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

26. The school provides a good quality and range of learning opportunities that meet the statutory requirements of the National Curriculum. There is satisfactory coverage of the locally agreed syllabus for religious education. However, the school does not comply with the requirement to provide a daily act of collective worship. The curriculum has good breadth and balance and all pupils have equal access to it. The overall time allocation for lessons is satisfactory and is in line with the national average for a school of this type. In most subjects there are schemes of work that ensure consistency within the year groups and the progressive development of knowledge and skills as pupils move through the school. This represents an improvement since the last inspection. In design and technology, however, this planning is only in its early stages. The school meets recommendations for the teaching of literacy and numeracy and has effective strategies in place.
27. There is a satisfactory programme of personal, social and health education. This is linked to other subjects, including drama, and is supported by the police and the school nurse. Although teachers ensure that there is adequate coverage of the various aspects of this subject, the school lacks a scheme of work. The school is currently addressing this weakness. A subject manager has been appointed and the provision of personal, social and health education policy is now being reviewed.
28. The curricular needs of pupils identified through the Code of Practice for pupils with Special Educational Needs are met well. Their individual educational plans have specific, achievable targets. Pupils are integrated successfully and the timing of additional teaching support is linked carefully to class timetables to provide optimum benefit. This very efficient use of the special educational needs teacher and learning support assistants works particularly well during literacy and numeracy hours. Grouping pupils according to their prior attainment provides for higher ability pupils in most lessons in mathematics and English. However a lack of planned opportunities for higher attaining pupils in some other subjects, such as science, is not providing these pupils with sufficient opportunity to reach higher standards.
29. There is a good number and range of extra-curricular activities. The school provides well for musical events, dance and drama. Pupils have the opportunities to take part in clubs for team games including football, netball and hockey as well as for trampolining, gymnastics and karate. Other subjects, including science and art, are supported well through the extra-curricular programme. The school also provides well for pupils to enhance their skills in music and writing. Pupils also may choose to take part in one of several residential courses that support different aspects of their development.
30. The school has a statement on equality of opportunity within its learning policy. This policy indicates the school's aim to ensure that all pupils reach their full potential. Pupils are set for English and mathematics and in other subjects pupils often work with others of similar attainment. This policy is ensuring that pupils of all abilities make good progress. However in some lessons where all pupils were attempting the same task and using the same resources the higher attaining pupils are not always being offered sufficient challenge or those of lower

attainment tasks given tasks sufficiently suited to their learning needs.

31. All pupils have equal access to the curriculum including those with special educational needs and those who are learning English as an additional language. The school has focused closely on the issue of raising the attainment of boys in English. All pupils share equally in extra curricular activities, residential visits and sport. The school has is also very effective in its celebration of the different cultures represented in the school and in the local area.
32. The school's provision for the spiritual, moral, social and cultural development of pupils is good overall with a particular strength in its promotion of cultural education. Provision for spiritual development is sound. There is a spiritual element in religious education lessons and in some subjects within the curriculum, notably mathematics where pupils were amazed by the properties of symmetry. However in assemblies and in subjects such as science, music and English pupils do not always have sufficient opportunity reflect on faith, the value of creativity and the wonders of the natural world. Similar weaknesses were noted at the time of the last inspection.
33. Pupils are encouraged to develop a strong moral awareness and there are clear codes of behavior in the school. Pupils explore environmental issues in science and geography. Drama is strong in the school and pupils have the opportunity to act out relationships and conflicts that have moral implications. Teachers encourage pupils to understand the importance of honesty and hard work within the school community. This represents an improvement since the last inspection.
34. There is also good provision for pupil's social development. Pupils take real responsibilities around the school as monitors and in taking a leading role in extra curricular activities, for example, Year 5 pupils manage their own drama group. The opportunity to join clubs and to compete against other schools is available to all pupils. The residential and other visits and charity fund raising activities also contribute effectively to pupils' social development and to real awareness of what it means to be a good citizen. The teaching and other staff provide very good role models for pupils in the school.
35. Cultural development is promoted very well and has improved since the last inspection. Pupils are introduced to many kinds of music and many forms of art and literature. They are made aware of their own culture and that of others. The library has a wide choice of books on all aspects of art and music and pupils are aware of how they might access cultural information, for example about India, by using the Internet. The school has a very clear focus in making pupils aware of non-European culture and during the inspection there were exciting displays of artefacts from the Indian sub continent around the school.
36. The school has maintained its good links with the community reported at the time of the previous inspection. The school has decided to concentrate on bringing into school a wide variety of visitors. For example, using the local services such as the police force, fire brigade and school nurses to support the programme of personal and social education, as well as performers from other cultures, such as an Indian Dance Troupe to widen pupils' experience. The school makes good use of visits to the locality, for example in history and geography when pupils visit the villages of Wickham and Portchester. The older pupils also may take part in residential visits further afield, including a school in Finland. The school is also involved in an exciting project using information technology to create a learning resource based on the Mary Rose excavation. Members of the local community support the work of the school with a variety of activities, such as the 'Before and After' School Club and sporting activities.
37. The school has good relationships with its main feeder infant and secondary schools. The school is an active member of a newly emerging cluster group. Induction procedures are satisfactory, and although curriculum links are not yet established fully these are beginning to develop.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school has maintained the good levels of care and support reported at the time of the previous inspection. It has good procedures for monitoring and promoting good attendance. Through working closely with the Education Welfare Officer the school ensures not only that attendance is monitored scrupulously but also the pupils' punctuality. The school follows up, swiftly, any unexplained absences or lateness. It has set a target to raise the pupils' attendance over a three year period to continue the successful trend in raising the pupils' attendance steadily over the previous three years.
39. The school has good procedures for child protection and for ensuring the pupils' welfare. The deputy headteacher is the child protection liaison officer and works appropriately with the designated external agencies when necessary. He has had formal training although this is now in need of updating. The school should also ensure that all the adults in the school have access to regular formal training in this area. This is a very caring school and, under the sensitive leadership of its headteacher, all the adults in the school work hard to provide a secure and safe environment for its pupils. In this they are well supported by the governing body whose newly appointed representative has a good understanding of health and safety issues.
40. Pupils with special educational needs receive good support within the school, from teachers, non-teaching staff and pupils. Systems are in place to enable pupils to cope with difficult situations. Their progress is monitored well. The school seeks specialist support from a variety of external agencies when this is needed and uses it effectively.
41. The school has good procedures for monitoring and promoting pupils' good behaviour. The success of its approach is seen in the overwhelmingly good behaviour of the vast majority of pupils. The pupils' good behaviour is rewarded not only on an individual basis but also through a house system that encourages a sense of community and mutual responsibility. Class rules and whole school rules are clear and unambiguous and are supported well by the high expectations of the class teachers and the other adults in the school. The school is swift to deal with any reported incidents of bullying or racism. Formal records are kept and parents are involved at an early stage. The school is aware that such problems usually occur in the playground and has given some thought as to how best to manage playtime. By dividing the playground into upper and lower school areas, together with playground games and employing a good number of mid-day supervisors the school has helped to create, what was seen to be during the inspection, a happy, busy and friendly place where the pupils are at home.
42. The procedures for assessment and monitoring of pupils' academic development and progress are very good in the core subjects of English and mathematics and good in science. Data collected on pupils' attainment is analysed thoroughly by the assessment and subject co-ordinators so that suitable action may be taken to improve performance and this is used to set appropriate targets for future teaching and learning opportunities. There is a good policy for assessment that the school plans to review this academic year. Subject co-ordinators keep samples of pupils' work to assist teachers when making assessments of standards in the practical subjects. Class teachers keep detailed day-to-day or weekly records of pupils' progress in English, mathematics and science. They set individual targets for pupils that are pasted into their exercise books for English, mathematics and science as reminders.
43. Assessment procedures for those with special education needs are good. Pupils' progress is carefully monitored, regular reviews take place and information from ongoing assessments is used appropriately to form targets for future improvement. Recording systems for pupils with special needs provide a useful overview of their progress.
44. Pupils have individual records of achievement, known to them as 'Passports to Success'. They contain statements of progress, certificates for good work or behaviour and other awards they may receive during their time in school. The home/school agreement is also contained in the passport, which provides good motivation for pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The majority of parents are satisfied with the work of the school. Although some issues were raised by a small percentage of parents, these were not found to be of concern during the inspection. The school has continued to build on its satisfactory partnership with parents as reported at the previous inspection and has developed some good practice.
46. The school consults parents for their views in such areas as, the homework policy and the home/school agreement. Parents can keep in touch with their children's learning and the life of the school through a series of termly meetings. The school also offers parents the chance to learn more about the curriculum and how it is taught through specific meetings for mathematics and English. These meetings are well attended. The pupils' annual reports give parents good information on how their children are progressing, particularly in mathematics, English and science, including future targets and self-evaluation by the pupils. The school invites parents to discuss these with their child's teacher.
47. Parents receive good coverage of how the school works and what their children will be learning through other documentation issued by the school including regular newsletters, the prospectus and the annual report of the Governing Body, both of which are very well presented and 'user friendly'.
48. The school involves and informs parents of pupils with special educational needs at all stages of their child's assessment and review; and maintains contact at other times on an informal basis. Parents have access to class teachers, who have good communications with the special educational needs co-ordinator. This maintains a steady flow of information.
49. The school is keen to ensure that all the pupils and their families have equal opportunity to make the most of their partnership with the school. Although the numbers of parents helping in the classroom is small, they make a good contribution to the life of the school, including after school clubs. Unfortunately the school does not have a parent/teacher association at the moment but it is aware of the value of such a group. As an example of its flexible approach to such issues the school is running a very good project to encourage parents to be more involved in with the school. Its 'Parent Tutor Group', where parents have the opportunity to learn more about classroom practice and to learn new skills through good quality tasks, is guided by one of the school's classroom assistants. Those taking part enjoy the shared activities and contribute well to the life of the school. Regular homework, particularly in mathematics and English also contribute to the parents understanding of the work of the school and enables them to be active partners in their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the head teacher and the senior management team are very good and have made a significant contribution to the improving academic standards in the school. The headteacher has a clear vision of the educational direction of the school and both the curriculum and pastoral care reflect the schools aims and values.
51. The management team has responded positively to the previous inspection by reviewing the roles and responsibilities of all staff, improving the co-ordination and management of the curriculum, and providing more time for curriculum managers, particularly those of English and mathematics to carry out their responsibilities. The leadership of the school shares a common purpose in giving pupils and their achievements a high priority. The deputy headteacher has produced statistical data, related to national tests for each year group, to monitor pupil progress and this is used effectively to set high targets for pupils and challenging targets for the school and individual staff. Subject managers and year group leaders, overseen by the deputy headteacher, work together to ensure continuity and

consistency in the delivery of the curriculum. The whole staff has a shared commitment to raising standards and their capacity to succeed is very good.

52. The area of special educational needs is managed effectively. Any pupil who is giving cause for concern is assessed and suitable action taken if necessary. All assessments and reviews are carried out accurately and regularly. The special educational needs co-ordinator manages the day-to-day organisation of pupils with the involvement of class teachers. There is need to monitor that targets set are being followed by class teachers. The governing body supports and monitors the provision for pupils with special educational needs, and report appropriately the schools provision for these pupils, including how resources have been allocated to and amongst pupils in its annual report to parents.
53. Teaching in English and mathematics has been effectively monitored and the standard of teaching in mathematics, which has been monitored over a longer period, is now very good. However, teaching in other subjects is more variable and the school has not yet used its best practitioners to raise the standards of others. The school is aware that it needs to pay more attention now to the needs of more able pupils and has recently appointed a co-ordinator to lead this development. The school has effective procedures for staff development, which evolve through the subject management plans. There are good procedures for the induction of new teachers and the school has a commitment to initial teacher training, several members of staff being trained mentors. There is a sufficient number of qualified teachers for the requirements of the National Curriculum to be met. However, the learning of pupils in a Year 5 class is being disrupted by frequent changes of supply staff owing to difficulties with recruitment. The good support provided by a satisfactory number of learning assistants contributes strongly to the progress of pupils with special educational needs. There is a satisfactory programme for professional development.
54. The governing body is effective in fulfilling its responsibilities, is supportive and keen for the school to succeed. Their annual report to parents is well presented. Since the last inspection the governors' committees have been formalised with terms of reference and now form a well-structured and business like organisation. Curriculum presentations organised by the deputy headteacher and led by a subject manager are made termly to the governing body and help to inform them of development in the school. The chair of governors meets regularly with the headteacher to discuss progress against the school's development plan. and is fully aware of the strengths and weaknesses of the school. Several governors are new to the role and efforts are being made to provide training to give them the knowledge and confidence to make a full contribution. Governors ensure that the school meets its statutory requirements but the requirement for the daily collective act of worship is not met fully.

55. Overall financial planning to support the school's educational development is very good with a significant contribution from the deputy headteacher. It is promoting improvement in standards and quality. Resources are provided in line with priorities in the school development plan, which is generated through bids for maintenance and improvement of curriculum areas. In the last two years priority has been given to literacy, numeracy and information technology. The school's administrative officer has effective financial procedures that provide valuable support to the headteacher and governing body in planning priorities within the school. Good use of information technology supports the management of the budget and pupils information and the school has access to the National Grid for Learning. The last audit report found financial procedures sound and specific grants are used as intended.
56. The senior management team and governors exercise best value principles although procedures are not formalised. Both national and local data is used to compare standards and cost within similar schools and the school consults with parents on such issues as the introduction of the breakfast and after school clubs and the cost of residential visits.
57. The school's accommodation is good. It is well cared for and provides an attractive environment. The school benefits from having specialist rooms in addition to the class bases. Good displays of work and other stimulating material enhance the classrooms and corridors. The library is rather small for the number of pupils. The school has two halls but neither is large enough to accommodate the whole school. Trees and shrubs pleasantly surround the outside of the building and there is a mature environmental area in the courtyard between the classrooms that supports several areas of the curriculum. The playground area is sufficient in size and along with the halls, provides satisfactory accommodation for physical education.
58. The school's good quality and range of learning resources, particularly in the core subjects of mathematics, science and English, makes a significant contribution to pupils' learning and progress. The library is stocked with a good range of both fiction and non-fiction books and there are sufficient computers and related software for the teaching of information and communications technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 59 To raise further the standards of work and the good quality of provision apparent in many aspects of the school, the headteacher, staff and governors should:
- (1) Further raise standards overall by providing greater challenge for higher attaining pupils, particularly in science, by:
 - improving the quality of short term planning to include an appropriate range of tasks to meet the learning needs of all pupils
 - providing opportunities for teachers to observe very good practice and allocating sufficient time for all subject co-ordinators to monitor teaching and learning
(paras. 2,3, 7, 18, 23, 25, 27, 51, 67, 75, 80, 81, 85, 90)
 - (1) Raise standards in music by:
 - providing a detailed scheme of work to help teachers to plan lessons effectively and raise expectations
 - providing training to develop the expertise of teachers
 - ensuring materials chosen for lessons are suitable for the age of the pupils
(paras. 12, 23, 111, 112, 114, 115)
 - (1) Fulfil statutory requirements for a daily act of collective worship for all pupils and use this time more effectively to promote pupils' spiritual development
(paras. 23, 27)
60. In addition to the main items above, the following less important areas for improvement should be considered for inclusion in the action plan:
- Ensure regular formal training for all staff in child protection procedures
(para. 37)
 - Provide sufficiently demanding work in design and technology for the older pupils
(paras. 11, 94)
 - Further develop pupils' skills in control and monitoring technology
(para. 108)

THE UNIT FOR DEAF AND HEARING IMPAIRED PUPILS

61. The school makes good provision for hearing-impaired pupils supporting them effectively so that they keep pace with their hearing peers in class. The support they receive is matched to their needs and the hearing impaired pupils attain standards in most subjects that are in line with their ability. Hearing impaired pupils respond positively to their support and try hard to understand and communicate in class. Other pupils are accepting of their hearing impairment and the support they receive. The school is particularly successful in generating a welcoming attitude to hearing impaired pupils that is enhanced by staff setting a good example and being positive about the use of radio hearing equipment. The lunchtime club on signing that is attended by both hearing and hearing impaired pupils strengthens this further.
62. The specialist teachers of the deaf are skilled and provide good teaching with well planned support for each pupil that is based firmly on the individual need. Pupils also benefit from good quality support assistants who work hard to provide interpretation that keeps pupils included effectively in lessons and assemblies. Through emphasising effective communication techniques and providing good quality hearing equipment, deaf and partially hearing pupils are enabled to take part in lessons. They are helped to make progress by the positive attitude of teachers towards hearing difficulty. This is further strengthened by the additional support of the teachers of the deaf and assistants who go over the main points of the lesson again so that most deaf pupils make good progress.
63. The deaf and hearing-impaired pupils benefit from good quality monitoring. Their hearing needs are assessed effectively and suitable equipment is provided by the local authority service. The teachers of the deaf provide good and continuous assessment of how and what pupils are learning and use this effectively to plan the support they receive. Parents of hearing impaired pupils are involved at all stages of a pupils' assessment and review; contact is maintained through home school notebooks, regular coffee mornings and parents evenings.
64. The day-to-day management of the hearing impaired is managed well. However, although the teacher in charge of the unit is a member of the school's senior management team there are insufficient routine meetings with the headteacher and special educational needs co-ordinator to review the provision.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	22	51	23	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	477
Number of full-time pupils eligible for free school meals	73
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	14
Number of pupils on the school's special educational needs register	168
English as an additional language	No of pupils
Number of pupils with English as an additional language	15
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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 2

	Year	Boys	Girls	Total
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Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	75	61	136
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National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	44	53	59
	Girls	42	41	46
	Total	86	94	105
Percentage of pupils at NC level 4 or above	School	63	69	77
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	47	52	58
	Girls	44	46	45
	Total	91	98	103
Percentage of pupils at NC level 4 or above	School	67	72	76
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	4
Chinese	9
White	465
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	5	1
Other minority ethnic groups	1	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: Y3– Y6

Financial information

Total number of qualified teachers (FTE)	20.6
Number of pupils per qualified teacher	24.3
Average class size	30

Education support staff: Y3 – Y6

Total number of education support staff	16
Total aggregate hours worked per week	310

Financial year	1998/99
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	£
Total income	895812
Total expenditure	915610
Expenditure per pupil	1821
Balance brought forward from previous year	26486
Balance carried forward to next year	6688

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	479
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	29	65	6	0	0
My child is making good progress in school.	27	66	6	1	0
Behaviour in the school is good.	15	64	15	5	2
My child gets the right amount of work to do at home.	10	41	40	7	2
The teaching is good.	21	65	5	1	8
I am kept well informed about how my child is getting on.	18	52	26	3	1
I would feel comfortable about approaching the school with questions or a problem.	35	46	14	3	2
The school expects my child to work hard and achieve his or her best.	26	64	6	0	4
The school works closely with parents.	11	52	31	4	1
The school is well led and managed.	11	48	19	9	12
The school is helping my child become mature and responsible.	18	59	15	1	7
The school provides an interesting range of activities outside lessons.	24	58	8	4	5

Owing to the low return rate to this questionnaire, the opinions expressed should be treated with caution. It is the judgement of the inspection team, based on direct evidence collected during the inspection, that behaviour is good, the school has consulted parents regarding homework and this is supporting children's learning well. The school makes considerable effort to inform parents about their children's progress, provides information about the curriculum and endeavours to work closely with parents on all aspects of school life. The management of the school is good overall and some aspects are very good.

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

ENGLISH

65. The 1999 end of Key Stage 2 test results showed that attainment in English at age 11 was below the national average. Standards were well below those of pupils in similar schools although the trend over the three-year period is one of improvement in line with that found nationally. Standards seen during the inspection were in line with the national average and the school is determined to raise them to the level attained of pupils in similar schools. The school has set realistic targets for the number of pupils in the present Years 5 and 6 to reach Levels 4 and above in English in the standard attainment tests. It is clear from inspection evidence that standards in Year 4 are already showing considerable improvement. This indicates a continued upward trend in standards of literacy in the school.
66. Inspection findings show that attainment levels in speaking and listening are average and above. In all year groups, pupils develop speaking and listening skills through discussions and individual pupils speak confidently to adults, in class and in assemblies. Pupils generate ideas in brain storming sessions and contribute well in question and answer sessions. They also show these skills in drama and role-play. The Literacy Hour fosters the development of skills in listening and work in geography, history and religious education also makes a valuable contribution.
67. Skills in reading across the school are in line with those expected and this is an improvement from the last inspection. Some pupils achieve above average standards and there are some really able readers in all year groups. Reading standards in Year 4 are particularly good. Some pupils show weaknesses in the basic skills but the school's use of reading scheme books is helpful to below average readers and these pupils are also encouraged to read a variety of books appropriate to their ability level. The literacy programme is encouraging higher standards in reading and pupils cope well with a detailed study of fiction and non fiction texts in class, although many require a considerable amount of support. Pupils have sound library skills: for example most understand about the classification system for non - fiction books and can explain the use of an index. Pupils have been introduced to a wide range of literature and they can talk about poems and stories read in class. They also have a wide experience of non-fiction texts, for example information on the threats to the rain forest. Pupils also use computers effectively to develop their skills in some aspects of reading and research.
68. Attainment in writing is in line with the national average for the majority of pupils. Work is usually presented well, with most pupils using a joined up script as they regularly practise skills in handwriting. Older pupils use word processing effectively. The highest attaining pupils express their ideas well and many produce pieces of extended writing in other subjects, for example, in work on aspects of life in Victorian Britain. Evidence in the classroom displays and in pupils' work shows that teachers encourage the pupils to pay appropriate attention to grammar, spelling and punctuation. For example, pupils of average ability could explain the use of commas, speech marks and the apostrophe well. The range of written work is good with some really creative and imaginative work and writing for a variety of purposes and audiences. The stories and books read in the literacy hour often have considerable potential for creative work and pupils take full advantage of this, for example in writing their own alphabet and haiku poetry. Pupils also use word processing to improve and extend written work and for developing skills in drafting and re-drafting. However examples of writing show that some pupils cannot write accurately and that they make too many fundamental errors in punctuation and spelling. Pupils with lower potential attainment and some of those with special educational needs cannot express their ideas clearly on paper and struggle to produce extended pieces of writing of an appropriate standard. Some cannot identify nouns and verbs or explain their function. The research skills of some pupils are affected by their lack of knowledge of the alphabet.

69. Achievement in English is good and the majority of pupils make good progress. The arrangements for setting pupils according to their prior attainment are effective. Teachers monitor progress well and use their assessments to plan for sets of different prior attainment across the year. This contributes to a high quality of learning for pupils in the majority of English lessons. In the most successful lessons the good match between the teaching strategies in use and the needs of the pupils helped pupils to learn effectively. Pupils with special educational needs and those learning English as an additional language are given good support to help them make good progress. Although the school policy is to develop fully the potential of above average pupils this was not applied consistently during the inspection. In some classes the activities challenged all pupils but in others, extension activities for the higher attaining pupils were either very limited in scope or absent altogether. Homework is set regularly and this helps pupils' progress in the development of all aspects of reading and writing.
70. Pupils enjoy their work in English and behave well in lessons. They are happy to talk about their work and they recognise and enjoy a variety of types of poetry and they are familiar with both classic and modern literature because of the well-chosen anthologies used in class. They particularly enjoy writing individual and group poems and they take real pride in their creative efforts. Most can talk about their own favourite books and authors, books by Roald Dahl and those describing the exploits of Harry Potter are particularly popular. Most pupils approach tasks in English with confidence and enthusiasm and many of them particularly enjoy drama and role-play. The majority of pupils can distinguish between fiction and non-fiction and enjoy reading both types of book. In all classes observed it was obvious that pupils really enjoyed discussion and brainstorm activities; they really wanted to contribute their ideas and share them with others.
71. The teaching of English is good and sometimes very good although two of the lessons seen did not meet the required standard. Class teachers have a good understanding of all aspects of the teaching of English and they are confident in teaching the basic skills. Their teaching of creative writing is particularly good. Pupils are given inspiring examples and set interesting tasks, for example in writing letters to environmental charities to express their concern about the rain forests. In the most successful lessons teachers have high expectations of the work and behaviour of their pupils and provide work that interests and challenges all. In less successful lessons there was a less rigorous approach, an inappropriate range of work or a failure to ensure that all pupils were kept firmly on task. Teachers plan work carefully and the literacy programme has been implemented effectively. Focus on reading and writing skills during the literacy hour is clearly raising standards.
72. Although the most able pupils are not always challenged sufficiently in all lessons the Journalist and Drama Clubs do attract pupils who are particularly talented and develop their skills. Teachers mark work frequently, comments are helpful as well as encouraging; assessment procedures are effective. Individual targets are set for pupils and reporting to parents is satisfactory although not all reports provide sufficient information on how pupils might improve.
73. The school has addressed the weaknesses identified at the last inspection very effectively. As a result of appointing a subject manager and the introduction of planned work in literacy, many areas within English have benefited; particularly leading to an improvement in reading standards. The monitoring of reading is now particularly effective as is the development of literacy across the curriculum. The good assessment and recording of pupils' progress and the effective use of information technology are making a valuable contribution to the raising of standards in the subject. The subject is now very well managed particularly with regard to ensuring the progressive development of skills, the choice of resources and the development and use of assessment and target setting. The school's action to address an identified weakness in boys work in English is proving effective. The level of improvement since the last inspection is very good.

MATHEMATICS

74. Standards in mathematics seen during the inspection are in line with national averages and confirm the school's results of the most recent national test for pupils at the end of Key Stage 2. Since the previous inspection, the school has maintained an upward trend in results, in line with the rise in national standards, despite an increase in the number of pupils with special educational needs. The two main factors that contribute to the standards of attainment in mathematics are the quality of teaching and the setting arrangement, whereby in each year group there is a higher attaining set, two parallel middle ability sets and a set for pupils who need more individual help.
75. The teaching of mathematics is very good and shows a significant improvement since the last inspection. Prior to the introduction of the National Numeracy Strategy the school benefited from local initiatives and the subject manager has been a key figure in raising teacher confidence and competence in the teaching of mathematics. Planning is thorough and addresses the needs of the groups of pupils within each set. Teaching has been monitored effectively, both by the subject manager and headteacher as well as by local inspectors.
76. A significant factor in the standards achieved by pupils of all abilities, is the priority that staff across the school give to encouraging and requiring pupils to think mathematically and to use appropriate mathematical vocabulary to discuss ways of working. A good example of this is the way in which the teachers use the introductory mental mathematics work in each lesson. Average attaining Year 3 pupils, when adding and subtracting tens and hundreds from three digit numbers, understand place value and round numbers up and down, while Year 6 pupils respond enthusiastically to, '70 is the answer, what is the question?' Teachers make very good use of simple 'instant' recording devices to provide quick feedback about the performance of individuals and the class as a whole. Digit cards used in a lower ability Year 4 lesson enabled the teacher to assess individual attainment and match later work to the pupil's prior attainment. In this lesson also, the learning support assistant worked effectively with groups of pupils to help them sustain concentration. The time spent on mental mathematics work is improving all the pupils' number fact and multiplication tables, as well as their enjoyment of mathematics. It also makes a good contribution to pupils' speaking and listening skills.
77. Teachers' management and organisation of pupils is of very high quality and they respond accordingly. In an excellent Year 3 lesson, higher attaining pupils as a group, gave the teacher co-ordinates to map a symmetrical shape on the white board, while in other lessons pupils work collaboratively with good levels of concentration. Teachers' expectations of what pupils of all abilities can achieve are high. Good questioning skills are used effectively to develop mathematical thinking and strategies. Only in one Year 4 lesson were opportunities missed for higher attaining pupils to explore further patterns of numbers in a Venn diagram. Teachers not only pace their lessons well, but also pace their questioning to allow pupils time to think and reflect on their answer or strategy. For example, higher attaining Year 6 pupils reflect on the difference between the 'mean' and the 'mode' in a series of numbers and if these can be the same. This makes a significant contribution to the good levels of pupils' achievement, their acquisition of skills and enthusiasm for mathematics.
78. Pupils' work is marked regularly, but comments are often limited to encouragement rather than to show how pupils can improve. However, recently introduced short-term achievable targets for each pupil contribute to their self-knowledge of their learning. Mathematics homework is a well- established feature of the subject and although there is a strong emphasis on the learning of multiplication tables and number facts, Year 3 pupils were set a task on symmetry. Although there is some evidence of the use of mathematics in, for example geography, its use is not systematically planned across the curriculum.

79. The subject manager has a well formulated improvement and maintenance plan for the subject, that includes the analysis of national test results for each pupil, monitoring pupils' progress in the higher and lower attaining sets, the continued monitoring of teaching and development of the use of information technology in daily lessons. These strategies have a clear focus on the continued raising of standards in mathematics.

SCIENCE

80. The previous inspection judged attainment to be below the national average. Factors included a significant amount of unsatisfactory teaching, work that was not matched to pupils' attainment levels and to insufficient monitoring of pupils' progress. The school has successfully addressed these weaknesses and the results achieved by the pupils in the school over the last three years, show an increase in the proportion of pupils achieving or exceeding the expected level by age eleven in line with the rate of improvement in schools nationally.
81. The proportion of pupils reaching the level expected for eleven-year-olds in the 1999 national tests was close to the national average. The proportion reaching a higher level was below the national average. This means that when attainment is compared with schools with pupils from similar backgrounds, it is below average.
82. Inspection evidence confirms that standards achieved by the pupils are close to those expected of pupils of their age nationally. However, they are still not as high as they could be. Two significant factors are that despite the relatively high proportion of pupils with special educational needs work is not always matched to pupils' prior attainment. Also, the brighter pupils are not always challenged sufficiently to develop the skills to achieve the higher level.
83. The standard of teaching has improved and no unsatisfactory teaching was observed during the inspection. The quality of teaching and learning is now good across all year groups. Pupils are given a wide range of opportunities to extend their knowledge and skills. By the end of the key stage pupils have well-developed investigative skills and can conduct a fair test. The pace of lessons is sound and often good. However the timetabled length of some sessions is too long for pupils to maintain easily their full concentration.
84. Year 6 pupils have a sound understanding of different materials and their properties, they predict which materials are good insulators or conductors of electricity and produce a table of the test results. In a good Year 5 lesson the teacher's good subject knowledge, clear objectives and good use of the school's environmental area enabled pupils to make good progress in relating form to function when looking at the reproductive parts of flowers. Pupils in Year 3 investigate magnetic materials and use their knowledge of magnets to make games. Pupils with special educational needs and those for whom English is an additional language make good progress because of the support given by teachers and learning support assistants, who are careful to meet their needs by explaining unfamiliar terms. Teachers have high expectations of the pupils who are encouraged to use their literacy and numeracy skills to present the results of their investigations. Lessons are supported well by suitable equipment and resources. Year 4 pupils make good use of fishing nets, enlargers and specimen jars when investigating life in the school pond, taking great care when handling the equipment and specimens. The school is beginning to use information technology to support pupils' learning. For example Year 3 pupils are beginning to explore a CD ROM about wildlife.
85. Pupils' attitudes to science are good and often very good. This is an improvement since the last inspection. In all lessons pupils behave very well and enjoy their practical work. They are encouraged to participate in lessons by, for example, suggesting ways of finding minibeasts or to offer ideas on recording their results. Pupils value one another's contributions to discussions and collaborate well in investigations in groups.
86. The management of the subject shows good improvement since the previous inspection. The subject is co-ordinated well by a knowledgeable subject leader who is keen to improve

curricular opportunities for all pupils. The curriculum is now based on a more structured scheme of work that has been revised in line with national guidelines. This is helping all teachers understand what they should teach next to build on the prior knowledge of pupils. The school has developed new systems for assessing and recording pupil progress and this information is being used more effectively to plan the next steps of pupils' learning. Assessment and recording of pupils' progress in science is good.

87. The co-ordinator regularly monitors and evaluates curriculum planning and analyses pupils' results and discusses findings at the regular meetings of the core science team. This is resulting in improved consistency of the teaching of science across the school and an improvement in standards. However, a remaining weakness is that planned activities are not always organised successfully to meet the needs of all pupils and this is having a negative impact, in particular, on the higher attaining pupils. The co-ordinator has yet to be given an opportunity to monitor and evaluate teaching in order to help raise standards further.

ART

88. Pupils' achievement in art is good and this is an improvement since the previous inspection. Pupils throughout the school develop a range of art and craft skills, building on prior experience. They gain a good understanding of the works of other artists, times and cultures. They make useful comparisons between this and their own levels of expertise by developing a critical vocabulary, through discussion and by working in the style of other artists to gain a deeper understanding of how artists think and work.
89. By the end of the key stage, pupils draw and paint well, using a good variety of dry and wet media. They use appropriate techniques to communicate their observations and ideas and to express feelings. Pupils also use the skills learned in art lessons to illustrate and reinforce their knowledge in other subjects. For example, to support their history studies, pupils in Year 6 made well observed and detailed drawings of figures in Victorian dress and made useful, annotated drawings of the interiors of the houses of rich people. They also made beautifully executed scrolls using twigs and simulated papyrus effects, to illustrate their work about the life of Esther in their study of Judaism. Pupils in Year 5 made accurate representations of artefacts and statuettes, using dry pastel techniques, when studying the Aztecs. Pupils' work is lively, observed carefully and proportioned accurately. They match colours carefully to represent terra cotta and reproduce faithfully, the characteristic symbols and patterns of Aztec designs.
90. The quality of teaching in art lessons is good. Teachers are confident in their planning and consistently teach the skills that pupils need in order to improve their capability. Teachers exemplified good practice in Year 3 when introducing the difficult concept of making three-dimensional objects out of two-dimensional materials, in this case, newspaper strips and paste. This activity was matched well to pupils of this age, they delighted in using such 'messy' techniques and it was made even more enjoyable by combining the fun of mini-beast investigations in science. Teachers skilfully harnessed pupils' enthusiasm by providing clear step by step instructions for modelling techniques, while allowing for pupils' free choice of creatures and decorative finishes. Teachers in Year 4 classes clearly identified learning objectives when planning drawing from first hand sources in charcoal and pencil. This sharpened the ability of pupils to look analytically, sustain concentration and develop a range of drawing techniques.
91. Teachers provide good quality first hand experiences for pupils to investigate their local surroundings. Pupils in Year 4 made carefully colour matched pastel drawings of flowers and blossoms from the school grounds to extend their scientific and artistic understanding. They then compared their pictures with those by recognised artists. Teachers plan thoroughly, they also demonstrate skills and techniques in a competent manner. They build upon pupils' prior learning, providing a consistent approach and progressively adding small complexities and challenges as pupils move up through the year groups. Teachers help to raise pupils' awareness of their own personal and social development through art. Pupils in Year 6, for example, made moving studies from both imagination and observation, linked to Picasso's Blue Period, when they studied issues relating to bereavement and loss.

92. The co-ordinator for art has very good levels of personal expertise and subject knowledge, has a clear vision for the development of the subject and is an exemplary role model for non-specialist colleagues. The subject policy has been well prepared, relates to National Curriculum and to local authority guidance and provides sufficiently detailed planning, to assist good levels of lesson planning for all teachers. Currently, there is insufficient time allocated to the co-ordinator to monitor teaching and learning across the school.
93. Resources for art are good. They have been gathered over a long period of time and support the requirements of the National Curriculum. Practical materials for pupils' learning are plentiful, of good quality and readily accessible. Pupils play a positive part in caring for, clearing away and storing materials. There is a good supply of posters, postcards and other printed reproductions of the art of other times and cultures as well as a very fine collection of artefacts, particularly of Indian and Aztec cultures, to support pupils' learning.
94. Pupils thoroughly enjoy art lessons. They co-operate well and behave very well in response to the constant challenges set to their creative capabilities.

DESIGN AND TECHNOLOGY

95. On the basis of lessons seen, displays, photographs and models of pupils' work, attainment is judged to be in line with the expectations for pupils of similar age; this represents an improvement since the previous inspection.
96. Pupils in Year 6 made Victorian samplers using fabrics and threads to support their work in history. In Year 5 pupils worked with food as a material, adding their own flavourings to a basic cake recipe. This work supported pupils' studies in other subjects and formed part of a thematic approach to learning. While giving relevance to pupils' learning, this approach was not sufficiently technologically demanding for pupils of these ages. It provided little personal challenge, offered limited scope for pupils' own choice in making and contained a minimum of problem solving opportunities. By contrast, pupils in Year 3, using the same thematic approach were able to demonstrate ingenuity and develop skills in designing and making their own magnetic games and musical instruments. Pupils selected from a range of familiar craft and re-cycled materials with the addition of magnets, to devise, test and make games of skill using magnetic forces to retrieve components, as in a fishing game or make objects travel a route, using hidden magnets, for players to score points. Pupils in Year 4 designed their own patterns, using newly acquired mathematical skills in drawing two-dimensional nets for three-dimensional shapes, as a basis for designing and constructing pyramids when studying the Egyptians.
97. Teachers' expectations of pupils' capability in technology is good in Years 3 and 4 but in Years 5 and 6 they offer insufficient challenge. Teachers' planning is related closely to topic areas but as technology is alternated on the timetable with art, there is a weakness in this approach. It is difficult for pupils to make steady gains in their acquiring of skills.
98. At the time of the inspection, the subject co-ordinator had held responsibility for only one term and is in the process of reviewing the policy and schemes of work. To date she has undertaken an audit of planning and resources but has not yet monitored lessons. The co-ordinator has good experience in the subject and has firm plans for improvement.
99. The school is fortunate to have a designated technology room for food preparation and cooking. During the inspection week it was being used for administration purposes, but it is planned to re-instate it as a teaching resource for the next academic year. There are good systems in place for resourcing technology lessons in year group bases. In addition, two well-equipped trolleys are located centrally for use in classrooms as needed. A good stock of suitable tools and consumable materials is readily available and the pupils' library has a plentiful supply of books in many subject areas to support pupils' designing and making capabilities.

GEOGRAPHY

100. Pupils achieve well in geography and by the age of eleven they acquire good knowledge and skills. Many exceed the expected standards for their age. Most can interpret maps of different scales and calculate and estimate distances. They have a good appreciation of symbols on maps and use a key competently. Pupils develop good understanding of physical processes such as the stages of a river and they successfully compare different types of settlements. They demonstrate that they are familiar with the locations of the oceans, continents and key mountain ranges of the world.
101. A strong feature in developing pupils' interest in the subject, as well as their geographical knowledge and understanding, is the good use of varying locations in the area for investigative fieldwork. Pupils can then apply the skills and methods they have learned when they study overseas locations, such as India and Amazonia. These studies contribute strongly to pupils' understanding of other cultures and give rise to much good quality work in other subject areas. Most pupils can draw and interpret bar charts and line graphs to compare temperature and rainfall. Learning in geography is enhanced by pupils' positive attitudes and good behaviour in lessons. They get down to tasks very quickly and are keen to contribute to discussions about the topic. They cooperate well when working in groups so that such sessions are very productive.
102. The quality of teaching in geography is good. Teachers' secure understanding of the subject ensures that pupils acquire sound factual knowledge while skilful questioning encourages geographical enquiry. Teachers have high expectations of their pupils because they require them to use and understand appropriate geographical terms and to compare the locations they are studying with their own. For example, in a Year 5 lesson they successfully compare a village in India with their own surroundings. Teachers ensure that there is appropriate emphasis on environmental issues. In Year 6 lessons on rainforests, pupils demonstrate sound appreciation of the effect of man on his environment through learning the consequences of deforestation. Teachers manage the lessons well and support the pupils' learning by the effective monitoring of activities. Lessons contribute strongly to pupils' literacy skills. An example of this is when Year 6 pupils write letters expressing their concerns about the rainforest. Lessons also promote numeracy when pupils use graphs to compare aspects of climate and when they calculate distances. Teachers usually ensure that lessons move at a brisk pace so that good use is made of the time available. Teachers are very aware of the special needs of some of their pupils and give them good support although the tasks themselves are not always adapted sufficiently for their needs. Satisfactory use is made of information technology to promote learning in geography.
103. The co-ordinator for geography provides strong leadership and manages the subject well. Since the last inspection there has been an improvement in both short and long term planning and as a consequence teachers are clearer about what pupils are expected to learn. The curriculum in geography is broad and well balanced. The schemes of work ensure similar provision across the year groups. The good range and quantity of learning resources stimulates pupils' interest and promotes learning.

HISTORY

104. No lessons were observed during the inspection but discussions with pupils and teachers and careful scrutiny of pupils' work suggest that pupils acquire a good knowledge of all aspects of the history that they have studied. By the age of eleven, they also understand about research methods and the difference between fact and opinion. Pupils achieve well in history because they are being given work that really challenges them and that introduces them to research skills such as the use of web sites on the Mary Rose and eyewitness accounts of life in Victorian times.
105. Learning is effective in that pupils can write about and talk about their studies in history with considerable fluency and with real enthusiasm. Progress through the school is secure with

the majority of pupils making good progress in developing an awareness of chronology and change over time. The written work of pupils shows that they are developing a secure foundation of knowledge about life in the past and about how historians find out about it. They know that history can be found in written records but they also know that people in their community have valuable knowledge about life and events in the past. For example, pupils in Year 6 were able to talk about some aspects of life during the last war because they had questioned relatives about it. The same group of pupils showed real interest in relatively recent history and pupils of average ability are able to talk about key events such as the assassination of President Kennedy as well as about fashion and music in the 1960s. The higher attaining pupils have a really good grasp of the detail of the topics studied while a pupil with special educational needs described the horrors of child labour in the nineteenth century; showing a very good level of knowledge of the work of chimney sweeps. Most pupils have a good awareness of the history of their own area because they visit local museums and study places such as Porchester that have been inhabited since Roman times.

106. Discussion with pupils and scrutiny of their work shows clearly that they enjoy their work in history. Creative work related to topics in history is often very good and work is usually presented well because pupils take a real pride in their work. Pupils were seen to have made particularly good progress when given the opportunity for research using evidence from visits, a wide variety of books and other sources. Pupils enjoy employing imaginative and extended writing in history and this also makes a significant contribution to their progress in literacy. Pupils with special educational needs make good progress because of the good level of support and because they enjoy their work in the subject.
107. There is evidence that teachers are knowledgeable and enthusiastic about history and the range of topics covered is comprehensive. They give pupils interesting tasks and mark the work frequently. They plan effectively, especially when ensuring appropriate links with other subjects such as art and English. Their approach to the subject ensures that most pupils find the work interesting and challenging. Resources are good and the school also supplements these with exciting role play activities where visitors bring in costumes and artefacts to enable pupils to experience what it may have been like to live in Tudor times or to be a Roman legionary soldier.
108. The management of the subject is good. The co-ordinator is enthusiastic about the development of all aspects of work in history. Staff in year teams share in the development of resources and teaching strategies. There has been considerable improvement since the last inspection particularly in the use of information and communications technology and the development of research skills. The teaching of history is successful in that pupils develop a sound knowledge of the past and a real understanding of its relevance to them.

INFORMATION TECHNOLOGY

109. Standards are in line with national expectations and some examples of above expected standards are seen in work displayed around the school, particularly where text is combined effectively with photographs or drawings. Pupils have had experience of most aspects of the information technology curriculum and show good competence and confidence in basic keyboard and mouse skills. Many can save, load and print independently. Pupils know how to use a word processor to record and edit work using different fonts and altering size. They use the computer to draw and to display, graphically, data they have collected and use prepared information databases to research in other subjects. For example, Year 3 pupils are developing skills in finding out about wildlife and Year 6 pupils used a simulation about the Victorians. Recently, pupils have begun to use the Internet to extend their research, and Year 5 pupils have made very good use of the Mary Rose website to support learning in history. Pupils now have access to e-mail and this is being used for pupils to contact pupils at a school in Finland.
110. In the aspects of information and communication technology currently being studied, pupils are making good progress. Achievement in other aspects is less evident, especially in the development of pupils' ability to use computers to control and monitor external events. This

is, in large part, owing to the lack of equipment available. The school has recently acquired suitable sensing equipment to address this weakness.

111. The teaching of information technology is good overall and sometimes very good. Teachers use a good mix of initial instruction, opportunity for pupils to investigate, structured tasks and individual support to assist pupils to learn. The eagerness of the pupils to learn, their high levels of interest and willingness to co-operate with each other help them to make the most of the opportunities offered. They have the confidence to make mistakes and then learn from them. This results in good progress in lessons. For example, in a very good Year 5 lesson introducing graphical modelling, the teacher clearly explained the purpose of the lesson, and gave a good demonstration of the program that increased pupils' interest and enthusiasm and made the screen instructions very accessible to them. He emphasised important factors such as the need to instruct the computer and 'Think before you click!' Year 4 pupils make good progress in entering and editing text through the good support and intervention of their teachers.
112. The school has maintained the overall standards seen at the last inspection as it has managed to keep pace with the demands and changes in information technology. Both hardware and software have been updated, all the up-to-date computers are networked and the school is linked to the National Grid for Learning. The knowledgeable co-ordinator is managing the subject well and gives good support to staff whose competence and confidence varies. A curriculum map and progression sheets assist teachers with planning and the latter help pupils to develop understanding of what they need to learn. The certificates they receive when they achieve particular goals further motivate pupils. An analysis of staff skills has led to some school based training in data handling and sessions with year teams and, where necessary, the co-ordinator has helped with lesson plans. The core team for information technology supports the co-ordinator and promotes the spreading of good practice. It has also helped the co-ordinator to produce a good quality development plan that includes training for all teachers and learning support assistants in the autumn through National Opportunities Funding.

MUSIC

113. Standards of attainment are below those expected for pupils of this age range and have fallen since the last inspection. No instrumental or composition activities were seen during the inspection as all the lessons involved singing. When listening to orchestral music by classical composers or to traditional unaccompanied work songs, pupils show interest, listen carefully and ask pertinent questions. In a Year 3 class, for example, pupils enjoyed Benjamin Britten's "The Young Person's Guide to the Orchestra", and could identify woodwind, percussion, strings and brass sections in the passages heard and could hum or sing the parts they had identified to verify their answers. In a Year 4 lesson, pupils learned about the importance of music to working life in the past, by listening to sea shanties. They learned about oral tradition, ways of life at sea, and types of sailing ships. Pupils extended their knowledge and vocabulary in order to understand the lyrics so as to develop expression in their own singing. Pupils sing with enthusiasm but a minority of pupils throughout the school, mainly boys, sing persistently out of key and this is not always recognised or corrected by all teachers.
114. The quality of teaching is satisfactory overall, and occasionally good. Some teachers' expectations of what pupils can achieve are not high enough and some ill considered singing materials were offered to older pupils that did not elicit enthusiasm or co-operation and even limited pupils' capability. For example, pupils in a Year 6 lesson sang "Frere Jacques" as a round in French. Many pupils mis-pronounced the words which they had not seen written down, others did not know the English translation and could not therefore put expression into their work. Pupils lost interest and standards in behaviour lapsed. There is inconsistency in teaching expertise across year groups. Another class of Year 6 pupils sang the same song, this time in English, with satisfactory levels of expression because of the variety of strategies used to help pupils improve their pitch and rhythm. The teacher demonstrated and played

the initial notes on the piano so that pupils could pitch correctly, and sang along with pupils for support.

115. The more confident teachers vary the lesson content, select more interesting songs and set an optimum amount of challenge to extend skills and understanding. This approach was seen in a singing practice session for a combination of Years 5 and 6 pupils when teachers taught as a team, used dynamic methods of teaching lyrics and rhythm and introduced a purposeful pace to the lesson. This offered pupils challenge, humour and a spirit of competition between groups. Pupils responded with enthusiasm, sustained concentration and enjoyed the session. Pupils have the chance to listen to well-selected pieces of music before and after assemblies such as Ladysmith Black Mombasa. This helps to create a suitable atmosphere for focusing pupils' attention.
116. Pupils' attitudes are mostly satisfactory. They enjoy the activities, but in some lessons, where the activities are insufficiently demanding, behaviour deteriorates, this limits their own and other pupils' learning and progress. Boys and girls make similar progress, but on one occasion they segregated themselves into same sex groups in a lesson on work songs, which the girls felt was more suitable for male voices and this went unchecked by the teacher. Pupils with special needs enjoy the inclusive nature of practical music making and make sound progress.
117. The subject co-ordinator has only very recently been allocated this responsibility and did not know the budget allocation or have a subject policy to work from, other than the general learning outline agreed by the school. There is a year plan identifying year groups under general headings such as singing, composing, listening to music, but this is insufficiently detailed to enable teachers to plan from effectively. The new co-ordinator has specialist instrumental expertise and a clear idea of how the subject can be improved.
118. The school offers music clubs for pupils who wish to play recorders or sing in the choir outside of normal lesson times as part of its good extra curricular provision. Pupils may also choose to learn to play piano/keyboards, flute, brass and strings from a variety of visiting instrumental teachers that parents pay for separately. There is a good response to this service, which helps to develop specialist skills within the school.
119. Resources are appropriately varied and in a good condition. There are sufficient percussion instruments for a full class of pupils. Instruments are well labelled, stored and held centrally in the designated music/drama room. The school has a good selection of classical taped music from mainly European sources but lacks a sufficiently wide range of music from other traditions.

PHYSICAL EDUCATION

120. Pupils are attaining standards in line with those expected for their age as found at the last inspection. By the age of eleven most have acquired good basic skills in games and use these effectively to play small-sided games. In gymnastics and dance they plan sequences showing a wide range of movements and perform these to a good standard. They develop good control of their movements and they work imaginatively with others to devise sequences. They have sound knowledge of how to prepare for an activity and most listen carefully to instructions and follow them well. Pupils' strong motivation and ability to work with others contribute significantly to their learning in this subject.
121. The quality of teaching in physical education is good. Teachers have good subject knowledge that enables them to plan tasks that motivate pupils and allow them to achieve well. In most lessons teachers use a variety of methods to sustain the interest of pupils and they intervene effectively to improve performance. This also helps to keep up the brisk pace of lessons and provide a good level of aerobic activity for pupils. Teachers promote learning by giving good individual encouragement and support to pupils of all abilities. However, in most lessons pupils do not get sufficient opportunities to evaluate their own performance and that of others. Exceptionally, in a Year 3 dance lesson, pupils did improve their skills through

watching others and comparing their work with their own. Most teachers manage their classes well and require high standards of behaviour, though in one Year 4 gymnastics lesson some pupils were noisy during demonstrations. Teachers give pupils many opportunities to learn the value of teamwork both in games and through successful team building activities. This helps them to develop sporting attitudes and ideas of fair play that they put into practice when competing against other schools.

122. Pupils' learning is supported effectively by lunchtime and after school activities that enable them to apply and improve their skills and to compete against other schools. There are also opportunities to take part in activities such as karate and trampolining. These activities, their work in lessons and other aspects of their physical education make a good contribution to pupils' social and moral development.
123. The well-qualified and experienced co-ordinator provides strong leadership and management for the subject. She supports less knowledgeable staff well by providing specimen lesson plans. There is now a satisfactory scheme of work in place that has resulted in an improvement in the planning of the progressive development of skills and knowledge. As a consequence teachers and pupils are clearer about what is to be learned in gymnastics and dance. Currently, the coordinator does not have sufficient time to monitor lessons for content and quality of teaching. However, there are sufficient resources for the subject and the accommodation available is adequate. The school has good access to local facilities for swimming, team games and athletics. The school provides swimming lessons for Year 4 and outdoor and adventurous activities take place during residential visits, though not all pupils attend the latter.

RELIGIOUS EDUCATION

124. Standards in religious education have been maintained successfully since the previous inspection and are in line with those expected in the locally agreed syllabus.
125. Overall, the teaching of religious education is good and this contributes to the standards that pupils achieve. Teachers follow the lessons planned for each year group based on the locally agreed syllabus. Good questioning encouraged pupils in Year 3 to explore the issue of evidence and belief through the story of Peter and Thomas. They understood the links with history and showed an appropriate level of knowledge of the stories told in the New Testament. In a Year 4 lesson pupils identified the main features of the church, and contributed sensible and constructive ideas about their function, in preparation for a local study trip. The teacher's good subject knowledge was evident in an excellent Year 5 lesson on the Hindu preparation of the Puja Tray. Pupils understood the symbolism of the articles on the tray and valued the opportunity for silent reflection to empathise with this daily act of worship, with some pupils offering to share their thoughts with the class. Year 6 pupils, in discussing the various branches of Christianity, understand that people who share beliefs and values meet together and that their meeting place, as for example, for the Quakers, is important to them.
126. By the time pupils leave the school, most have made good progress in understanding the importance of Christian religious festivals and have gained a satisfactory awareness and understanding of some of the beliefs associated with other world religions. The amount and quality of pupils' recorded work is sound and refreshingly contains few work sheets, particularly as pupils get older. Although all pupils have the same initial written task there is evidence of some extension activities for the higher attainers and support for pupils with special educational needs. Teachers manage the pupils very well and have high expectations of good behaviour. This contributes significantly to the quality of discussion in each lesson. Pupils are aware of the views of others and listen attentively to them.
127. The subject manager is recently in post and is adapting planning to meet the needs of the recently revised agreed syllabus. A high quality range of multicultural resources supports the subject well, as do the range of visitors to the school.

