

INSPECTION REPORT

LIPHOOK CofE JUNIOR SCHOOL

Liphook

LEA area: Hampshire

Unique reference number: 116330

Headteacher: Mrs J Snuggs

Reporting inspector: Mr C R Phillips
15941

Dates of inspection: 8th – 12th May 2000

Inspection number: 191520

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary controlled
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Avenue Close Liphook Hampshire
Postcode:	GU30 7QE
Telephone number:	(01428) 722490
Fax number:	(01428) 723544
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Jones
Date of previous inspection:	1 st July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr C R Phillips	Registered inspector	Geography History Religious education Equal opportunities	Characteristics and effectiveness of the school The school's results and pupils' achievements Leadership and management Key issues for action
Mrs H Barter	Lay inspector		Pupils' attitudes, values & personal development Pupils' welfare, health and safety Partnership with parents and carers
Mrs D Franklin	Team inspector	English Design and technology English as an additional language	
Mrs M Phillips	Team inspector	Mathematics Art Music	Teaching and learning
Mr J Woodcock	Team inspector	Science Information technology Physical education Special educational needs	Quality and range of opportunities for learning

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10 - 11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12 - 14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14 - 15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15 - 16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17 - 18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20 - 23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24 - 38

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is a larger than average voluntary controlled Church of England school for boys and girls aged seven to eleven. It draws pupils mainly from the village of Liphook, but also from a wider area, and has increased significantly in size in recent years. It now has 362 full-time pupils. Although there are some variations in the ability levels of the various year groups, overall levels of attainment on entry are a little above the average found nationally. The number of pupils entitled to free school meals (9 per cent) is below the national average. Ninety-four pupils are currently identified as having special educational needs, which is above the national average, and four pupils have statements of special educational need. There are three pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is a good school. After a period when its results were disappointing, it is becoming very effective. Standards in national tests increased substantially in 1999 and the school now has in place systems to ensure that individual pupils achieve their full potential. Standards of attainment by the end of the key stage are currently clearly above the level expected nationally in English and mathematics and are well above that level in science. Standards in mathematics have shown very significant improvement. The quality of teaching is good overall, and is often very good or better, and the pupils respond very well to this. They display very good attitudes to their work, are encouraged to be responsible and become increasingly independent. The quality of relationships across the school is very good. The headteacher, governors and staff work together well to improve the school and are striving for high standards. The school provides good value for money.

What the school does well

- Standards of attainment in English, mathematics, science and most other subjects have improved significantly and are now clearly above average.
- The quality of teaching and the support provided by the special needs assistants are good.
- Literacy and numeracy are well emphasised within a well-planned, stimulating and lively curriculum, which provides appropriate levels of challenge for all pupils; many extra-curricular activities are provided.
- The pupils respond very well to the learning opportunities provided and their behaviour, attitudes and personal development are very good.
- There are very good relationships between pupils of all ages and between pupils and staff.
- The school has a clear educational direction because of the headteacher's leadership and the support of the governing body.
- Provision for pupils with special educational needs is very good.

What could be improved

- Standards in music are below the level expected by the end of the key stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in July 1996, standards of pupils' attainment were at least in line with those expected in English and science, but were lower in mathematics. In most other subjects, standards were judged to be appropriate, although in singing and in aspects of information technology standards were below expectation. The overall quality of teaching was good, although in some lessons it was reported to be better and in some it was less than satisfactory. Key issues identified in the report have all been addressed well. Schemes of work are in place or being revised for all subjects, much development has taken place in ways of assessing pupils' attainment and progress and the role of co-ordinators has been developed to include the monitoring of teaching and of pupils' work. Levels of attainment in mathematics, which were previously low, have improved substantially and are now clearly above average. Standards of attainment in national tests, which were declining, improved significantly last year in English, mathematics and science and look set to

continue that improvement. Information technology has improved, but standards in music overall are below expectation. The standard of teaching is now good overall, and often very good or better. The school's accommodation has also improved.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	C	A	A	well above average A
mathematics	C	D	B	B	above average B
science	C	C	A	A	average C
					below average D
					well below average E

Overall results in the 1999 National Curriculum tests at the end of Key Stage 2 in English and science were well above the national average. In mathematics, results were above average. When compared with schools of broadly similar intake, the overall results were also well above average in English and science and above average in mathematics. The numbers of pupils attaining Level 5 were well above average in English and science and above average in mathematics, when compared with both national figures and those for schools of similar intake. In each of these subjects, the 1999 results represented a significant improvement on those of previous years and the school's overall trend is upwards. Based on its judgement of the ability levels of the groups to be assessed in 2000 and subsequent years, the school has set realistic targets, which indicate a continuation of the good standards achieved by the time pupils are eleven. In the case of mathematics, the targets set are likely to be surpassed. Inspection findings indicate that standards of attainment at the end of Key Stage 2 are currently clearly above national expectations for English, mathematics and science. Attainment in information technology, religious education and most other subjects is generally above the level expected, but levels of overall achievement in music are below expectation.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are keen to attend and show very good attitudes in all aspects of school life.
Behaviour, in and out of classrooms	Their behaviour is very good and pupils of all ages work and play well together.
Personal development and relationships	The pupils' personal development and the quality of relationships throughout the school are very good.
Attendance	Attendance is very good and there are very few unauthorised absences.

The quality of relationships, the personal development of the pupils and their attitudes to all areas of school life are particular strengths of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	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 in all subjects, including English and mathematics, is good overall, and is often very good or excellent. The skills of literacy and numeracy are very well taught and good provision is made in each of the classes for the needs of all pupils, including those with special educational needs, or for whom English is an additional language, and the higher attainers. Of the lessons observed during the inspection, 47 per cent were very good or excellent, 42 per cent were good, and almost all were at least satisfactory. The teachers' subject knowledge and classroom management are good, they have high expectations, teach basic skills very well and provide a good range of interesting and often stimulating learning activities. The pupils respond very well to the experiences offered. Most pupils are keen to do well, show good understanding of what they are doing and are able to talk in an increasingly mature fashion about what they are learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, relevant and stimulating curriculum. Provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good and they make good progress.
Provision for pupils with English as an additional language	Provision for these pupils is by way of the school's general programme of learning and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' personal development. Provision for their cultural development is good, and for their spiritual, moral and social development is very good.
How well the school cares for its pupils	The school cares well for its pupils.

There is a good partnership between the school and its parents. A substantial majority of parents believe the school is doing a good job in encouraging their children to do well and to develop well personally and socially, and that they are informed appropriately about the work their children are doing and the progress they are making. The school offers a broad and stimulating range of learning experiences for all pupils, within and beyond the school, and provides many activities for pupils outside lessons, which often involve parents. The residential experiences provided for all pupils are of great value. All pupils are known well and are well cared for. They are treated with respect and feel valued.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and is well-supported by the deputy headteacher and other senior managers. Subject and other co-ordinators manage their responsibilities well.
How well the governors fulfil their responsibilities	The governors undertake their responsibilities well, are thoroughly committed to the continuing development of the school and have a good awareness of its needs.
The school's evaluation of its performance	The headteacher, governors and staff constantly review the school's performance and look for ways to improve it.
The strategic use of resources	All resources are used efficiently for the benefit of the pupils in the school.

The school is well staffed with teachers and is well supported by its special needs assistants and by all other adults working in it. The accommodation, which has recently been improved considerably by the addition of new library facilities and a special needs room, is still limited because of the size of its hall and of the cramped facilities for administrative staff. Learning resources are good and in some areas are very good. The school has a clear educational direction and, under the leadership of the headteacher, is becoming very effective. The governors and headteacher review all development priorities regularly and evaluate all spending decisions, but are only just beginning to apply the principles of best value in the deployment of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour is good, pupils are expected to work hard and they are helped to become mature and responsible. • They feel able to approach the school with questions and most feel they know how their child is getting on. • The teaching and management are good. • Most feel that their children receive appropriate work to do at home. 	<ul style="list-style-type: none"> • A significant number feel that pupils do not receive the right amount of homework. • A significant number feel that they are not sufficiently informed about the progress their child is making. • Several expressed concerns about the school's management and about its links with parents. • A few feel that the school does not make enough provision for activities outside lessons.

The inspection team found that, in the main, parents' concerns were not justified. The school has an appropriate policy for homework and provision is good. Much information is available about pupils' progress and will be enhanced by the identification of individual targets and the new ways of reporting currently being developed. There is a very good range of out-of-class activities. The inspectors support the positive view of the school provided by the substantial majority of parents, who believe that the school is well managed, that the behaviour of most pupils is very good and that the school is working hard to be open to all parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When pupils enter the school at the age of seven, their standards of attainment are generally a little above average overall. Inspection findings indicate that, of the pupils currently nearing the end of their time in the school, the number attaining the national standard is clearly above average for English and mathematics and well above average for science. Since the previous inspection, overall standards of attainment in almost all subjects have improved, in some cases quite significantly, and are generally above the level expected nationally.
2. In the 1999 National Curriculum tests at the end of Key Stage 2, overall results in English and science were well above the national average, and in mathematics they were above that average. The number of pupils attaining Level 5 followed a similar pattern. When compared with the results of pupils in similar schools, overall attainment and the numbers of pupils attaining the higher grade were also well above average in English and science and above average in mathematics. These results showed a significant improvement in each of the subjects over those of the preceding years and the school's overall results are keeping pace with the upward trend evident nationally. In recent years, girls have tended to do better than boys in English, which is similar to the national picture, but boys generally did better than girls in all subjects in the 1999 results and there is no significant difference in the results of boys and girls overall.
3. Inspection findings indicate that the attainment of the oldest pupils is currently above average in all aspects of English. Pupils throughout the school show good speaking and listening skills and, by the time they leave the school, most pupils are confident readers and write well. The pupils' standards of general literacy are above average. In mathematics, standards of attainment by the end of Key Stage 2 are clearly above average, with realistic expectations that the numbers of pupils achieving higher grades will have increased substantially. There has been improvement in all areas of mathematics and particularly in mental mathematics. Standards of numeracy overall are above average. In science, levels of attainment are well above average, with a significant proportion of higher grades expected when the National Curriculum tests are completed. The pupils show a good grasp of scientific vocabulary and are developing very good investigative skills.
4. Standards of attainment in information technology are above the level expected nationally by the time pupils leave the school. Pupils show, for example, developing ability to generate and amend text and become confident in handling data. In religious education, attainment is above the level expected by the locally agreed syllabus, with pupils developing good knowledge of the aspects of religion they study, as well as acquiring the ability to respond thoughtfully to the ideas they encounter. In most of their other subjects, the pupils' achievements are generally above the level expected by the end of the key stage, often in spite of the limited time presently allocated to the subjects because of provision for national initiatives in literacy and numeracy. At the time of the previous inspection, the standard of singing was below the level expected, but the limited range of opportunities for ensuring continuity in pupils' learning and the progressive development of their skills means that standards in other aspects of the subject are also now below the expected level.
5. The pupils generally make good progress. By the age of eleven, pupils on the special needs register achieve good standards in relation to their prior achievements, particularly in literacy and numeracy. Throughout the school, carefully prepared individual education plans with precise learning targets are used well by teachers to set appropriate challenges. There are clear procedures for monitoring their progress as they move between stages of the special needs register. Pupils for whom English is an additional language also make good progress and are integrated well into all aspects of school life. The potentially higher attaining pupils

are now doing well and, particularly in areas such as mathematics and science, are being challenged to attain at an appropriately high level.

Pupils' attitudes, values and personal development

6. Since the previous inspection, the pupils have improved further their good attitudes to learning and standards of behaviour and these are now both particular strengths of the school. Most parents say that the standard of behaviour is a good feature of the school and many feel that the school helps their children to become mature and responsible people. They feel that children care well for each other and have a good awareness of friendship, which is promoted by the friendly and open nature of the teachers. Nearly all parents say that their children enjoy coming to school.
7. The pupils are keen to come to school and most of them arrive in good time for registration. Their attendance is very good and this means that there is hardly any disruption to their education. Attendance levels have continued to improve since the last inspection and there are very few unauthorised absences. There have been no recent exclusions from the school.
8. The pupils have very good attitudes to school and most are very enthusiastic about their work and school life. They are cheerful and confident in the classroom and around the school. In lessons, they concentrate very well on their tasks, sustain interest in their work and listen well to their teachers in order to make improvements. They are very keen to answer and ask questions and to listen to others when they make responses. Many pupils are highly motivated learners. They respond very positively to interesting activities that encourage them to work productively and with confidence; for example, pupils in a Year 3 lesson were described as 'enthusiastic mathematicians'. They showed great enjoyment when working on money sums and were 'totally engrossed' in their work. In a Year 6 lesson, one pupil said, "I really enjoy mathematics because the teacher explains clearly and makes it fun". These positive attitudes are seen in most subjects of the curriculum. Pupils in Year 4 showed excitement and enjoyment when practising techniques of colour-wash to create seascapes. Year 6 pupils concentrated very hard to improve their cricket skills in a physical education lesson and were keen to perform well in a game of 'Kwik Cricket'. There are very few examples where pupils show little enthusiasm, although this is apparent when they take part in singing in assemblies and hymn practices. Overall, pupils' very good attitudes to learning have a significant impact on their work and the standards they achieve.
9. The pupils' behaviour is also very good and is fostered through the school's consistent approach to behaviour and its emphasis on positive reward and praise. In lessons, most pupils behave very well all of the time. They work hard, listen carefully to their teachers and others and are careful not to disrupt others around them. In many lessons, pupils' behaviour is described as excellent. There are some isolated examples of less satisfactory behaviour, particularly amongst a few older boys. When these pupils are managed well, there are no significant problems. However, occasionally they are restless and lack self-control and this disrupts the lesson temporarily. Around the school, pupils are clear about the expected standards of behaviour and move sensibly around the building. They are polite and friendly and make visitors to the school welcome. In assemblies and in the dining hall, they behave well and are courteous and sensible towards others. At break and lunchtimes, their play is happy and lively. Although there are occasional small upsets, no incidents of bullying or unpleasant behaviour were observed during the inspection and pupils were seen playing well together with small equipment, games and sack footballs. Pupils with special educational needs are developing positive attitudes to learning and are growing in confidence. They work well in groups and show improving self-esteem. The special needs coordinator and support staff manage pupils with behavioural difficulties very well. The sensitive but firm support that these pupils receive helps them to work in an increasingly productive manner.
10. The pupils are making very good progress in their personal development and relationships. The consistent promotion of positive attitudes towards others results in very good relationships throughout the school. Pupils show a good understanding of right and wrong and how their actions affect others. Pupils and staff all work together in a caring atmosphere and this has a positive impact on the quality of pupils' learning and the life of the school.

There is a friendly and happy atmosphere in the classrooms. Pupils co-operate very well with each other and appreciate each other's efforts. They work well together in groups and pairs and most are able to work independently and with confidence. Pupils respond very well to opportunities for taking responsibility; for example, operating equipment in assembly, running a rota for lunchtime clubs and switching off classroom computers at the end of the day. Older pupils who are appointed as 'befrienders' for pupils entering the school in Year 3 take their duties very seriously and many pairs maintain long-lasting friendships. Most Year 6 pupils demonstrate sensible attitudes and growing maturity. They show high levels of responsibility for their work and are motivated to make improvements. In a discussion with one group, they said that they had enjoyed their time at the school and they feel well prepared for the move to secondary school. They have a clear understanding about the achievements they have made during their time at the school and show respect for the work of their teachers and the headteacher.

HOW WELL ARE PUPILS TAUGHT?

11. The overall quality of teaching is good and is often very good or excellent. Of the lessons observed during the inspection, 47 per cent were very good or excellent, 42 per cent were good and almost all were at least satisfactory. In science and information technology, the overall standard of teaching was very good; in mathematics almost half of the lessons were very good and several excellent lessons were seen. Examples of excellent lessons were also seen in English, information technology, physical education and art. All of the teachers bring particular strengths to their work, so that all pupils participate in an interesting and varied range of experiences as they go through the school. There has been significant improvement in the quality of teaching since the previous inspection.
12. The teachers throughout the school show good knowledge and understanding of the various subjects of the curriculum, except in music where the school recognises a lack of expertise and confidence. They have particularly strong subject knowledge in mathematics and science, where teaching in the areas of using and applying mathematics and mental mathematics are strong. In science, the use of investigative and experimental work is also a strength. As a staff team, they share considerable subject expertise and experience and make the most of this by planning jointly in their year groups. All teachers work very hard in preparing their lessons and their planning is good, usually including clear intentions about learning. The teachers always provide clear explanations of the tasks required of the pupils, and their planning takes very good account of the range of capabilities in each class, including those times when the pupils are divided into groups according to their attainment level. Pupils of all levels of attainment, including those with special educational needs and English as an additional language and the higher attaining pupils, are challenged by the work provided. There is an effective pace to most lessons, which is achieved because of the clear identification of learning targets for the lesson, which are often shared with the pupils, and by the completion of short, timed tasks, the regular completion of which provides pupils with a sense of achievement as well as ensuring that they make good progress in their learning. In the best lessons, while retaining a brisk pace, time is found for the clarification of work, sensitive help, fun, and for pupils to reflect on their learning. In these lessons, teaching is confident and enjoyable and motivates the pupils. All of the teachers use a good range of questioning skills and also reinforce learning well when they review work with the pupils. The teachers know and usually manage their pupils well.
13. Throughout the school, a good range of approaches to classroom organisation is employed and class, group and individual working are used appropriately to suit different tasks. The pupils show good independent learning skills and often work impressively with a partner, or in a group, in lessons such as mathematics, science and geography. All pupils respond well to opportunities to organise the necessary resources for their work. Throughout the school, the teachers communicate well with the classroom assistants, who make a valuable contribution to learning. The resources available are used effectively to support the pupils' learning.
14. In the most effective lessons, such as literacy and physical education sessions for Year 6, numeracy lessons in Years 3, 5 and 6, an information technology lesson in Year 5 and an art lesson in Year 4, the teaching is inspirational and there is a high level of challenge for all

pupils. In these and other lessons, the teachers assess the pupils' progress carefully, monitoring them as they work and manage the class well. They know when to intervene and challenge the pupils by asking the right questions to develop their understanding and knowledge. In almost all lessons, the teachers' organisation and subject knowledge are very good and they engage the pupils' interest fully, generally providing high expectations for work and behaviour for pupils of all attainment levels. All of the teachers are working hard to ensure that pupils develop good working habits. As a result, the pupils are usually keen to learn. By the time they leave the school, most have a clear understanding of what they are learning and can talk about it in a mature way. In the few instances where aspects of lessons were unsatisfactory, there was a lack of challenge for a particular group, in spite of the year team planning that had been undertaken, or agreed strategies for managing pupils' behaviour were not put into practice.

15. The teaching for pupils with special educational needs is very good. This teaching is characterised by very good relationships between the special needs coordinator, special needs assistants and pupils who work hard on challenging and interesting tasks. Individual education plans have clear, concise targets, which are shared with pupils and reviewed regularly. Teaching is particularly well focused on improving literacy and numeracy skills. An excellent lesson was seen in which an initial discussion of personal concerns helped create an atmosphere of trust and confidence. The teacher skilfully demonstrated how to read a story and pupils responded with enthusiasm. They read their own stories and discussed together in a sensible manner how they might be improved. By the end of the lesson, pupils showed improving confidence in speaking and read more fluently. Very good management of both pupils and resources ensures very good learning. Communication between class teachers and special needs assistants is effective and this enhances the pupils' progress.
16. The literacy hour and the numeracy strategy have been very well introduced. Throughout the school, the teachers have a good knowledge of the requirements of the National Curriculum, and also encourage and teach very well the development of basic skills. In most lessons, the teachers share the objectives for learning with the pupils. They reinforce these well throughout the best lessons, often requiring the pupils to choose a specific title based on these objectives. They undertake regular assessment of the pupils' work during the oral parts of the lessons, when they give much positive feedback about the progress the pupils are making. Work is marked regularly, often with the pupil, and usually indicates how improvement can be made. The pupils themselves are expected to evaluate their own learning and do so regularly, particularly in the core areas of English, mathematics and science. Since teaching is generally confident, enjoyable and motivating, the pupils respond very well to the experiences offered and are eager to work and make maximum effort. Individual targets are identified for pupils in English, mathematics and science. An impressive system in English provides targets for the year, which the pupils have available in lessons and to which they constantly refer as they make progress. The assessments made by teachers, and shared with the pupils, with whom they have very good relationships, are an important factor in the good progress made.
17. Homework is set regularly and many parents are satisfied with the provision, although a significant number are concerned about whether sufficient homework is provided. All pupils take home reading books on a regular basis and have spellings and tables to learn. Pupils are also given further work to do in English and mathematics, undertake research and other activities and usually receive appropriate feedback about the work they have completed. The inspection team believes that arrangements for homework are generally good, but the school recognises the need to share its policy for homework regularly with parents and to encourage their involvement in this through, for instance, the consistent use of reading diaries.

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

18. The curriculum is broad and balanced and caters well for the wide range of pupils' interests and abilities. The school continues to provide a wide and varied curriculum, which is enriched by extra-curricular activities. Good emphasis is placed on English, mathematics

and science. However, the length of the teaching day is less than that recommended nationally for pupils in Key Stage 2. This places additional pressure on the time allocated for the teaching of other subjects, making the school targets for continuing to raise pupils' attainments in these areas more difficult to achieve. Non-contact time is allocated to allow coordinators to review teachers' planning and monitor the quality of teaching in their subjects and opportunities are given to discuss their findings with colleagues. The introduction of the setting of pupils by prior attainment in English and mathematics continues to improve standards in Years 5 and 6. Provision for pupils with special educational needs is very good.

19. Curriculum planning is good and issues noted in the last inspection report have been fully and successfully addressed. The school meets statutory curriculum requirements, including provision for religious education in accordance with the locally agreed syllabus. Policies and schemes of work in all subjects now guide planning and provide continuity in pupils' learning. Provision for English and mathematics has been strengthened by national strategies, both of which the school has implemented very effectively. All classes have a lesson each day for literacy and for numeracy and pupils use the skills learned very well in other subjects. Provision for information technology has been developed in line with recent national guidance and the planned developments for the subject are being implemented effectively. The provision for music is inadequate, when compared with other subjects, and pupils have too few opportunities to perform and compose, to listen and appraise in lessons, because of the teachers' limited expertise in the subject. The school is aware of this weakness and is planning to improve the provision. Present arrangements for singing practice, with half of the school managed by one teacher during these sessions, do not provide a useful educational experience and suggest that the sessions are under-valued by the school.
20. The school has a good homework policy, which helps to create opportunities for all pupils to extend and consolidate their learning with support from their parents at home. An after-school homework club assists this process well. Some parents were concerned about the lack of consistency in the setting of homework. Inspection evidence indicates that homework is used well to support learning, particularly for reading, other aspects of writing and in mathematics and science. Homework is set regularly, particularly for pupils in Years 5 and 6. Some pupils use the Internet successfully for revision purposes and to help complete their homework assignments.
21. A very good range of extra-curricular activities enhances the statutory curriculum. Sporting activities includes cricket, football, gymnastics, netball and rugby; the pupils participate in these with enthusiasm. Other activities encourage pupils to participate with equal enthusiasm in singing, playing musical instruments, chess and computing and, for some, enjoying films at lunchtime. Other clubs are run at different times during the year, depending on staff interests and availability; parent helpers often actively support them. Very good use is made of visitors and of a wide range of visits, including residential opportunities.
22. The school provides effectively for pupils of all ages and both genders and for ethnic diversity. The curriculum provides equality of access and opportunities for all pupils and pupils make good progress. Pupils with special educational needs are identified early and very good provision is made to improve their learning skills so that they can grow in self-esteem and confidence. Where appropriate, these pupils are supported very well in small groups outside the classroom by a team of skilled special needs assistants, whose work is very well led by the special needs coordinator. The requirements of the Code of Practice for pupils with special educational needs are fully met and the targets set for pupils are very precise, showing greater detail than is evident in many schools. Appropriate provision is made for pupils who speak English as an additional language, enabling them to make progress comparable to that made by other pupils of similar abilities.
23. Provision for the pupils' personal development, including their spiritual, moral, social and cultural development, is very good. This is an improvement since the last inspection report. The general ethos of the school provides an atmosphere within which spiritual development is fostered very well. The school's provision for collective worship is reported elsewhere, but many opportunities are provided within the curriculum for the pupils' spiritual development. Lessons are often exciting and stimulating and pupils experience the awe and wonder of

learning in subjects such as art, mathematics, geography and science. Pupils in Year 4, for example, write thoughtfully about their ideas of God. Year 5 pupils are given time to reflect and be empathetic when considering the role of banana growers in their study of St Lucia. Year 6 pupils write reflectively and movingly about special places and other experiences.

24. Provision for the pupils' moral development is very good. The pupils are able to distinguish between right and wrong. They are well aware of the rules they must observe and why: as one Year 5 pupil stated clearly, 'You've got to have rules to make school fair.' Pupils share with others their millennium promises in assembly. Teaching and non-teaching staff have consistently high expectations of pupils' behaviour and provide good role models in their relationships with each other. Circle time is used well to promote moral development and contributes well to the pupils' understanding of the need for good behaviour and positive relationships. Pupils recognise that 'Golden Time', which is a reward for good conduct, and sanctions like verbal warnings, are fair and these act as an incentive for the vast majority, who respond appropriately.
25. Provision for the pupils' social development is very good. Teachers' expectations are high and pupils are encouraged to be polite and well mannered to each other and to adults and visitors. Good teamwork amongst teachers and support staff promotes good relationships between adults and pupils. Books and equipment are used carefully and shared fairly and pupils respect the school surroundings. The school provides many opportunities for pupils to work together in small groups and relationships within these are very good, as when using the computers and undertaking investigative work in science and partner work in mathematics. The pupils relate very well to each other and this is enhanced by the social organisation of the school into mixed age group areas. Social development at break times is very good with, for example, pupil monitors helping more isolated pupils to find friends to play with. The many extra-curricular activities enhance further pupils' very good social development.
26. Provision for cultural development is good. Good provision is made for pupils to appreciate a broad range of cultural traditions through stories, art, history, geography and religious education. Effective use is made of recorded music in assemblies and planned dance lessons provide further opportunities for pupils to appreciate other cultures. In some classes, registers are called in different languages and pupils' respond with interest and enthusiasm. Visits to local places of interest and places further afield enhance the quality of pupils' learning, as, for example, in their educational visits to Wales and Swanage. The school has a good multi-cultural policy, which provides an effective guide to teaching, particularly when each class studies the lives and habits of people from another country during a multi-cultural day. A love of books and of mathematics is developed further during special days given to celebrating these two areas of learning.
27. The school has a good programme for teaching personal, social and health education. The governors monitor carefully that sex education is taught appropriately. The Police Liaison Officer takes part in the school's drugs awareness programme, as well as in topics associated with personal safety and health. The teachers are skilled in helping pupils explore these issues further during the regular circle time, in which pupils express their thoughts and feelings with increasing confidence.
28. There are good links between Year 6 teachers and the secondary school, which contribute to a smooth transition for pupils. Useful links are also now in place with the neighbouring infant school. The school provides good work experience for the initial training of teachers. Links with the community are strong. The school has established a positive relationship with local public services such as 'Think Safe' and the Fire Brigade and it receives good support from computer companies and local retailers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school has maintained the good provision for the health, safety and welfare of its pupils identified in the last inspection. All staff in the school have good relationships with the pupils and demonstrate interest in their care and wellbeing. The personal care and support

provided for pupils has a good impact on the quality of pupils' learning and their experiences at school.

30. Parents feel that the school fosters and encourages caring attitudes towards others. A substantial majority of parents believe that the behaviour of most pupils is very good. They say that the new behaviour code and the introduction of Golden Time as a reward have led to recent improvements in behaviour, although a few parents are concerned that isolated incidents of bullying are not always dealt with quickly enough. Some parents are concerned about playground behaviour and how it is dealt with. The inspection team support parents' positive views about the quality of the care and support provided for pupils. It feels that the school has made very good improvement in its procedures for monitoring and promoting good standards of behaviour and that the arrangements for dealing with any incidents of anti-social or bullying types of behaviour are clearly understood by pupils and consistently implemented by staff.
31. Overall, the school has good arrangements for ensuring that it provides a safe place for pupils and adults to work. There are regular checks of the premises and equipment by the governing body, caretaker and headteacher to assess any potential risks. During the inspection, however, the inspection team noted one significant concern which was notified to the headteacher and governing body for their action. The school's procedures for dealing with first aid, accident reporting and pupils who are unwell are good. Adults in the school offer caring and sympathetic support when pupils are upset or have hurt themselves in the playground. The quality of midday supervision is good. Staff are clear about the school's policies and procedures and are consistent in their approach to 'positive playtimes'. They know the pupils very well and join in actively with their games and conversations. There are good procedures in place for dealing with any concerns relating to child protection and pupil welfare. The school maintains positive links with outside support agencies, including the educational welfare officer, on whom it can call to address concerns about individual pupils' wellbeing, behaviour and attendance. There are well-established procedures for monitoring the attendance of all pupils and for identifying where there are causes for concern.
32. Procedures for monitoring pupils' academic progress and personal development are good. In the previous report this area was identified as being underdeveloped and the school has worked hard and successfully to improve. There is a clear and agreed cycle of assessment opportunities planned for the year, although the present written policy is still to be up-dated. A new assessment co-ordinator has recently been appointed and has the review of the policy as part of her action plan. Opportunities identified include reading tests and a range of other assessment tasks. The information these provide helps teachers to predict levels of attainment for each pupil and to write action plans for each curriculum area to use when planning activities. An effective tracking system has been introduced to track individual pupils' progress in English and mathematics and one is being developed for science. A simple colour coding system highlights any areas of concern following reading tests and is used to set individual and class targets and for reporting concerns to parents. There is also an individual pupil profile, where teachers can comment on any significant happenings during the year and record any test results. Teachers highlight any concerns, on copies of school reports, for the next teacher. Further procedures are being developed by co-ordinators, who are in the process of identifying four or five key objectives as a more formal method of assessment. Standardised test results are used effectively to highlight trends and to initiate improvements in order to raise standards.
33. All this information is kept usefully in one file for each class for easy access and is passed to the next teacher at the end of the year. It is used effectively throughout the year to guide planning and help teachers meet the needs of individual pupils. Teachers meet regularly in year groups to moderate samples of pupils' work to ensure consistency of marking and understanding of requirements for attaining each national curriculum level. Overall marking is good and usually tells pupils what they need to do to improve their work. There are good opportunities for pupils to assess their work against targets they have set, as in English lessons where pupils were sharing their work with a partner and using set criteria to assess whether they had met their targets.

34. The school has very good procedures for monitoring and promoting good behaviour. As a result of an identified increase in behaviour problems, it has reviewed its whole-school policy to emphasise the importance of positive attitudes and relationships. It gives clear guidance to staff through its graded system of rewards and sanctions and focuses well on the promotion of pupils' self-awareness and esteem. In lessons and around the school, pupils are praised for their work, their attitudes towards others and their efforts in personal improvement. Pupils are publicly recognised for their achievements in learning, attitudes and behaviour through the 'STEPS' award. These awards are highly valued by pupils and staff. Pupils have a very clear understanding about the impact of misbehaviour. They treat the loss of 'Golden Time' very seriously and value the rewards that good behaviour and attitudes bring; for example, merit badges and certificates.
35. The consistency with which most staff treat pupils has a very positive impact on their behaviour. Support staff are particularly effective in their consistent approach to pupils who have individual education plans specifically aimed at improving behaviour. The recent introduction of circle time throughout the school gives pupils an opportunity to discuss issues of friendship, bullying and their feelings towards others. The teachers use these sessions well to promote positive attitudes and address any issues where pupils might feel that they are not being treated properly by others. In discussion with Year 6 pupils, they were very clear about the use of the 'Bullying Box' and how the headteacher deals with any concerns that a pupil might have for themselves or others. Staff treat bullying issues seriously and there are good procedures in place for dealing with any isolated incidents.
36. Throughout the school, it is evident that all staff know the pupils very well and ensure that they mature in a caring and supportive atmosphere. The school is developing its formal systems for recording and monitoring this development. Pupils are very clear about the targets that are set for them in their work and behaviour and regularly discuss these with their teachers. Their summaries of achievement and areas for improvement, which are linked to their end-of-year reports, are an effective way of involving pupils in monitoring their own personal development. The systems of reward and the praise and encouragement given to pupils for their achievements both in and out of school are also good methods of promoting pupils' personal development and raising their self-esteem and awareness.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The school has continued to strengthen the good partnership with parents reported at the time of the last inspection. In the questionnaires and at the meeting before the inspection, most parents showed good support for the school. Nearly all parents say that their children like school and that they are making good progress because of the good teaching and high expectations of staff. Most feel that they can approach the school with any concerns they may have and that, on the whole, teachers and the headteacher address these very well. The inspection team support the positive view of the school provided by the substantial majority of parents, who feel that the school is well managed and is working hard to be open to all parents.
38. A significant number of parents are critical of the provision that the school makes for homework. However, the inspection team judges that homework is a good feature of the school and, when supported by parents, has a good impact on the quality of pupils' learning. Some parents also feel that they do not receive sufficient information about their child's progress. The school organises regular termly meetings for parents and encourages parents to approach teachers if they have any concerns in the meantime. Pupils' end of year reports give parents a good account of what their children have achieved during the year and the improvements that they have made. Although criticised by a few parents, it was judged that the school provides a very good range of out-of-class activities. The inspection team found that, in the main, parents' concerns were not justified.
39. Overall, the school provides parents with good quality information. Parents receive regular, informative newsletters, which keep them up-to-date with events in school, organisational matters and the work that their children are doing. There are good arrangements for parents to meet teachers regularly at consultation evenings or to speak informally to them in classrooms at the end of the school day. Since the last inspection, there has been an

improvement in the quality of reporting to parents. Pupils' end-of-year reports are very good; they give a clear indication to parents of where pupils have made progress and where they need to make improvements. The school has already identified the sharing of pupils' targets with parents in reports and at parents' evenings as the next area for development. This should help parents to have a clearer picture of how they can support their child at home in order to make further progress. Parents made specific comment about the improvement that has been made in the provision of curriculum information. They have appreciated the workshops in literacy and numeracy and the opportunity to observe these lessons in action. Although parents receive statutory information about the running of the school through the prospectus and the governing body's annual report, these documents do not give parents sufficient information about the school's provision for pupils with special educational needs. There is also insufficient information in the prospectus about the work covered in the non-core subjects of the curriculum.

40. Most parents make a good contribution to their child's learning at home and at school. Pupils' reading record books show that many parents hear their child read each day and comment on how their child is making progress, although there is some variation in the way the diaries are used. Parents are keen for their children to do well and many assist their child's homework activities by offering support and help, particularly when pupils are revising for national tests. Parents are keen that their children take part in out-of-class activities, such as music and sport, and many attend matches and concerts in which their children are taking part. There is very good support for special assemblies and school performances.
41. The impact of parents' involvement on the work of the school is also good. A number of parents help regularly in school with activities such as hearing children read and supporting work in information technology. Parents offer their assistance readily for visits outside school and for extra-curricular activities such as the choir. There is an active 'Friends' association, which undertakes regular fundraising and social activities in order to support large improvements such as the development of the playground. Their events are well supported by parents and the local community. Parent governors are well known by parents and are well informed about the work of the school. They make a good contribution to the management and development of the school. When parents make suggestions, the school responds positively to their ideas, for example, reducing the numbers of Year 2 pupils in a group when they make their transfer visits. Parents' views are considered when there are new initiatives, for example, the introduction of the home-school agreement. The school has identified that there is more work to be done to seek parents' views and encourage suggestions in order to strengthen further the existing positive home-school relationship.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The school has a clear sense of educational direction. The headteacher provides good leadership and is well supported by the deputy headteacher, the senior management team and the governors. Almost all staff carry responsibility for areas of the curriculum and they discharge these responsibilities well. Various teams of teachers, such as those for year groups, upper and lower school, the humanities and balanced arts, meet on a cyclical basis. This is a fairly complex management structure, which involves all teachers in a range of meetings, but it helps to ensure that all teachers are involved in the school's decision-making process and that all aspects of school life are carefully planned. Systems and practices are effective in ensuring that the school's day-to-day life is well-ordered and provides a good context for learning. The headteacher undertakes careful monitoring of teaching and learning and of the school's performance.
43. All key issues identified in the previous inspection report have been addressed very well. For instance, schemes of work have been developed for all subjects, and are continually reviewed, assessment strategies for all subjects are either in place or are being developed and the role of the subject coordinators now provides for the systematic monitoring of classroom provision and pupils' work. These improvements are having a positive effect in raising standards and ensuring the quality of the learning experiences offered for all pupils. All planning is undertaken jointly within the year teams and is generally very effective in ensuring a comparable experience for parallel classes. Careful analysis of the comparisons available between the school's performance and national statistics has been undertaken and the school has set targets for pupils' attainment that are based clearly on knowledge of the individual pupils and are reviewed and updated regularly.
44. Although several governors have only recently been appointed, all members of the governing body have a good knowledge of the school and are strongly committed to its support and development. They discharge their duties effectively through an appropriate structure of committees, the members of which are well informed about the relevant aspects of school life. Responsibility for monitoring and supporting the provision for pupils with special educational needs and of literacy and numeracy has been allocated appropriately to individual governors, each of whom provides a useful link with developments in these areas. Many governors also have useful links with particular subject areas. These and other governors have regular contact with the daily life of the school. Statutory requirements for the National Curriculum, the locally agreed syllabus for religious education and most other aspects of school life are met. The requirement for a daily act of collective worship for all pupils is not met fully.
45. The quality of financial planning is good. The school manages its budget efficiently and spending is related clearly to the raising of educational standards. Careful records of expenditure are maintained and the most recent audit report indicated that systems of financial control are in order. The governors and headteacher monitor the school's financial position closely, are well supported by the administrative officer and evaluate the cost-effectiveness of spending decisions. They are only just beginning, however, to apply the principles of best value in their planning and expenditure. All specific grants given to the school, including those for the provision for pupils with special educational needs and for the support and training of teachers, are appropriately identified.
46. The school improvement plan is a practical document, which is properly focused on the raising of standards, whilst also including matters related to areas such as staffing and premises. It provides useful detail about the priorities agreed and its progress is regularly reviewed. Responsibility for the approval of the plan and its subsequent evaluation lies clearly with the governing body and governors are well informed about its progress. There is an appropriate system of consultation during the preparation of the plan with, for example, useful involvement of subject coordinators in the identification of priorities for their areas.
47. The teaching and non-teaching staff support each other well and have a clear sense of common purpose. Relationships between the staff and the pupils are very good. The management of special educational needs provision is very good. The special needs co-ordinator ensures that the Code of Practice for special needs provision is fully implemented and that the needs of individuals are identified and targeted as early as possible.

48. The school has sufficient, suitably qualified teachers to teach most of the subjects of the National Curriculum and religious education effectively and to meet the needs of all pupils. The exception to this is music, where no teacher has a qualification in the subject and where staff expertise is currently limited. Otherwise, the teachers have a good balance of expertise and experience. Good support is provided to new members of staff. The qualifications and experience of the support staff are well matched to the demands of the curriculum. Teachers and classroom support staff work well together to provide good support to pupils throughout the school and particularly for pupils with special educational needs. This partnership has a positive impact on learning, is contributing to improvement in standards at the school and ensures that pupils make good progress in their learning. The administration of the school runs smoothly and all the adults involved in the life of the school work well together as a supportive team for the pupils. The school caretaker, for instance, provides active and unobtrusive support to many aspects of the school's daily life.
49. The school has satisfactory arrangements for meeting the professional development needs of staff. The training undertaken is clearly focused to support the priorities of the school improvement plan and improve the quality of teaching and provision. For example, the school has made very effective use of training opportunities to prepare staff for the current national initiatives in literacy and numeracy, which are helping to raise standards in these areas. New initiatives in numeracy and information technology this year have been taken on with enthusiasm. In common with many schools, the scheme for the appraisal of teachers is awaiting further national developments. All staff have appropriate job descriptions.
50. The school makes efficient use of the resources available to it. The school's accommodation is adequate for the present numbers of pupils although, if the numbers on roll continue to grow, it will soon reach the limits of the present buildings. The quality of displayed pupils' work enhances the learning environment throughout the school and the buildings are kept well. They are carefully maintained and are in very good decorative order. The pupils take pride in and look after them and take care of the resources available. Recent improvements have provided extended and very useful library facilities and a special needs room. The entrance area has also been attractively refurbished, but this has resulted in very restricted working conditions for the administrative staff. The shared areas in each wing are now used well. The library is well-stocked, with an appropriate range of books to support the curriculum. The outdoor area has also been improved by the development of pleasant areas of seating, where pupils can talk quietly together. The development of the play area is continuing, with the active support of parents. The school hall is now inadequate for the number of pupils currently on roll, making it difficult, for instance, for the whole school to gather for assemblies.
51. The school's resources for learning are good overall and for some areas of the curriculum are very good. The book and other resources used for supporting literacy and numeracy are good overall. All pupils have regular access to computers and older pupils are able to access the Internet. Very good use is made of visits and of visitors to extend the pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to improve the school further, the headteacher and governors should:

- raise standards in music throughout the school, by providing specialist support, by further training for all teachers and by reviewing arrangements for singing practice (see paragraphs 4, 19, 103-106).

Other issues which should be considered by the school for possible inclusion in the action plan:

- ensuring that statutory requirements for collective worship are met (see paragraph 44);
- ensuring that the amount of teaching time is in line with national recommendations (paragraph 18);
- ensuring better use of guided reading sessions (paragraph 56);
- seeking to improve the working environment of the administrative staff (paragraph 50);
- ensuring that the school prospectus and the governors' annual report to parents include further detail about the curriculum and about provision for special educational needs (paragraph 39);
- ensuring that principles of best value are applied in the allocation of all resources (paragraph 45); and
- addressing the health and safety concerns identified to the school (paragraph 31).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
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
11	36	42	10	1	-	-

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 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	362
Number of full-time pupils eligible for free school meals	14

FTE means full-time equivalent.

Special educational needs	Y3 – Y7
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	94

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence	%
School data	3.7
National comparative data	5.4

Unauthorised absence	%
School data	0.3
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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	54	35	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	47	44	51
	Girls	33	27	34
	Total	80	71	85
Percentage of pupils at NC level 4 or above	School	90 (65)	80 (59)	96 (70)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	46	50
	Girls	31	28	30
	Total	73	74	80
Percentage of pupils at NC level 4 or above	School	82 (62)	83 (64)	90 (67)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	355
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.5
Number of pupils per qualified teacher	25.0
Average class size	30.2

Education support staff: Y3 – Y6

Total number of education support staff	9.0
Total aggregate hours worked per week	143

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999/00
	£
Total income	578529
Total expenditure	607387
Expenditure per pupil	1678
Balance brought forward from previous year	49995
Balance carried forward to next year	21137

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	362
Number of questionnaires returned	165

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	52	8	0	1
My child is making good progress in school.	24	64	7	1	2
Behaviour in the school is good.	18	65	10	4	4
My child gets the right amount of work to do at home.	13	56	23	4	3
The teaching is good.	23	64	6	2	4
I am kept well informed about how my child is getting on.	20	54	21	3	1
I would feel comfortable about approaching the school with questions or a problem.	39	51	6	2	1
The school expects my child to work hard and achieve his or her best.	36	52	9	0	2
The school works closely with parents.	21	55	15	4	5
The school is well led and managed.	24	53	10	7	7
The school is helping my child become mature and responsible.	27	58	8	0	6
The school provides an interesting range of activities outside lessons.	18	64	10	3	4

Other issues raised by parents

All issues raised related to the areas identified above. Areas of significant concern were homework, information about children's progress, the school's links with parents and extra-curricular activities. The inspectors' response to these concerns is to be found in the summary of the report and within the relevant sections of the main report.

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

ENGLISH

53. The overall results attained by pupils in the National Curriculum tests for 1999 were well above the national average overall and for the number of pupils attaining the higher level. When the results are compared with those of pupils in schools of broadly similar intake, they were also well above average. These results represent a significant improvement on those of the previous three years, when results had been in decline. In line with the national picture, girls have usually done better than boys in English, but boys did better than girls in the 1999 tests.
54. Standards overall at the end of Key Stage 2 are higher than national averages. This is reflected in lessons observed during the inspection, from looking at samples of pupils' work and from hearing pupils read. Pupils who have English as an additional language reach standards similar to those of their peers. Many pupils with special educational needs reach standards close to the national average and others attain appropriate standards in relation to the targets identified in their individual education plans. Standards in English have improved since the previous report, when it was reported that pupils achieved standards at least in line with national averages. The issues of the progress made by the higher attaining pupils and the use of a wider range of punctuation have been addressed.
55. By the age of 11, pupils attain above average standards in speaking and listening and can express their opinions clearly in a range of situations. For example, pupils in Year 6 discuss their creative stories with a partner and together assess them against their personal targets. In Year 5, pupils discuss confidently relationships, customs and beliefs in a range of text and one group recite with clarity and expression almost all of 'The Highwayman'. Many are able to talk about the different styles of poems they have been studying. Pupils in Year 4 talk ably about the moods and feelings of the characters in the text. All pupils across the key stage participate fully in class discussions, giving opinions on a range of issues, and talk confidently about their work and everyday experiences.
56. The attainment of the eleven year olds in reading is above the national average. Their reading skills are well developed and pupils read confidently for a range of purposes. Many can identify a favourite author and can offer opinions on a range of text. Most pupils say they enjoy reading. In Year 4, pupils discuss well the issues of injustice in the story they are reading and can use examples from the text to suggest the mood and feelings of the characters. Pupils in Year 5 can identify words and phrases competently as clues from the text to identify relationships, customs and beliefs. Lower attaining pupils use the text, 'A New Boy' to find out about cultural differences experienced by a child and begin to compare them with their own experience. As they progress through the school, pupils learn to read for information and research using the index and contents pages of books with increasing skill. Pupils are confident in using the computer classification systems in the new school library and are enjoying the experience of having access to a wide range of books. Many particularly enjoy reading books recommended by their peers. Although standards are high, many pupils rely on the support from their parents in hearing them read as there are few opportunities for pupils to read individually with an adult in school or for pupils to read for their own pleasure within the school timetable. The guided-reading sessions within the literacy hour are underdeveloped and not used consistently by all teachers.
57. Attainment in writing at the age of 11 is above the national average and, by the end of the key stage, the pupils' writing is fluent, interesting and carefully presented. Spellings are mainly accurate and pupils have good experience of writing for a range of purposes. Good use is made of dictionaries and a thesaurus to ensure correct spellings and meanings of unfamiliar words and to develop the use of a wider range of vocabulary. Pupils in Year 6 are competent in revising and redrafting sections of their stories to make them more interesting for the reader. They can use punctuation marks, including commas, apostrophes, brackets and dashes, correctly in their writing. This was an area of weakness identified in the previous

report and has now improved. Pupils with special educational needs in Year 6 understand the basic structure of a story and use the information effectively to plan and write a story of their choice. In Year 5, pupils identify features of a poet's style of writing and use them as a model to write their own imaginative poems about 'A Storm'. Pupils in Year 5 show an appropriate understanding of the behaviour of the characters in the text and write an account of their behaving in the opposite way to how they appear in the story. In Year 3, pupils can replace nouns appropriately in sentences with the correct pronouns. Pupils throughout the school have a neat, joined style of writing and present their work very well.

58. The quality of teaching is good overall and is often very good or excellent. Lessons are planned well and most have good introductions. The learning objective is clearly shared with the pupils at the start of the lesson, which enables pupils to focus on what they need to know in order to make progress in the lesson. Teachers are skilled at questioning and they have good subject knowledge, which has a positive impact on pupils' learning. Knowledge and understanding of the literacy hour are good overall, but a minority of teachers do not focus on one group during the activities session to teach specific skills of reading or writing in order to improve pupils' attainment further. Instructions for tasks are very clear, which enables pupils to settle promptly. The teachers' management of the pupils is usually good and expectations of attainment are very high. In turn, most pupils respond with very positive attitudes to their work, behave well and have very good relationships with each other and with adults. This creates a positive environment for the pupils, in which they can learn and make good progress. Praise is used effectively and this gives pupils confidence to try hard to succeed. The setting system in Years 5 and 6 enables teachers to plan efficiently suitable activities to meet the needs of the range of attainment groups, particularly to extend the pupils with higher ability, an area identified in the previous report as being in need of further development. Pupils with special educational needs are supported well by teachers and support assistants working in small groups, either for part of the literacy hour or a separately planned literacy hour, using the same objectives at a different level. Where pupil management is less satisfactory, the pace of lessons is not as brisk and a very small minority of pupils become easily distracted from their tasks, with a resulting effect on their learning. Resources are used well and good use is made of support staff both within and outside the classroom to develop literacy skills. The additional literacy strategy is also having a positive impact on attainment and progress. Teachers are ensuring that all pupils are able to use the new library facility to develop library skills. Good use of homework is made to consolidate skills, which has a positive impact on pupils' learning.
59. Good assessment procedures are used, including reading and other tests, teacher assessments, and the collecting of samples of pupils' work with attainment levels to track individual progress. At the beginning of each year, teachers predict an expected level of attainment for each pupil and at the end assess whether this has been achieved. The use of assessment has improved since the previous inspection. It is used well to guide teachers in planning suitable and challenging tasks, thus ensuring that all pupils' needs are met. Good marking procedures, although a little inconsistent, use positive comments and give most pupils a clear indication of what they need to do to improve their work. Standardised test results are analysed well and used effectively to set targets for each year group, supported with an action plan. They are also used to focus on one particular area for development, as this year the focus has been to improve spelling throughout the school.
60. The policies and schemes of work are being updated appropriately by the two co-ordinators, who are very effective in managing the development of literacy in the school. The monitoring of planning, teaching and outcomes, through looking at samples of pupils' work and support given to staff has been crucial in raising standards. The co-ordinators have been keen to ensure that parents understand how their children are learning and have held workshops to introduce the literacy hour and to demonstrate how children learn to spell. Parents have received these workshops very well. The library co-ordinator has worked hard to ensure that pupils have the opportunity to work in an attractive environment and that a wide range of books is available for their use.
61. Good opportunities are used for the development of literacy across the curriculum. In design and technology, for example, pupils write instructions for making a puppet and there are

good opportunities for group discussions and activities in geography. There are good examples of expressive and creative writing in religious education. There is a high emphasis on the use of the correct vocabulary in all subjects. For example, in science 'key words' are clearly explained and displayed and in mathematics there is a great emphasis on explaining specific mathematical language. This helps to raise achievement significantly in these subjects. Information technology is used well to access information for research and to enable pupils to use the library.

MATHEMATICS

62. In the 1999 National Curriculum tests at the end of Key Stage 2, the school's results in mathematics were above the national average for pupils attaining Levels 4 and above, and for pupils attaining Level 5. When compared with the results achieved by pupils of the same age in broadly similar schools they were above average at both levels. These results represented a considerable improvement on the previous three years and particularly on the results achieved in 1998, which were below the national average. There is no significant difference in the performance of girls and boys. Inspection findings indicate that the number of pupils nearing the end of Key Stage 2 achieving at Levels 4 and above will be clearly above the national average. The proportion of pupils achieving the higher grades is likely to be increased significantly and this underlines the substantial improvement there has been in the subject.
63. Since the previous inspection, mathematics has taken on considerably more importance in the school. The quality of teaching and learning has improved substantially, with no unsatisfactory teaching observed during the present inspection. The pupils show confidence and enjoyment in their work. They are well motivated and usually work with maximum effort. All elements of the subject are covered and the development of mental mathematics is a strength. Planning is good. Expectations are high and pupils of all attainment levels are challenged well. The pupils' learning is assessed regularly in lessons and by more formal methods and their progress is carefully tracked. The methods used are good and planning for this process to be completed is well in hand. Class learning objectives are in place and targets for individual pupils are very effective. Marking has improved considerably and the pupils' work is improved by the helpful written comments made by teachers. The pupils themselves are very much involved in evaluating their own work and in supporting one another. Resources have improved and are now very well used. Parents are provided with more information about how the subject is taught and more homework is set.
64. When looking at the work the pupils in all year groups complete in their books, it is clear that the majority of pupils attain successfully. Most are achieving at the level expected or above. A significant proportion of the Year 6 pupils, about half of the year group, are achieving above the level expected nationally and a few of these are achieving very highly. On very few occasions is work incorrect, proving too difficult for any pupil, or left unfinished. By the time they leave the school, most pupils can calculate mentally with accuracy and speed, when considering both number and measures, including money. Many calculate accurately and independently when solving problems using multiplication and division of decimals, and can solve quite complex problems with confidence and accuracy. They explain their work with ease, regularly check their results, choose their own preferred method and are working to increase their speed of calculation. The highest attaining pupils are able to set their own questions for answering and work independently, as when calculating to two decimal places. They can show one number as a fraction or percentage of another and are beginning to justify the generalisations they make about their calculations.
65. In Year 3, most pupils use their own mental strategies confidently to add and subtract two-digit numbers. Most quickly round up their numbers to 10 in answering shopping problems. The higher attaining pupils shop with £10 and can calculate the cost of a third item having totalled the other two. The Year 4 pupils are able to add three-digit numbers and a few pupils estimate their answers well. In Year 5, most grasp the concept of percentages quickly and apply this to sums such as 50 per cent of £3. Some have a little difficulty because of a lack of confidence in division. The most able pupils use doubling and known facts and find multiples of 36 with very little problem.

66. The teaching and learning in mathematics are good overall and are often very good or excellent. In each group, there is a good working atmosphere, which helps to promote learning. Lessons are very hard work for the pupils and their teachers, but are challenging and stimulating, and provide numerous opportunities for wonder. Learning is fun. All teachers have good subject knowledge and plan their work well, using the guidance provided by the National Numeracy Strategy. Because of this, the pupils understand the work and are clear about what they have to do. The teachers refer constantly to the learning objectives introduced at the beginning of the lesson and always look, with their pupils, at how far they have come in achieving them by the end of the lesson, which keeps to maximum the pace at which the pupils work and their effort. The clarity of explanations provided by all teachers is good and helps the pupils to understand. The exciting and motivating activities are broken down into 'biteable chunks', as explained by one teacher, and happily chanted by the pupils. The work is almost always well matched to the needs of the pupils. The arrangements now made by the school to teach the older pupils in Years 5 and 6 in four sets, arranged according to prior attainment, is most successful, and progress for all pupils has been increased in this way. In Years 3 and 4, the support provided in each lesson by special needs support assistants, is of high quality and improves the progress of all pupils.
67. The teachers mark pupils' written work well and often use comments that help the pupils to improve. The pupils are well motivated and challenged in each lesson and are so keen to be successful that they often start timed work before being told to start. The pupils are taught a variety of strategies to use, in a most effective way, without any loss of time. They are taught to start in their thinking from what they know and move on to what they do not yet know. This practice reinforced learning in Year 5, for instance, and meant that the pupils were successful and their confidence remained high. The teachers enjoy their teaching and motivate their pupils to learn and to remember what they have learned, in enjoyable ways. Colourful Mr Happy paper plates are mounted on a pupils' notice board in one Year 5 classroom, for example, to remind them of strategies they can use. The Year 4 pupils use a 'Who Wants To Be A Millionaire' game effectively to assess their work and a range of strategies is well used in Year 3, including the solving of mathematical problems orally by a 'True or False' activity. All of the teachers make very good use of resources such as the 'Show Me' boards, on which the pupils write to show their answers or their thinking. All of the teachers encourage their pupils regularly to explain their thinking to the class and this is an important factor in their understanding, but the teachers need to provide more work where the pupils can show written explanations in their books, so that they are also clear about the written processes.
68. In the significant number of excellent lessons seen, from the very beginning of the lessons, the pupils are challenged to feel that the impossible is possible, such as knowing the 36 times table in Year 5. In these lessons, the teachers, working with different ability groups and in several year groups, show an excellent awareness of how children learn. They inspire the pupils to excellent learning, and use imaginative and innovative ways of ensuring they are well motivated. Their expectations, as in every lesson seen, are very high, and the pace ensures a most effective use of time by the teacher and subsequently by all pupils. In all lessons, enthusiastic mathematicians are being developed because enthusiastic teachers are clearly enjoying their teaching of mathematics and passing their enjoyment on to the pupils.
69. The teaching of the lower attaining pupils, those with special educational needs and with English as an additional language, is also consistently good and sometimes better. The teachers use mathematical terms well so that the pupils understand. They question pupils to assess their numeracy skills, and use this information to adapt materials to meet their differing needs. Small group activities and discussion with the teacher help pupils to grow in confidence. Sufficient time is given for consolidation of the skills learned and feedback enables the pupils to know how well they have done. The teachers and support assistants work very hard to manage some difficult pupils and do so well. All the teachers use well the idea of a help table where the pupils can sit or come for specific support in their learning. This is used sensitively and is extremely effective.

70. The response that almost all pupils make is consistently very high and they show very good attitudes to their work. The behaviour of most is always very good, because they enjoy their work, show enthusiasm and are so busy that their concentration is sustained throughout the hour-long lessons. Most pupils are confident workers and are prepared to ask for clarification on the few occasions when they do not understand. They are eager to solve mathematical problems and to show their achievements and have pride in their work, which is accurate, careful and generally well presented. They think for themselves and do not rely on others, but also work impressively with their partners, sharing their thinking and checking one another's work. They are eager to choose their own method of solving a problem, having worked hard at a specific method required by the teacher. Most pupils are increasingly choosing their own method of presentation. The way the school is encouraging individual pupils to be aware of what they have to learn in a lesson and to monitor their own targets as the lesson progresses is impressive. Sometimes, a few of the lower attaining oldest pupils find it difficult to sustain concentration and to remain motivated throughout a session.
71. Numeracy is developed well throughout the school. In science, for example, Year 3 pupils use bar and pie charts to record the growth of their marigolds. Year 6 pupils designed and made a model of a delivery vehicle for Joe's café in their topic. Pupils in Year 4 use co-ordinates for their maps of Portsmouth and those in Year 5 collect data on Swanage during their residential visit. Planned work in music in Year 4 shows pattern and notation in composition work and Year 5 pupils concentrate on calypso rhythm. The use of information technology is developing, but more needs to take place in, for instance, data handling.
72. Although some consistency is still necessary in the individual written records of assessments made by teachers, the assessments made are generally good. Marking is good and helps the pupils to improve. The assessments made in lessons are of high quality and lead to the effective planning of future work. The use of targets, for which the pupils aim, is good, and these are to be developed further by communicating to parents the progress made towards yearly targets. The pupils are beginning to be involved in evaluating their own work and this is an important factor in their success. A governor with responsibility for numeracy is involved in the setting and monitoring of targets and analyses the school's results. The school's tracking of progress is being developed well.
73. The two teachers who co-ordinate the work of lower and upper school enthusiastically and effectively, have improved the subject impressively during the last year. The numeracy strategy has been very well introduced, with a range of good resources, which are used very well. Mathematics now has a higher profile, shown by the excellent displays in every classroom, which reinforce language and consolidate methods. Parents valued the opportunity to be involved in numeracy workshops organised by the co-ordinators. Staff training has been particularly effective and the thorough monitoring of planning, teaching, and the learning that takes place is one of the reasons why the subject shows such a big improvement. All of the teachers and support staff have worked very hard to increase their knowledge and teaching skills. There is an obvious enthusiasm and enjoyment about their teaching, which is clearly passed on to the pupils and which results in clear progress in learning and very good response to the subject. The confidence in which both staff and children work is resulting in an overall improvement in attainment and particularly in the number of higher grades being achieved, which are set to more than double in this year's tests.

SCIENCE

74. The results achieved in the 1999 National Curriculum tests show that by the age of 11, pupils' attainment is well above the national average, with over nine out of ten reaching the expected standard. When compared with schools having pupils from similar backgrounds, attainment is also well above average. The number of pupils achieving higher levels is well above both the national average and the average for similar schools. The 1999 results were considerably better than those for the previous two years, which were only in line with the national average. There is no significant difference in the performance of boys and girls. Pupils with special educational needs are receiving effective support and make good progress. The recent training that staff have received, and the close monitoring of teaching and learning, are having a positive impact on standards throughout the school.
75. By the age of 11, pupils can describe the feeding relationships between plants and animals. They understand about food chains and use correctly scientific words, such as predators, consumers and prey. Higher attaining pupils know about the diversity of life and can classify animals and plants into appropriate groups. Over half the pupils can describe the functions of the main parts of the human body and the purpose of different structures found in plants. They demonstrate a very good understanding about equal and opposite forces and the elastic limits of materials. The pupils undertake investigations about magnetism successfully and describe their findings using correct vocabulary, such as attract, repel, transform and evidence. They investigate the properties of different materials and record their findings accurately using charts and graphs. Pupils draw correct conclusions from the information collected and, as a result, know and understand the effect of temperature on the rate of evaporation of a liquid. Many pupils construct, and use successfully, decision trees to identify the properties of materials, which may be magnetic, transparent, impermeable, or conduct electricity. They understand about a fair test, can predict results based on scientific understanding and select and use appropriate apparatus. Higher attaining pupils know about the need to limit variables in an experiment. The pupils' experimental and investigative skills are well above average and are a strength of the school. The achievements of pupils with English as an additional language are similar to their peers and they use scientific vocabulary well. Pupils with special educational needs are increasingly confident and can talk about living things, magnets and forces with the encouraging support given by class teachers and special needs assistants.
76. Most pupils enter school with above average levels of attainment in science. The quality of teaching and learning is very good, particularly in Years 4, 5 and 6. Pupils make very good progress in Years 5 and 6, good progress in Year 4 and satisfactory progress in Year 3. In all year groups, the pupils' attitudes to learning are very good.
77. Teachers in Year 3 prepare visits to local gardens well to improve the pupils' knowledge of plants that can be eaten. They encourage pupils to ask questions and record the results of their investigations accurately. Pupils are enthusiastic about their work and keen to measure and count the numbers of different plants and flowers and the size of seeds about to be sown. The teachers' appropriate subject knowledge is used well to help higher attaining pupils acquire a greater understanding of the different types of soil needed for successful growth. Teachers in Year 4 have high expectations about behaviour and, as a result, all pupils are able to make a valued contribution to discussions about the habitat in which mini-beasts live. Lessons progress at a brisk pace and teachers are careful to check that the pupils understand the tasks set and how to improve.
78. In Year 5, teachers' good subject knowledge is used to discuss with pupils the need for a fair test. Clear explanations help pupils to develop a greater understanding of evaporation. Effective questioning techniques challenged pupils' thinking, particularly about how to control variables such as surface area, quantities of water used and the timing of experiments. Pupils are encouraged to predict the outcomes of their investigations and record their findings. Class discussions are lively, with pupils working productively on the tasks set. Pupils' very good behaviour and attitudes to learning enable them to work effectively in groups sharing ideas in a mature way. Higher attaining pupils help less confident pupils to participate in the investigations by showing them how to use apparatus safely and to use the

key words identified by the teacher at the beginning of the lesson. Teachers in Year 6 use very good subject knowledge to challenge and extend pupils' thinking about living things and living processes. Very good use of time, high expectations and the pace of work enable pupils to be very productive. The teachers' very good manner inspires confidence and motivates pupils to work with sustained concentration when working independently. Pupils are given continuous feedback on their performance and are encouraged to overcome difficulties, show initiative and take responsibility for organising their work, as when reflecting on how well they have done and how they can improve. Pupils are keen to share with others their newly acquired knowledge and understanding and answer each other's questions in a mature and sensible manner. Pupils for whom English is an additional language make good progress. Pupils with special educational needs make good progress towards the targets set for them. Teachers are aware of their needs and they receive good support during lessons, which enables them to know what they are doing and how well they have done.

79. The leadership and management of the subject are very good. The co-ordinator has very good scientific knowledge, a clear vision for the development of the subject and the raising of standards. The policy and scheme of work give good guidance to teachers for planning work. The curriculum is broad and balanced and is being developed to follow national advice. Procedures for the monitoring of teaching and learning are developing well and the information gathered is being used to improve staff training, as in the recent initiative to improve the teaching of investigative science. Procedures for the monitoring and evaluating of pupils' progress are being improved to include the assessment of the key learning objectives for each term. Resources for learning are very good, easily accessible and used well. Good plans have been made to develop the use of information technology to support scientific inquiry in, for example, the monitoring of experiments. The school grounds, local habitat and environmental study areas near to the school are used effectively for teaching science.

ART

80. The pupils achieve well in art by the end of the key stage, because of the high quality of the teaching and the clear progression in the development of pupils' skills. In the previous inspection, attainment was judged to be satisfactory in all year groups, with some pupils' work of a high standard. There is a clear improvement in the standards achieved and the progress made in learning across the school. A scheme of work has been in place since the last inspection, and is soon to be updated. The teaching is also much improved and the pupils are now provided regularly with opportunities to experiment with materials and to develop their own ideas. The school now has more resources for the appreciation of artists and their work. Although assessment is to be developed further, the assessment of the progress made by pupils in lessons is good. The recording of key assessments during the year, to be reported to parents at the end of the year, has begun. In each class, pupils learn to evaluate and modify their work, and sketchbooks, although not used consistently, are often used very well. The monitoring of teaching and learning is still insufficiently developed.
81. By the time they leave the school, the pupils show good attention to detail and knowledge of tone and colour in their two- and three-dimensional picture making. The Year 6 pupils choose and use pastels and crayons, charcoal and chalk and collage materials, with skill and attention to detail, to express their feelings about the future. They are able to choose a colour that evokes the mood they wish to convey, and use resources such as pens to show fine detail. Year 5 pupils paint effective Caribbean sunsets to link with their geography topic. These show good understanding of colour and tone and the pupils use pastels and pen well to obtain the desired effect. They make bold, bright strokes and also have a good understanding of how soft, smudged effects will be created on wet paper. Year 4 pupils use crayon and chalk carefully to make their 'Special Moment' posters and the pupils produced intricate work in the style of William Morris, showing a good sense of pattern and colour. Year 3 pupils produced creative imaginary creatures, printed very effectively using a variety of unusual materials, after making preliminary sketches and experimenting with the different textures.
82. Teaching is now consistently good and often better, with several very good lessons seen and one that was excellent. The teaching is effective because of the high expectations all

teachers have for learning and the enthusiasm that they convey to their pupils. As a result, the pupils are keen and confident to experiment with colours and techniques. The high quality of teaching is in some measure due to the fact that the teachers plan their work together in year groups and share expertise and ideas. At the beginning of lessons, the teachers share the objectives for learning with the pupils so that they are clear about what they have to do. A calm, working atmosphere is provided in all lessons in which pupils can practise their skills, and they are always encouraged to evaluate their work. The teachers are well organised and use successful methods, as when pupils in Years 4 and 5 developed skills progressively in using dry and then wet paper. The teachers develop the pupils' techniques well so that they have confidence in using a variety of strokes with their brushes as they paint seascapes in Year 3 or sunsets in Year 5. Many teachers use sketchbooks well to introduce different media to the pupils, encourage them to record their experience of textures or shades and practise techniques. All of the teachers encourage a choice of media and are successful in helping the pupils to consider, for instance, which of them might match the particular mood or feeling they wish to represent in their 'Thoughts for the Future' pictures. In this way, the pupils gain independence in developing their own style.

83. In the best lessons, the pupils are challenged and inspired, sometimes as a teacher supports and assesses the progress of individual pupils or as a particular skill is taught very effectively and moves learning on. In an excellent lesson in Year 4, all of the pupils were inspired to make maximum progress as they painted for most of the lesson, increasing their art vocabulary and their skills in a very positive environment. This was both calming and challenging as the teacher kept up the pace by talking to the pupils non-stop for a period as they painted and then painting along with them and developing her role sensitively in teaching skills, supporting and inspiring. In all these lessons, the teachers are extremely successful at raising the pupils' self-esteem, so that they are confident and developing well as artists.
84. The pupils' response to the subject is very good, with an excellent response in several lessons, where the pupils became completely engrossed in the activity. They discuss quietly their preferences for light and dark shades in their seascapes linked to their topic about 'Old Portsmouth' and talk about the way in which the techniques work. In one Year 4 class, the pupils' confidence grew by the minute, showing fascination as they saw the effect of their painted seascapes and wonder at the discovery of their own talents as artists. All lessons provide excitement and enjoyment, with pupils concentrating fully on their work and showing a reflective approach. All of the pupils work carefully and the teachers encourage them to develop their independence and their appreciation of their own work and that of others.
85. The subject is well led by a new co-ordinator, who has a clear overview of needs. The current school planning covers the subject well and has good links to the topics undertaken. There is a strong emphasis on the appreciation and understanding of art and the work of artists. All teachers share usefully in planning within their year groups. This brings out creative ideas and has led to the strong contribution which art makes to the pupils' wonder, appreciation and reflection about the world. An action plan is being followed to improve art teaching and learning and its resources and display within the school. There has already been an improvement in standards and in the quality and consistency in the display of work in all subjects. The co-ordinator plans to gain consistency in the use of sketchbooks as another form of assessment, to develop the current scheme of work in line with new curriculum requirements and to link resources to it. The use of information technology is to be developed further.

DESIGN AND TECHNOLOGY

86. By the time pupils leave the school, their levels of achievement overall are higher than those expected nationally. Standards have been maintained and in some cases improved since the previous inspection. No teaching of design and technology was timetabled during the inspection, but evidence of progress and standards was obtained from samples of pupils' work, photographs and informal discussions. Pupils throughout the school, including those with special educational needs or for whom English is an additional language, make good progress in developing and consolidating a range of skills and techniques.

87. In Year 3, pupils gain good experience in measuring accurately, using a saw to cut pieces of wood and using these to make their own design on card. They design and make a glove puppet using felt, and disassemble a torch to find out how it works. Pupils in Year 4 design and make a range of interesting vehicles, using designs produced for homework. They ensure that the vehicles have wheels and axles and can move when pushed. In Year 5, the pupils design and make an insert for the cover of their topic folders, developing their sewing skills and the use of a variety of fabrics. They learn about the importance of hygiene when planning and making a fruit cocktail drink. In Year 6, linked to a topic about 'Joe's Café', pupils make pizzas and models of delivery vans. They make very detailed designs and plans, use a wooden frame for the body and make the vehicle move by powering it with elastic bands or battery motors. Each pupil evaluates his or her work well and can give suggestions about how the vehicle could be improved.
88. The evidence from the scheme of work and planning indicates that all aspects of design and technology are covered appropriately during the year and that skills are revisited during the key stage. This was identified as a weakness in the previous report. Standards of teaching and learning are good. Teachers have high expectations of attainment, which is reflected in samples of pupils' work that are attractively displayed. The pupils respond with enthusiasm, take a real pride in their work and make good progress. A simple, but effective, skills progression sheet has been introduced by the co-ordinator to ensure that activities are planned to meet the needs of all pupils and that individuals make sufficient progress. This is used well by staff when planning activities. The co-ordinator monitors planning effectively and samples of pupils' 'ideas books' and of completed work are retained to help to ensure that the high standards are maintained. All new staff are given training at an appropriate level by the co-ordinator, who provides good support to colleagues. Resources for design and technology are good, and are well labelled and easily accessible. The co-ordinator is well supported by the link governor and through the local co-ordinators' group, where ideas and good practice are shared.

GEOGRAPHY

89. The pupils' achievements by the end of Key Stage 2 are generally above the level expected nationally. Evidence from lessons observed and from work already completed indicates that pupils, including those with special educational needs and those for whom English is an additional language, make good progress in the subject. By the time they are 11, the pupils have a good understanding of their own locality and many have sound knowledge of other localities in this country, such as Portsmouth, or in distant places such as St Lucia. They develop an appreciation of the significance of key physical features, such as rivers, and their mapwork skills at this age are good.
90. During their first year in the school, the pupils gain a good awareness of the area in which they live through their study of Liphook and are able later to identify some of the similarities and differences between it and other areas. All pupils become familiar with appropriate language to describe their surroundings and begin to gain a good understanding of basic ideas about maps when they develop plan views of their classroom. They continue to develop their familiarity with maps as they progress through the school, whilst pursuing a series of geography units, and develop an awareness of the physical and human features of differing regions. The work on Portsmouth undertaken in Year 4, for instance, provides a valuable opportunity for the pupils to transfer the understanding they have gained of coordinates in mathematics to their use of four-figure references in mapwork. The topics covered throughout the school help to build up the pupils' knowledge of their own surroundings and of other areas, countries and cultures, as well as providing opportunities for them to practise their skills. The extended study of the island of St Lucia undertaken in Year 5, for example, encourages the pupils to have a good understanding of a very different setting to their own. Good use is made of the school's own locality and clear progress is seen across the year groups in the pupils' awareness of their environment and of how aspects of it might be improved. As well as providing opportunities for the reinforcement of numeracy skills, the work pupils undertake in geography also supports the development of their language skills through, for example, different types of writing. The pupils' oral and

groupwork skills mean that they are able to discuss in depth the issues that arise in the course of these studies, as when pupils in Year 5 engaged in a careful examination of the possible contribution of particular types of business to the economy of St Lucia.

91. The standard of teaching is good overall. The teachers' subject knowledge throughout the school is good. They use questioning well and encourage pupils to use the correct language in their work. Lessons are always well planned and a particular strength is the way in which the year teams prepare similar learning activities for each of their classes, ensuring a common experience across the year group. There were occasional examples where the teacher's approach to part of the activity planned did not ensure the level of challenge which was evident in other classes undertaking the same tasks, or where the poor behaviour of an individual pupil interrupted the learning of the rest of the class, but generally the teachers have high expectations of the pupils' achievement and behaviour. Almost all pupils respond well to the opportunities provided, showing a lively interest in what they are doing. They work well together, enjoying especially the opportunity to discuss the issues that arise in the course of their work. The subject makes a good contribution to their social awareness.
92. The scheme of work developed since the school was last inspected is providing useful guidance to teachers and a systematic approach to assessment and the identification of pupils' progress in the development of geographical skills is being developed. The co-ordinator has clear views about the way in which the subject should develop and provides valuable support to colleagues. The subject is well resourced and good use is made of loan services. It is enhanced by its use of the locality and very good use is made of residential and other visits to places such as Swanage, Portsmouth and South Wales. The subject has clearly improved since the previous inspection, in spite of the increasing restrictions on curriculum time for non-core subjects caused by the introduction of national initiatives in literacy and numeracy.

HISTORY

93. By the time pupils leave the school, their levels of achievement are above the level expected nationally. Although timetabling arrangements meant that it was not possible to observe any lessons during the inspection, it is clear from work previously completed that, as pupils go through the school, they make good progress in the development of historical skills, knowledge and understanding. Pupils throughout the school enjoy history, with many indications in recent work on the Ancient Egyptians and the Ancient Greeks that they make good gains in knowledge of the periods being studied. Older pupils begin to develop a good understanding of the key people and influences that have shaped history. As part of their studies, they enjoy the opportunity to explore many of their own ideas and values. The work produced by older pupils shows good levels of knowledge overall and appropriate development of historical skills. Pupils throughout the school are introduced carefully to a range of historical sources and are encouraged to ask questions about the evidence they provide and about its reliability.
94. As they progress through the school, the pupils are encouraged to think about how familiar things have changed over time and pupils of all attainment levels, including those with special educational needs and those for whom English is an additional language, become used to dealing with a variety of historical sources. All of the historical topics the pupils study are carefully linked to a clear timeline for the period, helping to develop an appropriate sense of chronology. In view of the limited time available for the subject, the teachers have to work hard to encourage such awareness and to reinforce the development of historical skills within the time allocated to the history topics and, for example, in geography-based topics such as the study of Portsmouth. Pupils throughout the school are encouraged to engage in independent study or research activities of the kind that will extend learning, particularly for the higher attaining pupils. They enjoy gathering information from the books available, or through their access to CD-ROMs, but currently have limited opportunity for extended study of this kind, because of the time constraints.
95. Throughout the school, work in history is used well as a link to other areas of the curriculum, including geography, art and religious education. For instance, pupils pursuing their study of Ancient Egypt, learn much about the importance of the River Nile and are also able to put the

biblical story of Moses into its historical context. The resulting work is well displayed, helping to create an interesting and stimulating learning environment and celebrating good work, particularly through the completion of individual folders. The subject also makes a good contribution to the development of literacy through, for instance, the careful presentation of written work and opportunities for empathetic and extended writing.

96. Although history was not being taught directly during the inspection, it is clear from the other evidence available that the quality of teaching is good. The teachers' subject knowledge is good and they convey well to pupils their own enthusiasm for the topics being studied. The pupils respond well, gaining considerable pleasure in the work they do and enjoying the things they learn about the past. For many, the history topics they pursue are their favourite activities. The teachers ensure that the pupils become familiar with the appropriate vocabulary for the subject.
97. Planning for the subject is good and it is well-led by a well-informed and enthusiastic co-ordinator, who provides valuable support to colleagues. The useful scheme of work is now being developed to include specific opportunities for the assessment of historical skills and knowledge. The subject is well resourced in the provision of books and materials within the classrooms and library and these resources are augmented well by means of the loan service. Every opportunity is taken to bring the subject alive, and good use is made of visitors, such as a Viking or a Greek goddess. Opportunities in the locality are also used well, including, for instance, a visit to a neighbour's wartime air-raid shelter. At the time of the inspection, the school even had its own World War II bomb-site. Valuable visits are also made to places of historical interest further afield, particularly during the residential opportunities available to all pupils. Since the previous inspection, the good standards evident then have been maintained.

INFORMATION TECHNOLOGY

98. The pupils' achievements are above those expected nationally by the time they leave the school. Information technology is developing rapidly in the school and, with good new resources, attention to policy and planning, and its use across the curriculum, is making an important contribution to the school's improvement. The pupils' developing experience with computers aids their progress in literacy and numeracy and contributes effectively to achievements across the curriculum. This marks notable progress since the last inspection report, where attainment was below the national expectation. There are no significant variations between pupils of different gender or backgrounds. Pupils with special educational needs and those for whom English is an additional language make similar progress to their peers. During the week of the inspection, work focused on using the new computer area effectively to refine Internet skills and using the micro-librarian to find information in books, each class having particular targets to achieve over several lessons.
99. By the age of 11, pupils show good understanding of the use of word processing. They can compile and analyse information using databases, producing bar and pie charts for work in mathematics and science. Some higher attaining pupils know about the use of simple spreadsheets and are aware of the importance of saving and backing up work. Pupils use control technology to design geometric shapes and are aware of the functions of programmable floor robots. They are developing effective research skills, using computers with CD-ROM, for example, when comparing information from this source with the information available from books. Pupils have a good understanding of the social implications of advances in information technology, such as use of e-mail and the Internet, which they use well. They improve their skills in finding web sites to access information for projects in history and geography. Pupils use the micro-librarian with confidence to find books they need for class work and personal reading. Pupils' achievements in Year 5 show above average gains in their knowledge and understanding of how to access the Internet to find and record information related to their work about St Lucia. They improve their scanning and scrolling skills and all understood the usefulness of returning to the home page when experiencing difficulties. In Year 3, pupils are beginning to acquire the skills for finding information from a web page as part of their study of York Minster. They use the micro-librarian to find books in the library about churches with increasing confidence.

100. The pupils respond very well to the subject. They show positive attitudes and interest in the use of computers. Most are able to discuss their work and explain the activity they are involved in. They behave sensibly and help each other. Pupils take great delight in discovering new ways of using software and the Internet. Many of them show considerable confidence and practise their skills by the use of computers at home. Older pupils respond readily to advice they are given, are highly motivated and work well together, sharing their expertise. All pupils are developing a good subject vocabulary.
101. Overall, teaching and learning are very good. The teachers make very good use of their knowledge of the subject to correct errors and misconceptions that pupils develop. They give clear instructions and explanations on how to access the Internet and use the micro-librarian. Pupils respond well, work productively and at a very good pace. Lessons have a clear focus, and pupils can judge how well they have done and, with constructive advice from teachers, how they can improve, as in the use of 'hot spots' to further their work. The teachers have high expectations; the tasks set are challenging and extend pupils' thinking, particularly higher attaining pupils, when moving around web pages and using different menus. The pupils are managed well and work with sustained concentration as a result of teachers' enthusiasm for the subject. New tasks and vocabulary are introduced in effective demonstration sessions, where questions and reference to previous work enable pupils to make good progress. Pupils are keen to experiment and try out new ideas, which teachers, special needs assistants and parent helpers encourage. Teachers encourage pupils to overcome difficulties in accessing information and to work with increasing independence. Effective use is made of the new facilities to teach large groups of pupils together; this is increasing the rate of pupils' progress significantly.
102. The leadership and management of the subject are very good. The new policy and scheme of work provide good guidance to support planning and are increasing teachers' confidence in their ability to teach the subject. The subject's action plan is constructed well; it is achievable and realistic. Appropriate provision is being made to improve the teaching of modelling and simulations. The assessment and recording of pupils' progress is being improved to include the assessment of key learning objectives for each term. Resources are very good and are used well; this is a significant improvement since the last inspection. Other equipment, such as televisions and tape recorders, is used efficiently and effectively. The co-ordinator, who has very good subject knowledge, is providing a very clear lead in the development of the subject. The guidance she provides is helping teachers to gain confidence in using information technology to support learning in other subjects such as in English, mathematics, art, geography and history. Good plans are being made to develop the use of controlling, modelling and monitoring technology for work in science when funds are available.

MUSIC

103. By the end of their time in school the pupils' overall achievement is below the level expected because of the lack of subject expertise within the school and the inconsistent opportunities to develop their skills progressively and with continuity. There are some good learning opportunities, but progress is uneven across the school. Currently, there are few teachers with expertise in music and confidence is low. At the time of the last inspection, peripatetic music staff had been given an allocation of extra time within the school budget and were working alongside teachers to make a good contribution to the successful delivery of the music curriculum, but this does not apply at present. Since the last inspection, the quality of singing has not improved significantly and remains low. However, some elements of provision, such as the considerable involvement of peripatetic instrumental teachers and the commitment of parents in the running of the choir, remain good. Performances at harvest, Christmas and other times provide useful opportunities for pupils to show their performance skills.
104. Although no lessons were observed during the inspection, from evidence of the pupils gathered together to practise songs and hymns and in assemblies, it is clear that the achievement of most pupils and the progress they make in their singing is unsatisfactory by

the time they leave school. The pupils generally lack confidence and tend to rely on the taped music provided for assemblies and practices and do not readily join in the singing, which, therefore, lacks both volume and enthusiasm. Their effort is limited. A few older boys do not respond well to opportunities to sing and are sometimes restless and a little badly behaved. However, the choir, held after school and run by three dedicated and enthusiastic parents, sings well. More than 40 boys and girls sing with enjoyment, enthusiasm, confidence and skill regularly each week. Their skills in singing have improved and enjoyment is clearly enhanced. They use the musical elements and structures expressively, sing three-part songs well and can hold their own part. The pupils show an appreciation of a wide variety of music in these sessions and progress is good. The commitment shown by parents to support the music curriculum and their contribution to it is strong, since, in addition, a parent runs recorder groups and pupils are keen to develop their skills.

105. No judgement can be made on the quality of teaching from the very limited evidence seen. However, from evaluations written by the school and discussions with the headteacher and co-ordinator, it is clear that there is some lack of teaching expertise in the school and the school has already identified clear targets for action to develop music more satisfactorily. The teachers' planning shows some well-matched and interesting activities at times throughout the year. These aid the pupils' listening skills and help them to compare and contrast different music. For instance, Year 3 pupils' work on 'Feast of Fables', where they learn to sing and hold a melody, links well with their English work. Performances are planned to link with class topics, such as 'Portsmouth', where pupils in Year 4 develop some composition skills, using appropriate notation. Year 5 pupils sang and played the calypso 'Island in the Sun' linked to their Caribbean topic. They showed confidence and enjoyment and were proud of their achievements. Four members of a brass ensemble, taught by peripatetic staff, played their instruments to a high standard to accompany the remainder of the class, who used a range of untuned percussion to the taped calypso music. They captured the calypso rhythm well as they clapped, sang, used actions and then played, taking several parts successfully.
106. A new co-ordinator has a clear action plan and ideas for the development of music. Arrangements have been made already for specialist teaching for all year groups in the coming year. The present scheme of work links well to provide good opportunities for developing music linked to school topics in each year group, as in history, where topics centred around the Greeks, Tudors and Egyptians. However, the planning at present lacks the necessary structure to provide adequate continuity and progression of skills and no assessment has been developed. The co-ordinator plans to develop a new scheme of work and to develop the use of resources linked to this. Resources at present are broadly adequate, with a few gaps, and some instruments are in need of repair, but the resources available are insufficiently used. No monitoring of the subject has taken place.

PHYSICAL EDUCATION

107. The pupils' achievements are above those expected nationally by the age of 11. This is an improvement since the previous inspection. Pupils, including those with special educational needs, those who speak English as an additional language and higher attaining pupils, make good progress. They follow a balanced curriculum over a year in units of work, which, for the week of the inspection, included games and problem-solving related to outdoor and adventurous activities. The pupils' attitudes to physical education are very good. They respond immediately to teachers' commands and participate enthusiastically in all activities. Pupils co-operate well with others and thoroughly enjoy their lessons.
108. By the end of the key stage, pupils are able to plan, perform and evaluate their movements successfully. They know and understand the importance of warming up and cooling down activities to protect the body from injury. Pupils are very aware of safety issues, as when taking part in throwing activities or moving apparatus. They improve their cricket skills of catching and fielding a ball and show increasing coordination and control when practising the pull-shot with bat and ball. In athletics, pupils practise and improve their skills in sprinting, shuttle-running, throwing, long and triple jumping. They record their performances accurately. Pupils were highly motivated after the majority realised that they had improved

their performance at least one grade in three out of the five activities. Records show that pupils' sprinting skills are improving at a slower rate than the other skills practised.

109. Pupils' achievements in Year 4 show above average gains in solving movement problems when working in teams, as when passing a hoop continuously around a hand-linked circle without the apparatus being dropped or touching the ground. Their control of the movements made was very good. They show improving skills in throwing, catching and fielding a tennis ball. In Year 5, pupils demonstrate increasing accuracy and control in throwing and catching a tennis ball with a partner when working under timed conditions. They have good knowledge and understanding of the rules of 'Kwik Cricket' and play the game well and with obvious enjoyment.
110. Overall, teaching and learning are good and in some lessons very good or excellent. Some teachers have very good knowledge for teaching athletic and games skills and pupils achieve above average standards, particularly higher attaining pupils. Lessons have a clear focus, the skills to be learned are demonstrated well, work proceeds at a good pace and pupils are expected to improve. Teachers give clear instruction and check carefully whether pupils understand the tasks set, particularly those for whom English is an additional language. They are skilled in observing and analysing movements and give good advice to pupils on how to improve. The sensitive support given helps those with special physical needs grow in confidence. These pupils make good progress in improving their athletic and games' skills, particularly older girls. Teachers ask challenging questions to extend pupils' thinking, particularly when solving movement problems, as in Year 4. They encourage discussions about how pupils can improve their movements and record the gains made. This contributes well to pupils' positive attitudes to the subject and in developing their literacy and numerical skills.
111. The physical education programme is balanced over a year and pupils have good opportunities for athletics, dance, gymnastics and outdoor adventurous activities. Requirements are met for teaching swimming. The school's policy and scheme of work give good guidance for teachers' planning and the development of knowledge and skills; it is being revised to meet new developments in the subject. Good use is made of visiting sports coaching staff to support these activities. Staff training is good and is helping to improve the teaching of dance and gymnastics. Pupils have good opportunities to participate in competitive sport and a wide range of extra-curricular clubs. The indoor and outdoor facilities are good. Resources for learning are good and are used well. The new coordinator is in the process of improving ways of assessing and recording pupils' progress.

RELIGIOUS EDUCATION

112. It was only possible to observe one religious education lesson during the inspection, but other evidence available, such as pupils' previously completed work, suggests that standards of pupils' attainment by the end of the key stage are generally above the levels expected by the local authority's current agreed syllabus.
113. By the time they leave the school, the pupils acquire an appreciation of many of the practices and beliefs of Christianity, as well as those of traditions such as Judaism and Sikhism. The work they do is carefully planned by the teachers to encourage a developing awareness of what it means to take a religion seriously. The units of work they study enable them to acquire quite detailed knowledge of the living faiths they encounter and, for example, of the places, times and books that are regarded as special by believers. In the course of other units of study, such as those on Ancient Greece or Ancient Egypt in history, they also explore matters of religion and culture that expand their knowledge of how beliefs develop. Good opportunities also occur in literacy sessions, as in a Year 5 class when pupils shared their thoughts with the whole class about the beliefs of others they had encountered in their study of texts. In all of their work, the pupils are encouraged to relate what they are learning to their own feelings and experiences. They are introduced to a range of stories and practices from Christianity, the knowledge of which they build on as they go through the school. They show good levels of knowledge, for instance, of some of the stories in the Bible about Jesus and

other people. They develop a good awareness of themselves and the world around them and show sensitivity to the needs and beliefs of others.

114. Although little direct teaching of religious education was seen in the course of the inspection, it is clear that the subject is taught well overall. The teachers are becoming more confident in what they are teaching and their subject knowledge is generally good. They use imaginative approaches and interesting activities in the topics being studied, as when Year 4 pupils were invited to write about their ideas of God and did so thoughtfully and sensitively. Stories are used well to develop the pupils' religious understanding and the use of circle time encourages the pupils to reflect. All pupils are developing the ability to share important feelings with their teachers and other members of the class, and they treat each other's views with respect. The pupils' attitudes to their work are very good. They respond well to the interesting learning opportunities provided, and present their work well. Older pupils showed a very reflective response in their writing about special places and wrote movingly about the experience of an African child or of their own experiences. Pupils with special educational needs, those for whom English is an additional language and those who are higher attainers are equally challenged by the lively and stimulating approach to learning throughout the school.
115. The teachers are well supported by the co-ordinators, who have a good overview of the subject and its needs. There is a helpful scheme of work and further development is taking place in the use of assessment. The subject is well resourced and good use is made of the resources available, including a range of artefacts to aid the study of the various religions that feature in its programme of study. Very good use is made of visits and visitors, including local ministers and churches and the Reading synagogue. The subject has clearly developed well since the previous inspection.