

INSPECTION REPORT

MASON MOOR PRIMARY SCHOOL

Southampton

LEA area: Southampton

Unique reference number: 116263

Acting Headteacher: Hazel Long

Reporting inspector: Geoff Burgess
OIN: 23708

Dates of inspection: 30th April to 4th May 2001

Inspection number: 192335

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

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Helvellyn Road
Millbrook
Southampton

Postcode: SO16 4AS

Telephone number: 023 8039 0140

Fax number: 023 8039 0150

Appropriate authority: The governing body

Name of chair of governors: Mrs Gay Jefferis

Date of previous inspection: February 1997

Information about the inspection team

Team members			Subject responsibilities	Aspect responsibilities
23708	Geoff Burgess	Registered inspector	Science	Results & achievements
			Music	Teaching & learning
			Physical Education	Leadership & management
				School improvement
9487	Frances Hurd	Lay inspector		Partnership with parents
				Personal welfare & care
				Spiritual, moral, social & cultural development
24342	Denise Franklin	Team inspector	English : SEN	Attitudes, values & personal development
			Information Technology	
			Religious Education	
15545	Anne Pratt	Team inspector	Under fives	Learning opportunities
			Art	EO
			Design Technology	
28014	Peter Buckley	Team inspector	Mathematics	Assessment & academic monitoring
			Geography; History	Strategic use of resources

The inspection contractor was:

Geoff Burgess Inspections

4, Dodhams Farm Close
Bradpole
Bridport
Dorset
DT6 3EZ

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	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mason Moor School serves an estate of local authority and housing association accommodation in the Millbrook district of Southampton, an area that suffers from deprivation and vandalism. More than half of its 306 pupils are entitled to free school meals, many come from lone parent families and the number of movements of pupils into and out of the school is high. A small number speak English as a second language. Over a third of pupils, a high number, are on the special needs register. Nine boys and girls with statements are mainly accommodated in the unit for pupils with moderate learning difficulties. Most children have some pre-school experience, many at the pre-school group hosted by the school, but many children enter school with very low attainments, especially in speaking and listening and in their personal and social development.

HOW GOOD THE SCHOOL IS

This is a good school, very well led and managed where good teaching is helping pupils to achieve at a satisfactory rate. Although it is generously funded, the very low attainment of its children when they start school means it provides good value for money.

What the school does well

- Good teaching, with some of it very good, especially in the foundation year and the older classes, is helping to raise standards steadily through the school.
- Provision for pupils who find learning and conforming difficult is very good and they are making good progress
- Pupils' emotional and moral welfare is taken very seriously and staff do all they can to help them to cope
- Staff take very good care of all pupils and do everything possible to help and involve parents
- It is very open to new ideas and willing to try anything for the benefit of its pupils.
- The headteacher is an outstanding leader and manager who, with the considerable help of the deputy head and the hard work of the staff, has created an oasis of care and optimism.

What could be improved

- Pupils have too few opportunities to:
 - express themselves or be creative in active non-verbal ways through art, music, drama and physical education or
 - appreciate the arts, study and celebrate the richness and diversity of their own and other cultures or reflect on the more spiritual aspects of their lives
- Pupil's behaviour and the amount and quality of the work they produce are not as good in the afternoon as they are in the morning

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in February 1997, the trend of improvement achieved by school leavers has been better than the national trend in English, mathematics and especially science, and pupils are making sound progress throughout the school. In their report in May 1998, HMI concluded that the school had made good progress in the issues identified during the inspection and inspectors are able to say that almost all have been resolved and weaknesses have become strengths. All statutory requirements are met with work in information and communications technology a feature of the school. Teaching in Key Stage 2 is now good and much improved planning, including the use of the literacy and numeracy frameworks, has seen a big increase in teachers' confidence and competence across the curriculum. Improvement since the last inspection is very good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E*	E*	E*	E
mathematics	E*	E	E*	E
science	E	E	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Although results for eleven-year-olds over the years have been well below average or in the bottom 5% (as indicated by *) when compared with most schools, they have shown an improving trend, better than the national rate of improvement notably in mathematics and science. Similar improvements have been noted for seven-year-olds, though, as in Key Stage 2, writing and spelling are weaker than other aspects. It is significant that the number of pupils involved in testing who have moderate learning difficulties substantially distort the statistics. Standards achieved by four-year-olds when they start school are very low and the percentage of pupils who join the school late is high. Despite this, pupils of all abilities are achieving well in most year groups and overall attainment is on the rise. Standards achieved by eleven-year-olds in 2000 have been sustained this year but the attainment of seven-year-olds in reading, writing and mathematics is not as good. In other subjects, standards are below those expected but four-year-olds and pupils who find learning difficult are making good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The great majority of pupils enjoy the security, stability and feeling of self-worth which the school provides for them. Although many cannot concentrate for long periods, most do their best and take a pride in their successes. Pupils' attitudes to school are satisfactory.
Behaviour, in and out of classrooms	Staff work very hard to maintain acceptable behaviour in and around the school and generally succeed especially in the older and younger classes. No evidence of oppressive behaviour was observed. However, a significant number of pupils find conforming in lessons difficult especially later in the day, and in some classes, this slows learning and creates tensions.
Personal development and relationships	Many boys and girls start school with few social skills, low self-esteem and limited ability to deal with conflicts or problems. Pupils steadily develop these skills, attitudes and values as they move through the school. By the time they leave, most have learned how to take responsibility for themselves, contribute to the life of the school, and build relationships with their schoolmates and the adults who take care of them. However, a few cannot cope when things do not go their way and revert to selfish, unthinking behaviour. Pupils' personal development is satisfactory.
Attendance	Despite the school's best efforts, and it difficult to fault them, attendance and punctuality are poor and this disrupts learning and the life of the school.

For all pupils, school provides both a haven and a challenge where most, through trial and error, and with mistakes along the way, learn how to deal successfully and happily with the world in which they are growing up. Some need constant reminders and much patient support which can take up valuable learning time. For a few, coping with their feelings and with the demands of school can be too much and both they and their classmates suffer.

TEACHING AND LEARNING

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

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

All but four per cent of lessons are at least satisfactory with nearly a half good and a further seventh very good and excellent mainly in the foundation classes, the special needs unit and in years five and six. However, in other classes, pupils' poor listening skills and powers of concentration, along with the need for teachers to constantly keep an eye on a minority of pupils, mean that the impact of teaching is lessened. The basics are generally well taught but there is scope for devoting more time to using learned literacy skills to write extended pieces. Where teaching is less successful, time and pace is lost while the teacher deals with misbehaviour. Learning support assistants form a very important teaching resource especially in helping pupils who find learning difficult and in supporting teachers in the foundation classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All pupils have equal access to a broad and generally balanced curriculum in which literacy, numeracy and pupils' personal, health and citizenship education are strongly represented. However, current timetable arrangements mean that the richness and depth that other subjects can bring to children's learning is limited. The curriculum for under-fives is well developed and generally relevant to their needs.
Provision for pupils with special educational needs	Provision for the many pupils who find learning or conforming difficult is very good and they make good progress. Well trained and very effective classroom assistants are closely involved with teachers in providing necessary support mainly as part of normal classroom work. Very good procedures for identifying, monitoring and supporting such pupils have been established and all the necessary paperwork is in place. Pupils with very special needs are very well catered for in the unit and included in all the school has to offer.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Staff make satisfactory provision for pupils' personal growth with very good attention to promoting their moral awareness and good arrangements for the development of social skills and attitudes. Curricular provision for pupils to study and appreciate the arts, their own cultural heritage and the diversity of others, or to help pupils to reflect on the more spiritual aspects of life are not well developed.
How well the school cares for its pupils	The school takes very good care of its pupils and ensures that they are safe and not at any risk. It keeps a very close watch on their attendance, behaviour and personal development, does all it can to improve each and maintains suitable records to note events or trends that may be significant. Teachers and other staff know the circumstances of each child extremely well and very good assessment procedures are equally well used to keep an eye on progress in English, mathematics and science. Very good communications with individual parents help to ensure that any potential problems are dealt with promptly.

It is difficult to imagine what more the school could do to encourage parents to be involved in their children's education and the life of the school. Despite this, few parents maintain links forged in the foundation year after their children leave the reception class. Communications with parents are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership & management by the headteacher & other key staff	The head has made an outstanding contribution to the success of the school by providing very clear, firm and determined leadership and keeping the big picture of standards and high expectations in focus despite the difficulties. In this she has been very well supported by the deputy headteacher and other senior teachers who have shown their quality, and the resilience of the management of the school, by maintaining standards during her secondment to the local authority. The overall leadership and management are very good.
How well the governors fulfil their responsibilities	Although many of the governing body are fairly new to their role, they have made a very commendable effort to get to know their school and understand their responsibilities. They are very supportive and keen for the school to prosper. All have taken on relevant training and are active in their various roles. Particularly commendable is the contribution being made by parent governors who, encouraged by the school, have made themselves into powerful and influential contributors.
The school's evaluation of its performance	A significant reason for the school's success is the way the head leads a constant and detailed analysis of what the school is doing and the impact it has. Staff and governors are actively involved in the process and this results in a good deal of informed discussion about the direction of the school. Relevant data at every level, beginning when children start school, is used to set priorities and to track the progress of individuals and the impact of initiatives. The school strategic plan appropriately identifies specific areas for improvement, each of which is directly related to standards. Over the years, the actions taken as a result of this process have been very effective.
The strategic use of resources	The head and governors ensure that the school makes very good use of all its resources through the detailed evaluation of the impact of all it does. All spending is targeted on agreed priorities and is carefully managed and monitored. A good supply of well maintained and used teaching resources have been accumulated in all subjects. Generous numbers of teaching and support staff are very well deployed and the school has made very good use of its interior accommodation.

The head, ably assisted by the acting head, has made an outstanding contribution to the enormous improvement in the school. She is well aware of what still needs to be done and with the continued hard work of the staff and the ever-increasing effectiveness of the governing body, there is every reason to believe the school will continue to thrive.

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 enjoy going to school • teaching is good and their children are making good progress • the school is helping their children to grow up sensibly • children are expected to do their best • they are kept well informed about their children's progress • all staff are very approachable and the school works closely with parents 	

- | | |
|--------------------------------------|--|
| • the school is well led and managed | |
|--------------------------------------|--|

Inspectors agree with all parents' judgements

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the first year when comparisons were made, the total percentage of eleven-year-olds achieving level four in English, mathematics and science in Mason Moor School, ie 35%, put it into the bottom 200 schools in the country. This total percentage has gone up year on year and last year reached 166 which moved it well up the table. Other indicators show that, though when compared with other schools, the standards of school leavers in English and mathematics remained low, the trend of improvement has been better than in most schools ie they have been catching up. The improvement in science has been such that last year for the first time, the school managed to do as well as other schools in a similar situation. Results for seven year olds though still mostly well below average, have been better, but much less consistent.

2. Two factors make a significant difference to test results as can be clearly seen in the school's analysis. Although special needs numbers are above average throughout the school, when the percentage in a particular year group is even higher, test results suffer proportionately. The amount of movement of pupils into and out of the school is high so that it is not unusual for more than half the pupils in a class to change between tests at the ages of seven and eleven. The school's analysis shows that the group of incomers contains an even higher number of pupils with special needs, which further affects the statistics.

3. Assessments completed early in boys' and girls' school careers and observations by inspectors indicate that the attainment of most children when they start school is very low especially in their communication and mathematical skills and in their personal, social and emotional development. Many who are born in the spring and summer months are very immature. Despite boys and girls making good progress in the foundation year, their attainment remains well below average when they enter Key Stage 1. A great deal of attention is given to literacy and numeracy in both key stages and, relative to their abilities, most pupils make steady progress in these areas. However, pupils have not been achieving as well in year two this year and with four from this age group in the special needs unit, test results will be down. At the other end of the scale, good and very good teaching in years five and six should see standards maintained or even improved a little in the year six national English and mathematics tests. Standards in science, especially in Key Stage 2, are stronger than in any other subject. The organisation and presentation of pupils' work in most classes leaves much to be desired.

4. Standards in the foundation subjects are also below average but with two additional factors coming in to play. Poor reading, writing and presentation skills inhibit learning in the humanities and religious education. These and most other subjects are mainly being taught in the afternoons when many pupils find it difficult to sustain real effort, concentration or for some, appropriate behaviour. Very good support and careful monitoring and target setting means that pupils who find learning difficult, including those in the special unit and those for whom English is a second language, make good progress towards their individual targets. However, for some of the pupils with behavioural difficulties, progress is less consistent when this inhibits learning.

Pupils' attitudes, values and personal development

5. Many pupils are enthusiastic and have a positive attitude to school. They show interest and enjoy being involved in activities. This has been successfully maintained since the previous inspection. In lessons, most pupils settle to tasks reasonably promptly and respond satisfactorily to the school's behaviour strategies. For example, when a pupil was off task and not concentrating during a literacy lesson in an older class, the teacher quietly but firmly applied the school's behaviour strategy and the pupil immediately became focussed on her work. However,

although the many pupils with programmes to support their behaviour in school are making good progress in relation to the targets set in these programmes, such pupils often present challenging behaviour, particularly later in the day. In some lessons, this impedes the learning of the rest of the pupils in the class, along with a general loss of concentration after lunch. Behaviour in the playground is satisfactory. Pupils generally interact well together but only a small amount of equipment such as skipping ropes and balls is available for them to use and few supervised activities, such as skipping games are offered. No oppressive behaviour or bullying was observed during the inspection. Parents are generally happy with the behaviour of their children and feel that it has improved significantly since the previous inspection.

6. Pupils' personal development and relationships are satisfactory. They begin to feel more confident about dealing with difficult situations and develop their social skills because of the high emphasis placed by the school on raising self-esteem and working together. For example during information and communication technology lessons pupils often work successfully in pairs at a computer. During a religious education lesson pupils in year three talk about belonging to organisations as well as to the school and local communities. Many enjoy taking responsibilities both in the classroom and around the school. They like to take the register to the office, help to keep the library tidy and do little jobs for their teachers. Older pupils are keen to become 'Mason Moor Motivators' and to take on additional responsibilities both in school and in the playground. They take their responsibilities very seriously. By the time they leave the school, most pupils have learned how to take responsibility for themselves and how to build relationships with others in the school community. However, a minority still find it difficult to relate to others when faced with a difficult situation. These pupils are responding well to the huge amount of support provided for them in the school's caring environment. Parents feel that their children are valued and encouraged to be independent, motivated and helpful.

7. Attendance was well below the national average at the time of the last inspection. It was still unsatisfactory in the last academic year, being still well below the national average. Unauthorised absence is now below the national average while authorised absence is above it (8% as against 5.2%). Every year since the last inspection has shown a slight overall improvement in attendance figures. Parents and carers are now much more conscientious in providing reasons for pupils' absence from school (hence the decrease in unauthorised attendance), but problems with the timing of holidays have contributed to the increase in authorised absence. Most pupils arrive punctually, although a small number are persistently late arrivals. The school notes the pupils' reasons for unpunctuality. These include 'chasing the dog', 'waited for my trousers to dry', and 'had been up all night watching telly so I was tired'. The single contribution that some parents could make to support their children's learning would be to ensure that they attend regularly and arrive punctually.

HOW WELL ARE PUPILS TAUGHT?

8. At the time of the last inspection, over a quarter of lessons observed were judged to be less than satisfactory with most in Key Stage 2, where nearly a half of teaching was unsatisfactory. This was a key issue at the time and, along with very low standards, was an important reason for HMI visiting the school in June 1998 when they judged that the school had made good progress in improving teaching. With only four per cent of teaching now less than satisfactory, nearly a half good and a further 14 per cent even better, overall teaching is good. However, with grades ranging from excellent to poor and with all the best teaching concentrated in the younger and older age classes, this is not a consistent picture. Standards in teaching are much more related to the competence of individual teachers than to expertise in particular subjects. It is also important to note that, other than in the foundation year, in a fifth of lessons, pupils' learning does not match the quality of the teaching they receive.

9. Almost all teaching in the foundation year is at least good with nearly a quarter even better. Very good use is being made by the two class teachers of the generous and well resourced accommodation and the very effective help of learning support assistants to provide pupils with a good range of learning opportunities. This was well demonstrated during the visit of local firemen where the high quality of the preparation and the well-organised activities which took place made

it possible for boys and girls to learn first-hand with plenty of opportunity to talk and listen about fire-safety. While some were hampered by their poorly developed language skills, all tried hard to contribute and behaved very well. Others shone, asking very sensible questions about the equipment and engaging in long conversations with the firemen.

10. Factors allied to managing behaviour were major issues associated with unsatisfactory teaching in the last report and the school has worked very hard to help teachers to deal with the high percentage of pupils identified as having specific difficulties in this area. The impact of this is very evident throughout the school in the consistent way agreed procedures and approaches are used to promote good behaviour and deal with any problems. This almost always contains the situation and in better lessons it allows teachers to concentrate on promoting and supporting learning. In two poor lessons, agreed approaches were not used and as a consequence behaviour deteriorated, the teacher was constantly having to stop, pupils lost interest and little learning took place. In other lessons, usually in the afternoon, despite sound and often good teaching, pupils find it hard to concentrate and stay 'on task'. When this happens, the teacher has to concentrate on managing the situation, which they usually do well, but this means they cannot add value to children's learning. It is in these circumstances that, on occasions, good teaching does not result in good learning.

11. Planning was another area identified for improvement at the last inspection in the two key stages and great improvements in this area have also helped to bring more consistency to teaching. Well-developed policies and schemes of work back-up teachers' lesson planning which is focussed on learning objectives and school and individual targets. Teachers regularly evaluate how effective lessons are, jot down useful comments and where necessary, modify their planning to take account. Professional development, mainly focussed on the literacy and numeracy strategies through in-service training, demonstration lessons, classroom observation and external monitoring by the local authority, has helped to give teachers more confidence and expertise. This was another area for improvement.

12. A half of lessons in Key Stage 1 are satisfactory with a third good. Two lessons were judged to be poor as noted above. Nearly two-thirds of lessons in Key Stage 2 are at least good with an eighth very good and one excellent lesson. All but one of the rest were satisfactory. The factors involved in the very good lessons were shown at their best in an excellent literacy lesson for older pupils looking at spelling patterns for plural words. Here the teacher had made very good use of the school's behaviour management policy to raise pupils' expectations of their own behaviour and quietly and very effectively, deal with any minor transgressions. Her explanations, instructions and questions were crystal clear and very well backed up by a range of strategies, very well suited to the needs of the boys and girls involved, to reinforce teaching points. Regular deserved praise and very good use of the schools' reward system raised pupils' self-esteem and they behaved very well and were very eager to answer questions and volunteer their opinions which the teacher valued.

13. In this, and in most other lessons, the contribution of learning support assistants to ensuring that pupils of all abilities are able to get on and succeed is very important. A good example of this is the librarian who not only makes the library area a rich and stimulating environment with her displays, but also forms a very good teaching resource working with groups to look at and value books. Learning support assistants, working closely with the teachers and applying all the agreed strategies, make a significant impact on the learning of pupils who find learning difficult by ensuring that they are on task and understand what is expected.

14. This is especially the case for pupils in Maple class who on a regular and well-planned basis, join in with the activities in the main school. Specific integration plans ensure that the inclusion process has a real purpose with specific targets and all adults and children play their part in involving pupils with very special needs in normal class activities. Teaching within the unit is good. Each pupil has a very well planned and delivered personal programme to match his/her specific needs and every detail of their development is carefully monitored and evaluated. The teacher is continually raising pupils' self-esteem through her positive and sensitive approach. The unit is seen to be very much an integral part of the school and the combination of focussed

specific teaching, much of it necessarily individual, and well-managed integration represents very good provision.

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

15. The curriculum for children in the foundation stage of their learning is appropriately planned in the nationally agreed areas of learning for young children. Suitably, high priority is given to promoting personal and social skills and language skills. Many activities are practical and relevant to the needs and interests of the children. However, there is a need to provide more opportunities for children's creative development through music and art and more times when they can engage in vigorous physical activity. In the rest of the school the National Curriculum and religious education are satisfactorily covered.

16. Teachers have worked hard to improve literacy and numeracy skills and develop pupils' personal, health and citizenship education, consequently these have been given a very high priority on the timetable. However more emphasis could now be given to promoting the foundation subjects to ensure that the time and energy spent on these is of the same quality as that spent on the core subjects. Pupils spend little time involved in active or practical activities which enrich and deepen their learning and which is relevant to their particular needs. Since the last inspection the school has improved its long term curricular planning and all subjects now benefit from schemes of work which are based on national guidelines.

17. The school has a very comprehensive programme for pupils' personal, social, health and citizenship education with regular times for pupils to sit quietly and discuss issues that affect them and their lives. An important element of this is the school's emphasis on fostering pupils' emotional literacy as a positive way of helping them to deal with their feelings and improve their self-esteem. However, these sessions sometimes come after very intensive periods of literacy and numeracy or at the end of the day and consequently concentration, interest and response are limited. Boys and girls have equal access to the curriculum. The curriculum for children who find learning difficult is good and the school is to be congratulated on the way pupils in the special unit are included in all it has to offer.

18. Provision for pupils with special educational needs is very good. The school is fully committed to inclusion which is evident in the high priority placed on special educational needs in the school to ensure that the individual needs of pupils can be met. Most are very well supported within the classroom, particularly for literacy and numeracy. Pupils who find it difficult to conform are also well supported by specially trained staff and wherever possible remain in the classroom for most lessons. Where boys and girls with moderate learning difficulties are withdrawn for literacy and numeracy lessons this is appropriate and carefully planned programmes ensure they have their full entitlement to the curriculum.

19. Mason Moor School offers a satisfactory range of extra-curricular activities. The physical education coordinator runs football training all year round, organises a rugby club in the autumn term and offers athletics and cricket in the summer term. Clubs for crafts, short tennis and evangelical Christianity are run by learning support assistants. Staff from Redbridge Community School run a science club for year five pupils. All children apart from the very youngest are eligible to join the choir. The local authority offers free music tuition in various instruments: the instruments themselves are loaned to pupils by the school. Various pupils have visited Southampton Art Gallery and local theatres, and the annual Southampton Book Fair. Year five and six pupils recently went to Fishbourne Roman Palace as part of their study of the Romans in Britain and other classes have been to the Victorian farm at Hamble and the beach at Lepe.

20. The school's strongest community link is with the two local churches, St Peter's and the Millbrook Christian Centre. Representatives of both churches regularly visit the school and take assemblies, and the children have visited them both as part of their religious education and for special occasions like Christmas and Easter services. The local playgroup meets in the dining hall each morning, and its staff work closely with the reception class teachers. At the other end of

the school, year six teachers are forging curriculum links with Redbridge Community School to complement the already good arrangements for transition. As part of the school's provision for personal, social and health education, regular visits are made by representatives of the emergency services: the visit from the fire brigade which took place during the inspection was a well-organised event which was of great interest to the children. Year six pupils participate annually in Southampton's 'Junior Citizen' programme, which involves activities organised by the emergency and utility services. The choir visits a local hospital for the elderly at Christmas each year and older members of the local community have been invited to talk to pupils about their memories. The school has no links with local businesses or industry. It regularly raises money for charities either through direct sponsorship events or via collections at occasions like the Harvest Festival celebration. Overall community links are satisfactory.

21. Pupils are clearly taught the difference between right and wrong. The school's code of conduct, as well as the classroom rules that are decided between each teacher and class, reinforce this understanding. The staff's management of behaviour means that pupils are well aware of what constitutes acceptable and unacceptable conduct. It is not uncommon to see teachers sitting with pupils discussing their behaviour and encouraging them to consider its effect on others. Staff show great patience and calm when dealing with pupils who can be very disruptive or even aggressive. Every opportunity is taken, in 'emotional literacy' sessions, circle times, and also in lessons, to encourage pupils to put their feelings into words and to consider those of others. The support given to teaching staff by learning support assistants is crucial in the management of behaviour, as is that of the headteacher and her deputy. The school makes very good provision for the moral development of its pupils.

22. It provides well for the social development of its pupils, and strives to make them see themselves as members of a community. The staff provide good role models by their strong teamwork and cooperation. They treat pupils with respect and consideration and make it clear that the same is expected in return. Pupils are encouraged in every way to take pride in their school and to look after it well. All pupils take turns to perform simple classroom duties, such as delivering registers, distributing milk cartons to younger children, or giving out materials. Year five pupils can apply to become 'Mason Moor Motivators', who provide support for younger pupils in the playground and elsewhere. Applicants have to write a formal letter, have an interview and undergo training. A 'Celebration Assembly' once a week provides an opportunity to celebrate achievement of all kinds and pupils greatly value the certificates and public acclaim which they receive. Pupils have only limited opportunities to take responsibility for their learning and there is no formal means, such as a School Council, through which they can express their views on the general management of the school community.

23. In the past year some pupils have made theatre visits, and those in years five and six went to Fishbourne Roman Palace. An annual visit is made to Southampton Book Fair, where pupils meet authors and illustrators. However, there have been no visits from artists, musicians, authors or travelling groups to the school this year though they have happened in the past. The present arrangements for teaching subjects such as art, music, and drama allow insufficient opportunities for pupils to experience the art and culture of other countries and other ages, so that they may discover the pleasure of being creative and the excitement of new ways of looking at the world. In particular, children get insufficient opportunities to sing: it is by no means a regular feature in assemblies, for instance, and is notably absent even from the early years classes. English teaching concentrates on the teaching of literacy rather than the love of literature, or the development of extended writing. Excellent resources for this purpose, in the shape of 'big books' and guided reading packs, were not in use during the inspection. The immediate surroundings of the school are not particularly conducive to the discovery of the natural world, and this may explain the deficiency in this particular area. The library provides good basic resources for cultural matters, including multicultural material, and pupils are taught about some aspects of other world faiths as well as Christianity in religious education lessons but the multicultural element in the curriculum is underdeveloped. Provision for the cultural development of the pupils is unsatisfactory overall.

24. Provision for the spiritual development of pupils is also unsatisfactory. Assemblies barely conform to the requirements for a daily act of worship: the existence of a deity is not often

mentioned. The lighting and then rapid extinguishing of a candle signal the 'period for reflection'. On the only occasion during the inspection when pupils were asked to sing a hymn, they were not provided with the words. Although music was played on some occasions while pupils entered the hall, it was not identified to them, and had no connection with the subject of any of the assemblies. There was no sense of the school, or a large part of it, coming together for a special occasion. No opportunities were taken during the inspection to use work in normal lessons to encourage pupils to reflect on more spiritual matters. The school conscientiously instructs children in the basic tenets of Christianity and other faiths, and representatives of two local churches regularly visit the school but the only occasion during the inspection when pupils appeared delighted and inspired by their learning was during the visit from the fire brigade.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

25. Child protection procedures are very good. The special needs coordinator, as the designated child protection liaison officer, has received full training, and both the headteacher and her deputy have attended relevant training courses on this subject. All new staff are given induction training, and a refresher course is held at the start of each new academic year. Procedures are fully in accordance with the local authority's guidelines, and close relations are maintained with all the relevant outside agencies. The headteacher or her deputy attend all case conferences. The school works closely with parents and carers whenever child protection issues are concerned.

26. Provision for health and safety is very well organised and thorough, although record-keeping is notable for its quantity rather than its clarity. The governors hold a regular whole-school risk assessment every term following a local authority checklist and teaching staff carry out assessments for their own classrooms and subject areas. All staff are encouraged to report any perceived risks immediately to the headteacher and the caretaker. Pupils are well supervised at work and at play and the working environment internally is safe for everyone. Good procedures are followed for safety during physical education lessons and these are fully explained to parents. All non-teaching staff are given a days first aid training and two staff hold the full first-aid qualification. One of these is always on the premises. A well-stocked medical room with a bed is available for pupils' use. First-aid procedures are fully explained in the prospectus, and the school makes every effort to keep emergency contact numbers up to date. Pupils' best protection is provided by the detailed knowledge staff have of them and their willingness to respond to children's needs in a positive and supportive manner.

27. Both the last report and the local authority's recent safety audit found the condition of the playgrounds unsatisfactory. This is particularly the case with that used for years one and two, which mainly consists of the former driveway to the front entrance. It is cramped for the number of children; the surface is broken and uneven. Most seriously, a raised platform runs along one side causing a serious safety hazard. Surface drainage in the other two playgrounds is unsatisfactory, although one has recently been resurfaced. Paths and paving around the site are broken and uneven which puts pupils and adults in danger of tripping.

28. The monitoring and promotion of attendance and punctuality are very good. Although the attendance rate is still unsatisfactory, it has improved slowly and it is hard to see what more the school can do. It uses a computerised system which enables individual pupils to be tracked. Absences are followed up immediately if a child has a poor attendance record, and after three days otherwise. A special leaflet on attendance is sent out to new parents giving a very clear explanation of the legal position and of the school's procedures. Children with good attendance records receive certificates and annual reports always highlight this issue. Children are listed as 'late' if they arrive more than a minute after the official start of school. Some difficulties have been experienced with the liaison with the educational welfare service, as the identity of the officer has repeatedly been changed and visits have been infrequent.

29. Provision for personal, social and health education (PSHE) is also very good. The coordinator has a good overview of the whole school and organises regular training on various aspects. All classes have circle time and a good scheme of work allows for planned progression

between year groups. In particular, there is much emphasis on the importance of healthy living, a good diet and keeping safe. Staff work closely with the emergency services, in particular the police, whose 'Getting it Right' programme is part of the PSHE provision. Policies are regularly reviewed, for instance, the provision for sex education has recently been updated, and the new video was shown to parents of year six children. The coordinator is currently incorporating provision for teaching on citizenship into the existing curriculum. The school is a leading player in the local authority's 'emotional literacy' scheme, which is intended to help children articulate their feelings more easily, thus improving their behaviour and ultimately their learning. All staff have been given training in managing these sessions. The quality of support for pupils with special needs or emotional and behavioural difficulties is very good. Children are encouraged to save through the school's own saving scheme, which holds weekly sessions.

30. The PSHE programme is naturally closely linked to the school's provision for promoting good behaviour. This is central to school life and very clearly understood by all pupils. A system of rewards and sanctions is consistently used by all teaching staff, although with different degrees of emphasis: in some classes stamps for good work or behaviour are awarded much more readily than in others. Pupils who display antisocial behaviour have individual behaviour management targets to fulfil and these are discussed with their parents or carers at the end of each day. They are linked with individual education plans where appropriate. Very good records are kept of misbehaviour and any incident of bullying is quickly and effectively handled. Nine fixed period exclusions during last academic year involved eight boys and one girl. All were of white ethnic origin. The school's behaviour and exclusion policies are clearly explained in the prospectus and parents are kept fully informed of any incident involving their child's behaviour. Provision for promoting good behaviour and eliminating oppressive behaviour is very good.

31. Procedures for monitoring pupils' academic and personal development have improved significantly since the last inspection and are now very good. Systematic and rigorous procedures for monitoring standards and evaluating progress are now in place including analyses of assessment data, scrutiny of pupils' work and observation of teaching and learning.

32. Pupil progress is tracked across cohort groups and individually through an impressive collection of formative assessment data. These include the local authority's initial assessment details, reading and spelling tests for pupils in years two to six, national tests for seven and eleven-year-olds and optional tests in years three, four and five. An electronic database (Assessment Manager) has been introduced and is used to monitor pupil progress and to look at trends. For example, the school is aware of the number of pupils who move into the school during their primary school education and they track their progress against those who receive all their education at Mason Moor. The latter cohort out performs the former. Information is also used to compare performance against national and local benchmarks and the school is aware of the relative strengths and weaknesses of its pupils' academic performance.

33. Alongside these more formal assessments, teacher assessments are made throughout the year, particularly in the core subjects, and teachers keep good records of pupil progress against national programmes of study in their assessment file. Teachers monitor pupils' personal development and often set targets related to their attitudes to learning and their span of concentration.

34. Information from tests and from teacher assessments enables the school to identify pupils who require extra support and to set group and individual targets for improvement. There is a clear emphasis on target setting, particularly in English and mathematics where the half termly targets are found in pupils' exercise books. This gives a clear direction to teaching and has a positive impact on learning. Additional help through additional literacy and numeracy support is provided for pupils who do not reach targets. Learning support staff provide focused and targeted help to pupils. The marking of pupils' work is satisfactory. The school's marking policy, which is due for revision, emphasises the need to mark pupils' work with them wherever possible. Marking of pupils' books, while inconsistent, at best gives praise and areas for further development.

35. Very good assessment procedures in place throughout the school are used very

effectively to identify those pupils who find learning difficult. Early identification in the foundation stage has a positive impact on the progress that pupils make. Those who find it difficult to conform to the school's behaviour strategies are also identified as soon as possible and carefully monitored. Teachers review pupils' targets, which are of good quality, on their individual education plans each term and wherever possible these are shared with parents at the consultation meetings. The school usually receives information about any pupil new to the school reasonably quickly and is able to identify any concerns in order to organise support. Very good links have been made with outside agencies, particularly from the pupil referral service when the needs of a pupil suddenly change. The school receives limited support from the speech and language therapy service, although many pupils have very specific speech problems. Provision for pupils with statements of special educational needs is very good and the school fully ensures that all other agencies as outlined in their statements are fully involved whenever possible. Annual reviews are satisfactorily completed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The quality of information provided for parents is regular, timely and useful with a monthly 'Mason Moor Newsletter', distributed to all parents and displayed prominently around the school. This gives details of school activities, information on the work children are doing, celebrates achievement and encourages parents to join one of the courses run for their benefit at the school. However, its layout, with many variations in font size and style, is visually confusing and might make it difficult for parents to find items of interest. Class teachers send out details of activities relating to their pupils. The annual reports are of a very good standard. They are attractively laid out with a photograph of the pupil on the front and include children's views of their progress. Most include targets for improvement and all show teachers' detailed knowledge of and concern for their pupils. Pupils' attendance records are highlighted and they are either praised or urged to improve in this respect. The headteacher adds detailed, personalised comments to each report. Overall, the quality of information for parents is good.

37. Class teachers are available to chat informally before and after school and parents can usually talk to the headteacher or her deputy at short notice about more serious concerns. Teachers telephone parents to tell them of particularly significant achievements by their children. The school nurse holds informal drop-in sessions once a week when parents can discuss their children's health problems. Parents of pupils with special educational needs are fully involved in the process in accordance with the Code of Practice. Individual targets are discussed with parents during consultation meetings and many parents are in regular contact with teachers, particularly those whose children have individual plans for behaviour reasons.

38. The contribution of parents to their children's learning varies. All parents and carers bringing children to the reception class stay for the first twenty minutes and help them select two special activities for that day, and a number of parents come in to help in this class at other times during the school day. However, few maintain this link after their children have moved further up the school. The teachers responsible for the year one classes run a scheme which offers guidance to parents on ways to help their children with homework. The teachers concerned make great efforts to encourage parents to take part by approaching individuals, putting up posters, and providing crèche facilities. About six parents annually take advantage of the SHARE scheme to help them help their children, one or two of whom move on to attend one of the other courses run at the school by staff from Southampton City College Outreach. They began with literacy, numeracy and IT, and now also run beauty and aromatherapy courses, following requests from parents. Participation in these courses leads to the award of credits which count towards other qualifications.

39. All pupils take reading books home every night and several parents make good use of the home-school reading diaries. Some parents take their children to the local library, and encourage them to use its facilities to research topics for homework. About three-quarters of all parents and carers attend parent consultation evenings, but only a few attend other gatherings such as curriculum information workshops. A small, enthusiastic group of parents runs the 'Friends of Mason Moor' which organises fundraising and social events in conjunction with members of staff

which are well supported by the great majority of parents.

40. The school is currently raising money to convert its kitchen into a 'Parent Partnership Hospitality Suite', which would include permanent accommodation for the playgroup as well as rooms where courses could be held and confidential counselling sessions take place. The dedication of all staff to good relations with the parents and carers of all pupils is very impressive. In many ways this school provides a focus for the local community which is otherwise lacking.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. Leadership and management of the school are very good. Since its low in 1997 when several serious weaknesses were identified, levels of professionalism, leadership, responsibility and confidence have increased enormously and the staff team now constitutes a powerful force for good. Governors are becoming ever more efficient and effective in their group and individual roles. Every issue from the last inspection has been addressed and weaknesses have become strengths. Often against the odds and surrounded by vandalism and graffiti, the school has been turned into a haven of professional competence and care and a source of help and support for anybody in the local community who is willing to take part.

42. In the first three years of its existence, Mason Moor School had to deal with the impact of the amalgamation of the two schools from which it was formed and the disruption caused by the rebuild within the old first school. To compound this, its first OFSTED inspection took place just six weeks after moving into its refurbished buildings. Since then, the head has, in her own optimistic, pragmatic and determined way, been responsible for managing a revolution in the development of the school. She provides very effective and positive leadership and, with the considerable support of her deputy head, has worked closely with the staff and the governing body to put in place policies and procedures to improve teaching, planning and decision making. The contribution of both to the present very healthy state of the school is outstanding.

43. Governors are very supportive and committed to the school, many visiting on a regular basis. Although many are new to the role, they now have a well defined and understood structure of committees and individual responsibilities and a clear programme related to the priorities identified in the school development and improvement plan. Many bring considerable expertise to the governing body and all are very keen for the school to succeed. They take their monitoring role very seriously visiting regularly and receiving feedback from staff on the effectiveness of various current policy developments. As individuals and as a body they know their school and their responsibilities very well and all are undergoing relevant training. The school is rightly proud of the very good contribution made by two parent governors who, with encouragement, support and the right training, courtesy of the local authority, have shown what willing volunteers can achieve with no experience in management.

44. Everyone in the school fully understands his or her respective role and is committed to fulfilling it and in constantly improving. Staff manage their responsibilities very effectively and are very conscientious. The management of the provision for pupils with special educational needs is very good. The special educational needs coordinator (SENCO) works very closely with the teacher who manages the unit. Administration and organisation of paperwork is very good and the coordinator monitors very effectively to ensure that the needs of the pupils and the requirements of the code of practice are being met. The governing body is well informed about the provision through the SENCO and the governor responsible for special needs.

45. Monitoring and evaluation have high priorities in the school community with the lead taken by the head and deputy head who keep a very close watch on what is happening. Standards, classroom practice and the effectiveness of policies and procedures are kept under review by responsible staff and governors. The quality of data evaluation and interpretation is very high and the information this provides makes a strong contribution to the decision making process. More detailed assessment procedures for 'tracking' individual pupils and similar groups through the school have made this an even more rigorous process. Individual members of staff are encouraged to think about their own performance through professional interviews, and

professional development through in-service training has a high priority. The clearly structured and very practical school development plan focuses on the key aim of improving standards and involves everyone in deciding what should be included and how effective actions have been. Actions taken to meet all the targets identified have been excellent.

46. Overall financial planning to support the school's educational development is very good and is generated through open consultative procedures. The School Development and Improvement Plan (SDIP) provides a sensible framework to identify priorities, costings, timescales and the person responsible for each action. Agreed success criteria make it possible for judgements to be made about the effectiveness and value for money of improvements. The headteacher delegates appropriate responsibility for spending to staff with management responsibilities.

47. Resources are provided in line with priorities in the SDIP. In the last two years priority has been given to literacy, numeracy and information technology. The arrangements for financial control and administration are very good and the recent audit praised the school for its financial management. The school secretary has effective financial procedures that provide valuable support to the headteacher and governing body. Good use of information technology supports the management of the budget and the school stores individual pupil information electronically to record academic progress. Specific grants are well used for designated purposes and effective use has been made of invested funds to achieve the aims of the SDIP, for example, the computer suite and adventure playground. The school budgets very well for a generous number of support assistants to work with individuals and groups of pupils with special needs and employs a support teacher, who also covers for teacher absence, to minimise disruption to pupils caused by employing 'ad hoc' supply teachers.

48. The governing body uses the principles of best value in evaluating the impact of all it does. It compares levels of expenditure against similar schools in the area and nationally, using benchmarking data from the local authority. The school challenges thinking in such areas as outreach courses for parents and playgroup liaison because of the long term benefit, formally consults parents on issues such as induction procedures and competes by looking for value for money in for example computer provision or governor training.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. To build on the strong foundations already laid and make it possible for pupils to learn as much as they can, the governors, headteacher and staff of Mason Moor School should:

- (1) Improve the balance between the amount and the quality of time spent on more academic activities such as literacy and more practical activities such as art, music, drama and physical education by:
 - limiting the time spent on learning literacy skills to at most an hour per day and using the stimulus of work in other subjects as a reason for using them
 - ensuring that each morning and afternoon session includes activities which are active or practical, and creative or expressive
 - acknowledging that, though boys and girls make good progress in the reception class, most are only half-way across the stepping stones to the National Curriculum at the end of their foundation year, and that they still need a modified curriculum based on the early learning goals when they move into year one
(Paragraphs 15, 16, 58, 59, 84, 86, 87, 93, 94 & 99)
- (2) ensure that pupils have enough opportunities to add depth to their learning, reflect on their experiences and understand and celebrate cultural richness and diversity by:
 - looking for opportunities to include these elements when planning work in all areas of the curriculum
 - taking opportunities as they arise to develop pupils' thinking and awareness about deeper issues and the wider world
(Paragraphs 15, 23, 24, 58 & 70)

- (2) Look at the design of each school day for each group of children as an important element of the learning environment and make it match their needs by:
- implementing all the above
 - basing timetabling decisions on the impact they will have on a particular group's ability to sustain effort and concentration, behave appropriately and produce their best work
- (Paragraphs 4, 5, 10, 17, 70, 84, 94 & 100)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- standards are less consistent at the end of Key Stage 1 than at the end of Key Stage 2
(Paragraphs 3, 71 & 78)
- limited literacy and speaking and listening skills inhibit learning in other subjects
(Paragraphs 4, 62, 63, 64, 66, 75 & 78)
- pupils' work is too often not well presented or organised (Paragraphs 3, 65, 66 & 100)
- in several classes, marking does not help pupils to improve their work (Paragraph 69)
- good involvement by parents when boys and girls first start school is not sustained as they get older
(Paragraphs 38 & 39)
- for some pupils, the disruption caused by absence and unpunctuality impairs their learning
(Paragraph 7)
- assemblies barely conform to the requirements for a daily act of worship (Paragraph 24)
- the poor condition of the Key Stage 1 playground and the limited equipment available restrict play opportunities especially in the winter months
(Paragraphs 5 & 27)

□ PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	13	48	34	1	3	

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	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		306
Number of full-time pupils eligible for free school meals		158

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		9
Number of pupils on the school's special educational needs register		113

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	8.6
National comparative data	5.9

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	22	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	10	14
	Girls	20	17	19
	Total	33	27	33
Percentage of pupils at NC level 2 or above	School	83 (88)	68 (72)	83 (84)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	16	19	18
	Total	28	33	32
Percentage of pupils at NC level 2 or above	School	70 (86)	83 (91)	80 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	13	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	14
	Girls	8	7	12
	Total	14	15	26
Percentage of pupils at NC level 4 or above	School	42 (41)	46 (49)	79 (59)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	7	8
	Girls	5	7	10
	Total	7	14	18
Percentage of pupils at NC level 4 or above	School	21 (26)	42 (33)	55 (36)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	3
Indian	2
Pakistani	
Bangladeshi	
Chinese	
White	254
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	9	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Number of qualified teachers (FTE)	14.5
Number of pupils per qualified teacher	21.1
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	16
Total aggregate hours worked per week	355

Financial information

Financial year	2000
	£
Total income	675301
Total expenditure	677140
Expenditure per pupil	2185
Balance brought forward from previous year	43691
Balance carried forward to next year	41852

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	308
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30			
My child is making good progress in school.	70	30			
Behaviour in the school is good.	35	50	15		
My child gets the right amount of work to do at home.	45	35	10	5	5
The teaching is good.	75	15	5		5
I am kept well informed about how my child is getting on.	65	25	5		5
I would feel comfortable about approaching the school with questions or a problem.	75	20	5		
The school expects my child to work hard and achieve his or her best.	70	25			5
The school works closely with parents.	60	20	10		10
The school is well led and managed.	75	20		5	
The school is helping my child become mature and responsible.	60	35		5	
The school provides an interesting range of activities outside lessons.	35	45		5	15

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

50. All children start school at the beginning of the academic year in which they are five. Currently forty children in their foundation year are well taught in two reception groups, which share a very large, well-organised attractive classroom and the adjoining outdoor space. Initial assessments carried out when children start school confirm that attainment at entry is very low. Many children start school with very poorly developed skills, particularly in the areas of speaking and listening and personal, social and emotional development. Good and sometimes very good teaching is having a positive impact on the learning of these children and although a significant number will enter year one well below average, some will achieve the goals set nationally for children of this age.

51. The school's well planned induction programme encourages visits by parents and children before they start school. Those children who are not five until the spring or summer term benefit from attending school only part time for most of the first term. The reception class teachers and support staff work well as a team. Support staff and voluntary helpers are highly valued by the teachers and make a very significant contribution to the progress and well being of these children. The school has very good links with the local playgroup that, encouraged by the school, now uses the dining hall. This successfully enables parents, school staff and playgroup leaders to develop close trusting relationships and share ideas, resources and information. Provision has improved since the last inspection, as the school now has a clear early years policy and good scheme of work and the facilities and resources for early years have been improved. While there is a need to provide more opportunities for children's creative and physical development, provision for children in their foundation year is good.

Personal, social and emotional

52. Many boys and girls come to school with very immature emotional development, poor social skills and limited ability to take responsibility for themselves and cope with the routines of school life. However, teachers and other staff work very hard on this area of learning and children make good progress. Early morning routines include encouraging parents to come into school with their child to help their child take responsibility for planning two activities to be undertaken during the day. A great deal of time is invested in helping children to work and play together, take turns, conform to school routines and take responsibility for small tasks such as tidying up, taking the registers and fetching resources. Some activities are specifically planned to help develop skills of cooperation and consideration for one another, such as the parachute game where all had to work together to achieve a successful outcome. Skilful adults who know their pupils well and understand their needs, patiently and sensitively support those children who find it particularly difficult to cope with conflict and problems. Boys and girls in the reception classes are very well behaved.

Communication, language and literacy

53. Children's skills in this area are very poor when they start school but through carefully planned and prepared activities, good teaching and the patient support of all adults, they make good progress. Some will achieve the national targets set for children at the end of their foundation year. Many good activities are planned to help children with their speaking and listening skills and at the time of the inspection many of these were centred on the topic of 'People who help us'. A visit from the fire service provided boys and girls with a real purpose for asking questions, listening to answers and talking about their experiences. Teachers prepared the children well for the visit and the arrival of two fire engines and six firemen proved to be very exciting and motivating with even the most reluctant speaker having something to contribute. The visit initiated a range of purposeful activities around the role of the fireman, for example the role play area was turned into a fire station with a good range of resources well used to act out fire and rescue dramas. Play is often supported by an adult who, through skilful questions encourages children to express their ideas and opinions and extend their vocabulary.

54. Every day children spend some time sharing a large book with their teacher and learning about how books operate and the language used. One higher attaining group, looking at a book about special clothes for special jobs, correctly identified the title, author, index and knew that it was an information book and that this was different from a story book. A number of children are beginning to recognise the names and sounds of letters. Many can recognise and write their names and higher attainers are beginning to recognise frequently used words and read simple texts. The classroom has many good examples of print and its purpose. Displays have clear captions, resources are well labelled and attractive displays celebrate books and their authors, such as a display of Beatrix Potter books, associated objects and pictures. Children are beginning to write and are often required to do so as part of their daily activities. However, although the classroom has a writing area and the role play area has resources for writing, the times when children are free to invent and use their own writing for a real purpose are limited.

Mathematical Development

55. Good teaching along with carefully planned, practical activities is helping boys and girls to make good progress in this area. Although their knowledge at entry to school is very limited, they soon begin to have some understanding of numbers from one to ten, with higher attaining children confident to 25 and beyond. They have a daily numeracy lesson and often start these with practical counting sessions, using a number line or similar. Most understand about counting forwards and backwards and some higher attaining children are beginning to understand the idea of addition, double numbers and recording the scores in a game through tallying. Many routine daily activities make a good contribution to this area of learning. These include counting children present, naming the days of the week, building shapes with the construction equipment and emptying and filling containers in the sand and water area.

Knowledge and Understanding of the world

56. The children achieve well in this area although they enter school with a very limited knowledge of themselves and the world in which they live. Relevant first hand experiences are well used and make a significant contribution to children's learning in this area. In the visit from the fire service, they learn about the important role of firemen in rescue and fighting fires. They discuss and handle equipment, talk about safety and are able to climb inside a fire engine and look at all the equipment that it carries. Many children are fascinated by the range of tools and machinery and make very sensible suggestions as to how it works and what it is used for. They are highly motivated by this experience and follow the visit with an expedition into the local area to look for fire hydrants. The school and its immediate environment are well used, such as when children were observed following a discovery trail, which involved them looking carefully at photographs taken by the teacher of significant features in and around school with a view to children finding and talking about these places.

57. Scientific and technological learning is well addressed through specific lessons, display and incidental discussion. A display of natural materials with magnifying glasses encourages children to look carefully and discuss similarities and differences. A lesson, which involved looking at the caretaker's vacuum cleaner and exploring its different components and functions, involved children reflecting on what makes things work. Boys and girls are beginning to gain an awareness of the passage of time when they carry out daily routines which involve changing the date and talking about yesterday, today and tomorrow. They respond with interest to a lesson that introduces the idea of now and then, through the stories of Beatrix Potter and pictures of her as a child. Children were regularly observed using computers to play simple games and draw pictures.

Creative Development

58. Although children were observed painting and the classroom has a well set up art area, the range of opportunities for creative development are limited. Paints in the art area are ready mixed and children are not able to choose colours, materials or paper for themselves. Work on display is carefully presented by adults but there are few examples of children's work on display that indicate that they have been able to make their own personal, creative response to a theme or idea or work in a variety of media. No music lessons, moving to music or singing were on the timetable for the week and children were not observed singing rhymes and jingles at odd moments throughout the day. The progress of boys and girls in this area of learning is hampered

by the lack of opportunity to respond to and experiment with a range of materials in art and to enjoy music and music making.

Physical development

59. Most children have very immature skills in this area and a number still find some physical activities difficult. Many planned daily activities help develop skills with the hands, including drawing, writing, taking apart and putting together construction kits and jigsaws. An outdoor space specifically for the reception class to use, contains some equipment to encourage boys and girls to run, climb and jump. The area is suitably used for a short time each day and the school would like to develop the outside space further but are deterred from doing so because of vandalism in the area. The reception class uses the hall space for some physical activities, such as parachute games, but there is scope to give these children further opportunity for vigorous, physical play and more time to test and develop their physical skills.

ENGLISH

60. Standards of work achieved in English are well below the national average at both seven and eleven years of age. Although results of tests for eleven-year-olds are well below average when compared with similar schools and very low when compared with those nationally, they show an improving trend better than the national rate of improvement. The results of the national tests for seven-year-olds were well below average for both reading and writing but were average in reading in comparison with similar schools and below average in writing. The school has a much higher percentage of pupils with special educational needs than the national average and most of these pupils take the national tests at the end of both key stages. Many pupils enter the school with very low language and communication skills and all make at least satisfactory progress in their learning. The school has been fully involved in the literacy strategy from its first introduction and has implemented other initiatives, such as the additional literacy strategy for pupils in years three and four and an early intervention strategy for pupils in year one. These initiatives have had a positive impact on raising standards in English across the school and improvement since the previous inspection is very good.

61. Pupils' attainment in speaking and listening is well below the national average by the age seven. Many enter Key Stage 1 with limited communication skills in spite of good progress in the foundation stage. By the end of the key stage approximately half the pupils can talk about matters of immediate interest using phrases or simple sentences, but few show confidence in speaking clearly using a growing range of vocabulary. Many have difficulty in finding the vocabulary to express their thoughts or explain their work. They are beginning to take an interest in what each other has to say but this is not consistent, especially when the schools' behaviour strategies are not followed. Although attainment in speaking skills is very low for those pupils with moderate learning difficulties, they are making good progress in relation to the targets on their individual education plans. These pupils are able to listen carefully to each other in a range of situations because of the good teaching and support offered to them.

62. By the age of eleven standards in speaking and listening are below average. Most pupils are making good progress in their learning because teachers and support staff are aware of the need to develop speaking and listening skills in a wide range of situations. By the end of the key stage pupils are able to listen to each other and are beginning to respond appropriately to others. Pupils in year six quietly discuss two parts of their visit to Fishbourne, which they had enjoyed and most show satisfactory interest in what their partner has to say. However, many find it difficult to express their points of view and maintain the interest of their audience in a wider context. In a year five lesson, few pupils were able to explain their personal reading interests, although the teacher had shared some of her favourite books with them very enthusiastically.

63. Standards of attainment in reading by seven-year-olds are well below the national average, although most are making sound progress in learning to read. Many recognise familiar words in a text but are unable to use a range of strategies effectively to read unfamiliar words. They lack confidence to try and many have low self-esteem with regard to reading. More able

pupils read confidently with expression but the text is at a low level and these pupils are not sufficiently extended. Only the more able pupils are able to talk about favourite books or name a favourite author and many have limited experience of books other than specific reading schemes. Most pupils can explain how to find a book in the school library. In a year one and two class pupils use the contents page in a non-fiction book satisfactorily to gain access to information about 'eggs'. During the inspection, a high emphasis was placed on guided writing sessions and there were very few occasions when pupils were observed sharing books either as a whole class or in guided reading sessions. However a group of pupils, for whom learning is very difficult, were observed sharing a book called 'Owl Babies' and they were able to join in repeated phrases with the teacher and talk about the pictures with enthusiasm and interest. With the teacher's support they could recall their predictions of what might happen next in the story. They are making very good progress towards meeting targets on their individual plans.

64. By the age of eleven standards in reading are still well below the national average. Many read simple text fluently with some intonation. They are beginning to apply a range of strategies effectively to read unfamiliar words but many pupils lack confidence to try without support from adults. Few pupils in the lower key stage express a keen interest in reading but by the end of the key stage more show a general interest in books and can recall the title and plot of their favourite book. Some have a favourite author and higher achievers can explain in more detail why they enjoy reading books by particular authors. By the end of the key stage most pupils know how the library is organised and are beginning to skim and scan text for information.

65. Standards in writing by seven-year-olds are well below the national average. By the end of the key stage both average and higher achievers write more than one simple sentence and individual ideas are developed in short sections. They have some understanding of simple punctuation and spellings of some simple keywords are accurate. Lower achievers express themselves using a series of letters from the alphabet and can usually tell the teacher what they want to say. Pupils have experience of writing for a range of different purposes such as news, instructions for how to wash a car, flow charts and writing imaginative stories. However, the presentation of pupils' work is generally unsatisfactory with a high proportion of unfinished work. Handwriting skills are not well developed with the size and shape of letters inconsistent.

66. Attainment in writing by the eleven-year-olds is well below the national average but pupils are making satisfactory progress in learning because of mainly good teaching in this key stage. By the end of the key stage most understand some of the formats used in writing for different purposes but few are able to write in depth. They are not confident to produce work, using vocabulary that will capture and hold the attention of the reader. For example, when pupils in year six prepare a piece of persuasive text to encourage the reader to visit Fishbourne, sentences are mainly correctly structured but few pupils are able to develop their ideas clearly and give detailed descriptions of what can be seen there. In year five approximately half the class write three or more sentences unaided to describe their favourite animal for an adult audience. Some pupils in year three write simple sentences to show the different meanings of the same word and others find short words in longer words. Presentation of work is satisfactory overall but some work is incomplete and many pupils are not encouraged to take a pride in their work. Handwriting is inconsistent, although many pupils are trying to produce a neat joined style of writing. This issue has not been fully addressed since the previous inspection and has an impact on presentation and recording in other subjects such as history and geography.

67. The quality of teaching is satisfactory overall in Key Stage 1 and good in Key Stage 2. This is having a positive impact on standards achieved by pupils, particularly in Key Stage 2. Monitoring of teaching by the coordinator and the senior management team has been very effective and teaching in Key Stage 2 has greatly improved since the previous inspection. The coordinator has worked hard to increase her colleagues' confidence in teaching literacy. Lessons are well planned and carefully evaluated and, where appropriate, subsequent lessons are modified as a result of the evaluation. Most teachers share the learning objectives at the start of the lesson and, where teaching is good, they are referred to at the end of the lesson to assess whether the objectives have been met. This enables pupils to become fully involved in their own learning. Most teachers use questioning well to promote discussions and to assess

understanding. Behaviour management is generally effective, with teachers, of necessity, working hard to maintain appropriate standards of behaviour in some lessons. Most pupils respond well with positive attitudes to their work, good relationships and appropriate behaviour.

68. Teaching is excellent where there are high expectations of both attainment and behaviour and pupils clearly know what is expected of them. Specific terms in language, for example 'pluralisation', are very well explained and teaching points are reinforced several times to support the pupils with their learning. Individual targets are used effectively to remind pupils of expectations. Where teaching is poor, the lesson is poorly organised and planning does not match what the pupils actually do. Behaviour management is poor and pupils are easily distracted and off task. For example, pupils continue to talk loudly to each other while others read examples of their work to the class. This has a negative impact on pupils' learning.

69. Very good assessment procedures are used very well to plan tasks suitable to meet the needs of the different ability groups in each class. Targets set for each pupil are based on the outcomes of a good range of assessment tasks and tests. However, marking is inconsistent and does not always tell the pupils what they need to do in order to improve their work, particularly for the older pupils.

70. The management of English is very good and the coordinator has monitored planning and teaching very effectively. Information from monitoring is used to support the school improvement plan leading to attainment in writing being identified as an issue across the school and this area of the English curriculum is a particular focus for this year. A good programme of professional development for both the coordinator and the staff has had a positive impact on raising standards. The school provides very good support to help pupils improve attainment in literacy such as booster classes, additional literacy support and family literacy groups. All make a significant contribution to pupils' learning. However the school's timetabling policy of having long literacy and extended writing sessions following each other on some days is inappropriate for these pupils. A good range of resources are used well in lessons but there have been few visits from authors or theatre groups to enhance pupils' learning recently.

MATHEMATICS

71. While National test results for eleven year olds in 2000 indicate that attainment is well below the national average when compared to all and similar schools, there has been a significant improvement since the last inspection in 1997. The percentage of pupils achieving the expected level has improved from 25% in 1997 to 45% in 2000 and the schools target for 2001 is 52%. Inspection evidence confirms the standards reflected by these test results and the overall improving levels of attainment at Key Stage 2. However, improving standards for seven-year-olds in 2000 have not been sustained this year. Pupils achieve well over time.

72. The National Numeracy Strategy has been satisfactorily implemented. Planning is now rigorous, with an appropriate progression to the development of the subject throughout the school. The planning framework ensures a consistency of approach and the requirement that the work is matched to pupils' age and ability. This is seen, for example, in year six pupils' work where most pupils work to one decimal place and percentages of 10%, 25% and 50%, while the expectation for pupils of that age is to work to two decimal places and use any percentage. This, with the greater emphasis on mental maths, direct whole class teaching and a planned daily mathematics lesson has meant standards are improving throughout the school.

73. In Key Stage 1, pupils are introduced to mathematical vocabulary through a range of practical activities, which promote understanding of pattern, number and shape. Pupils in year one sit in a circle and successfully count the number of bounces a pupil in the middle makes and use other games to reinforce their understanding of number bonds. By the age of seven pupils can identify the hour and half hour on a clock and in mental maths arrange three single unit numbers to make the largest and smallest numbers, identify odd and even numbers and count in fives and tens.

74. Key Stage 2 pupils build on and extend their mathematical skills and knowledge. Year three pupils in mental maths work at consolidating their five times table. In work on capacity pupils focus on a litre and the division of millilitres but few pupils are confident with the concept and they struggle with problems, such as, 'I have 300mls and need 500mls, how much more should I add?'. Most year four pupils are confident in telling the time to the half and quarter hour and writing these times digitally, but cannot tell the time with reasonable accuracy to within five minutes. In mental maths they work in multiples of 2, 4 and 5, but lack confidence and answers are often hesitant. Year five pupils understand negative and positive numbers and the place of zero. Pupils are beginning to understand the equivalence between fraction and decimals, but only at the early stage of tenths and one decimal place. Year six pupils are steadily introduced to percentages through counting the number of vowels and consonants in a random one hundred words. In all their work pupils are consolidating their knowledge and understanding of mathematics although most pupils are working at levels below the expectations for their age. In all classes there are a few relatively more able pupils and teachers endeavour to set more challenging work for them.

75. The teaching of mathematics is satisfactory in Key Stage 1 and good in Key Stage 2, where three quarters of the lessons observed were good or very good. In each key stage there was one unsatisfactory lesson. This is an overall improvement since the last inspection, particularly at Key Stage 2 where most of the teaching was unsatisfactory, teachers had low expectations and there was no scheme of work. With the introduction of the National Numeracy Strategy, planning is now thorough and the staff have received training from both internal and external providers. The subject knowledge of the teachers is often good and the coordinator has been identified as a 'Leading Mathematics teacher' by the local authority. Pupils are encouraged to develop different strategies to work out the problems in their head. Work is matched to the ability of the pupils, the teacher often providing three or more levels of work. They use their day-to-day assessment well and will readily modify planning if concepts have not been learned. Resources such as digit cards are well used to ensure that all pupils participate in the lesson. Teachers work hard to make their lessons interesting and use their support assistants well to help individuals and groups of pupils. However, in some lessons, pupils' poor listening skills and powers of concentration, along with the need for teachers to constantly keep an eye on a minority of pupils, means that the impact of teaching is lessened. Where teaching is less successful, time and pace is lost while the teacher deals with misbehaviour.

76. Pupils' attainment is assessed well and very good quality analysis of data takes place so that teachers know how well pupils are doing, the progress they make and can set realistic and challenging targets for what they should be expected to achieve. The very good improvements made since the last inspection have been well led by the coordinator and effectively supported by the headteacher's determination to raise standards. The curriculum is clearly defined so that teachers know what to plan to include in their next lesson. The quality of teaching has been effectively improved through monitoring and evaluation and the subject has a secure base for improvements in standards and using numeracy across the curriculum.

SCIENCE

77. The improvement in standards in science since its low when only 12 per cent of school leavers achieved level four has been remarkable. Last years' statutory test results saw the school achieving parity with schools in a similar situation in any subject for the first time and inspection evidence shows that although still well below average when compared with most schools, the improving trend continues at the top end of the school. Standards have been less consistent in Key Stage 1 and are not as good this year as last with both well below average.

78. Children's science books in years one and two show little evidence of written or drawn responses to work in science. With the schools two year rolling programme, both year groups cover the same ground and this is apparent from their work with coverage of the characteristics of materials and some work on plants. Though limited writing skills can account for some of this limited evidence, in discussion, year two pupils had few memories of other work in science. In contrast, a year one lesson on fruits and seeds involving unfamiliar fruit causes great excitement. Their lack of experience is shown by the fact that five say they have never eaten an orange and only one can name a pepper. Pupil's poor vocabulary limits their ability to describe what they see

and with only two adults available, not all get to talk about their collection. For many, just learning the names of 'new' fruit is an achievement.

79. Much more recorded evidence is available in Key Stage 2 and, as with the younger classes, the two-year rolling programmes are very evident. Books show good coverage of the programme of study in each year group but in years three and four the level of difficulty in the two year groups looks very similar. While most of this work is focussed on direct information, there is sufficient evidence of practical work and investigations. This is especially the case in the older classes where coverage, expectations, assessment and marking are of a high quality. In lessons, pupils' poor oral skills and the need for the teacher to be constantly checking on behaviour limits progress but good teaching ensures that boys' and girls' experience of science is positive and interesting. Years three and four enjoy exploring the concept of habitats related to the school grounds. Good use of photographs reminds them of the areas they identified the week before and most are able to use the vocabulary provided eg noisy, sheltered, damp, to categorise them. Lack of experience of natural habitats makes it difficult for many to say what animals or insects would be found in each. Older pupils use scientific vocabulary, specifically taught, to describe the qualities of water and by the end of the session, most of the class are able to understand that the changes between water in its three states ie water, ice and steam are reversible. In this, very good use of questioning to encourage discussion makes a significant impact on pupils' understanding.

80. The subject coordinator must take great credit for the quality of provision in science and the heartening improvement in standards. She has ensured that all the basic planning structures are in place and, by constant monitoring, that they are being used constructively. Weekly planning sheets specific to each year group help teachers to match planning to the learning needs of each year group. Very well developed assessment procedures are frequently used to identify trends and areas of weakness and the emphasis within topics is modified as a consequence. Each years' national testing results are carefully analysed and the year six scheme of work is modified to 'beef up' the less successful aspects. The progress of individuals against national curriculum levels, making use of the schools long established moderation library, is tracked systematically. Evidence from this is used to set targets and group pupils by attainment. All in all, science as a subject is very well led and managed and it shows.

OTHER SUBJECTS

81. Though all the pupils in at least one key stage were observed learning in all the foundation subjects and religious education, the total number of such observations per subject was relatively small. The school organises termly topic themes with either a history or geography focus or integrating both subjects. During the inspection neither history at Key Stage 1 nor Geography at Key Stage 2 was being taught. In addition, only small amounts of evidence in pupils' books or on display of work completed this school year were available for analysis in subjects such as art and geography. Where possible this was supplemented by the scrutiny of teachers' planning and by discussions with pupils.

82. To avoid repetition and provide a solid base for judgements about teaching and other aspects of provision, art, design technology, geography, history, Information technology, music, physical and religious education are reported on as a group, with strengths and weaknesses pinpointed.

THE FOUNDATION SUBJECTS - ART, DESIGN TECHNOLOGY, GEOGRAPHY, HISTORY, INFORMATION TECHNOLOGY, MUSIC, PHYSICAL AND RELIGIOUS EDUCATION

83. Pupils' achievements this year are below what is expected for their ages in all of these subjects in both key stages with information and communications technology (ICT) better in both key stages. Boys and girls are making slower than expected progress through both key stages in most subjects with good progress in ICT throughout the school. Pupils with special educational needs are well supported and making satisfactory progress, especially in the more practical aspects of the above subjects.

84. Several common factors combine to restrict standards in these subjects. Most are taught in the afternoons when many pupils' find it difficult to concentrate for extended periods or produce their best work. This is a particularly difficult time for those pupils who are being helped to control their own behaviour and this can take up precious time for both the teacher and the class. Because of this, understandably the work planned tends to be very teacher directed, more safe than stimulating, and pupils are given few opportunities to use their initiative, curiosity or creativity. While this limits the possibilities for all pupils, the small number of more able pupils present are particularly constrained and cannot extend their own skills and understanding. For many pupils, the low level of their literacy skills, especially producing unaided written work, makes it difficult for them to make adequate and satisfying records of the work they have been doing in geography, history and religious education. It is significant that, when using computers, usually in the mornings, these factors apply much less and the whole cycle of effort, behaviour and standards are much better.

ART AND DESIGN

85. In both key stages, pupils drawing skills are poorly developed. Although they undertake observational drawing tasks of such things as flowers and fruit, the results are often immature and lack attention to detail. Year one pupils draw portraits of themselves and look at the work of famous portrait painters. The drawings on display indicate that a significant number have very immature drawing skills. Year two pupils draw fruits and seeds but many drawings are poorly observed with little attention to detail. Pupils in year four are looking at repeating patterns and while most appear to understand this idea some find difficulty in making a repeated pattern when they have to apply the skills of cutting and sticking to make it.

86. The oldest pupils make good progress in their appreciation of art, looking closely at the work of a range of famous artists and making a perceptive, personal response. Pupils often use computer programmes to draw pictures; for example year five used the computer well to design pictures in the style of Roman mosaics after a visit to a Roman palace. However, pupils' overall progress over time is hampered by a lack of opportunity to explore different media and regularly undertake tasks which are relevant to their interests and experiences and which enhance work in other curriculum areas.

DESIGN AND TECHNOLOGY

87. Design and technology features in all teachers' medium term planning but examples of work in the subject are limited. Although the school has implemented a scheme of work and improved resources since the last inspection, it still has a low priority in the curriculum. In year one, pupils make satisfactory progress when they investigate a collection of vegetables in preparation for making soup. They plan the recipe through drawing the ingredients and they discuss the process, but their poor language skills, the lack of appropriate vocabulary and limited drawing skills impedes learning for a significant number of pupils. Year two pupils have made pictures to illustrate a story and a display of this work shows a sound ability to use split pins, sliders and spinners to make moving pictures. In years three and four, pupils are investigating light and as part of their work in this area look at how torches work. They are enthusiastic about dismantling them and most can name the different parts. A significant number can explain how it works and that it needs a battery, bulb and switch from their lessons in science. Some, however, find explaining things difficult as their vocabulary and verbal skills are poor.

GEOGRAPHY

88. Units of study are based on national guidance and steadily develop pupils' skills as they progress through the school. Pupils in Key Stage 1 contrast the human and physical features of an island with those of the mainland when they compare the Isle of Struay in the Western Isles with their own locality. During an observed lesson pupils drew features on an imaginary island to show their understanding. Most pupils could identify the main features but their work was not well developed and pupils are hesitant in answering and struggle with geographical vocabulary. However, one pupil was quick to point out that Scotland was north of England. Awareness of the position of continents and seas is developed through the travels of Barnaby Bear. From the limited work available in Key Stage 2, inspectors could see that pupils in year three and four have undertaken a local study identifying the main human features of Millbrook and look at the world

climates in the Arctic, the Amazon, grasslands and deserts. In year five and six recent work includes the study of Kesharpur, a village in India. Pupils use the city of Winchester as a contrasting locality in the United Kingdom and visit the city and its cathedral. The area surrounding the school is undergoing redevelopment and displays of photographs record changes in land use from an historical viewpoint.

HISTORY

89. In history, pupils' work shows that they work towards understanding the features and events of past societies and the consequence of change. In Key Stage 1, they study people from history such as Florence Nightingale and in their topic on transport, aviators such as the Wright brothers and Lindbergh. This theme is further developed in years five and six when pupils visit the Hall of Aviation in Southampton, which celebrates the City as the birthplace of the Spitfire. In a year three and four lesson pupils studied photographs from the locality placing them in time from more than 50 years ago, approximately 50 years ago, and less than fifty years ago. They understand that much of the local housing was built in the 1950's to replace housing in Southampton bombed during the blitz. The drive-through KFC, McDonalds and the One Stop Shop are quickly recognised as recent developments. Year five and six pupils, following a visit to Fishbourne Royal Roman Palace, design and word-process a leaflet advertising its main features. In a video made during the visit, pupils in the workshop are in awe as they as they explore Roman artefacts and listen attentively as the main features of Roman costumes, worn according to their individual status, are explained. Pupils talk enthusiastically about the visit, but their written work is limited by their poor language skills.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

90. ICT is the most successful subject other than English, mathematics and science with standards just below those expected at the end of both key stages. The progress made by the pupils in Key Stage 2 is no longer poor, because the expertise of the teachers is of a higher quality than observed in the previous inspection and the subject is now consistently taught. Good investments have been made in equipment, including an interactive whiteboard to enhance the teaching of ICT, with plans for further development in the near future. The school has made good improvement since the previous inspection, when it was reported that the school had insufficient strategies to ensure all pupils had equal access to the information and communication technology curriculum.

91. In Key Stage 1, most pupils log onto the computer and print their work with support. The above average pupils do this unaided. Most pupils use a mouse to click and drag colours across the screen to make attractive pictures. They construct a simple survey and present results as a simple graph, use text and print together to communicate information, both operations carried out with adult support. In year two pupils control a floor turtle by putting in one command. However many pupils are not yet confident to use computers to organise and classify information in a range of different forms. They have limited experience of using ICT outside school.

92. The attainment of the eleven-year-olds is just below that expected for pupils of this age. Many pupils have made good progress in their learning because teaching is good overall. In Year four pupils decide which words in a piece of text they want to have a change of font to improve the overall effect. They know how to edit fonts by changing the colour, size and shape. Year five pupils, with support, learn to recognise incorrect and implausible data. This session has good links with the national census and most pupils can identify the errors. In years five and six most pupils confidently use the Internet for a range of purposes. They know how to access a site and use a search engine. Most know how to select from a list of 'hits' and to bookmark different areas of the site. Many pupils collect data and, with support, record information using an appropriate graph. Years five and six have not yet been introduced to the e-mail system, but this is scheduled for later in the term.

MUSIC

93. Music did not figure strongly during the inspection with little use of 'incidental' music or singing in assemblies or outside music lessons. However, it was pleasing to observe the small number of pupils who took part in extra-curricular instrumental instruction in recorders, woodwind

and guitar, and the after school choir. The work in music observed in most year groups matched the objectives of the scheme of work but again unfortunately did not involve pupils in using their voices or instruments in making music. Year one pupils enjoyed building up their version of the 'Jack and the Beanstalk' story using elements of rhythm and dynamics. Most follow the 'score' well and join in with the crescendo, knocking on the door and chanting. However, frequent interruptions distracted some and for others the lesson went on too long.

94. Pupils in years three and four attempted to identify the elements of some sounds recorded by the group the previous week using cut out pictures as a graphic 'score'. Most achieved this eventually but the inability of some to listen and follow instructions, despite the best efforts of the teacher, slowed the process and for some collaborating after lunch was difficult. The comings and goings of various class members for additional literacy and 'Motivator' training seriously affected another after lunch music session for years five and six. Despite this pupils said they enjoyed listening to and discussing/comparing 'Spring' by Vivaldi and 'Storm' by Britten. Many identified various sections of the orchestra and were able to say how the two contrasting selections made them feel.

PHYSICAL EDUCATION

95. As with music, physical education did not have a high priority during the inspection week and other than at the year three swimming session, few pupils had the opportunity to get involved in the vigorous activity they so need. For the pupils involved, extra-curricular football and short tennis fills this need but lessons tend to be heavily directed and controlled. More time than is usual is taken up with changing back and forth and the school has a particular problem with the non-appearance of kit.

96. Lessons observed took place in the hall which has poor acoustics and for these pupils, is in some ways too large, allowing them to move beyond the easy control of the teacher. Poor listening skills and ability to follow instructions also limit pupils learning so that physical education lessons can present a challenge to teachers. Subject plans indicate that pupils cover the whole range of the curriculum but in the lessons observed, performance levels were well below those seen in other schools. For instance, some pupils in year one still find it difficult to hop and skip while older pupils have great difficulty in controlling a ball.

RELIGIOUS EDUCATION

97. By the age of seven pupils are beginning to understand the significance of the Bible to Christians and discuss the importance of trust and forgiveness. They listen carefully to the story of Abraham sacrificing his son to God and relate his need to trust God to their own experiences of trusting others. By the end of the key stage many pupils have some knowledge of the creation story as told in the Christian Bible and recall the main points in the Hindu story of Rama and Sita. Some pupils describe the main features of the Christian church. Although pupils are given a brief moment to reflect on what they have learnt in the lesson, there are few opportunities to reflect on their own beliefs and those of others. Few have a satisfactory knowledge and understanding of religious beliefs.

98. Standards achieved by eleven-year-olds are just below the expected levels in the agreed syllabus, although in lessons observed during the inspection attainment was as expected. Most pupils in years five and six can give an accurate account of a range of distinctive features of the Christian religious ceremonies. They recall signs and symbols of baptism and marriage ceremonies. Following a visit from a group of people who belong to a variety of church organisations, some pupils in years three and four talk about their feelings of belonging to a group, discussing belonging to the community within school and the wider local community sensibly. They draw and write about the type of organisation that they would like to belong to. Evidence from pupils' work and photographs indicate that they have studied religious customs and beliefs of Judaism and Sikhs but many have limited understanding. The school encourages visitors to come to school to talk about their beliefs but at present they are all from branches of the Christian faith. Opportunities are missed for visitors from other faiths to share their beliefs and practises with the pupils.

TEACHING AND OTHER PROVISION IN THE FOUNDATION SUBJECTS

99. About a half of all teaching outside the core subjects is at least good with very good information technology and history lessons in Key Stage 2 and no unsatisfactory lessons. In most cases, the quality of teaching is related to the interest and expertise of the teacher in the particular subject. Learning is more dependent on the capacity of the pupils to concentrate and behave appropriately at the time of the lesson. Nearly all lessons are well planned and prepared using the documentation agreed by the school for the particular subject. Both activities and pupils are usually well managed but too often, in subjects which have the potential for providing practical, stimulating and relevant activities, considerations about the possibility of poor behaviour leads to safer, less ambitious lessons. Other than in design and technology, teachers knowledge of the various subjects is adequate and strong subject coordinators in most subjects give support and practical help where needed in this area. Teachers make good provision for pupils needing support and additional attention, and the way pupils from Maple class are integrated into lessons in these subjects is a credit to the school. Support assistants use their initiative in working alongside pupils who have difficulty focusing during discussions.

100. Curriculum leaders have put a great deal of effort into their responsibilities and each subject is now backed up by well-developed planning to support teachers in their work. Since the last inspection, the school has evolved and implemented schemes of work for all subjects mainly based on national guidelines, but suitably adapted to fit into the school's rolling programme of topics. Monitoring arrangements are being developed and the coordinators work with staff across the school in ensuring planned progression and continuity and, where possible, portfolios of pupils' work are being established. Teachers are much more aware of standards and requirements in the foundation subjects but with the priority given to literacy and numeracy, they often take a back seat in time allocation and timetabling. The school is beginning to use computers effectively to support literacy, numeracy and the non-core subjects. The obvious enthusiasm that pupils show towards practical experience and fieldwork, is an area for further development, as is the emphasis on using and developing literacy skills to raise the standard of recorded work. Resources for all subjects are generally in good supply and well stored and maintained.