

INSPECTION REPORT

PORTSWOOD PRIMARY SCHOOL

Somerset Road, Southampton, Hampshire, SO17
3AA

LEA area: Southampton

Unique reference number: 116101

Headteacher: Mrs Carole Taylor

Reporting inspector: Mr Glyn Gaskill
22951

Dates of inspection: 25th to 29th June 2001

Inspection number: 192317

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5-11

Gender of pupils: Mixed

School address: Somerset Road
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Appropriate authority: Governing Body

Name of chair of governors: Mrs Elizabeth Moore

Date of previous inspection: 3rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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11575	Catherine Fish	Lay inspector		Pupils' attitudes, values and personal development; Pupils' welfare; Staffing, accommodation and learning resources; How well does the school work in partnership with parents?
11227	John Moles	Team inspector	English, Religious Education	Equal Opportunities; Pupils' social, moral spiritual and cultural development
1957	David Owen	Team inspector	Mathematics, Music, Special Educational Needs	
13164	Pauline Allen	Team inspector	History, Geography, Design and Technology	How well does the school care for its pupils?
22510	Chris Banbury	Team inspector	Science, Physical Education, Areas of learning for Children in the Foundation Stage	
7636	Anil Sinha	Team inspector		English as an Additional Language

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PART A: SUMMARY OF THE REPORT

The terms “attainment” and “achievement” appear frequently in this report. Inspectors use the term “attainment” to indicate standards against national or local criteria. The term “achievement” is used to describe the progress pupils make compared to their prior attainment.

INFORMATION ABOUT THE SCHOOL

The school is a large primary school for boys and girls from four to 11 years old. There are 422 pupils on roll. About one in eight pupils is eligible for free school meals, which is similar to the national average. One third of pupils speak English as an additional language which is very high in comparison with other schools. Twenty-nine pupils are at an early stage of using English as an additional language. There are 24 languages used by pupils overall, with Punjabi, Urdu, Arabic and Farsi as the most frequent. Pupils’ attainment on entry to the reception class is, overall, average for the local education authority, but below average in English language and literacy skills. There are 64 pupils who have special educational needs, which is below the national average. No pupils have statements of special educational needs.

HOW GOOD THE SCHOOL IS

This is a very good school, which brings out the best in its pupils in their work and play. Since the last inspection, a new headteacher has been appointed and the school has made great improvements in the quality of teaching and pupils’ standards of attainment. This is due to the excellent leadership and direction given to development by the headteacher. Very dedicated and extremely hardworking teaching and support staff have most successfully put these ideas into practice. The overall quality of teaching is very good and leads to high standards of pupils’ attainment and achievement. Pupils have positive attitudes to all aspects of school life. The governing body provides positive support to the development of the school. The school provides very good value for money. The DfEE recently awarded “Beacon” status to the school in recognition of its leadership and teaching.

What the school does well

- Racial harmony is a great strength of the school.
- The very good educational provision the school makes for pupils is due to the inspiring leadership from the headteacher, producing outstanding team spirit and tremendous dedication from teaching and support staff.
- The very high quality of teaching, curriculum and excellent assessment procedures for all pupils, including those with special educational needs and those who speak English as an additional language, result in high standards of achievement for pupils of all ages.
- Standards of attainment are very high, particularly at the end of Key Stage 2.
- Because of the high quality of teaching, pupils’ behaviour, attitudes and enthusiasm for their work are very good.
- Provision for pupils social, moral, spiritual and cultural development is very good.

What could be improved

- The outside environment for pupils of all ages is limited, particularly in the provision of a safe and accessible outdoor learning and play area for children under the age of five.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in March 1997, there were several key issues identified for improvement. The issues involved management, curriculum and teaching quality. The school has made very good progress in putting all these matters right and has also successfully addressed other identified issues, such as provision for pupils with special educational needs and the more able pupils. Areas previously identified as weaknesses are now either very good or excellent. Teaching has improved considerably from much unsatisfactory work to exceptional quality. Leadership and management are now most effective and are directly responsible for the overall commendable

development of the school, particularly in the personal and academic high standards of pupils. This is a transformation for the better.

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	A	B	A	A
mathematics	C	A*	A*	A*
science	C	A*	A*	A*

Key

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

A indicates performance in the highest five per cent of schools nationally.*

- When children start in the reception year their overall standards are in line with the local average but standards in language are below average. Children achieve very well, with many of them coping well with Year 1 work by the end of the reception year. Children for whom English is an additional language make excellent progress in language development.
- The school's results in the National Curriculum assessments at the end of Key Stage 1, comparing with all schools nationally since 1997, have been well above average in reading, with writing and mathematics results generally above average.
- Since 1998, the average points score for all National Curriculum test results at the end of Key Stage 2 have steadily improved and the school has moved from being average to being amongst the highest five per cent of all schools nationally.
- From the observations of pupils working in class and the work they have produced, the inspection found standards in English, mathematics and science at the end of Key Stage 1 to be above national expectations and well above at the end of Key Stage 2. Standards in information and communication technology are very good at the end of Key Stage 1 and good at the end of Key Stage 2.
- At both key stages, standards are very good in: history and design and technology; standards are good in: music and religious education; standards are satisfactory in art and physical education. Standards in geography are good at Key Stage 1 and very good at Key Stage 2.
- The school takes great care in setting realistic and challenging targets for all pupils for every year group. The statutory targets at the end of Key Stage 2 and other targets are met and frequently exceeded.
- Throughout the school, pupils with special educational needs make very good progress. Pupils who have English as an additional language make excellent progress in the reception year and very good progress through Key Stages 1 and 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and have very positive attitudes to it and all it has to offer. They work hard in lessons and enjoy the tasks and challenges that teachers set them.
Behaviour, in and out of classrooms	Behaviour overall is very good. Pupils know what is expected of them and strive hard to meet the expectation. If the need arises, they respond quickly to correction.
Personal development and relationships	Relationships across the whole school community are very good and are a strength of the school. Staff and pupils are mutually supportive and there is total racial harmony within the school population.
Attendance	Barely satisfactory. A significant proportion of the authorised absences is caused by parents taking their children on holiday during the school term.

- The way in which pupils work and play together and respect each other is a major strength of the school.
- The attitudes and approaches of the pupils to their learning was very good in over 50 per cent of lessons, excellent in ten per cent and good in most of the remainder.
- This very positive approach extends to all aspects of pupils' involvement in school life.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Excellent	Good	Very 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 pupils in the school, including those who speak English as an additional language, benefit from the very high quality teaching.
- The quality of teaching is satisfactory or better in all lessons. Ten per cent of lessons are excellent and 40 per cent are very good. This is exceptional teaching quality. Thirty-five per cent of lessons are good and 15 per cent are satisfactory. This is a tremendous improvement on the last inspection when more than 25 per cent of lessons were less than satisfactory.
- The overall quality of teaching the skills of both literacy and numeracy is very good.
- Planning for teaching is very thorough and firmly based on developing pupils' knowledge, understanding and skills.
- The school very successfully meets the needs of all its pupils.
- The way in which pupils concentrate and apply themselves to their work is excellent in ten per cent of lessons, very good in 40 per cent, mainly good in the remainder and never unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good. It is a broad and balanced curriculum and meets statutory requirements
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. The school complies fully with the Code of Practice.
Provision for pupils with English as an additional language	Pupils who have English as an additional language are provided for very well. They make excellent progress in the reception class and make very good progress in the remainder of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	Pupils' personal and academic development is maximised by the very good care arrangements and excellent assessment systems in the school.

- The school has good links with parents. Information from school to parents is generally very good. Information on what is to be taught is helpful. Reports to parents on their children's progress are very thorough in English, mathematics, science and social development. Information about progress in foundation subjects is less detailed. The school celebrates the richness of the cultures pupils bring to school.
- The curriculum for children under the age of five is excellent, within the limits of accommodation.
- Extra-curricular activities are very well provided for.
- Throughout the school, teachers, learning support assistants and bilingual assistants provide very good support for all pupils.
- There is an excellent assessment system to monitor pupils' progress across the school.
- The school is successful in making full use of the talents of all pupils, including the more able pupils. This was not the case in the last inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Taken together, leadership by the headteacher, governing body and staff with management responsibilities is very good.
How well the governors fulfil their responsibilities	The governing body meets its statutory obligations, is well organised and plays an increasing role in the strategic planning of the school.
The school's evaluation of its performance	There are excellent systems for monitoring teaching and learning which have a positive effect on pupils' standards.
The strategic use of resources	The school makes very good use of staff, accommodation and resources.

- There is a sufficient number of suitably qualified teachers.
- Accommodation is good but the outside areas are limited and there is no secure and accessible play area for children under five.
- The environmental area cannot currently be used as it is the subject of legal proceedings.
- Most subjects have good resources.
- Monitoring of the school's performance and the taking of effective action are excellent.

- Arrangements for the professional development of staff are excellent.
- The school carefully considers how to get the most benefit for pupils from the budget.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good teaching. • The good progress their children make. • The expectations set for their children. • The school is approachable and responsive. • Their children like school. 	<ul style="list-style-type: none"> • The amount of homework set. • The information they receive, particularly about their children's progress. • The closeness with which the school works with them. • The leadership and management of the school.

- Inspectors fully agree with all the positive comments made by parents.
- Inspectors do not support the parents' criticisms because:
 - The amount of homework set is in line with the school's appropriate policy.
 - The information parents receive is very good, although there are limitations in reports on some subjects.
 - The school works hard to involve parents as much as possible, with good opportunities for parents to meet with staff both formally and informally.
 - The leadership and management of the school are very good and that of the headteacher is excellent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's overall attainment on entry to the reception classes is average for the local education authority schools. Their attainment in English language, literacy and communication is below the local average, which reflects the very high percentage of children whose first language is not English. All children achieve very well across the areas of learning. Children who speak English as an additional language make excellent progress in their language work, as many are at the early stages of using English when they start in reception. By the end of their reception year, children are exceeding the Early Learning Goals in their physical development and significantly exceed the other five Early Learning Goals of: communication; language and literacy; mathematical development; knowledge of the world; creative development and personal, social and emotional development.

2. The results of the national tests at the end of Key Stage 1 for the years 1997 to 2000, show that reading has been consistently well above average, mathematics has been above, and at times well above average. Writing has been above average. These comparisons apply to the national average for all schools and also schools with a similar percentage of free school meals.

3. The results of the 2000 national tests at the end of Key Stage 2, compared with all and similar schools nationally, show that the school was in the top five per cent for mathematics and science and very high for English. Since 1998 there has been a rising trend in results which is above the national trend.

4. Inspection evidence findings reflect test results. Attainment in English, mathematics and science, by the time pupils are seven, is above national expectations and well above when they are 11. Pupils' skills in reading, writing, speaking and listening are all above national expectations at the age of seven and they are well above for the oldest pupils in school. The quality of handwriting is good with high standards produced for display or topic work. Pupils of all ages use a wide range of mental strategies for calculations and carry out investigative work in mathematics very well. In science, pupils in all classes have a broad knowledge of physical and biological science, applying this systematically to investigative work. Attainment in information and communication technology is very good at Key Stage 1 and good at Key Stage 2. Pupils of all ages use computers purposefully and organise their own electronically stored work well.

5. At both key stages, standards are very good in: history and design and technology; standards are good in: music and religious education; standards are satisfactory in art and physical education. Standards in geography are good at Key Stage 1 and very good at Key Stage 2. Literacy, numeracy and information and communication technology skills are applied to a good standard across the curriculum.

6. Comparing the standards found by the current inspection with those of the previous one, standards have been maintained in science at Key Stage 2 and in art and physical education at both key stages. In all other subjects, at both key stages, standards have significantly improved. There has been dramatic improvement in: information and communication technology at Key Stage 1; geography at Key Stage 2 and in design and technology and history at both key stages.

7. There is no significant difference in the performance of boys and girls in the National Curriculum standard assessments or their work in class.

8. The school takes great care in setting realistic and challenging targets for all pupils for every year group. The statutory targets at the end of Key Stage 2 and other targets are met and frequently exceeded.

9. Pupils with special educational needs make very good progress in their learning because of the very good, well targeted teaching which matches their prior attainment. Higher attaining pupils also make very good progress and this is a significant improvement since the last inspection.

10. In the lessons observed, all pupils who speak English as an additional language make very good progress. Their pace of learning is brisk, their attitude to language work is very positive, their relationships with teachers are excellent. Over time, pupils of all abilities produce consistent work in language as well as in other areas of the curriculum.

Pupils' attitudes, values and personal development

11. Pupils' attitudes, values and personal development are very good, marking an improvement since the previous inspection

12. Parents say that their children come to school willingly and this is borne out by inspection findings. Pupils thoroughly enjoy all the school offers them and are very busy and purposeful throughout the day. In all lessons, pupils' attitudes and behaviour are at least satisfactory and in two thirds of all lessons they are very good or excellent. Pupils show their interest and keenness through their very positive approach to their learning. They listen very well to their teacher and to each other. They rarely fidget and are extremely eager to be fully involved in class discussions. They can work independently, in pairs and in groups, as required. Pupils show enthusiasm on tasks and discussions and they work industriously. For example, in a Year 6 literacy class, pupils were asked to draw up their own definitions of words to suit various age groups. They really wanted to do well and worked extremely hard with concentration and perseverance to meet the high standards demanded. Similarly in a Year 2 English lesson, pupils listened very well to each other and their teacher, giving each other support and encouragement. They talked very naturally about the range of languages spoken in their class. Pupils try very hard in lessons, even when the task set is too difficult for them. Outside the classroom, pupils are also very enthusiastic about what they do. They are eager to be involved in the clubs the school runs during the lunchtime and after school; they also talk enthusiastically about their work and trips they have made.

13. Behaviour in classrooms was described in the previous report as not always satisfactory; this was partly attributed to lack of challenge and poor time management. This situation has been completely transformed. Teachers set appropriately high challenges for all pupils and the pace at which pupils are expected to work is brisk. This has all had a very positive effect on behaviour, which is now very good. Teachers are very quick to notice and tackle the slightest misbehaviour and expect that pupils will respond positively to correction; in turn pupils strive hard to reach the high expectations set. Pupils learn about what is expected from them through assemblies and group work called 'circle-time' when necessary. The approach to behaviour from all staff is consistent and fair and this means that pupils learn the rules and expectations quickly. Bullying is taken very seriously and, whilst none was observed during the inspection, it is acknowledged that the school has to remain vigilant. However, pupils do report it to teachers and the appropriate action is taken to deal with the problem. No pupils have been excluded in recent years. Pupils who have been excluded from other schools have joined the school. These pupils settled in and responded positively to provision in this school.

14. There is general agreement amongst parents that the school helps their children to become mature and responsible. Pupils have a mature attitude towards their learning. Good systems are developed through the school to promote pupils' independence. By Year 6 this extends to them having, in some areas, work set for the week allowing the pupils to take charge of their own learning. Lower down the school, for example, pupils move themselves to see the board more clearly without being asked and they return and issue books from the library unaided. Pupils are expected and encouraged to do as much for themselves as possible and to help others if that is appropriate. The clubs run after school and at lunchtimes, as described in the previous report, continue to provide very good support for pupils' personal development. Pupils have the opportunities to develop teamwork in, for example, orchestra and sports activities, and skills in the recorder groups and cycling proficiency class.

15. Relationships across the whole school are very good. Pupils work and play happily and productively together. Pupils and all staff have very good and mutually supportive relationships; staff are interested in them and are prepared to listen and to help them with difficulties. The school no longer has a school council, but pupils' views are sought in assemblies and group activities called 'circle-time' and there are already other plans to involve them more in the development of the school. There is a good 'buddy' system between older and younger pupils; this is appreciated by those involved. Success in all forms is very well celebrated each Friday in a special assembly. Pupils show very high levels of appreciation of the achievements of others.

16. Pupils' who speak English as an additional language show a very healthy attitude to the school, to other pupils and to their class and specialist teachers. The policy of in-class support has contributed significantly to their personal development. Their behaviour is very good, displaying motivation and enjoyment in their work and in their relationships with others. In response to very good teaching,

all of the pupils, including those with special educational needs and the higher attaining pupils, behave very well and have very positive attitudes to learning.

17. Attendance at school has declined since the previous report. Although most parents say their children like school, the rate of attendance is barely satisfactory. Some of the higher than average authorised absence rate can be attributed to parents removing their children from school to take a family holiday. Arrangements to monitor and improve attendance are good.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching is very good. It is satisfactory or better in all lessons. Ten per cent of lessons are excellent and 40 per cent of lessons are very good. This is exceptional teaching quality. Thirty-five per cent of lessons are good and 15 per cent are satisfactory. This is a tremendous improvement on the previous inspection when more than 25 per cent of lessons were less than satisfactory. The impact of this change has raised standards in many subjects.

19. Teaching of children in the Foundation Stage is excellent. This is a dramatic change for the better since the last inspection when a third of lessons were unsatisfactory and the teaching of children under five was a key issue. The teachers and learning support assistants have very good knowledge of the curriculum for children under the age of five and provide good role models. The adults respect children's views, give clear explanations and ask relevant questions. This results in all children achieving well, particularly in class discussions.

20. At Key Stage 1, overall, the quality of teaching is good. In 25 per cent of lessons the teaching is very good, with 20 per cent being satisfactory. On occasion teaching is excellent and the remainder is good. The last inspection found over 30 per cent of lessons unsatisfactory, so this is another vast improvement. Teachers set clear rules and high expectations which results in a very high standard of pupils' behaviour and their attitudes to work. This is seen when pupils move from their classroom, across the yard to the information and communication technology suite. When they arrive they make the most of the time they have on the computers.

21. The overall quality of teaching at Key Stage 2 is very good. There is excellent teaching in 15 per cent of lessons, with 30 per cent good, 10 per cent satisfactory and the remaining lessons being very good. In the last inspection, 25 per cent of lessons were unsatisfactory – more very successful improvement. Lessons start promptly and pupils are familiar with routines so quickly become involved in their learning. Teachers give appropriate praise to pupils' responses to questions; this makes pupils confident to state what they think and listen carefully to answers. One example of this was when Year 6 discussed the effects of development in urban areas.

22. Throughout the school, teachers, learning support assistants and specialist bilingual assistants provide very good support for pupils. This ensures that pupils of all abilities and backgrounds, including those with special educational needs and who speak English as an additional language, make the most of their potential. In all

classes, a wide range of teaching strategies is appropriately used and full use is made of time. A criticism of the last inspection was that time was not used well. Lessons are well planned with pupils of the same age, but in a different class, being taught the same lesson content. In all classes, there are specific learning objectives for lessons that are clearly explained to pupils at the start of a lesson. Activities match the stated learning objectives. Lessons end with a summary or review of what pupils have learned. Through this practice, pupils know what they have to do and teachers judge how much pupils have learned. Adjustments are made to future lessons if there are any gaps in knowledge or misconceptions to be put right.

23. The teaching of literacy and numeracy is very good, another key issue from the last inspection which has been successfully addressed. Teachers give clear explanations of different mental strategies. Pupils use these approaches in new situations. For example, in Key Stage 1 pupils use either number squares or number lines in subtraction calculations. Teachers read with good expression and this gives pupils clues of the emotive and factual nature of historical accounts. Teachers are honest and open with pupils, which generates mutual trust and a positive working climate. They share with pupils a realistic appraisal of what works well and that which is uncertain. This approach gives pupils confidence in what they are doing and a realistic appreciation of the limits of personal knowledge but the readiness to learn more. Examples of this approach in Key Stage 2 are when teachers demonstrate the writing of control programs in information and communication technology, encourage “scientific thinking” and discuss objects made by the teacher for art and design and technology.

24. Staff are aware of weaknesses in teaching and strive to put them right. On occasion, in Key Stage 1, the teacher will give instruction to the class whilst many pupils are discussing their work. Instructions then have to be repeated once pupils’ attention has been gained. This is not the most efficient use of time. There are instances of a lesson plan being followed at the expense of giving pupils time for recollection or evaluating how pupils are responding to the lesson. Examples of this were observed in Key Stage 1 lessons for art and physical education. At times, in both key stages, the introductory session is overlong and a significant number of pupils lose concentration.

25. Pupils’ work is regularly marked with supportive comments that often relate to the learning objectives and hence help pupils to improve. Homework helps pupils make progress, particularly in literacy and numeracy. Pupils are familiar with homework routines.

26. Planning for teaching is very detailed and provides clear guidance for teachers and learning support staff. This is due to the thought, hard work and time the teachers and support staff give to planning and the desire that only the best will do for the children. Planning and the quality of teaching for the under fives were a key issue at the last inspection and both have been fully addressed.

27. The quality of teaching for pupils with special educational needs has improved greatly since the previous inspection and it is now very good. Throughout the school and in all subjects the teachers make very good arrangements to match

the work to the pupils' capabilities. The learning support assistants are very skilled and they make a most significant contribution to the progress of these pupils when they support them in lessons and when they withdraw them for additional literacy work. The higher attaining pupils are now very well taught in each key stage. This was not the case at the time of the last inspection.

28. Since the previous inspection the provision for pupils speaking English as an additional language has improved. Teaching of pupils who speak English as an additional language is very good. Teaching is made very effective by the consistent, planned collaboration between the specialist teacher, the bilingual assistants and class teachers. Ongoing assessment of pupils by the specialist staff, as well as class teachers, is used to provide more focused support to pupils. For example, in one lesson, pupils in Year 4 were withdrawn for the specific purpose of additional support in the past tenses of irregular verbs. This need was identified in conjunction with the class teachers and a course of additional teaching materials devised for this specific work. Pupils who speak English as an additional language are provided with effective support in all lessons. Where withdrawal takes place, it is done appropriately for specific purposes, for short durations and in agreement with class teachers. Care is taken to avoid pupils missing the main class activities. Both the additional language specialist staff and class teachers use a variety of resources and techniques which very successfully involve and motivate pupils.

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

29. The overall quality and range of learning opportunities are very good. The school provides a curriculum that is broad and balanced and is relevant to the needs of all pupils. This is the result of the exceptionally hard work that has gone into the very detailed planning of the curriculum and the systems for assessing the pupils' learning needs. The provision for children in the Foundation Stage is excellent which is a major improvement since the last inspection when it was a key issue. Planning for this stage has improved and is very good. It ensures that there is a broad and balanced range of learning opportunities, particularly in communication, language, literacy and mathematical development. The curriculum provides equality of access and opportunity for all the pupils in the school whatever their social background, gender, abilities, racial heritage and acquisition of English as an additional language.

30. The school is meeting the statutory requirement to teach the National Curriculum and religious education. Provision for personal, social and health education is very good. It is taught through specific lessons as well as across the wider curriculum. Sex education is taught very effectively through science in Year 5. Parents are given the opportunity to discuss the programme for sex education with the staff and are offered the opportunity to withdraw their children as required. The health education programme includes helping pupils to be aware of the dangers of drug abuse. An officer from the Hampshire Police visits every class as part of this programme.

31. At the time of the last inspection it was reported that the management of time was a weakness and that the school was not meeting the recommended minimum time for teaching at both key stages. The school has addressed both these issues. Lessons start and finish promptly and assemblies are well timed. The minimum recommended time for teaching is now exceeded at both key stages.

32. The school has adopted and implemented the National Literacy and Numeracy Strategies for English and mathematics very successfully. The skills taught in literacy and numeracy are being used effectively in other areas of the curriculum. For example, the pupils use their skills of research when finding out the meaning of scientific words and making notes about them. Knowledge of symmetry is used in art when pupils copy the work of Mondrian.

33. Long and medium term teaching plans are made for all subjects and give a clear indication of what is being taught and how the needs of the different ability groups are to be met. This is an improvement since the last inspection when the needs of higher attaining pupils were not being fully met.

34. There is a very wide range of extra-curricular activities available for the pupils at lunch times and after school. There are sporting and musical activities as well as cycling proficiency, reading and using information and communication technology to create a newspaper. These activities enrich the pupils' education and reinforce the learning that takes place in the classrooms. For example, the school choir was selected to take part in the city's school prom during the week of the inspection. This very good provision has been maintained since the last inspection. Many educational visits are planned to link with particular areas of the curriculum. Year 6 pupils are also given the opportunity to attend a residential visit at an outdoor adventure centre in Cornwall.

35. The contribution of the community to pupils' learning is very good. For example, representatives of different religious faiths visit the school and, in history, an evacuee shared her experiences with the pupils. The school supports national charities such as the Royal National Institute for the Blind and Red Nose Day, as well as local organisations such as St Dismas, a charity supporting the homeless. Relationships with partner schools are very good. Staff from the reception classes visit playgroups to meet children and staff and discuss the children who are coming to the school. There are exchanges of staff between the school and the secondary school where the majority of the pupils transfer. This makes pupils' move to the secondary school a smooth one. Pupils in Year 7 return to the school to share their experiences with those in Year 6. All the Year 6 pupils experience induction days at their chosen secondary schools in the summer term.

36. There are comprehensive and effective policies and guidelines for special educational needs and for the teaching of able pupils. The pupils with special educational needs have the same range of curriculum opportunities as the rest of the pupils. The Individual Education Plans are generally of good quality and provide precise targets for pupils and they are very well used. The limited amount of withdrawal from lessons does not adversely affect entitlement to a full curriculum which was a weakness at the time of the last inspection. The school makes every

possible effort to ensure that the talents and skills of the more able pupils are fostered in every subject.

37. Pupils who are at early stages in using English as an additional language have full access to the life and work of the school through the effective provision of language and learning support. As a consequence their personal and emotional development are generally commensurate with their age, and their learning is made more effective in the mainstream subjects. Through interpretation and through culturally appropriate support, bilingual assistants play a vital part in this process. Class teachers welcome and make full use of this additional, focused provision.

38. Equality of access and opportunity for boys and girls and for pupils from all ethnic backgrounds is very good. Pupils who speak English as an additional language have full access to the curriculum and are very well supported. Significant to the quality of access are the excellent procedures for assessment that mean pupils experiencing any difficulty or showing any signs of particular talent are identified early and very good provision is made for their support.

39. The school makes very good provision for pupils' spiritual, moral, social and cultural development. The school has maintained its standards since the previous inspection.

40. The promotion of pupils' spiritual development is the result of teachers' enthusiasm to stimulate pupils' feelings and responses over and above more mundane gaining of knowledge and skills. They help pupils to experience the awe and wonder of aspects of the natural and made world in subjects such as science, geography and history. For example, pupils in Key Stage 2 shared their feelings and emotions about the experience of children who were evacuees during the Second World War. These emotions were very well expressed through discussion, writing and drama. Teachers and pupils share the excitement of stories, the imagery in poems and the pleasure of pupils' achievements. In religious education they learn about the significant contribution religion makes to some people's lives and how believers draw spiritual comfort from the principles of their faith and the books and artefacts that form part of their worship.

41. Collective worship fulfils statutory requirements and is very well planned to reflect and celebrate the diversity of cultural traditions represented in the school. Consequently, collective worship makes a very good contribution to pupils' spiritual, moral social and cultural development.

42. The very good provision for pupils' moral development results in them developing a clear understanding of the difference between right and wrong. A significant feature of this provision is the very good role models provided by each of the staff and the pervading sense of fairness and honesty throughout the school. In all classes, teachers successfully encourage pupils to understand what constitutes responsible behaviour and conduct in all aspects of their life in the school community. This makes a significant contribution to the school's very good ethos and fully reflects aspects of the school's declared aims and values. Stories and themes covering moral issues are regularly included in assemblies and moral

dilemmas such as building a new housing estate in a green belt area, are debated in geography lessons.

43. The pupils' social development is the result of the very caring and friendly atmosphere within the school. Relationships between pupils and between pupils and adults in the school are very good. This has a significant impact on learning, as pupils feel sufficiently confident to speak openly, make a dramatic presentation or play a musical instrument to the whole school. Pupils are secure in the knowledge that their performance will be respected and appreciated by all. They are therefore prepared to take risks in their learning knowing that even if they are wrong or say something foolish they will be corrected with courtesy. This supportive ethos enables them to try out ideas and extend their learning well. Pupils are successfully encouraged to take an independent approach to their learning and, as a result, have a very good knowledge of what it is they are striving to learn which results in very good attitudes to learning and consequently very good quality learning. Open discussion contributes significantly to pupils' social development and prepares pupils well for their responsibilities as citizens in an interdependent multi-ethnic society.

44. Cultural development and understanding form part of the school's great strengths. A clear emphasis is given to celebrating the diversity and richness of the cultures pupils bring to the school. It is further fostered through the respect expected and shown by all members of the school community to each other. For example, in religious education, pupils willingly and knowledgeably speak respectfully about each other's religion as well as their own. They learn songs from around the world, play a wide range of musical instruments learning how the timbre and dynamics of music are used differently by different cultures. They learn and become familiar with the scripts used by pupils in the school, such as Chinese characters. Language awareness amongst class teachers is high, resulting in all pupils respecting the diversity of languages and cultures. Often teachers integrate the variety of languages pupils bring to the school as a positive aspect of their lesson plan. An excellent example was seen in Year 4, where the teacher took his register by way of encouraging all pupils to respond to him by saying "hello" in their own languages. Pupils are also used to hearing different languages, for example, when prayers and poems are used from different cultures. Several examples of good quality displays in a variety of languages contribute positively to the multi-cultural ethos. Consequently, this school is a truly interdependent multi-ethnic community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The overall care which the school provides for pupils is very good with excellent procedures for assessing pupils' academic attainment. This is an improvement on the generally good provision described in the previous inspection. Pupils' abilities and needs are very well known to teachers and pupils are confident in approaching staff with problems and concerns. Parents feel that teachers are helpful and supportive. The atmosphere in school is very purposeful and active and the differences between pupils is celebrated very well.

46. The school's procedures for child protection are very good, supporting the locally agreed policy. The head is the designated teacher and has recently attended a course to refresh her knowledge of the required procedures and has produced a new, appropriate policy that reflects the specific nature of the school. All staff new to the school are made aware of the procedures in this area as part of their induction. The school has a thorough health and safety policy that comprehensively covers the relevant areas such as risk assessment, administration of medicines, accidents and emergencies. There are clear procedures on how to cope with pupils with specific medical conditions, including any requiring emergency treatment. Clear guidance is given for the supervision of pupils at all times and the action to be taken to safeguard pupils when away from school. Pupils are well supervised and safeguarded.

47. The school has a very good behaviour policy that gives clear guidelines for expectations and the steps to be taken in dealing with any misbehaviour. If any unacceptable behaviour occurs, it is recorded and monitored very well by the class teacher initially, although the head is involved if matters are not resolved. The anti-bullying part of the behaviour policy is very good. Incidents of any form of bullying are well documented and monitored in the same way as behaviour. Racially abusive language or behaviour does not take place. All pupils are very well supported by all the adults in school. However, an excellent initiative that supports pupils experiencing any specific difficulty in areas such as behaviour, bullying or just requiring extra support, is the 'named adult' system. Pupils have ready access to the named person when they really need them and this does much to ease pupils' worries, problems and anxieties.

48. The school's personal, social and health education policy and procedures are very good. The policy shows coherent development through the school of the skills and knowledge to be developed. The school keeps track of pupils' personal development in the same excellent way that it does their academic attainment and achievement. This helps ensure that teachers are able to give pupils the individual support they need. The whole culture and environment of the school is based on providing high quality support and guidance for its pupils.

49. Attendance is correctly recorded. It is monitored termly and the reasons for any high number of absences are investigated. The analysis by the school of the higher than average authorised absences rate shows that many of these are the result of parents choosing to take their children on holiday during the school term. The school also monitors attendance based on other criteria and this is used to identify any patterns so that appropriate action may be taken, if necessary.

50. The school has an excellent and systematic approach to all aspects of monitoring and assessing pupils' academic performance. This is much improved since the previous inspection, due to the rigorous overview and detailed programme provided by the assessment manager. Assessment is built into all stages of teachers' planning. It is seen as an essential on-going process and learning objectives are shared with pupils. Procedures now enable teachers to accurately assess and record pupils' progress in all subjects throughout the school.

51. All of the teachers and support staff know the pupils very well. Thorough assessments are made throughout the Foundation Stage. Key Stage 1 teachers are provided with accurate information about each child and build upon this information effectively. In Key Stages 1 and 2, careful records are maintained of pupils' achievements in national and school tests. In English, mathematics and science there are records of assessment for every key objective. Each objective is given three stages in learning and is dated when a level is achieved. In all other subjects termly and yearly records are maintained for every pupil. These records are collated on a subject basis to provide an overview of the development across the school. An analysis of both pupils' progress and subject development provide valuable information for class teachers and managers. The excellent systematic approach to assessing the whole child ensures that teachers and pupils know what their targets are and when they achieve them. This has had a significant positive impact on standards of work.

52. At the end of each year the pupils are assessed in each curriculum area and given a "best fit" level. They are then set targets in the core subjects for the following year. These are reviewed by the pupils' current class teacher in October and at Easter to ensure progression. The assessment manager processes all this information and tracks every individual, cohort, class and year group throughout the school. Under-performing groups or individuals can be easily identified, diagnosis made and support provided. This has a significant impact on meeting the needs of every child successfully and raising pupils' achievement and the standards they attain.

53. The teachers have a secure knowledge of the levels in all subjects. Pupils' work is moderated in Year teams. Collections of each pupil's recent work in English, mathematics and science have notes added which describe current attainment and what is needed so that pupils can achieve more. Pupils are sometimes targeted in lessons and given specific challenges in order that teachers can assess their capability. For example, when Year 1 were involved in a design and technology activity, certain pupils were challenged to fasten the windows on their models without using tape.

54. The pupils know how well they understand a particular learning objective. One way this is achieved is by teachers referring to learning objectives at the beginning of sessions and, where there are problems in understanding, adjusting the lesson plans accordingly. For example, in history when pupils were unclear as to the difference between two pictures of Grace Darling, the teacher brought the class together and clarified the cause of confusion. This resulted in pupils making very good progress in their understanding.

55. Very good arrangements are made to support pupils with special educational needs and also those who are able, or show talent in a particular subject. The assessment arrangements and the systems for recording and tracking progress are very good for both sets of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The school works very effectively in partnership with parents and this is an improvement on the previous inspection. The school works hard to create and promote good relationships between school and home. This starts with home visits prior to children starting in the reception class.

57. Parents show a good degree of support for the school. They are particularly pleased with the good teaching and the expectations set for their children; they feel this is reflected in the good progress their children make. They also feel comfortable in approaching the school with any concerns or queries. Inspection findings agreed with these positive points. A small number of parents expressed concern about the information they receive, the amount of homework their children are expected to do, the leadership and management of the school and how closely it works with them. The inspection found these concerns to be unfounded.

58. Information received by parents is of very good quality overall. Regular general information is provided through newsletters that do much to keep parents abreast of what is going on in school. This is further supported by the newspaper produced by the pupils. Other information is sent relating to aspects for particular classes. Parents receive very good, detailed information about what their children are to learn every half term, so they have the opportunity to involve themselves if they wish. The annual reports on their children's progress are of a very good quality overall. The depth and detail of information given for English, mathematics and science is extremely good and helpful. The general comments and those about pupils' social development show the very good knowledge teachers have of their pupils. However, the reporting of other subjects is limited by the format used. Parents are kept informed of the targets set for their children and the progress made to meet them is discussed at appropriate meetings.

59. Homework is appropriately set and is in compliance with the school's policy. Pupils know when homework is set and when it needs to be handed in. Parents are generally happy that if there are problems over homework the matter is easily resolved by discussion with the teacher. A homework book is used by parents as a way of communicating with the school, but most parents do not use it. When the need arises and regular communication is needed between home and school, a home-school book is very well used by both teachers and parents.

60. The school tries hard to work closely with its parents and values working with parents for the benefit of pupils. Parents are given several opportunities to discuss their children with staff on a number of formal and informal occasions. Parents' evenings are generally very well attended. Parents are always welcome in school. The school has a member of staff responsible for links with parents and this is an effective arrangement. The Parents and Teachers Association supports the school successfully through social and fund raising events to provide, for example, extra play equipment. Further appropriate developments are planned to enhance the partnership with parents.

61. Parents' opinions and views are sought at least annually through a questionnaire. The last one suggested that the number of parents able to come in to school to help is limited. However, a number of parents do give support to the school in this way and their efforts are much appreciated. Parents are generally supportive over homework, especially with helping pupils when they are starting to read. The school has held workshops to support parents in their efforts to help their children.

62. Parents of pupils with special educational needs are involved well in the provision for their children. This includes discussions with the class teacher and the child's learning support assistant when individual education plans are reviewed.

63. There are large numbers of parents from a wide range of ethnic backgrounds. The school makes good efforts to involve them as much as possible in the life and work of the school. The school makes good use of translators and its bilingual assistants to set-up and keep lines of communication open. It hopes to establish sessions next term to involve mothers who have little experience of England and English more fully. There are a few parents who do not willingly come to meetings at school and the head is prepared to make home visits in these few cases.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. Taken together, the leadership and management of the school provided by the headteacher, governing body and staff with management responsibilities are very good. The headteacher provides excellent leadership. She inspires, motivates and supports staff and gives them the opportunity to do the same to others through the formal and informal management structures. The very recently appointed deputy headteacher has a very good perception of the way the school works and his current and possible future role. The assistant headteacher is most effective in his role of staff development and was instrumental in setting up and now running the excellent assessment system in the school.

65. The senior management team is well organised and has significant responsibilities of key areas in the school. There are regular meetings for all the teaching staff to discuss whole school matters, and small team meetings to plan for teaching. All meetings are very well planned and purposeful. There is a clear system of communication within the school and well understood management roles and responsibilities. A common purpose of giving the best for the pupils of the school pervades and motivates at all levels.

66. The governing body has a clearly established structure of sub-committees, working parties and individual responsibilities. Meetings are well documented and show their growing involvement in the strategic management of the school. The governing body fulfils its statutory responsibilities conscientiously. The headteacher and other staff keep the governors well informed about the work of the school. Some individual governors have a very good, first hand, insight into particular areas of school life, for example, special educational needs. The chair of the governing body is very perceptive, hardworking and frequently in school. Where links exist between

the staff and governors they are productive. Links are very constructive between the headteacher and the chair of the governing body.

67. Subject managers and those responsible for the development of whole school issues are very effective in their work. Management and support time is appropriately allocated to these managers with significant amounts of work done at other times. The curriculum is constantly under review with carefully thought out changes made in the light of considered evidence, particularly outcomes of pupils' assessment. Senior management and subject managers carry out exemplary monitoring of teaching and learning which result in continuing improvements in teaching. This is augmented well by visits from local education authority advisers. All these arrangements support a culture of self-improvement amongst all staff.

68. Management systems are rigorous, demanding and most effective in improving provision for pupils. The commitment and teamwork of all staff is very high. The headteacher and governing body are aware of the danger of overloading staff with work and reduce this wherever possible. The school is considering ways of minimising the time spent on management now that successful systems are established.

69. The school improvement plan is a very useful planning tool for development. It contains clear and realistic objectives for improvement and considers the factors needed to carry out the intentions. Staff have a significant input into the plan and the governing body make use of the opportunity to comment on and shape the plan. Parents' views are actively sought. Whilst the school improvement plan concentrates on developing curricular provision, there are other carefully considered plans for improvement. For example, the premises sub-committee of the governing body produced a prioritised list of projects to further develop the significant improvements already carried out to the building and grounds. Staff who have subject and other whole school responsibilities produce realistic plans for the development of their respective areas. All the plans for improvement are used well to direct and check on the development of identified targets for improvement. The school is generally successful in doing what it plans for except where external circumstances dictate otherwise.

70. The priorities identified in planning are realistically supported by careful financial planning. This is set out by the senior management team with good support from the local education authority. The governing body carefully considers proposals before approving matters. An example of this is the development of the computer suite where many alternatives were examined. Systems for the allocation of funds and the responsibility of individuals involved in administering them are well understood. The school office staff are very efficient. The governing body has documented outline financial systems and are in the process of making them more precise. The school's financial systems are sufficiently flexible to deal with events which can't be planned for, such as unexpected additional funding. Considering the effect on pupils' all-round education with the funding and resources available, the school provides very good value for money.

71. There is a sufficient number of suitably qualified teachers to meet the needs of the school. Staffing levels are appropriate in relation to the number of pupils with special educational needs. Learning support assistants are deployed well and the arrangements for monitoring their work are excellent.

72. The school has a successful management arrangement for pupils who speak English as an additional language, despite central funds for staffing being reduced in recent years. Bilingual assistants are supported well by the school, which results in an effective contribution made by them to the education of pupils whose first language is not English. Their work is effectively monitored. The school has a multicultural manager and much has been achieved through this appointment. For example, specific aspects of subjects have been identified as multicultural facets to be incorporated in future lesson planning.

73. The induction of staff new to the school is good. The few weaknesses identified by the newly appointed deputy headteacher during his induction are to be rectified by him. The newly qualified teachers receive the appropriate support and are happy with the help they have received and the opportunities offered to them. Performance management is in place and has been externally assessed as first class. In addition teachers have termly review meetings with the head. Staff training is very effective in improving provision. The school has received "Beacon" status from the DfEE in recognition of the high quality of teaching and leadership.

74. There have been a number of changes in teaching staff since the previous inspection. Many have moved to more senior posts or left for personal reasons. However, there are a good number of suitably qualified and experienced teachers to meet the needs of the curriculum and the number of pupils. The work of the learning support staff is, quite rightly, highly valued. There are a good number of bilingual assistants who make a significant contribution to pupils' learning. The school has just sufficient lunchtime supervisory staff. The premises staff maintain the building well. Administrative staff provide calm and very efficient support.

75. The quality and range of learning resources in subjects are generally good, and those in religious education and design and technology very good. Those in mathematics, physical education, information and communication technology and art are satisfactory. The library has a better stock of library books than at the time of the last inspection, but still lacks a wide variety of bilingual books that reflect the different backgrounds of the pupils. The resources for special educational needs and for English as an additional language are satisfactory. There is a lack of large climbing equipment for children under the age of five. Overall resources for special educational needs are sound and they are used very well. In response to an identified need the school is improving the use of information and communication technology to support pupils with special educational needs. Resources for multi-cultural education are good and the school is always looking to increase learning materials and artefacts in this area.

76. Overall, the accommodation for the teaching of the curriculum is good. Classrooms are of a good size and there is space for pupils to gather together on the carpet for class discussions. The school has a computer suite, which, although it overflows into the corridor is suitable and well used. The area where most of the computers are housed gets very hot and the school needs to devise suitable

ventilation. The outside environment is a little sparse and there is a lack of shade. The environmental area cannot currently be used as it is the subject of legal proceedings. Although the school has no sports field, it makes good use of the adjoining playing field owned by the council. The major concern about the outside environment is the lack of a separate, secure area for children under the age of five. The governing body has drawn up plans to provide such an outdoor area but is unable to implement them at present. This means that children are unable to make use of large climbing and other similar play equipment suitable for their needs.

77. WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should provide a secure and accessible outdoor play and learning area for children under the age of five. (See paragraphs: 76 and 89)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	107
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	40	35	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		422
Number of full-time pupils known to be eligible for free school meals		53

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		64

English as an additional language	No of pupils
Number of pupils with English as an additional language	136

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40

Pupils who left the school other than at the usual time of leaving	29
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Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.47
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	28	36	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	28
	Girls	34	33	33
	Total	58	57	61
Percentage of pupils at NC level 2 or above	School	91 (90)	89 (91)	95 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	27	28
	Girls	33	34	34
	Total	58	61	62
Percentage of pupils at NC level 2 or above	School	91 (88)	95 (87)	97 (94)
	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	33	33	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	29	31
	Girls	31	32	33
	Total	56	61	64
Percentage of pupils at NC level 4 or above	School	85 (81)	92 (84)	97 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	29	31
	Girls	29	32	33
	Total	56	62	64
Percentage of pupils at NC level 4 or above	School	86 (73)	94 (87)	97 (87)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	2
Black – other	10
Indian	22
Pakistani	39
Bangladeshi	5
Chinese	9
White	252
Any other minority ethnic group	29

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.4
Number of pupils per qualified teacher	25.7
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	149

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	833,619
Total expenditure	853, 105
Expenditure per pupil	1,965
Balance brought forward from previous year	59, 898
Balance carried forward to next year	40,412

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	422
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	34	7	2	1
My child is making good progress in school.	59	35	5	1	
Behaviour in the school is good.	42	43	7	1	6
My child gets the right amount of work to do at home.	29	50	14	5	2
The teaching is good.	53	42	3		3
I am kept well informed about how my child is getting on.	38	44	15	2	1
I would feel comfortable about approaching the school with questions or a problem.	56	38	1	4	1
The school expects my child to work hard and achieve his or her best.	57	36	1	1	4
The school works closely with parents.	30	47	12	7	4
The school is well led and managed.	45	35	10	4	5
The school is helping my child become mature and responsible.	45	43	4	1	6
The school provides an interesting range of activities outside lessons.	39	43	10	1	6

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

78. Overall the provision for the children in the foundation stage is very good and there have been considerable improvements since the last inspection. This is mainly due to the excellent quality of the teaching in the reception classes. All adults provide a wide range of high-quality activities that broaden and enrich the children's experiences. There were 52 children in two classes at the time of the inspection. The classes have use of three classrooms, a hall, a library and a small book corner as well as access to the main hall and computer suite in the other school building across the playground. Children start in their reception class in September with all the children attending full-time by October, giving them a long period of uninterrupted learning. There are good links with playgroups that most children attend and a good home-school programme is in place so that children are well prepared for their entry into school. In comparison with other schools in the local education authority, children enter the school with an average attainment overall. Their attainment, however, in English language and literacy is well below average, which reflects the high percentage of children whose first language is not English. All children's attainment is very good across the areas of learning and most are exceeding the national expectations for the end of the reception year. Children achieve extremely well, particularly in their English language and literacy work.

Personal, Social and Emotional Development

79. When the children enter the reception classes they mix successfully with other children and behave well. By the time they leave children's personal, social and emotional development are very good. This shows good achievement and reflects the well-informed teaching. The children are constantly reminded to do their very best and their efforts are consistently celebrated. The children enjoy coming to school. Routines within the classes are well established and enable the children to become independent. For example, they are used to selecting the correct box for their choice of lunch. They also write their name on a sticky label and place it on their fruit for eating before playtime. Children return the register to the office and are allowed to choose somebody to go with them. The teaching is very good and consequently all the children grow in confidence and develop a sense of self worth and achievement.

80. The children feel secure and valued and talk freely to adults about their work and play, encouraging any adult to join in with them. The children are concerned for the well-being of others. For example, a girl was upset because her friend was not in school. A boy invited her to play with him and his friends resulting in everyone being happy. The children are interested in their work and, in the afternoons, they take the opportunity to manage their time by choosing from a range of activities, so that not all activities are directed by adults. The children learn the importance of sharing and co-operation, and the social rules of taking turns and listening to others.

For example, in circle time they know they can only speak when holding a special toy and must listen to others the rest of the time. Nearly all the children are very independent in remembering routines and in their use of equipment and materials. They concentrate extremely well and sit and participate in literacy and numeracy time, paying very good attention throughout because of the teachers' very skilful presentation of the material. Behaviour is excellent, both in class and when they move around the school in a quiet, orderly way.

Communication, language and literacy

81. By the time children leave reception most will exceed the early learning goals involving speaking, listening, reading and writing. All children, including those whose first language is not English, are attaining standards which fulfil their potential, with the most able completing work expected of an average pupil in Year 1. This shows the excellent levels of achievement during the year, especially for those children whose first language is not English, and is the result of the excellent teaching in this area of learning.

82. The children find their own name from a group of names and nearly all of them write their name unaided. They are helped to develop an interest in words and writing by adults drawing attention to letters and sounds around them in displays. Planned and incidental conversations of good quality take place throughout the day. Staff use careful questioning and their own example of speaking to increase the children's knowledge, vocabulary and interest. For example, during group work called "circle time", the children are asked what they are good at and what they enjoy. Not all children are able to respond at first when it is their turn. So the teacher provides a prompt by showing them her ideas written in a book. This gives the children the confidence to contribute, which they all eventually do. They then write in their own books and know that they must start from the left. Most of them know that letters go together to make words and write key words independently with some children beginning to join up letters. Only a few children are at the early pre-writing stage of making marks on paper.

83. The children enjoy books and listen very attentively when stories are read to them. Many children read simple books and select their own book. Most children already have a bank of familiar words they read and, for more able children, write as well. High attaining children, which includes children whose first language is not English, read at a level expected for the average pupil in Year 1. Parents' support reading at home on a regular basis and comments which pass between parents and teachers in reading records are very helpful in identifying and eradicating weaknesses.

Mathematical development

84. Evidence from the inspection shows that many of the children have already attained or exceeded the early learning goals for mathematics. Through careful planning and effective assessment, learning activities meet the needs of all children and this is why the teaching is very good. Children achieve well because of this high standard of teaching.

85. Nearly all children count to ten and many count well beyond, some to over 100. They recognise numbers over 20 and count up and back to 100 in tens. They add and subtract numbers between one and 20 and most children work out how many more leads they will need for 15 dogs if they only have eight. They respond enthusiastically to opportunities for mental work, counting and naming objects around the rooms. They see mathematics all around them and are encouraged to count at every opportunity outside their normal numeracy sessions. For example, when they make model insects with 'play-dough', they count the number of legs they need to make for their model.

86. They name the days of the week, say what day it is and what the day was yesterday and will be tomorrow. They recognise and name two-dimensional shapes such as a circle, square, triangle and rectangle. Higher attaining children also name a hexagon and say how many sides it has. Children use words such as 'more than', 'less than', 'heavier' and 'lighter' and understand full and empty when playing in the water tray.

Knowledge and understanding of the world

87. The children's attainment in this area is very good as many have exceeded the relevant early learning goals. They are very curious about the world in which they live. This is because teaching of this area of learning has carefully planned lessons and very effective use of resources. Children show high levels of working when they program a floor robot to cross a circle of children. They think very carefully about the correct sequence in which the buttons must be pressed to enter the instructions. They are not, however, impatient with others if they get it wrong first time. They get really excited when the robot follows their programming. In small groups, working with an adult they talk about, and show, different examples of pushes and pulls. The children then walk around the school and identify when they have to use a push or a pull.

88. The children are watching how tadpoles grow and develop into frogs. They use hand lenses to observe the tadpoles in their tank and readily write about what they see. Children make very effective use of information and communication technology in their learning. For example, they very confidently manipulate the computer mouse to select, drag and drop what they need on the screen. They operate familiar programs and select colours and shapes from palettes displayed on the screen. They use audio cassette recorders in lessons to listen to stories and talk about what they have heard. They use construction kits to make realistic models of lorries, cars and other forms of transport that link with the theme in their book corner.

Physical development

89. Children's attainment in this area of learning is good. They are on course to meet the expected early learning goals in their physical development. There is, however, no dedicated outdoor play area and large apparatus that children require to fully develop their physical skills. To compensate for this, adults ensure that a

physical activity is included every day when children are managing their own activities. Groups of children are taken to the main hall for gymnastics or movement lessons or use the wheeled toys and vehicles in the playground. They learn new skills in these lessons and have developed an awareness of others when using the playground equipment. In games lessons children learn to jump and move safely. They use small balls to practise and improve their catching skills. They move to music and create slow and waving motions in time with the speed of the music, reflecting its mood. In the playground they follow instructions to travel under, over and around a parachute.

90. Children use tools, materials and equipment with a high degree of dexterity and demonstrate a good level of co-ordination when filling and emptying containers with water or sand. For example, when they make their flowers from different types and colours of paper, they have to tear it carefully to make the shapes of leaves and the stalk, while using scissors for the petals. They develop their manipulative skills successfully in using a range of small construction kits to build and make objects.

Creative development

91. The children's creative development is very good. Teachers and support staff ensure children experience a very wide range of activities to support this area of learning and their achievement is very good. Many of them exceed the early learning goals. They work very imaginatively in painting, drawing, modelling with dough and in using a variety of materials to make pictures. For example, children have used feathers, sawdust and cotton wool in making a collage about the story of "Owl Babies". They have thoughtfully painted pictures of people who help them when they are hurt. They respond positively to opportunities to sing and move. Teachers use opportunities, such as waiting to have their fruit and milk, very well for children to sing while they wait. Two good quality role play areas are set up in two classrooms. In one, children take the parts of customers and sales staff in a shoe shop and in the other a large number of dressing up clothes from different ethnic backgrounds are provided. These areas allow the children to develop their imaginations, creative ideas and expressive language, as well as their social skills. In music they are taught to sing a good range of nursery rhymes and songs from memory. They experiment creatively with percussion instruments, learning successfully how to accompany a nursery rhyme, for example, 'Twinkle twinkle, little star'. Children use scissors very well when cutting out round shapes to make good models of bumble bees as part of their work on insects.

ENGLISH

92. Analysis of the school's 2000 national test results for 11 year olds shows that compared with both all and similar schools nationally, results are well above average. The percentage of pupils attaining the higher levels are well above the national average and the results of similar schools. Taken over the period 1997-2000, the school has steadily increased its standards. Over the period 1998-2000, there is no significant variation in the performance of girls and boys.

93. The findings of this inspection are that the proportion of pupils, in the present Year 6, attaining the national expectation and higher levels is well above the national average. The school has maintained these standards since last year's national tests and improved its overall standards since the previous inspection. The school is likely to achieve its target for 85 per cent of the Year 6 pupils to attain the national expectation for age, in the 2001 national tests. This year group entered Key Stage 2 with above average standards in writing and well above in reading. They have achieved well in their time in school and have attained standards that are well above those expected for this age group in writing. They have maintained their high standards in reading.

94. The results of the national test in 2000 for seven year olds shows that compared with both all and similar schools nationally, results are well above average in reading and in line with averages for writing. The percentage of pupils attaining the higher levels for reading is well above the national average and that of similar schools. The percentage of pupils attaining the higher levels for writing is above the national average and in line with the average for similar schools. Over the period 1998-2000, there was no consistent difference in the performance of girls and boys. The findings of this inspection reflect the results with a similar proportion of pupils, in the present Year 2, exceeding the expectations of the National Curriculum for this age group.

95. Throughout the school, all pupils, including pupils who speak English as an additional language and pupils with special educational needs achieve very well as a result of the very good quality and range of support they receive.

96. In speaking and listening, standards at Key Stage 1 are above average and at Key Stage 2 they are well above average. The school has maintained its standards in speaking skills since the previous inspection. Pupils who speak English as an additional language receive very good support when they enter the school and make very good progress so that they rapidly acquire language skills equal to their peers. Throughout the school, pupils are keen to express opinions and engage in debate and discussion. Younger pupils respond to questions with well-structured answers that show they have been listening carefully to the discussion. Older pupils confidently engage in debate with classmates and teachers and lead discussions well or speak coherently to the whole school in assembly. They use a wide range of vocabulary to express their ideas often drawing on the extensive vocabulary learnt in subjects such as mathematics, science and history.

97. The school devotes a considerable amount of time to reading. The majority of 11 year old pupils demonstrate reading, and understanding of what they read, well above that expected for their age. The majority of pupils aged seven, display standards above those expected for their age. Very young children handle books with confidence and soon read clearly and with understanding. Throughout Key Stage 2 pupils read fluently and with good expression. The majority of pupils show an in-depth understanding of what they read and can discuss the plot, the role of significant characters and make sensible predictions as to what may happen in the rest of a novel. All pupils know that non-fiction books provide information. Older pupils are skilled at finding relevant parts of text and note taking because of the good teaching they receive in these skills at Key Stage 1. Such development of these higher level skills mean that pupils are able to research and acquire

knowledge for themselves at a rapid pace and this has a significant impact on learning throughout all subjects of the curriculum. Pupils are competent at using CD ROM's to access information using a computer and many pupils access further information via the Internet.

98. Standards in writing by the age of 11 are well above the national expectation for age. For seven year olds they are above expectations. The school has identified this area for improvement. Standards have considerably improved since the previous inspection. This is due to the development of teaching to a very good standard. By the age of 11, pupils use a wide range of styles of writing. Grammatical structures and punctuation are correct. Vocabulary is very imaginative and sentences develop themes very well. From an early age, pupils are encouraged to use their exercise books to develop their thoughts, plan stories or information leaflets and gather and try out ideas. Redrafting and note making are common forms of development. Such early development of sophisticated writing skills pay off in the high quality, thoughtful and well-developed work, confidently produced by older pupils. Handwriting is good; pupils use fluent, joined styles and their presentation is appropriate to the context. Pieces of pupils' written work for display or for topic books are presented to a high standard.

99. Overall, the quality of teaching and learning are very good. There was no unsatisfactory teaching observed. This is an improvement since the previous inspection. Throughout the school good teaching is characterised by challenging work, accurately matched to pupils' prior attainment and by very good relationships between all adults and pupils. Teachers engage in very lively debate with the pupils. A significant feature in lessons is the link made by teachers between work in other subjects and the work in the literacy lesson. This was seen when the oldest pupils in school engaged in a well structured debate regarding the development of a village they have been studying in their geography. By these means, pupils develop their understanding of the links between curriculum areas and extend their vocabulary, analysis of texts and understanding of writing styles. Pupils are encouraged to use their own initiative in deciding how to set out their work and what should be included. Older pupils set out an overarching statement as a first paragraph and then, through a series of well-constructed paragraphs, logically develop their argument. Use of homework is very good. Different homework is set for different groups of pupils. This means, that although the work is rightly demanding, the pupils can, with appropriate effort, complete it and increase their understanding of what is being taught in school.

100. Throughout the school pupils' attitudes and behaviour are very good. Linked with the very good teaching pupils receive, this has a significant impact on the quality of pupils' learning. Teachers inspire the pupils and the pupils respond very positively. They develop mature attitudes and this means that teachers can enter into lively debate and discussion about the things being taught and pupils understand very clearly what it is they are expected to learn. Pupils rise to such challenges very well and accept responsibility for their own learning, secure in the knowledge that they will be well supported when help is needed. The strength of these relationships leads to the high standards attained.

101. The English curriculum is broad and balanced and provides a very good grounding in the use of English and extension of basic skills into sophisticated styles of presentation in both speaking and writing. The implementation of the National Literacy Strategy has been very good. The use of information and communication technology is satisfactory. Word processing is used frequently to present work being covered in class. Drama is developed well to explore empathy in many subjects, for example, in history the contradictory experiences of child evacuees and of different expression in poetry.

102. Additional literacy support is used successfully to raise the standards of pupils in Years 3 and 4. The school is good at identifying pupils who have a particular need and matching support to this need. The provision for all those pupils who speak English as an additional language is very good and early appropriate support means that pupils soon progress at the same rate as their peers. The provision for pupils who have special educational needs is very good because their work is well planned and they receive well-targeted support. Full consideration is given to fully include all pupils in all the activities of the school. Booster classes are organised to help older pupils to attain the expected standards for age by the time they leave the school. The school makes good provision for pupils who show much higher attainment than is expected for their age.

103. The leadership and management of the subject are very good. The subject manager provides very good support to colleagues and monitors standards and teaching so that provision is improved. The literacy governor is knowledgeable and closely involved in monitoring provision and standards throughout the school. Assessment procedures are excellent. They are used very well to target support where it is needed and to ensure work is matched to pupils' needs in both class work and homework. There is a good range and quantity of resources to support classroom teaching. The library contains books of good quality and of an appropriately broad range to cater for all ages and levels of research.

MATHEMATICS

104. The results of the 2000 National Curriculum tests for pupils at the end of Key Stage 1 were above the national average in comparison with all and similar schools. An above average proportion achieved the higher Level 3. The results at the end of Key Stage 2 were very high in comparison with similar schools and were in the top five per cent of all schools nationally. A well above average proportion reached the higher Levels 5 and 6.

105. The findings of the inspection are that the attainment of the current Year 2 and Year 6 pupils is similar to that of the pupils in the 2000 National Curriculum tests. Pupils' work shows that, by the end of Key Stage 1, standards are above average and by the end of Key Stage 2, the 11 year olds attain standards that are well above average. At both key stages pupils with special educational needs and those who speak English as an additional language achieve very well. The achievement of all pupils, including the most able, is very good in all aspects of mathematics, but most notably in number and the use and application of mathematics.

106. A number of factors is responsible for the substantial rise in standards since the last inspection. The school has placed a heavy emphasis on mathematics and it has been very well led by the current subject manager and her predecessor. They have given very good support to their colleagues in the implementation of the National Numeracy Strategy. The subject is very well taught, the pupils with special educational needs are very well supported and the setting system makes a good contribution to ensuring that all pupils, including the most able, are given appropriate work. Finally, homework is used well to support the progress of pupils of all abilities.

107. In both key stages, pupils conduct investigations and carry out practical work particularly well and they have a very good understanding of the mathematical content of lessons. They are very successful when calculating either mentally or on paper. Throughout the school, pupils use a range of strategies when they calculate in their heads, and they are very skilled at explaining the methods they use.

108. By the end of Key Stage 1, most pupils have a good understanding of number. They appreciate how two-digit numbers are recorded and they know addition and subtraction facts up to 20, with some knowing facts beyond this. They recognise numerical patterns and use these to help them carry out mental calculations. They can identify whether they need to add or subtract when they are given a 'problem'. They understand mathematical relationships such as the connection between doubling and halving. The more able have no difficulty in dealing with questions such as 'What do I need to add to 6 to get 20?'. One pupil gave the answer to this particular example and explained his thinking as follows, 'I know 6 add 4 equals 10, then another 10 to get to 20, that makes 14 altogether'.

109. By the end of Key Stage 2, the pupils have an excellent repertoire of strategies to employ when carrying out calculations mentally. These strategies are supported by very good factual knowledge; for instance the relationships between the operations of addition, subtraction, multiplication and division. The more able can deal with calculations such as 31 divided by 10000 in their heads, and one pupil correctly calculated the cube of 31 [$31 \times 31 \times 31$] in his head after a classmate had calculated the square of 31 [31×31] earlier in the lesson. Not surprisingly the teacher used a calculator to check this outstanding piece of mental arithmetic! The Year 6 pupils have a good understanding of relationships in number, for example, they know the connections between fractions, decimals and percentages. At the end of both key stages the pupils have very good knowledge of algebra, measuring quantities, data-handling and shape.

110. The quality of teaching is good in Key Stage 1 and very good in Key Stage 2. This is a great improvement since the last inspection, when there was some poor teaching particularly of number. The teaching makes a most significant contribution to the very good achievement in lessons by pupils of all abilities including pupils who speak English as a second language. Most of the teachers have a very good knowledge of the subject and how to teach it. They have high expectations of the pupils and they know their capabilities well. These factors enable them to prepare appropriate activities, which are very effective in motivating the pupils, generating

enthusiasm and developing knowledge and understanding. Learning support assistants are also used very well to support groups of pupils and individuals in lessons. The teachers ensure that there is a good balance between teacher directed work and learning activities devised by pupils. By these means, pupils are encouraged to use and explain their own methods, particularly when calculating mentally. This aspect of work makes a very good contribution to literacy.

111. The quality of learning is good in Key Stage 1 and very good in Key Stage 2. Through skilled questioning, observing and listening, the teachers find out what the pupils know. This information is used as a starting point for further teaching in order to take the pupils' thinking forward. Lessons are very well planned and the effective use of resources is a major feature of mathematics teaching. This very good organisation and preparation ensure that no time is wasted. Overall, information and communication technology is used well to support learning in mathematics, but the use of calculators was a rarity during the inspection. The pupils behave very well and have very positive attitudes to work in response to effective class management - a common element in the mathematics lessons observed.

112. A particularly significant feature of the best lessons, which are mainly at Key Stage 2, is the way in which teachers pay attention to the pupils' thinking; celebrating it, reinforcing it and encouraging pupils to share their thinking with others. This contributes to pupils understanding of the subject and also to their confidence. The subtle use of language when talking to the pupils often encourages them to think logically and also try harder. For example teachers not only say 'Well done', they also say 'That was a good strategy'. This clearly identifies 'strategies' as the important element and the pupils are well aware that they are expected to think in these lessons!

113. Teachers make the mathematics particularly meaningful and interesting. For example, pupils consider the practical difficulties of getting 'sir' to school by public transport when his car is out of action! The teachers often make good use of investigative methods to help pupils understand or practice basic skills. This was seen when a Year 2 class was required to make an amount of money using three coins and then make the same amount using six coins. They repeated this to make a number of different totals, and developed a systematic and logical approach as they established a pattern.

114. The teachers are using the National Numeracy Strategy very well and curriculum planning is very good. There is very effective monitoring of standards and of teaching through: the observation of lessons; excellent assessment and recording systems; the analysis of results and the examination of teachers' planning. All of these factors contribute significantly to the very good standards attained and the high quality of the pupils' experiences in the subject.

SCIENCE

115. Results of National Curriculum assessments in science have improved considerably since the last inspection and are above average for seven year olds

and well above average for 11 year olds. In 2000 the teachers' assessment at age seven show that standards are above average when compared with the national average and exceed the standards in similar schools. Higher attaining pupils achieve standards well above both the national average and those gained by similar schools. Results of the national tests in 2000 at age 11 are well above average both when compared nationally and with similar schools. Higher attaining pupils achieve standards that are very high both when compared nationally and with similar schools. Test results have risen over the past three years at a considerably higher rate than the national trend. Inspection findings reflect the teachers' assessment and test results. There are no marked differences in the performance of girls and boys. Pupils with special educational needs and also those who speak English as an additional language are supported very well and make very good progress.

116. The inspection findings generally match the test results. By the age of seven, standards are above average and achievement is good. Nearly all pupils know where pushes and pulls are used and demonstrate the difference between them. They learn that with a harder push, a car will move faster and travel further. They sequence the life cycle of a butterfly and use the correct scientific names for the different stages. In their work on electricity most pupils learn the correct use of electrical symbols for a cell, bulb and wires in circuit diagrams, something that is usually introduced in Key Stage 2. Higher attaining pupils also learn the symbol for a switch and use this to draw more complex circuit diagrams with a switch and several bulbs. Pupils use a simple prompt sheet to plan an investigation into the effects of placing different materials in a freezer. This helps them to plan and carry out their investigation. They are also encouraged to make simple predictions about what they think will happen and to see if they are correct when they record their results.

117. By the age of 11, standards are well above average. Pupils achieve very well as they build on the work they have completed in Key Stage 1. Pupils in Year 4 know why animals and plants are placed in particular groups and learn to identify insects from a simple classification key. This knowledge is developed in Year 5 when pupils describe how animals are adapted to live in particular habitats and, in Year 6, when pupils describe all they know about micro-organisms and the harmful and beneficial effects they have. Following on from the work on electricity in Years 2 and 4, pupils in Year 6 construct series and parallel circuits. They draw complex circuit diagrams to explain the differences between them. In Years 3 and 4, pupils are taught particular skills of scientific enquiry such as using and reading thermometers and Newton meters correctly. These enquiry skills are used at a very high level in Year 6, where pupils plan and carry out an investigation into dissolving an effervescent vitamin tablet to decide on the conditions necessary for the quickest dissolving of any soluble material. They draw their conclusions from the investigations they carry out but decide that the conditions for the tablet they have used cannot be applied to other soluble materials because they have not tested them.

118. The quality of teaching is good overall. This is an improvement since the last inspection when some teaching was unsatisfactory. Teaching is satisfactory and

sometimes good at Key Stage 1 and ranges from satisfactory to excellent at Key Stage 2. Teaching is based on a very careful analysis of pupils' learning needs and activities are provided to suit pupils of different attainments that build on their previous knowledge. Lesson planning is very detailed and presents pupils with a range of challenging activities, often above the expectations for their age. Teaching is based on good subject knowledge and the correct use of scientific vocabulary that enables teachers to pose searching questions to make pupils think.

119. In the best lessons pupils are encouraged to discuss their opinions and ideas with each other before offering any answers to the teacher and are constantly challenged to think like scientists. This occurred in a Year 2 lesson on electricity when pupils were asked to discuss why they thought wires are represented by straight lines in circuit diagrams. There are good relationships between teachers and pupils and between pupils themselves. Pupils throughout the school have good attitudes to learning science and work co-operatively together in groups when required.

120. Teachers use a number of methods to assess the pupils' work. Different levels of expectations of pupils' attainment are included in all the units of work. Teachers record the extent to which pupils meet these expectations during, and at the end of, a unit of work. At the end of a year they use these assessments to decide on the National Curriculum level within which pupils are working. Assessment of pupils' learning during lessons is used well to decide what they should be taught next.

121. Science is managed very well. This is a major contributory factor to the high standards in the subject and the rapid rise in test results over the past three years. Monitoring of the standards throughout the school is comprehensive and the evaluation and subsequent action taken has had a very positive effect on the standards achieved by pupils. The more systematic use of information and communication technology, particularly for remote sensing, would further improve pupils' learning in science. Improvement in science since the last inspection, overall, is very good.

ART

122. Standards are satisfactory in art. These standards have been maintained since the previous inspection. Pupils in both key stages achieve well. This is particularly shown in the work of the oldest pupils in the school who have made significant improvements over their earlier work. Pupils with special educational needs and those who speak English as an additional language, generally make very good progress. This positive achievement is due to the introduction of a more structured approach to the teaching of the subject. Pupils of all ages have very good attitudes towards their learning and behave very well. This produces a creative working climate for pupils to develop their skills and understanding.

123. The youngest pupils in Key Stage 1 explore many different ways to shape paper. They use selected techniques to produce their own animal pictures after the

style of "The Snail" by Matisse. The quality of this work is impressive for their age. By the end of Key Stage 1, pupils of all abilities have well established techniques for experimenting in mixing paints. A few pupils are skilled in using this work to get a good colour match for their own skin. Pupils use simple objects, such as cotton reels, to make repeating pattern prints but the finished product lacks care. The use of sketch books is becoming established in Key Stage 1. For example, pupils have experimented in line and tone using various types of pencil. These experiments have resulted in drawings of still life objects. A few of these drawings are of a very good standard using both smudge effect and line detail. Pupils suitably develop their work in textiles with dyeing and stitching when they make hand puppets.

124. The younger pupils in Key Stage 2 work well with clay, making, for example, human figures after the style of Henry Moore. They persevere, even if the clay does not do what they want it to. They explain clearly the shaping techniques they are using and thoughtfully evaluate their own work and that of their classmates. Human emotions are explored when pupils make sculptures after the style of Giacometti. The white, stark models they made are impressive. Textile work progresses to the use of a good range of threads and fabric when pupils take the detail of work by van Gogh as an inspiration. A Chinese pupil demonstrates his cultural style of calligraphy and the rest of the class make good attempts to use the unaccustomed technique of holding a brush. By the end of Key Stage 2, pupils make good use of their sketchbooks to experiment with techniques and to plan their work. This was seen when they studied paintings of African landscapes and worked well at developing perspective through use of line and colour. They are constructively critical of their own work and the work of established artists. This is demonstrated when they try colour washes and change their technique of mixing and applying paint to get the effect they are aiming for. They have decorated commercial masks in a range of materials to represent characters in Hindu stories.

125. The overall quality of teaching is good at Key Stage 1 and very good at Key Stage 2. Lessons are very carefully planned with clear learning objectives, which form the basis for an effective system for assessment. Instructions are given clearly so that pupils know what they have to do. Teachers give their own ideas and opinions which leads to pupils giving their own views and developing their thoughts about the subject. This is done well in Key Stage 2 but less so in Key Stage 1 where pupils are given less time to respond. Where sufficient time is allowed for pupils to explain their thoughts, teachers evaluate pupils' understanding and give praise or correction as appropriate so that pupils make progress in their learning.

126. The manager for art has held the role for just over a year and is enthusiastic and efficient in promoting the subject. She has taken advantage of in-service training and contact with the local education authority adviser to improve her own background to the subject. More importantly, this knowledge has been effectively passed on to all teachers in the school. Two significant improvements have been in the use of sketchbooks and pupils' use of paint in the classroom. The manager knows where the strengths and weaknesses lie in the subject through careful monitoring of teachers plans and pupils' work. Appropriate action for improvement is taken through realistic forward planning.

127. The art curriculum has recently been revised to improve coverage of the subject. Overall, the subject provides an appropriate balance of art from Western European and other cultures, with plans in hand to extend the multicultural aspect. Insufficient use is made of collaborative work involving groups of pupils or visiting artist and craftworkers. Computer programs are used in art, for example Year 2 pupils have produced work after the style of Mondrian and Pollock using a paint program. Further use is made of information and communication technology when pupils research the background of famous artists and their works.

DESIGN AND TECHNOLOGY

128. During the inspection it was not possible to observe much design and technology being taught. However, from the lessons seen, artefacts and design briefs shown, and from discussion with enthusiastic pupils in Years 2, 4 and 6 it is possible to make the judgement that standards are high by the end of Key Stage 2. Standards are very good for all pupils because they have a clear understanding of the design process and use their planning well to evaluate and choose materials, to decide on tools and use the skills needed carefully and safely, and to create artefacts that they are proud of. The work seen is neat, accurate and well finished. Pupils take care with their designs and products and are very good at evaluating their work, such as discussing the success of their joining techniques, the stability of their photograph frames and their finished slipper covers.

129. Overall standards at the end of both key stages are very good. This is due to the high level of teaching and learning that take place. Pupils are able to recall artefacts that they had made in previous years in great detail and with much enthusiasm. Over time, the pupils are systematically taught the skills and techniques to use a wide selection of tools and materials safely. The planned focus tasks used to teach and practice new skills ensures that all pupils learn well and are able to succeed in producing artefacts, such as purses, torches and biscuits of good quality.

130. The quality of teaching seen was at least good, with some excellent work in Key Stage 2, a significant improvement since the last inspection. Skills, such as how to make moveable and fixed joins are carefully taught and time given for pupils to practise and understand how the mechanisms work, for example when making model houses with doors and windows in Year 1 and later when creating pop-up books. The design process forms the basis of all units of work and planning becomes progressively more sophisticated throughout the school. Pupils in Year 3 are encouraged to explore the properties of materials before making decisions about which to use for making photograph frames. This leads to new and original ideas being formed and learning taking place about structures. All pupils make good progress in the use of a wide range of materials. For example, in textile work, they are taught to sew glove puppets in Year 2 and to use decorative stitches on their masks and slipper covers in Year 6. Challenges are appropriately demanding for all and the more able pupils know that they are expected to produce results that reflect their ability.

131. Pupils enjoy the subject, work sensibly and safely together and support one another very effectively when they work as part of a team to create a model village. They are proud of their achievements, and are able to analyse and evaluate artefacts productively. This reflects the good relationships between teachers and their pupils, high expectation and the positive approach that is the ethos of the school.

132. The knowledge and enthusiasm of the subject manager has successfully moved the teaching of design and technology forward by inspiring enthusiasm and empowering teachers. The national scheme is used sensibly to support the planned provision and covers all areas of design and technology very well, except for control technology which is on the development plan. The planning has a positive impact on teaching and learning, by providing the focus for each session, building each unit of work systematically and using good opportunities for real and relevant design and technology challenges. The subject is systematically monitored and pupils' performance assessed annually. This gives the subject manager and class teachers a clear picture of pupils' progress and the development of the subject.

133. Pupils use the correct terminology. The literacy skills of using notes, labels and bullet points are used effectively on their design briefs. Their ability to analyse enables them to critically appraise artefacts and effectively supports their technological understanding. Design and technology demands accurate measuring and spatial awareness and provides real and relevant opportunities for numerical skills to be used by the pupils. The information and communication technology map indicates the appropriate hard and software to be used each term to support design and technology.

GEOGRAPHY

134. Due to the timetable no teaching at Key Stage 1 was seen during the inspection. However, from discussion with pupils and from an analysis of their work pupils' standards are good. At the end of Key Stage 2 the standards are at least good with some excellent work seen in Years 4 and 6.

135. By the end of Key Stage 1, the pupils have a good understanding of the layout of the school and its immediate locality. They are able to use and draw pictorial plans of the school and create a model village. Very good use is made of the rich diversity of nationalities within the classes to understand where places are in the world and the travel involved in reaching them.

136. The good standards and teaching are maintained and extended in Key Stage 2, with very good, and some excellent work, in Year 4 and Year 6. The best lessons occur where the teacher builds on the pupils' previous knowledge, enabling them to consolidate and expand their knowledge, for example, when answering questions about the pattern of a river. Here, very good support was given to those who needed it and opportunities were provided for independent thinking and initiative in how to produce a leaflet. A local village development environmental issue, using the original plans, maps and a visit, provides an excellent opportunity for debate in Year 6 resulting in high quality teaching and learning taking place.

137. Overall the quality of teaching and learning is now at least good because teachers use well formulated and challenging questions effectively to encourage observation and increase reasoning in answers. The pace of lessons is very brisk and the learning objectives clear. The teachers skilfully raise awareness of geographical issues, praise responses and encourage pupils to offer suggestions and interact in discussion. By Year 6, the pupils are able to debate environmental issues, arguing from different points of view. Resources such as maps and photographs provide interesting and accurate information for pupils to analyse.

138. The improvement in geography is partly due to the well planned, resourced and taught curriculum and has a positive impact on learning. All geographic activities are carefully planned using relevant situations that interest the pupils and encourage them to want to find out more for themselves. The emphasis on teaching geographical enquiry skills throughout the school enables pupils to collect evidence, analyse and draw conclusions in all of the areas that they study. The planned development and use of mapping skills across the school enhances teaching and learning and is a strength of the subject. The geography curriculum is based on a nationally recognised scheme. The enquiry based activities, which combine place, themes and skills effectively enhance pupil's learning. All of the units include a scenario that the pupils are challenged to solve. The progression in pattern seeking, processes and geographical enquiry skills is carefully documented and assessed well.

139. The pupils use persuasive writing well and write letters to companies on environmental issues. There are excellent opportunities for debate and the analysis of written evidence. Vocabulary is very good and pupils have developed their skills of persuasive argument well when discussing the pros and cons of a new village development. Numeracy skills are used effectively when creating and interrogating temperature charts and graphs, and in using maps and plans to different scales.

HISTORY

140. The improvement in history since the last inspection is due to the very well planned range of activities that make history come alive for the pupils. Standards and achievement are now very high across the school.

141. By the age of seven, pupils are very clear about the lives of people in the past. For example, they can discuss past life in Porchester castle and explain when it had been built and extended, using the correct terminology and with a good understanding of chronology. The study of Grace Darling and Robin Hood provide opportunities to discuss the difference between factual evidence and opinion. Teachers' expectations are very high, especially of those pupils who speak English as a second language. Very good questioning and assessment techniques of these pupil's needs ensures that the lesson is adjusted in order for them to succeed. Excellent role-play using a 'hot seat' technique, when pupils take on the role of important people and answer questions about their actions, is used at both key stages. For example, in Year 1, pupils take the part of Grace Darling and a shipwreck survivor and describe their feelings to an audience. This strategy was also used successfully in Year 3, when pupils were involved in very realistic role play to empathise with the emotions of evacuees. This successful strategy produces a discussion on cause and effect in great detail, demonstrating a very good

understanding of World War Two. The pupils respond very well to this style of teaching, show great enthusiasm and pursue the topic at home very effectively at their own level, producing evidence of a high quality.

142. In Year 5, drama and role-play help to make the Tudor times and the Spanish Armada an exciting event in the classroom. The teachers combine factual knowledge, map work and drama successfully to enable their pupils to enjoy history and learn effectively. Planning takes account of the different ability groups and activities support their learning very well. Much praise and support is given to all, teacher knowledge and expectation is high and pupils respond very well and learn effectively.

143. The subject is very well led. The planning is thorough and supportive, with a grid detailing skills to ensure progression across the school. The history curriculum is made to come alive by the good range of teaching strategies and resources that are planned and used, the effective way that they are taught and the enthusiastic response of the pupils.

144. Speaking and listening skills develop very effectively through the discussion and drama in history. Pupils are able to empathise with people from different eras and diary writing forms part of the recording in a unit on the Romans.

145. Pupils have a very clear understanding of chronology, and frequently use CD ROMs to extend their historical knowledge.

INFORMATION AND COMMUNICATION TECHNOLOGY

146. At the end of Key Stage 1, standards are very good and pupils' achievement is good. By the end of Key Stage 2, standards are above average. Pupils achieve very well at Key Stage 2 but their attainment is a little restricted in that control and data sensing activities are simulations only. Throughout the school, pupils make full use of their involvement in information and communication technology and achieve very well in all they do. All pupils, including those with special educational needs, and who speak English as an additional language and the highly able, have their potential challenged in the work they do. There is a great enjoyment and involvement in their working. Pupils are keen to do well, confident in trying out new procedures with programs, proud and pleased when things go well and not overly discouraged when programs don't do quite the right thing. They share computer time in a fair and amicable manner and appreciate good pieces of work done by their classmates.

147. Pupils in Year 1 show a very high competence with information and communication technology when they produce bar graphs on "favourite food". They know how to type the information into a data base and most carry out simple editing, such as changing the colour of the bars. Teachers capitalise on this by leading a thorough interpretation of the final charts which gives pupils a very good understanding of the information which can be obtained from a bar chart. Pupils in Year 2 have an exceptional command of the tools needed to produce symmetrical

artwork. This work is stimulated by the teacher's very good choice of photographs to illustrate landscape reflections in lakes. This improves pupils' observational powers, which they show by using different colour intensities and smudged or sharp lines. Pupils who speak English as an additional language correctly name the tools they use. Pupils with special educational needs explain that symmetry means "the same, top and bottom". Most of the pupils name and save their new work without assistance.

148. Pupils in Year 3 have an amazing grasp of the techniques for using computer generated "slides" to make a presentation to fit a music composition they have made. They are most proficient in the use of menus, scroll bars, mouse movement and clicking. Their rate of working is prolific. They have a clear understanding of the purpose of their work and the more able pupils consider different animations to match the task. These very high standards result from teachers' secure subject knowledge, careful planning and the stimulus of a demonstration program which was "prepared earlier" by a teacher. Pupils show their appreciation of this work by a spontaneous round of applause at the end. Many pupils have computers at home and several extend the work they do in school, bringing the saved work to school to share with others. Pupils in Year 5 write appropriate programs using different simulated switches to operate different, again simulated, electrical appliances such as lights and motors. They are not able to control real electrical appliances, because the school lacks the necessary hardware. However, the tasks they are given are in realistic situations, for example making security systems for a house. By the end of Key Stage 2, pupils are skilled in manipulating text and photographs to make a presentation to attract visitors to a locality they are studying. Through their teacher's selection of commercial brochures and advertising material they discuss in depth the degree of editing and the effect produced. They are skilled in producing e-mail but have only used it to communicate within the school. The calculating function of spreadsheets is understood but in a very limited range of contexts, such as calculating the area of a triangle.

149. The quality of teaching is very good at both key stages. Lessons are well structured and follow a carefully thought out development. Teachers explain what is to be learned clearly. There are some very good examples of the work set and the structure of the lesson bringing out the best in pupils. An example of this, was in a Year 2 lesson, when all the class was introduced to the computer work for the lesson. As the demands of the task became more complex, pupils started their own work at a suitable point in the proceedings. At the end of the introductory session, the most able pupils were left and then they started after listening to more challenging tasks. Once the most able pupils were underway with their work on the computer, the pupils who had started working earlier were brought together to discuss their progress and have the next step explained. This way of working calls for a high order of organisation and reliability of equipment. In the lesson observed, both were firmly in place. Teachers and learning support assistants work to the same lesson plan and are skilled in the computer programs used. This gives pupils a good model to follow and reduces the frustration of having to wait for assistance when needed.

150. Teachers make first class use of a projection system, which displays a large wall image of what is normally seen on a computer monitor. This system is known as the "smart screen". By this means, teachers explain what they are asking the pupils to do and all the class can see what the effect is. This is an invaluable technique and a very bold and shrewd investment by the school. Whilst there are a few deficiencies in hardware and software, the pupils get effective and efficient instruction through the smart screen. The school was right to prioritise the screen. Pupils of all ages and abilities benefit greatly from its use.

151. Information and communication technology has a high profile within the school. It is given a realistic and similar status to English, mathematics and science. The recently appointed subject manager for information and communication technology carries out his duties most efficiently and to the continuing improvement of pupils high standards. The school is, sensibly, gradually developing a detailed set of lesson plans from the overall scheme for teaching information and communication technology. Where this has been fully implemented it is having a very positive effect on pupils standards.

152. Information and communication technology supports learning well in many subjects and the school has identified how to improve provision of learning resources. For example, the recent purchase of equipment, such as a digital camera and laptops is starting to have a positive effect on standards. Maximum benefit is gained from the available learning resources through excellent management of the computer suite. This has been done creatively and with very careful quantitative analysis of the use of the room by different pupils as different systems of use have been tried. Monitoring of teaching and learning is thorough. The local education authority adviser for information and communication technology has played a significant role in monitoring the subject in school.

153. The school has made good use of a small room and a corridor area to house its computer suite. Whilst this is very commendable, the corridor is a main thoroughfare and lessons are inevitably interrupted. Ventilation in the small room is not good and pupils soon become too hot to work comfortably in warm weather.

MUSIC

154. Standards in music have improved since the last inspection, and at the end of both Key Stage 1 and Key Stage 2 they are now good. Pupils of all abilities achieve well throughout the school. Underpinning these good standards are very good leadership and management, more consistent approaches to the teaching of the subject, very good provision for talented pupils and more effective use of the school's cultural diversity.

155. By the end of Key Stage 1 pupils have a growing awareness of pitch, rhythm, timbre and tempo. They can clap rhythms well and play a range of tuned and untuned percussion instruments to a satisfactory standard. They listen attentively and are beginning to develop a good musical vocabulary. They understand how symbols can represent sound, and they use this technique well to record and improve their own compositions.

156. By the end of Key Stage 2 the pupils have a good appreciation of how conventional notation ensures that music can be repeated in such a way that it meets the intentions of the composer. They have a good understanding of various kinds of music including that from non-western cultures. During the inspection performances by individuals, the school orchestra and the choir illustrated clearly the very high standards achieved by talented pupils.

157. The quality of teaching is good overall. As a consequence pupils of all abilities learn well throughout the school. The musical knowledge of individual teachers ranges from sound to excellent, and the very good support from the subject manager and from the scheme of work ensures that they are confident in what they are doing. The teachers assess pupils' knowledge and understanding well during lessons and adapt their teaching to meet the needs of individuals. They show a very high level of respect for what the more able pupils can do. This respect provides a good model for the pupils, so that the latter are very appreciative of the talents of others; this was observed when a Year 6 boy played the trumpet during a class assembly.

158. Teachers manage pupils well, and have clear expectations of good behaviour in lessons. The pupils respond positively to this and relationships with the teachers are good. Resources are used well and this ensures that no time is wasted. The questions asked by the teachers and the activities given to the pupils are frequently of a type which allows the pupils to respond in many different ways. This 'open-ended' approach helps the teachers to find out what the pupils can do and contributes very well to progress and positive attitudes to the subject.

159. Apart from lessons a number of other factors make a good contribution to the pupils' learning. For example, the school is well resourced with readily accessible tuned and untuned percussion instruments, which are in good condition. Pupils have a good range of opportunities outside lessons to learn to play and sing, such as recorders, orchestra and choir. Individual tuition is provided for pupils who are learning to play other instruments. Some of these extra-curricular activities celebrate the richness and diversity of cultural heritage represented in the school;

the Chinese New Year is celebrated musically and in other ways, and so too is Diwali.

PHYSICAL EDUCATION

160. Standards in physical education are satisfactory at age seven and 11. This was the same in the last inspection. Pupils work hard and achieve well. There is no difference in standards between girls and boys. The school has revised its arrangements for swimming, which was criticised in the last inspection, and now pupils in Year 4 receive swimming instruction over a period of eight weeks. This has increased the opportunities for swimming and resulted in improved swimming performance.

161. Pupils in Key Stage 1 enjoy their lessons in movement and express their moods of happiness, sadness and worry well when they take on the role of Cinderella at the ball. Good questioning by the teacher leads pupils to understand how to show their feelings. Pupils are encouraged to improve their performances by repeating actions after a discussion. One group was successfully guided to comment on another group's performance and then both groups improved and built on their performance. Pupils show an increased level of movement and control in Year 2 when they are taught specific steps for a traditional Welsh dance. The amount they are expected to remember is challenging but the teacher splits the movements into small parts and allows pupils plenty of time to learn and practise each part. She uses pupils to model the movements and asks for their comments of how they perform. In gymnastics pupils in Year 2 learn different ways of jumping and are taught through good demonstrations by the teacher how to improve both the quality and length of their jumps. They develop these skills by having to jump and land on one foot and then two alternately and also by jumping from side to side.

162. In Year 3, pupils' techniques in athletics are appropriately developed. For example, the correct stance and best techniques for throwing a javelin are demonstrated well by the teacher and then tried by the pupils. The technique of one very talented thrower set a high standard for all to copy. The length of pupils' throws are recorded to see how they improve over time. In Year 5, this work is developed further by concentrating on the position of the arm and the body and by using a short run. In both sessions, however, learning opportunities are restricted by, in one session, pupils being inactive for too long while the teacher talked and, in the other, the limited use of demonstration to model good throwing techniques. In gymnastics in Year 4 pupils develop their skills of balancing and describe why the position of their hands is so important when taking their weight on their hands, arms and shoulders. The teacher chooses a good range of examples to show pupils and allows them to comment. The pupils are asked probing questions about why particular balances work which makes them observe very carefully and then copy the examples to improve their own performance. In Year 6, pupils develop this work through devising sequences of balances in pairs which are symmetrical. The teacher also challenges them by telling them their backs must be facing the mat in their balances. He provides sufficient time for pupils to practise and refine their static balance before devising their sequence of movement and balances. They co-operate with each other well and share their ideas for improving their skills and refining their performance.

163. The quality of teaching is satisfactory in both stages. Teachers plan the full range of physical education activities from a very detailed scheme of work that is beginning to have an impact on the quality of the work. The scheme ensures that all

pupils benefit from the same range of experiences. This is an improvement from the last inspection when the planning was criticised as not sufficient. Teachers assess pupils' performance against the objectives in each unit of work. This ensures that they are aware of which objectives have been met by pupils in each year group. Teachers now provide more opportunities for pupils to comment and review in order to improve their performance and this is also an improvement since the last inspection. All lessons have time at the beginning for pupils to warm up and to understand the effects of exercise on their bodies. Lessons end with a suitable warm down activity. Sufficient time is allocated for physical education in both key stages.

164. Subject leadership is satisfactory. At the time of the inspection two teachers were sharing responsibility for physical education. They monitor planning, offer advice to teachers on activities and how to improve learning opportunities and provide feedback to teachers on their planning. Resources for physical education are satisfactory. The pupils' skills and performance are enhanced by a number of clubs and sporting activities where the school has been very successful.

RELIGIOUS EDUCATION

165. Standards at the end of both key stages exceed the recommendations of the Locally Agreed Syllabus for religious education. This is an improvement since the previous inspection. Pupils, including those who speak English as an additional language and those with special educational needs, achieve well.

166. By the end of Key Stage 1, pupils know why the Guru Granth Sahib is a special book for Sikhs. They describe how reverence is shown to the book in the Gurdwara. They write about how a Muslim makes preparation prior to reading the Qur'an. They understand the importance of the Paschal candle for Christians. They celebrate the Hindu festival of Diwali and the Chinese New Year. By the end of the key stage they have a well-developed understanding of the reverence that should be shown to religious books and artefacts and the basic principles of the faiths.

167. At Key Stage 2, pupils learn how Muslims' lives are influenced by the Qur'an and describe significant features of Islam. They can repeat the story of Brahma and the creation. They know many of the Hindu rites of passage. Pupils set out in a chart the names of Jesus and they explore the reason He is called by these names. Their knowledge of these faiths is such that they confidently compare and contrast significant features of the faiths, for example comparing the birth celebrations and the reasons for the similarities and differences between them. This extends their understanding of the value and importance of these celebrations well and develops a high level of respect for the many faiths represented in the school community.

168. Pupils' attitudes to religious education are very good. Behaviour in lessons is very good, pupils listen intently to their teachers and each other. They willingly and knowledgeably speak respectfully about each other's religion as well as their own. This means that pupils learn much from each other and gain a significant

understanding of the background to many of their classmates' lives and the important part faith plays in their family lives.

169. The quality of teaching is good. Teachers use many different ways of learning. Pupils read from 'big books' or enlarged texts in the style of literacy lessons, they hold debates and make notes on flip chart sheets which they then analyse in subsequent lessons. Pupils draw up charts and research through reference material for significant features or facts to record on the charts. They draw webs, gathering information in note form around a central theme, as well as writing in formal prose. The varied and lively way teachers present religious education has much to do with the high regard and good attitudes pupils show to the subject. Teachers enthuse the pupils to understand the faiths of the school and this has a significant impact on the quality of relationships and harmony in the school.

170. The subject manager is knowledgeable about the subject and has drawn up a detailed scheme of work that extends the Locally Agreed Syllabus and helps teachers plan well for exciting lessons. She has run in-service training that has enhanced teachers' understanding of the scheme of work. Assessment is good and helps teachers understand what the pupils have learnt and how such learning may be best drawn together. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. They learn about the significant contribution religion makes to some peoples lives and how believers draw spiritual comfort from the principles of their faith and the books and artefacts that form part of their worship. They learn about moral dilemmas that face people committed to their faith. They learn to respect each other's faith and how that respect can strengthen a community, such as their school community and enrich its cultural background. The range and quality of resources are very good and teachers use these well to aid learning. The school has many local links with members of different faiths who support the school well.