

INSPECTION REPORT

BANISTER INFANT SCHOOL

Southampton

LEA area: Southampton

Unique reference number: 116116

Headteacher: Mrs M.Clark

Reporting inspector: Mrs A.J.Pangbourne
23818

Dates of inspection: 12th - 14th February 2001

Inspection number: 192758

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
School category:	Community
Age range of pupils:	3-7
Gender of pupils:	Mixed
School address:	Banister Gardens Westrow Road Southampton Hants
Postcode:	SO15 2LX
Telephone number:	023 8039 3313
Fax number:	023 80393001
Appropriate authority:	The governing body
Name of chair of governors:	Mrs V.Clark
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23818	Alison Pangbourne	Registered inspector	Areas of learning for children in the Foundation Stage English Geography Art and design	How high are standards? How well are pupils taught? How well is the school led and managed?
9646	Geraldine Osment	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with its parents?
23009	Anne Hogbin	Team inspector	Special educational needs Science History Music	

12367	Anthony Green	Team inspector	Equal opportunities English as an additional language Mathematics Design and technology Information and communication technology Physical education Religious education	How good are the curricular and other opportunities offered to pupils?
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The inspection contractor was:

QAA

Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Banister Infant School is situated on the edge of the city of Southampton. It draws just over half its pupils from the local area which includes a women's refuge, refugee accommodation and accommodation for post graduate overseas students. This leads to a high turnover of pupils. The remainder of its pupils comes from other parts of Southampton. Children's attainments on entry are below average with language skills being particularly poorly developed. At the time of the inspection there were 125 pupils on roll, including 40 part time children in the nursery class. There were 31 pupils with special educational needs, which is above average. Two pupils had statements of special educational need, which is broadly average. There were 37 pupils from ethnic heritages and 46 pupils, for whom English is not their first language. This is well above average and has doubled since the previous inspection. Numbers of boys and girls are broadly the same. The socio economic circumstances of the pupils are below average with 33 per cent entitled to a free school meal, which is well above average. This is also a significant increase since the previous inspection. Until recently the school included a unit for pupils with hearing impairment, and consequently the number on roll has fallen since the previous inspection. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features. Children start school with below average attainments and language skills are particularly poorly developed. A significant number of children are at an early stage in their acquisition of spoken English on entry to the school. By the time they leave the school, at the age of seven, standards are average overall and pupils are achieving well. Pupils do well because the quality of teaching is good and the provision for pupils with special educational needs and for pupils for whom English is an additional language is also good. The headteacher provides good leadership and is well supported by governors and staff and all are committed to enabling each pupil to do their best. The school provides good value for money.

What the school does well

- Provision for the Foundation Stage is very good because the quality of teaching is very good, particularly in the nursery, and children receive a very positive start to their education.
- The school has made very good improvements since the previous inspection because it is well led, particularly by the headteacher, who has monitored its performance well.
- Provision for cultural development is very good and as a result, the way in which the school celebrates the diverse multicultural backgrounds of its pupils ensures that the aims of the school are very well reflected in all its work.
- The quality of teaching is good and consequently pupils show positive attitudes to their work, behave well and enjoy very good relationships.
- Pupils with special educational needs and those for whom English is not their first language make good progress because they receive good support from teachers and talented support staff.
- Parents have positive views of the school and they receive very good information about it.

What could be improved

- Opportunities for pupils to develop speaking and listening skills systematically as they move through the school are underdeveloped and standards in speaking and listening are below national expectations by the end of the key stage.
- Standards in reading are below national expectations because pupils do not always use the skills that they have learned in the literacy hour in their individual reading.
- The use of information and communication technology across the curriculum is underdeveloped.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since its previous inspection in 1997 when it was judged to give unsatisfactory value for money. Standards have improved in writing, mathematics, information and communication technology and design and technology. The school now includes twice as many pupils who speak English as an additional language as it did then and so standards in reading and speaking and listening, although not as high as they were then, should not be considered to have declined. The quality of teaching and learning has improved significantly. The school has worked hard to successfully address all the issues pointed out in the previous inspection, successfully raising standards, particularly for higher attaining pupils, balancing the curriculum and improving assessment procedures. Cost effectiveness has improved because the school thoroughly evaluates its spending to meet the needs of its pupils. The school is well placed to make further improvement.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
Reading	D	E	E	D
Writing	E	E	D	C
Mathematics	D	E	C	B

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

The information shows that the performance of pupils in 2000 was average in mathematics, below average in writing and well below average in reading when compared to all schools. In comparison with schools with a similar percentage of pupils entitled to a free school meal, results were above average in mathematics, average in writing and below average in reading. Given the relatively small number of pupils in each year group, too much emphasis should not be placed on any one year's performance. However, the percentage of pupils exceeding the expected standard is steadily improving in English, mathematics and science. When children start school their attainments are below average. The school has an above average number of pupils with special educational needs and a well above average number who speak English as an additional language so pupils are achieving well to attain national expectations in most subjects by the age of seven. A significant number of pupils join or leave the school before the end of the key stage.

Inspection evidence shows that standards are below national expectations in reading and speaking and listening and meet expectations in writing, mathematics and science. The reason why standards in reading and writing are better than results of last year's statutory tests is because the school has identified areas of weakness, set targets to improve and focused on the teaching of writing skills. Standards meet national expectations in all other subjects and pupils achieve well from their below average attainments on starting school.

The size of the school means that the comparison of results in recent years as an indicator of improvement is unreliable because there is a relatively small number of pupils in each year group. Results in recent years have been generally below average with a dip in 1999 due to the lower attainment of that group of pupils. However, results in 2000 show a considerable improvement in mathematics and a steady improvement in writing. The school sets challenging targets to raise standards in reading, writing, spelling, mathematics and science and it is on course to meet them this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school because they are offered interesting activities and they know that their contributions are valued.
Behaviour, in and out of classrooms	Good. Most pupils behave well and are polite and courteous to others.
Personal development and relationships	Good. Relationships are very good, built on tolerance for the work, beliefs and values of others.
Attendance	Very good. However, a small number of pupils are late for school and this disrupts the start of the day.

- The procedures to ensure the absence of oppressive behaviour, including bullying and racism, are very good and consequently, pupils of all races mix happily together.
- More opportunities could be provided for pupils to take more responsibility in the life of the school; for example, by helping to put on the music in assemblies.

TEACHING AND LEARNING

Teaching of pupils:	The Foundation Stage	Key Stage 1
Lessons seen overall	Very good	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.

Taking all aspects of teaching into account, the quality of teaching is good overall and leads to good learning. The quality of teaching was satisfactory or better in all lessons observed during the inspection and 41 per cent were very good. Four per cent were excellent and 89 per cent were good or better. There is consistency in the high quality of teaching and examples of good teaching were seen in all classes. The quality of teaching is highest in the Foundation Stage, and particularly in the nursery, where it is very good overall. In the Foundation Stage, teaching is never less than good with an excellent lesson seen in the reception class. As a result, the youngest children make very good gains in their learning. Teaching in English and mathematics is good enabling all pupils to make good gains in their learning and contributing to the good progress made, particularly for those who start school with less well developed language skills. Literacy and numeracy skills are also well taught. Strengths in the quality of teaching include well planned lessons which meet the needs of all pupils, high expectations, well managed pupils and the effective use of questions which challenge thinking and extend learning. Teachers take every opportunity to extend language skills. The very effective use of talented support staff ensures that all pupils, but particularly those with special educational needs and also those for whom English is not their first language make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum. It celebrates the diverse cultural background of its pupils across all areas of the curriculum. The curriculum for children in the Foundation Stage is very good.

Provision for pupils with special educational needs	Good. High quality support both in class and when pupils are withdrawn for extra help. Individual education plans are well written and pupils make good progress towards their targets. Pupils with severe learning difficulties and behaviour problems are given very good individual support when necessary.
Provision for pupils with English as an additional language	Good. Care is taken to ensure that these pupils understand the tasks set. Bilingual support staff work well with other teachers to ensure that these pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for cultural development gives pupils a very good understanding of the cultures and beliefs of others. Good provision for spiritual, moral and social development.
How well the school cares for its pupils	The school cares for its pupils well. Pupils' academic performance and personal development are well monitored and all staff know the pupils well.

- The school enjoys a good partnership with its parents. The quality of information that they receive is very good and keeps them well informed about the life of the school and the progress their child is making.
- Pupils with statements of special educational needs are very well supported.
- The way in which the school monitors academic performance is successfully raising standards.
- Many areas of the curriculum for children in the Foundation Stage are linked together in an exciting and interesting way and as a result, the curriculum is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong and caring leadership, well supported by the senior management team. Her commitment to raising standards has contributed to the very good improvement made since the previous inspection.
How well the governors fulfil their responsibilities	Good. The governors have a good understanding of the strengths and weaknesses of the school and they are supportive.
The school's evaluation of its performance	Good. One of the reasons for the school's success is the attention it gives to identifying and addressing areas of weakness. The quality of teaching is effectively monitored and this leads to the high standard of teaching throughout the school.
The strategic use of resources	Good. The generous provision for support staff has a positive effect on pupils' attainment and progress. The school has managed its budget well despite the loss of the unit for hearing-impaired pupils which has resulted in a reduction in its funding.

- The school is well staffed and the good number of support staff contributes to the standards attained. The accommodation is good, having ample space now that it no longer accommodates the unit for hearing-impaired pupils. The interior of the building is attractive and well cared for, but areas of the exterior are in need of refurbishment. The school has made significant improvements to its grounds. There is a good range of resources.

- The way in which the school aims, which include continual improvement and valuing pupils from all cultural backgrounds, are reflected in the work of the school are very good.
- The principles of best value are applied well.

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 teaching is good and their children make good progress because they are expected to work hard. • Their children enjoy coming to school. • The school helps children become mature and responsible. • The school gives children a good understanding of other cultures. 	<ul style="list-style-type: none"> • Some parents would like more extra curricular activities to be provided.

The inspection team supports the positive views expressed by parents. A good range of extra curricular activities is provided, including sports activities and a wide range of visits to support different areas of the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school is below average in all the areas of learning. A significant number of children start school with poorly developed language skills. A high proportion of children are at an early stage in their acquisition of spoken English when they start school. For example, eight different languages are spoken amongst the children in the nursery. Children in the Foundation Stage, both in the nursery and reception classes make good progress and firmly consolidate and broaden their skills. By the time they leave the Foundation Stage at the end of the reception year, most children have not yet attained the early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. This is because many children start school with such poorly developed language skills that they have not yet developed sufficient skills to enable them to express themselves clearly. They are on course to meet the early learning goals in the other areas of learning.
2. A significant number of pupils arrive and leave the school during Key Stage 1. Last year approximately 15 per cent of the pupils on roll joined or left the school. For example, of the 38 children who joined the school in the reception class in 1997, 18 of them had left and five others had joined by the time they took the statutory tests in 2000. This mobility has a significant effect on the standards attained. The significance of comparative test results or teacher assessments, as measures of school performance, depends on the number of pupils in a year group. Given the relatively small number of pupils in each year group, too much emphasis should not be placed upon any one year's National Curriculum test results.
3. In the 2000 National Curriculum tests taken by pupils at the end of Key Stage 1, the results achieved by the pupils were well below average in reading, below average in writing and average in mathematics. Teacher assessments in science show that the proportion of pupils who reached the nationally expected level was below average. The proportion of pupils exceeding the expected level was broadly average in all subjects. The school has steadily improved the proportion of pupils exceeding the expected levels. It has improved on the below average standards in writing and mathematics identified in the previous inspection. It has successfully raised standards for higher attaining pupils which was also identified as a weakness in the previous inspection. Given the transient nature of the population, the above average proportion of pupils with special educational needs and the well above average number of pupils for whom English is not their first language, pupils are achieving well.
4. The relatively small size of the year groups means that a comparison of results in recent years as an indicator of improvement is also unreliable. Results between 1997 and 2000 show levels of attainment which are below average in reading, writing and mathematics. This is because there was a dip in results in 1999 due to the attainment of pupils in that year group. Results in 2000 show considerable improvement in mathematics and a steady improvement in writing. The school is not required to set statutory targets for improvement, but sets its own challenging targets to raise standards in reading, writing, spelling, mathematics and science. These targets are based on a thorough on-going analysis of assessment information. Compared to schools in a similar context, with between 20 and 35 per cent of pupils entitled to a free school meal, in 2000, attainment was above average in mathematics, average in writing and science and below average in reading. The percentage of pupils exceeding the expected level was above average in all subjects. This suggests that the school is doing well. The school has raised standards in writing, mathematics, information and communication technology and design and technology since the previous inspection. It has maintained average standards in all other subjects. Standards in reading were average and those in

speaking and listening were judged to be above average at the time of the previous inspection. However, the number of pupils speaking English as an additional language has doubled since then and this depresses standards in these subjects as many pupils have insufficient vocabulary to reach the expected level.

5. Inspection evidence shows that standards overall meet national expectations by the end of Key Stage 1. Standards meet expectations in writing, mathematics and science. Standards are below national expectations overall in English because standards in reading and speaking and listening are below national expectations. There are several reasons for the differences between inspection evidence and the results of last year's statutory tests and teacher assessments. Standards are rising in reading and writing because the school has worked hard to analyse its performance and to set targets for improvement. For example, it identified that standards in writing could be higher and so it focused on the teaching of writing skills, developed the use of writing in other areas of the curriculum and established effective and regular assessments to closely monitor the progress of individuals. As a result of this together with the successful implementation of the National Literacy Strategy, standards are rising. A member of the teaching staff is a 'leading literacy teacher', identified by the local authority as an example of good practice. She effectively shares this good practice with her colleagues and this is also effective in raising standards. The 'Reading Volunteer' programme, where trained helpers support pupils in reading is impacting positively on standards in reading. The good provision for pupils with special educational needs and the high quality of the teaching are other factors that contribute to rising standards.
6. Standards in information and communication technology, religious education, design and technology, history, geography, art and design, music and physical education meet those expected by the end of Key Stage 1 and pupils are achieving well from their below average starting point in most subjects. Standards have improved in information and communication technology and in design and technology since the previous inspection. This is because resources have improved and weaknesses in subject knowledge have been largely well addressed, although not all staff have sufficient knowledge of all programs in information and communication technology.
7. Standards in literacy and numeracy are in line with national expectations by the end of Key Stage 1. Pupils use their writing skills well to support other areas of the curriculum. For example, to make lists in history to compare old and new toys, to write instructions for lighting a bulb in science and to write stories about the Creation in religious education. The use of information and communication technology to support research skills is underdeveloped. Numeracy lessons start with brisk mental problems and pupils use their numeracy skills appropriately to measure materials in design and technology and to time how long it takes to toast bread in science.
8. Pupils with special educational needs, including those with statements of special educational need, achieve well, making good gains in their learning in relation to their prior attainment. They make good progress towards the targets set for them. This is because teachers modify work to a suitable level and the co-ordinator arranges withdrawal and specialist teaching where appropriate. The high proportion of well-trained adult helpers who assist teachers in small group work is also a significant factor in their progress. Pupils with the highest level of need and with behavioural difficulties are supported by extra adults for a large part of each day and therefore make the most progress comparatively. There is also a tendency for pupils with lower levels of need to work more generally within lower ability groups rather than having work matched to their specified needs on their individual education plans. Whilst they achieve well, they could achieve even better with more exact focus on their individual needs. When pupils are withdrawn from the classroom for specialist teaching, either individually or in small groups, they make very good gains in their knowledge because the well trained adults who work with them are able to match work very precisely to their needs. Higher attaining pupils, including those identified as more able achieve well because their needs are well met. Bilingual pupils who speak English as an additional language attain appropriate standards and make good

progress in relation to their ability and understanding of English. There is no significant difference between the attainment of boys or girls.

Pupils' attitudes, values and personal development

9. The youngest children have very positive attitudes to school. They come into their bases and the nursery calmly and happily leave their parents or carers at the start of the day. The children show good levels of independence and they respond well to the clear expectations and procedures of the staff. The very positive attitudes the children develop during the Foundation Stage remain with them throughout their time at the school.
10. As reported at the last inspection, pupils of all abilities, including those with special educational needs and English as an additional language, have good attitudes to school and this has a very positive impact on their learning. One hundred per cent of parents who responded to the pre-inspection questionnaire stated that their children like coming to school. Pupils enjoy their schoolwork, they settle promptly to set tasks and are enthusiastic about the activities that have been provided for them. There were many lessons where this was so. For example Year 1 pupils were motivated in a numeracy lesson by the teachers' very good questioning. During a Year 2 literacy hour all the pupils were on task because the teacher was using interesting text from the story of 'Mark the Shark'.
11. As reported at the last inspection, pupils' behaviour, both in and out of class, is good. However, there are a small number of pupils who are unable to control their behaviour due to emotional difficulties but, due to the good procedures in place, any disruption is kept to a minimum. Pupils respond readily to the requests and instructions of teachers, learning support assistants and mid-day supervisors. The pupils are polite and courteous to each other, to teachers and other staff, as well as to visitors. They are trustworthy and show respect for property, treating the resources they use with care. There were three exclusions from the school during the term prior to the inspection, which is higher than reported at the last inspection. The school does not use this sanction lightly but operates it using appropriate procedures. Inspection findings confirm the views of virtually all parents that behaviour in and around the school is good.
12. The personal development of the pupils is good. They are treated in a positive mature manner and they respond in a similar vein. They have very good relationships with fellow pupils and adults, built on tolerance for the work, ideas, beliefs and values of others. The pupils work well as individuals or in pairs or small groups and they learn to be kind to each other, take turns and help their classmates. During a Year 1 drama lesson the pupils successfully worked together in small groups devising questions to ask the troll from the story of 'The Three Billy Goats Gruff'. Pupils support charities through fund raising activities including Operation Christmas Child. Pupils have limited opportunities to develop their independent learning skills through using information communication technology across the curriculum and to devise their own experiments and investigations in science and mathematics lessons. There are opportunities provided for pupils to be helpers in their classrooms but, as reported at the last inspection, insufficient opportunities for them to take responsibility in the life of the whole school; for example, helping to switch on the music in assemblies.
13. Since the last inspection the level of attendance has greatly improved and is now very good and above the national average. The level of unauthorised absence is in line with the national average and in the main this is due to two factors. Parents do not always inform the school as to the reason for their child's absence and as reported at the last inspection, a significant minority of pupils arrive late in the mornings. A number of the pupils are disadvantaged because their parents do not bring them to school at the correct time. This results in disruption at the start of the day and staff are not always able to settle the pupils quickly and promptly focus on the planned activities. Parents are reminded of their responsibility for their children's punctuality and attendance in the prospectus and newsletters but do not always

ensure that their children's learning is not interrupted by absence or lateness. Registers are marked correctly in the morning and afternoon sessions and legal requirements are met.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Taking all aspects of teaching into account, the quality of teaching is good overall and leads to good learning. All teaching seen was at least satisfactory, with 41 per cent being very good or better. Eighty nine per cent was good or better and four per cent was excellent. This is a significant improvement since the previous inspection, where only two per cent was very good or better and twenty five per cent was unsatisfactory. The school has worked hard to improve the quality of teaching so successfully since the previous inspection through thorough monitoring and sharing of good practice. The quality of teaching is consistently high throughout the school and examples of good teaching were seen in all classes and in most subjects, with very good teaching seen in English, mathematics and physical education. As a result of the good quality of the teaching, pupils make good progress from their below average attainment on entry to the school. This is because the school takes care to meet the needs of all pupils, including those with special educational needs and also those for whom English is not their first language.
15. The quality of teaching is particularly high in the Foundation Stage where it is very good overall. This high standard has been maintained since the previous inspection. Teaching is never less than good, with half the teaching seen being very good or better. There is consistency in the high quality of teaching between the three teachers who teach these children. Three quarters of the teaching seen for children in the nursery was very good and the rest was good. In the reception class, the quality of teaching ranges between excellent and good. As a result of the high quality of teaching all children in the Foundation Stage make good gains in their learning.
16. Strengths in the quality of teaching in the Foundation Stage include very high expectations, very well managed children and very well planned activities, which meet the needs of all children. The high number of talented support staff, nursery nurses and students ensures that children have sufficient adult support and this contributes positively to the progress made. Very good teaching in the nursery is characterised by very effective organisation which ensures that all children receive a similar curriculum whether they attend in the morning or the afternoon or whether they are supervised by the teacher or the nursery nurses. Children are secure in routines because all adults share the same very high expectations. All activities are planned to purposefully develop children's personal and academic learning in an interesting and exciting way. Consequently, children are keen to learn and show a good level of independence. For example, they take turns happily in the role play area and co-operate well when making play dough. All adults take every opportunity to extend language through effective questioning.
17. In the reception class, one lesson was judged to be excellent. In this lesson, to develop communication, language and literacy, very effective strategies motivated the children and enabled them to make excellent gains in their understanding about sounds and vowels. For example, on hearing the rhyme 'One, two, three, four, everybody on the floor!' the children responded promptly, eager to find out what was coming next. Children learned about vowels by feeling the movement after placing their hand under their chin as they said them. The strategy of stroking from shoulder to wrist while building words such as 'do-g' reinforced the final sound and helped the children to learn in an interesting and amusing way. Every opportunity was taken to include children with special educational needs. For example, a child was encouraged to achieve a target on his individual education plan to sit quietly while the teacher was talking because he was allowed to take responsibility for a cuddly toy that the teacher had previously used as a resource. Strategies such as these motivate all children to persevere. In group activities, all adults constantly reminded the children of what they were learning, leading to a very good understanding of their own learning. In a very good lesson for children in the reception class, very effective use was made of the outdoor environment. Here,

the activity was very well matched to the interests of the children, who enthusiastically followed photographic clues around the grounds to find 'Spot the Dog's' lost bones. Well-chosen photographs enabled children to learn about similarities and differences between the seasons and to make very good gains in language development.

18. In Key Stage 1, the quality of teaching is good overall and leads to good learning. Eighty per cent of lessons were good or better and the rest were satisfactory. At the time of the inspection, the headteacher was teaching the class for pupils in Year 2 due to the illness of their teacher. The quality of teaching is good overall in English, mathematics and science. There was insufficient evidence to make a judgement in any other subject. Features of lessons where the quality of teaching is particularly strong include well planned lessons which develop what pupils already know, effective use of questions which challenge and extend learning and well managed pupils. For example, in a good science lesson for pupils in Year 2, the teacher quickly established what pupils already knew about forces by asking 'How do you go round corners on a bicycle?' Effective strategies such as rubbing hands together to experience friction meant that pupils learned how brakes work in an interesting way. In a very good dance lesson, for pupils in Year 1, very good questioning enabled pupils to build on what they had learned about Indian dancing on a visit to the art gallery and to evaluate the performance of others. Teachers' subject knowledge has improved since the previous inspection. A very strong feature of all lessons is the very effective use of support staff that enables all pupils to make good progress. Teachers use time targets to ensure that pupils know how long they have to complete an activity and explain what pupils are going to learn. They take every opportunity to extend language by giving opportunities for discussion in pairs and small groups, but there is no whole school agreement about whether one-word answers are acceptable or when pupils should respond in full sentences.
19. The teaching staff includes a teacher who has been identified by the local authority as a 'leading literacy teacher'. She shares good practice both within the school and with other teachers. As a result, teachers have a good understanding of how to teach the literacy strategy and two very good literacy lessons were seen during the inspection. For example, in a lesson for pupils in Year 1, very effective use of the text 'The Three Billy Goats Gruff' enabled them to learn that, when reading, voices get quieter as words get smaller. Attractive cards motivated pupils to identify different letters and post them into a box as an introduction to highlighting text including a range of sounds. Very brisk pace kept the attention of the pupils who were keen to persevere because they knew what they were expected to learn. In another very good literacy lesson, a sand timer was used to good effect when pupils discussed features of the text, in pairs. This strategy ensured that pupils knew how long they had to complete the activity and encouraged them to complete their discussion in time to share it with the class. Very good subject knowledge enabled pupils to learn to use terms such as 'consonant cluster' and 'digraph' correctly. By the end of the lesson, higher attaining pupils were able to identify dialogue in text using correct terms to describe it. Very good use of praise motivated pupils and encouraged them to persevere. Effective questioning skills encouraged pupils to think of how to plan a story in their own words. Teachers are competent in the teaching of reading and spelling, and pupils demonstrate they can use a range of strategies in class and group activities, but pupils are not as confident in using the skills they have learned in their individual reading.
20. Teachers have a good understanding of how to teach the numeracy strategy. Good emphasis is placed on teaching correct mathematical language. Lessons start with brisk mental arithmetic sessions and pupils are encouraged to explain their strategies. For example, a pupil in Year 1 explained how he had answered '53-10' saying 'I closed my eyes and saw the number line. I started at 53 and went back to 43.' In another lesson for pupils in Year 1, the pupils were given the problem that a sweet packer should put a given number of sweets in a bag but sometimes puts in ten too many or ten too few. Challenging questions such as 'He has put in nine but that is ten less than he should have. Is that enough?' encouraged pupils to really think and led to good gains in learning.

21. The quality of teaching for pupils with special educational needs is good. All adults in this small school use an approach that encourages the use of all the senses and know pupils' needs very well. Teachers, together with the co-ordinator for special educational needs and classroom assistants make very good individual education plans for pupils on the special educational needs register which are simple and clear to follow. These are well used to plan suitable levels of work, modify teaching methods and identify appropriate resources, although this is not usually recorded on teachers' written plans. Consequently, there is a tendency occasionally for planning for pupils on the lower stages of the register to be too generalised, rather than tailored to their exact needs and then these pupils make less progress towards the targets set for them in their education plans than might be expected. This sometimes makes the difference between lessons that are judged to be satisfactory and those that are better. Teachers and special educational needs staff have very good liaison procedures which ensure that teaching in withdrawal sessions links clearly with current classroom learning. For example, there are short daily sessions of 'precision teaching' where pupils work individually at their own level with a support assistant to improve their ability to recognise and write words from the National Literacy Strategy word bank. Pupils make very good progress in these sessions. When pupils with behavioural and emotional needs are withdrawn to 'cool down', their assistant continues with the classroom teaching in a quiet area. Pupils with a statement of special educational need receive very good quality support with teachers incorporating advice from outside specialists to provide the best teaching possible. For example, a pupil with physical needs joins in with class physical education sessions and practices her physiotherapy routines during the warm up and warm down sessions and so is fully included. Assistants keep very precise observational notes, which they discuss with the class teacher, and these form the basis for future teaching.
22. The quality of teaching of bilingual pupils who speak English as an additional language is good. The teachers, classroom assistants and bilingual support staff give them good support. Long and medium term planning is appropriate to the needs of the pupils but their needs are not always specifically identified on teachers' short-term plans.

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

23. The school provides its pupils with a wide range of good learning opportunities that have been improved since the time of the previous inspection. It has a suitably broad and balanced curriculum, which meets the interest, aptitudes, special educational needs and additional language needs of all pupils and prepares them well for the next stage of education. Statutory requirements are met in all areas, including collective worship, religious education, sex education and personal, social and health education. A key issue of the previous inspection was to review the overall curriculum balance and to ensure coverage of all subjects of the National Curriculum, particularly mathematics, science, design and technology and information and communication technology. This has now been well addressed and appropriate time is given to all subjects with the resulting improvement in standards. Good use is made of visitors to the school and visits in the locality. Such activities add interest and relevance to pupils' learning, contributing to their positive attitudes and personal development.
24. A good emphasis is placed on the teaching of the basic skills of literacy and numeracy. Good use is made of the National Literacy Strategy and National Numeracy Strategy, both of which are beginning to have an impact on the raising of standards. The long-term and medium-term planning of the curriculum is satisfactory and helps pupils build on their previous learning. This is a good improvement since the previous inspection. Appropriate policies are in place for all subjects and are reviewed and updated biannually. Sound schemes of work are in place for all subjects. The majority of schemes are based appropriately on nationally produced guidance. The scheme for religious education is in accordance with the locally agreed syllabus. The school makes satisfactory provision for personal, social and health education through its regular curriculum. Sex and drugs education is addressed appropriately across other areas of

the curriculum, for example science and 'circle time'. Personal, social and health education is supported well by visits from the school's police liaison officer.

25. The curriculum for children in the Foundation Stage is very good. It is based on the nationally defined areas of learning for children of this age. Teachers plan this carefully in accordance with the early learning goals and provide opportunities for child and adult initiated activities, purposeful play, whole class and group work. Children transfer easily from the nursery to the reception class because the curriculum is planned to ensure that children build on the skills that they have already learned. Teachers share plans very effectively with the valued support staff who make a positive contribution to the curriculum. There is consistency in practice between all adults and tasks are exciting and well matched to the needs of all children, including those for whom English is not their first language and also those with special educational needs. A positive feature is the way in which many areas of the curriculum are linked together to put learning into a real context for the children.
26. The provision for extra-curricular activities is good. About a quarter of parents who returned the pre-inspection questionnaire felt that the school does not provide sufficient extra-curricular activities. Inspection findings are that the school provides a good range. For example, an after school football club, an after school 'Kinder Club' for physical and health activities and a termly disco. To support different subject areas of the curriculum, pupils visits nearby shops, a farm, the Mayflower theatre, the Tudor House Museum, the Titanic memorial, the local public library, the local art gallery and the village of Beaulieu.
27. Equality of opportunities in the curriculum is good. The school gives good attention to ensuring that the curriculum is accessible to all pupils regardless of their gender, race, background or ability. The school is committed to inclusion for all. No pupils are disapplied from the National Curriculum. Provision for pupils with special educational needs is good and all statutory requirements are met. Pupils have full access to the curriculum and extra-curricular activities. All systems and procedures connected with special educational needs are very good, as is the paperwork that underpins them. There is a very well thought out and clearly written policy reflecting the school's commitment to inclusion. The curriculum is well modified for pupils with special educational needs to enable them to make good progress and take a full part in all the school has to offer through well-written individual education plans. There is a high ratio of adults to pupils, which provides effective support to individuals and small groups. Work within the literacy and numeracy lessons is at an appropriate level for pupils and, where appropriate, some pupils work with a lower year group for these sessions. Short daily periods of more intensive individual support called 'precision teaching' help pupils with the strongest needs make very good progress towards their targets. Some pupils with particularly severe emotional and behavioural needs have to be withdrawn from lessons on occasion to prevent the disruption of learning for other pupils and for the safety of pupils and teachers. Their individual helpers ensure they continue with similar work to the rest of the class in a quieter environment to have equality of access to the curriculum. Pupils with statements of special educational need receive all the provision to which they are entitled.
28. The provision for pupils with English as an additional language is good. Good support is given by teachers, classroom assistants and bilingual support staff to ensure that pupils fully understand the tasks set. As a result, they make good progress. A register of able pupils has recently been established to identify able and talented pupils. For example, a pupil has been identified as being an able mathematician and so the school is working closely with the feeder junior school to ensure that work is appropriately matched.
29. Through the Early Years Partnership there are good links with local pre-schools and links with St. Mark's Junior School have been put in place to make transition easier. Year 2 pupils are invited to their Christmas production and summer fun afternoon to help them become familiar with the school. The headteacher meets regularly with other headteachers from the local cluster of schools. The school welcomes students from King Alfred's College and nursery nurse and Btec students from other local colleges. During the inspection, these students

contributed positively to the pupils' education. Through the Trident work experience programme pupils from local secondary schools are invited to work in the school.

30. The local community makes a good contribution to learning. The school celebrates harvest festival at St. Mark's Church. There are visitors to school to talk about health topics and the police work with pupils through the 'Getting it right' campaign. Pupils go on visits in the Southampton area, for example, the common, the local library, Beaulieu and the Mayflower Theatre. However at present there are no specific links with local industry.
31. Provision for pupils' personal development, including their spiritual, moral and social education is good and has been maintained since the previous inspection. The provision for pupils' cultural development is very good and has improved since the previous inspection, when it was judged to be good.
32. Provision for pupils' spiritual development is good. The daily act of collective worship meets requirements and is broadly Christian in content. The school also ensures that the religious festivals of all the pupils in the school are celebrated; for example Eid-ul-Fitr, Ramadan and the Chinese New Year. Whole school and class assemblies provide good opportunities to develop spiritual awareness. Well-chosen music creates a calm and quiet atmosphere in assembly. For example, during the inspection week, taped music of a Chinese bamboo pipe was played. The regular use of a candle is a signal for the pupils to engage in quiet reflection and prayer. There are good links with the local church. It is used for the annual harvest festival service. Through religious education lessons, pupils learn to appreciate and understand what is special and worthy of respect. In other lessons, for example, mathematics and when using the computer, pupils respond well to the marvels of discovery. Displays in classes are used well to celebrate pupils' achievements. An arbour has been imaginatively built in the school grounds for pupils to use for reflection or as a place for reading and quiet lessons.
33. The provision for pupils' moral and social development is good. Pupils develop an understanding of the wider community by raising money towards a local children's hospital ward from Harvest Festival produce, and send Christmas boxes to Eastern Europe. All staff set a good example and pupils have a clear understanding of right and wrong. This is helped by opportunities for them to draw up their own classroom rules and to explore issues together in circle times. All staff have a positive approach to managing the pupils. They apply the behaviour code consistently. Pupils are given frequent opportunities to work together in pairs and small groups, where they are helpful and supportive to each other. As a result they show good levels of tolerance and respect. Educational visits also help pupils to relate well to others in a less formal context.
34. The schools' provision for cultural development is very good. The good range of visitors and visits increases pupils' knowledge of their own culture and the cultures of others. For example, workshops have been held by the English National Ballet and librarians, storytellers and poets regularly visit the school. Religious education provides opportunities for pupils to learn about their own Christian heritage and about the traditions and beliefs of Islam. The school celebrates the cultural diversity of its pupils across all areas of the curriculum to the benefit of all pupils. The school has musical instruments from Africa, India and Australia. Multicultural images and resources and dual language books are prominently displayed to celebrate and reflect the cultural diversity of the pupils' neighbouring locality. Notices are displayed in a number of languages. For example, labels in the nursery enable children to compare the sizes of 'The Three Bears' in three languages and numbers in a range of different scripts in the reception class support the learning of children at an early stage of language acquisition. Cultural dietary differences are acknowledged and adhered to by the school kitchen.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. As reported at the time of the previous inspection, the school takes good steps to ensure pupils' welfare, health and safety. As a result of the school's emphasis on caring for others, being polite and friendly, a happy environment has been created, founded on good relationships. The pupils feel confident that there are sympathetic adults to whom they can go with any problem. All staff work hard to maintain positive relationships and they are able to monitor personal development informally. The comments on the annual reports to parents show that the teachers know the pupils well.
36. Since the previous inspection, the school has adopted the local education authority health and safety policy and is currently personalising it. Staff and governors with responsibility for health and safety make regular risk assessments and fire practices take place regularly and are recorded. There are suitable arrangements in place for first aid and medical support, however there is no one on the staff with an up to date full first aid certificate and this needs to be addressed as soon as possible. Following the previous inspection the school put a child protection policy in place and now has good arrangements for child protection issues. The headteacher is the named responsible person and, together with the deputy headteacher and special needs co-ordinator has received training for this role. Staff are regularly updated on child protection procedures through staff meetings. There is a satisfactory programme for personal, social and health education, which is delivered through circle time, assemblies, physical education, personal and social education and science lessons.
37. The school has satisfactory systems for promoting and monitoring attendance. A computerised system for monitoring attendance was put in place last September, but it is not yet being fully utilised to provide up to date attendance information. Registers are marked accurately and reasons for absence recorded. Teachers try to ensure an efficient start to the day, however there are some pupils who are repeatedly late for school. The headteacher and clerical assistant regularly check the attendance registers and instances of unexplained absence are followed up. The school receives support from the Education Welfare Service.
38. There are good procedures for monitoring and encouraging good behaviour. The school has a consistently implemented behaviour policy, which includes rewards and sanctions, to ensure that the pupils behave well. Praise and stickers reward good behaviour and effort. Parents were consulted about the behaviour policy and they are happy that the school is helping their children become mature and responsible.
39. Procedures for monitoring and supporting pupils' attainment and progress are good and have improved since the previous inspection. A key issue then was to monitor pupils' progress through the effective use of assessment procedures. Assessment was judged to be appropriate for English and mathematics but not in place for any other subject. Good procedures are now in place for all subjects, especially English and mathematics. Teachers use the same recording format for all subjects, thus ensuring consistency of record keeping, which makes for ease of use and understanding. Regular tests are carried out at the end of topics to assess pupils' understanding and set future class, group and individual targets. Pupils are aware of their own targets. For English and numeracy, these are written into their books. Targets for English, mathematics and science are also shared with parents on the pupil's annual report. Regular opportunities are given for pupils to become more aware of their own learning and to consider how much they have learned and understood in relation to the clear lesson objectives. At the start of lessons the learning objectives are shared with the pupils. At the end of lessons, teachers recap the objectives to ensure that pupils have understood. In many lessons, teachers then ask pupils to raise a hand or a thumb to indicate if they have understood what they have been learning.
40. Good use is made of the information provided by the local education authority, from national and standardised test results and from end of topic tests to identify areas of weakness in the curriculum and to adjust planning to remedy these. For example, from the 2000 national test

results the school identified a weakness in science in the area of materials and their properties and adapted the curriculum to address the issue. Strategies to raise standards in writing have been successfully implemented in response to identified weaknesses. Year group targets are set regularly for reading, writing, spelling and numeracy. Baseline assessments are used effectively to group children and to set targets. The school is beginning to analyse results by gender and ethnicity and to track the 'added value' of learning in reading, writing, number, science and information and communication technology. However, the assessment co-ordinator recognises that these are areas that still require further development.

41. The arrangements for the assessment and identification of pupils with special educational needs are very good. The school cares for its pupils with special educational needs very well. The assessment and monitoring of the attainment and progress of pupils with statements of special educational need is very good. The very well constructed individual education plans closely link with the need shown on the statement and the school ensures all provision is fully given and is regularly monitored and reviewed in line with the national Code of Practice. There are very good quality, in depth annual reviews which show good progress and outline the way forward for pupils. There are very good systems for ongoing assessments through liaison between all adults working with pupils with special educational needs, as well as the more formal regular monitoring and review procedures. In addition, the progress of all pupils with special educational needs is assessed annually through a collected portfolio of work and available data as requested by the local authority for giving the school funds to cover its special educational needs provision.
42. The assessment and monitoring of bilingual learners is good. Good support is given by the local education support service. The bilingual support staff monitor and assess pupils well. They keep comprehensive records and ensure that teachers are well informed of pupils' progress. A register identifying able pupils is now in place and is beginning to be used to target talented and able pupils across all areas of the curriculum.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Although there was a very low response to both the pre-inspection questionnaire and meeting, parents and carers show that they hold the school in high regard. Overall, the quality of information provided for parents is very good. The quality of the written annual reports is good. They give a clear picture of the progress pupils are making and what pupils need to do next to improve their performance in English, mathematics and science. They also provide information for parents on how they can support their children's learning at home. There are regular parent/teacher consultations and the teaching staff are very approachable and happy to talk to parents at other times. Eighty nine per cent of parents would feel comfortable about approaching the school with questions or problems.
44. Throughout the school, reading and other homework is set and the reading record books show that some pupils are well supported at home. However, this is not the case for all pupils. The good support is a valuable asset to the school. Through the 'Share' project the school is encouraging parents to be partners in their children's learning. This group discusses activities that can be shared at home with children and the parents who take part enjoy the opportunities provided very much. Some parents expressed dissatisfaction with the range of extra curricular activities. The school organises two activities outside lessons; football with Southampton Football Club and the Kinder Club; however the inspection team considers that this is better than many infant schools. The inspection team also feels that the school is also providing an enriched curriculum through the wide range of visits and visitors.
45. The Banister Bulletin and letters keep parents up to date with the day-to-day life of the school, and the prospectus and plans displayed on classroom windows provide information on the curriculum. A parent partnership evening was held for parents on literacy and numeracy but attendance was low. Parents of pupils with special educational needs are informed as soon as their child is placed on the school's register of special educational need and thereafter kept

fully informed about their progress. Parents whose children have a statement of special educational need are involved in reviewing the targets set for their children in accordance with the Code of Practice. Parents of bilingual pupils who speak English as an additional language are kept well informed of their child's progress. There is a good partnership between parents and the school. Where appropriate, the school provides translators to meet parents of supported pupils and arranges for the translation of letters into home languages.

46. Most parents have signed the home/school agreement that was drawn up in negotiation with them. Parents are invited to assemblies and Book Week to read stories to the pupils and at other times to share their skills with the pupils. The good induction procedures for the youngest children also ensure that their parents and carers feel welcome and comfortable in the school. There are parents who help on trips and, through the Friends of Banister School, parents are very supportive. Funds are raised from a variety of events including tea afternoons and car boot and jumble sales and are used to buy Christmas presents and resources for classrooms. All of these factors show that the school has a good range of links with parents and carers that have a positive impact on learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The overall leadership and management by the headteacher and key staff are good. The headteacher provides strong and caring leadership and the commitment she shows to continual improvement contributes strongly to the very good improvements made since the previous inspection. She is well supported in this approach by the able deputy headteacher, co-ordinator for special educational needs and subject co-ordinators who manage the difficulties caused by the transient nature of the population well. This whole school commitment to continual improvement enables each pupil to make the most of their individual talents. As a result, the way in which the aims of the school are reflected in all its work is very good.
48. All staff share a commitment to raising standards and they have a good understanding of the areas for development in their subjects. For example, the co-ordinator for English has already identified that standards in speaking and listening and reading could be higher and plans to review the policies and schemes of work are already in place. The way in which subject co-ordinators show an enthusiasm for new initiatives and work as a team contributes positively to the rising standards.
49. The leadership and management of special educational needs provision is good. The co-ordinator for special educational needs is very knowledgeable, competent and hard working. She is very effective in administration and in leading and advising staff. However, as she is also literacy co-ordinator, co-ordinator for English as an additional language and part time reception teacher, introducing the new Foundation curriculum, there is insufficient time for her to carry out the role effectively, without giving a lot of her personal time outside school hours. Well-trained special educational needs support assistants are well deployed during lessons to work with groups within the class under the class teachers' direction. This is an improvement since the previous inspection, where support staff were not always well deployed. They take a full part in the planning and reviewing process for pupils with special educational needs. When pupils with behavioural difficulties need to be withdrawn from class to a quiet area, they ensure that they receive an equivalent curriculum to that happening in the classroom. They are very well deployed for pupils with physical and behavioural difficulties, and during withdrawal sessions for pupils with the greatest need.
50. The co-ordinator for English as an additional language provides very good leadership. She ensures that bilingual support staff are well deployed and give good support to pupils. There is a good partnership between the visiting bilingual support teachers and the school. The co-ordinator gives good support to colleagues in their assessment of bilingual learners and has delivered appropriate in-service training. As a result, these pupils make good progress.

51. There are several reasons why the school is effective. The good quality of the teaching is fundamental to its success. The headteacher and senior management team monitor teaching effectively, providing good feedback and enabling teachers to give of their best. Subject co-ordinators monitor planning effectively and examine samples of work. This leads to consistency between the classes, particularly those that accommodate pupils of the same ages. The school is currently developing the role of the subject co-ordinators to enable them to work alongside colleagues to raise standards further in the foundation subjects. Another reason for the school's success is the attention it has paid to improving the weaknesses in assessment, which were identified in the previous inspection. It has worked hard to develop good assessment procedures, which it uses effectively to ensure that pupils are offered well matched tasks, resulting in pupils making good gains in their learning. The school is not obliged to set statutory targets but nonetheless sets its own challenging targets in English, mathematics and science. Pupils also have their own individual targets that are reviewed regularly. As a result, there has been a steady increase in the number of pupils exceeding the expected standards at the end of Key Stage 1. This is of particular note as a significant number of pupils do not begin their education at the school and may arrive in Year 2. Other reasons for the good quality of education provided by the school include the effective evaluation of its performance. The school closely analyses results in statutory tests to identify areas of weakness, which it successfully addresses. For example, it identified weaknesses in writing and introduced target setting, more emphasis on writing across the curriculum and intensive work on spelling and phonics. As a result, standards have improved considerably. It recently identified a weakness in the science curriculum and adapted the curriculum to address it. The inclusion of pupils with special educational needs enables these pupils to achieve well.
52. The way in which the governing body fulfils its responsibilities is good. They are supportive and have a good understanding of their roles. They have ensured that the key issues for improvement that were identified in the previous inspection have been addressed successfully. For example, the curriculum is now balanced with sufficient attention given to each subject and the role of the co-ordinators has been improved. The increased percentage of pupils reaching higher levels in statutory tests indicates that provision for higher attaining pupils has improved. Curriculum documentation now identifies skills to be taught and assessment procedures have improved significantly. All statutory requirements are now met. There has been a significant improvement in the overall quality of education provided by the school. As was identified in the previous inspection, the headteacher and governing body work well together as a team. Each governor is linked to a subject and they visit the school regularly to monitor its work. For example, they have monitored the delivery of the literacy and numeracy hours. They have a good understanding of the strengths and weaknesses of the school.
53. The school makes good use of funds and resources made available to it. This is a significant improvement since the previous inspection where financial planning was unsatisfactory. The school development plan is a good working document that has been well constructed to raise standards. Spending decisions focus on raising standards in reading, spelling and information and communication technology. The school is committed to meeting the needs of all pupils and the mobility of the pupils necessitates careful financial planning. For example, in order to comply with government requirements to maintain class sizes below 30 pupils and to retain the staffing structure, the school needs to ensure that there are spaces in each class at the beginning of the year to accommodate pupils who arrive at short notice. This means that a few pupils are taught in classes with older or younger pupils. This is successful because the good assessment procedures ensure that the academic and non-academic needs of these pupils are met.
54. The administrative officer and the headteacher provide good information about the budget to keep governors informed. The governing body has a firm commitment to the best provision possible for pupils with special educational needs and already this year have spent twenty per cent more on special educational needs provision than they have received from the local authority. This is mainly to provide one to one support for pupils with severe emotional and behavioural needs to enable their full inclusion as far as possible with least disruption to other

pupils and to ensure the safety of teachers and pupils. However, although strategic planning for special educational needs is satisfactory overall, the governing body does not have a sufficiently strategic overview because matters relating to special educational needs are not mentioned regularly at their meetings. Special educational needs does not feature in the current school development plan, nor do governors monitor funding sufficiently for special educational needs.

55. The school makes a major commitment from its budget to the provision of support staff. This impacts favourably on the attainment of all pupils, but particularly those with special educational needs and also those for whom English is not their first language. The school accommodated a unit for pupils with hearing impairment until the beginning of this academic year. Consequently, the budget figures for the most recent financial year include funding for these pupils. This is why it appears that the school has a very high income because the income for the unit pupils was twice as much as that for the other pupils. As a result of the closure, the school lost two teachers and three support staff, together with funding for ten pupils. The school has managed its budget well. The relatively large amount carried forward has appropriately been identified to improve the entrance and administrative area and to provide extra support for pupils with severe emotional and behavioural needs when necessary.
56. The school applies the principles of best value well in its use of resources. For example, results from statutory tests are compared with similar schools, and the governors invite tenders and explore various options before making spending decisions. A particular strength is the way in which parents are consulted and their views taken into account. For example, the results of the questionnaire sent to parents before this inspection confirmed those in a recent questionnaire sent by the school.
57. There is a good number of suitably qualified teachers to meet the demands of the curriculum. There is a good number of support staff who make a positive contribution to the pupils' learning. All support staff, including nursery nurses, classroom assistants, bilingual support staff and special educational needs staff are very much part of the school team. They are well prepared and share the whole school ethos of valuing all pupils. Limited use is made of information and communication technology to address special educational needs as teachers and assistants have insufficient knowledge and software to do so. However, although teachers will soon be going on a course through government funding, this is not available to support assistants, which is detrimental to their effectiveness.
58. The accommodation is generous. This is partly because the school no longer accommodates the unit for hearing impaired pupils. The accommodation is well cared for and the interior of the building provides a vibrant and stimulating environment that is conducive to learning. It includes an attractive room for use by withdrawal groups, a large hall and a library. However, as was identified in the previous inspection, the exterior of the building is unattractive and there are areas which are in need of refurbishment. The school has worked hard to improve the grounds and these are used effectively as an outdoor classroom. Although there is no large grassed area, the playground includes an attractive willow arbour in which to sit, an exciting adventure play area and a good variety of playground games. There are designated secure play areas for both the nursery and for the reception class which contribute well to the standards attained in physical development and this is an improvement since the previous inspection. There is a good range of resources for all areas of the curriculum. The library is particularly well stocked with a range of attractive books, some in dual languages. Resources are generally well used although there was limited use of the computers during the inspection.
59. A judgement on value for money is based on what the school achieves in relation to its expenditure. The school's income, taking the income designated for the unit for hearing-impaired pupils into account, is slightly above average. The attainments of children on entry to the school are below average. By the time the pupils leave the school at the age of seven, their attainments are broadly average and they achieve well. The quality of education, including the quality of teaching is good. The school promotes good attitudes and achieves good standards of behaviour. Provision for personal development, including spiritual, moral,

social and cultural development is good. The school achieves this despite significant mobility amongst the pupils and an above average number of pupils with special educational needs. Taking all these factors into account, the school provides good value for money. This is a significant improvement since the previous inspection where the school was not judged to be giving value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue the good work of the school and to raise standards further, the headteacher and the governing body should now address the following in their action plan:

- (1) Raise standards in speaking and listening by improving the policy and scheme of work to provide opportunities for pupils to develop these skills systematically in all subjects as they move through the school. * (paragraphs 5, 18, 48 and 74)
- (2) Raise standards in reading by ensuring that pupils use the skills which they have learned through the National Literacy Strategy in their individual reading.* (paragraphs 5, 19 and 75)
- (3) Provide opportunities for pupils to develop their information and communication technology skills across the curriculum. * (paragraphs 7, 12, 76, 88, 101, 102, 109, 111 and 120)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- Ensure that the governing body has a strategic costed plan for special educational needs provision. (paragraph 54)
- Improve the systems for monitoring attendance. (paragraph 37)

* The school has already identified these areas as in need of improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	37	48	11	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	20	105
Number of full-time pupils known to be eligible for free school meals	0	35

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	31

English as an additional language

	No of pupils
Number of pupils with English as an additional language	46

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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	14	12	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	12
	Girls	10	10	12
	Total	20	21	24
Percentage of pupils at NC level 2 or above	School	77 (65)	81 (68)	92 (85)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	11	11	12
	Total	22	22	23
Percentage of pupils at NC level 2 or above	School	85 (65)	88 (85)	88 (71)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	1
Black – other	3
Indian	8
Pakistani	6
Bangladeshi	1
Chinese	1
White	68
Any other minority ethnic group	14

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 – Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	17.5
Average class size	26.25

Education support staff: YR – Y2

Total number of education support staff	10
Total aggregate hours worked per week	232

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19

Total number of education support staff	3
Total aggregate hours worked per week	89

Number of pupils per FTE adult	5.48
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FTE means full-time equivalent.

Financial information

Financial year	99/00
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	£
Total income	485604
Total expenditure	468071
Expenditure per pupil	3686
Balance brought forward from previous year	51668
Balance carried forward to next year	69201

The reason for the high expenditure per pupil is because this information includes funding for the previous hearing impaired unit.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	124
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	52	44	0	0	4
Behaviour in the school is good.	41	48	4	0	7
My child gets the right amount of work to do at home.	29	54	12	0	4
The teaching is good.	67	30	0	0	4
I am kept well informed about how my child is getting on.	41	48	7	4	0
I would feel comfortable about approaching the school with questions or a problem.	74	15	7	4	0
The school expects my child to work hard and achieve his or her best.	52	44	0	0	4
The school works closely with parents.	44	44	7	4	0
The school is well led and managed.	59	26	4	7	4
The school is helping my child become mature and responsible.	54	42	0	0	4
The school provides an interesting range of activities outside lessons.	32	20	20	8	20

Other issues raised by parents

Parents praised the way in which children from all cultures are quickly settled into the school and their parents made to feel welcome. Some parents chose to send their children to the school because of its rich multicultural intake.

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

60. Children are admitted to the nursery class on a part time basis at the beginning of the year of their fourth birthday. Some children attend in the mornings and others in the afternoons. The majority of children transfer to the reception class at the beginning of the year in which they become five, although some children transfer to other schools. Evidence from baseline assessments and inspection evidence shows that attainments on entry to school are below average in all the areas of learning and that language skills are particularly poorly developed. A significant number of children in both the nursery and reception class are at an early stage in their acquisition of spoken English and others have underdeveloped speech. A significant number of children have already been appropriately identified as having special educational needs. Due to the transient nature of the population, some children start their education in the reception class. At the time of the inspection, a small number of higher attaining children had recently transferred to the classes for pupils in Year 1 to balance the class sizes and to ensure that tasks were well matched to their needs.
61. Children receive a positive start to both the nursery and the reception class. They make good progress and firmly develop and consolidate their skills. They achieve well and by the end of the Foundation Stage they are on course to attain the early learning goals in personal, social and emotional development, creative development and physical development. They are unlikely to attain the early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. This is because, although the teaching is very good and enables the children to make very good gains in their learning, many children start school with such poorly developed language skills that they have not yet developed sufficient vocabulary to enable them to express themselves clearly. The previous inspection found that attainment on entry to the reception class was average and sometimes better, but there were significantly fewer children speaking English as an additional language then and the curriculum has also changed.

Personal, social and emotional development

62. All children have good opportunities to develop their personal and social skills. They make good progress. They enjoy coming to school because they are offered interesting activities. All adults place high priority on developing social skills, encouraging children to share, take turns and work together. The quality of teaching in this area of learning is good and consequently children are on course to attain the early learning goals by the end of the Foundation Stage. The youngest children in the nursery are already secure in routines and play independently while the teacher and nursery nurses are working with other children. All children in the Foundation Stage have good opportunities to develop their initiative by deciding which activity they would like to experience from those on display on the planning boards.
63. All adults encourage children in the nursery to develop their social skills in a variety of ways. For example, they are expected to say 'please' and 'thank you' at snack time. They are expected to take responsibility for putting out newspaper before painting and to try to put on their own coats. They take turns and share when using climbing equipment in the outdoor area. During the inspection, they showed sensible behaviour as they held hands for the walk to the hall for physical activities at the other end of the building. These skills are further developed in the reception class. Here, children take turns to spoon out yoghurt when making 'Lassi', a Punjabi drink and take responsibility for washing up afterwards. Some children can change independently for physical activities and others ask for help politely. Children in both the nursery and the reception class play happily together in the role-play areas, younger children taking turns to be Daddy bear in 'The Three Bears' House' and older ones planning a

party for a king or a queen. Children from different racial backgrounds play happily together showing respect for each other's cultures because this is encouraged from an early age. This is evident in the way in which the most common languages spoken are celebrated in labels in the classrooms. For example, a number line in the reception class displays numerals in four different scripts, supporting the mathematical skills of children from a range of cultural backgrounds. Children with special educational needs are well integrated. All adults share the same high expectations of behaviour and as a result children are very well behaved because they know what is expected of them.

Communication, language and literacy

64. Few children are on course to attain the early learning goals in communication, language and literacy by the end of the Foundation Stage because many start school with poorly developed language skills and have not acquired sufficient vocabulary to express themselves clearly. All adults, including talented classroom assistants, nursery nurses, students and bilingual support staff take every opportunity to develop these skills. As a result, children make good progress from a low starting point. In the nursery they develop their speaking skills through role-play in 'The Three Bears' House' and by explaining their chosen activities to adults. In the reception class, they take turns to be kings and queens in the class 'Palace' and express their likes and dislikes when tasting yoghurt. Children have good opportunities to practice their writing skills in both the nursery and reception class. For example, nursery children use a wide range of tools to make marks and children in the reception class write letters to the giant in the story of 'Jack and the Beanstalk' showing their developing skills. In the lesson seen during the inspection in this area of learning for children in the reception class, the quality of teaching was excellent. As a result, children made excellent gains in learning how to identify final sounds in words. A wide range of very effective strategies fascinated the children and motivated them to succeed. For example, children remembered how to identify final sounds by stroking their arm from shoulder to wrist while saying 'do-g'. Very effective use of handkerchiefs to illustrate features from the story 'Grandpa's handkerchief' kept the children spellbound and helped them to sequence the story.
65. Good emphasis is placed on the development of reading skills, although support from parents at home is variable. Strong emphasis is placed on literacy skills in class displays, which makes a positive contribution to the development of these skills. Older children choose items from a bag and correctly position them on an alphabet mat according to their initial sound. All children enjoy stories and try to join in when reading with adults. Children in the reception class use the pictures to help them read simple stories and use their developing knowledge of initial sounds to build simple words. Higher attaining children read with developing fluency, using a range of skills to decipher new words.

Mathematical development

66. Attainment in mathematics is below that expected in order to meet the early learning goals at the end of the Foundation Stage. This is because many children lack the necessary mathematical language to explain what they know. All adults take every opportunity to develop mathematical understanding through a variety of activities. For example, the teacher and nursery nurses encourage children to match cups to children at snack time and to learn the language of size when singing 'One, two, three, four, five, once I caught a fish alive'. They learn the difference between 'big' and 'small' through their play with the teddies of various sizes in 'The Three Bears' House'. Children develop early counting skills and the language of shape through their play with building bricks. They learn to count to five through a fishing game when they count spots on the fish and match them to a number line. In the reception class, the quality of teaching in this area of learning was very good and children made very good gains in their learning. In this lesson, children were introduced to early subtraction skills. Attractive resources such as plastic frogs, lily pads and dice motivated them to remove frogs from a line of lily pads according to the number thrown on the dice. The aims of the lesson were reinforced when the children passed round a bag of 'frogs' containing a known number, taking turns to respond to questions such as 'I want to leave five frogs in the bag. How many

will you take out?' Activities such as these challenge children to think and encourage them to take part.

Knowledge and understanding of the world

67. The children's knowledge and understanding of the world is below that expected to meet the expectations of the early learning goals by the end of the reception year. This again is because children have not yet developed the vocabulary to express themselves clearly. In the nursery, children learn the difference between 'smooth' and 'furry' through opportunities to touch and discuss a range of objects on display. They learn how to make playdough, showing amazement on the addition of red colouring to the mixing water. They experiment with sand and water. The teacher takes every opportunity to develop understanding of the natural world; for example, by drawing children's attention to the growth of the bulbs in the grounds. Children in the reception class plant seeds on socks filled with soil to make heads that will grow 'hair'. They learn about the conditions needed for growth by observing the progress of seeds and bulbs, which they have planted previously. They express their likes and dislikes about taste simply when they make 'Lassi'. A very good lesson was seen during the inspection where children made very good gains in their learning about their environment. The teacher had hidden card bones around the grounds and the children identified their location by looking at well-chosen photographs. These photographs contributed very positively to learning because they had been taken at different seasons and so children compared what they saw in the photographs with what they actually saw when they located the bones. This led to valuable discussion about the growth of plants and engendered talk about the items seen in the street outside. This activity was developed further when children looked at their route round the grounds on a simple map of the school.

Physical development

68. In their physical development children are on course to attain the early learning goals by the end of the Foundation Stage and they make good progress. All children have good opportunities to develop these skills in their own outdoor play areas. Nursery children, for example, develop the skills of balancing, climbing, throwing and catching, showing a developing awareness of space. Very good teaching and the very good ratio of adults to children ensures that when children use the hall for physical activities all achieve their best. For example, children aim a beanbag into a hoop about one metre away, with some success, and roll a ball to knock down skittles. During the inspection, children in the reception class developed their physical skills well when playing games with a parachute. They responded very positively to instructions, using the parachute to bounce balls high and showed their developing co-ordination as they moved across the billowing parachute to change places. Very good support for children for whom English is not their first language ensured that all understood how to hold the parachute correctly to billow it over their heads and then sit inside it. The talented support assistant for a pupil with special educational needs ensured that he took part in his own programme of physical activity when he became unhappy being inside the parachute. All children handle scissors, small toys and playdough regularly to develop their manipulative skills. For example, nursery children roll and squeeze playdough into a range of shapes and older children cut fabric to make collages.

Creative development

69. The children's creative development is on course to attain the early learning goals by the end of the Foundation Stage. Children in the nursery experiment with paint mixing when painting pictures of teddies. They develop their three dimensional skills through making models from recyclable materials and use a range of media to make a Chinese dragon display. These skills are developed further in the reception class where children experiment with a wide range of media to make attractive friezes to illustrate books that they have read. They are introduced to observational drawing and draw objects from above. Music has a high priority and most children know a good range of simple songs and rhymes. In the nursery, children sing 'hello' to each other at the beginning of each session and sing number songs and action rhymes to

support language and mathematical development. In the reception class, the quality of teaching in the lesson seen was good. The children sang songs such as 'Jelly on a plate' and 'Rock-a-bye-baby' at different speeds and discussed which was best suited to each song. They developed a sense of rhythm through clapping and marching to music such as the 'Radeski March' and compared it to Saint Saens' 'Aquarium'.

70. The quality of teaching is very good overall and leads to very good learning. Teaching is never less than good. In the nursery, three quarters of the lessons seen were very good. In the reception class, the quality of teaching ranges between excellent and good. Two teachers teach the children in the reception class during the week and there is consistency in the high quality of the teaching between these two teachers and also between the nursery teacher. It is this consistency of very high expectations, very well planned activities which meet the needs of all children and the very effective use of the high number of talented support staff, nursery nurses and students which contributes to the standards attained. The quality of teaching has improved significantly since the previous inspection. The way in which the curriculum is planned to ensure that children build on what they have learned, which was criticised in the last inspection, is now a strength.

ENGLISH

71. Inspection evidence shows that standards overall are below the national expectation by the end of Key Stage 1. Although standards in writing meet those expected for their age, standards in speaking and listening and reading are below national expectations by the end of the key stage. There are several factors that contribute to this. The number of pupils who speak English as an additional language is well above average and a significant number of pupils are at an early stage in their acquisition of spoken English. Many pupils have poorly developed language skills when they start school and although provision in the Foundation Stage is very good, many have not yet developed sufficient speaking skills to attain the early learning goals in communication, language and literacy on entry to Year 1. This has a significant effect on standards in speaking and listening and reading as many pupils do not speak in sentences and have a limited vocabulary. The school takes every opportunity to develop language skills and pupils are achieving appropriately. The transient nature of the pupils also has a significant impact on standards. Many pupils who start school in the nursery have left the school before the end of Key Stage 1 and others arrive later in the key stage. This is mainly because parents who are students undertake two-year courses and then leave the area.
72. The school is working hard to continually raise standards. This is evident from inspection evidence that shows that standards are now higher than those identified in the results of statutory tests in 2000. In last year's tests, standards in reading were well below average and those in writing were below average. Given the relatively small number of pupils in each cohort, too much emphasis should not be placed on any one year's performance in National Curriculum tests. However, there has been a steady rise in standards in recent years, particularly in the number of pupils exceeding the expected standard. In comparison with schools where a similar number of pupils are entitled to a free school meal, standards were average in writing and below average in reading. Higher attaining pupils do particularly well in comparison with these schools, with results being above average. The previous inspection identified standards which were broadly average but with weaknesses in writing, spelling and handwriting. The school has taken effective measures to improve these weaknesses. There has been a significant increase in the number of pupils for whom English is not their first language since the previous inspection and this contributes to the difference in standards in reading and speaking and listening.
73. There are several reasons why standards are rising and the consequent difference between inspection evidence and the results of last year's statutory tests. The school identified that standards in writing were not as high as they could be because pupils did not always transfer their spelling skills to their writing. It has implemented several effective strategies to raise

standards. For example, results in statutory tests are analysed to identify areas of weakness and both individual and school targets are set to address them. Progress towards these targets is closely monitored. Support from the local education authority has contributed to the sharing of good practice. The National Literacy Strategy has been well implemented and the school staff includes a 'leading literacy teacher' who shares her expertise through the school and with staff from other schools. Samples of writing for pupils of different abilities are collected each term and matched to National Curriculum levels by staff. This contributes to consistency of expectations. A deliberate strategy to develop writing skills in other areas of the curriculum also contributes to rising standards. All classrooms provide a rich environment to support the development of literacy skills. Strategies to raise standards in reading include the use of trained 'Reading Volunteers' who help individual pupils who have been identified as needing extra support on a regular basis. This contributes positively to the development of both their reading skills and their social development.

74. Standards in speaking and listening are below national expectations by the end of Key Stage 1. Pupils are given many opportunities to develop these skills, for example discussing their work in pairs and small groups, but the current policy and scheme of work does not clearly identify how pupils will develop these skills as they move through the school. For example, whether teachers will accept one-word answers to questions or encourage full sentences. The school has already identified the revision of its policy and scheme of work as a priority. All adults take every opportunity to develop speaking and listening skills and by the age of seven, most pupils listen attentively to their teachers and respond appropriately, although often very briefly unless prompted by an adult to add more detail. For example, during a lesson for pupils in Year 1, a higher attaining pupil took on the role of the troll in the story of 'The Three Billy Goats Gruff' to answer questions about his behaviour as an introduction to the completion of a character profile. Although he answered questions clearly, the teacher needed to use skilful, probing questions herself in order for the class to learn the information that they needed. This was because questions asked by the pupils were sometimes poorly expressed. In Year 2, pupils discuss the appearance of a character in a story in pairs before reporting back to the class with encouragement from the teacher. The very evident value that all adults place on what pupils have to say gives all pupils, including those with special educational needs and also those for whom English is not their first language, the confidence and motivation to persevere. In some lessons, teachers make frequent use of paired discussions, giving pupils the opportunity to order and express their thoughts with their peers before replying in front of the class. For example, pupils in Year 1 shared their feelings about texture during an art lesson. However, opportunities to develop speaking and listening skills formally across the curriculum, including the use of role-play and drama are not planned systematically across the school. The co-ordinator has already included this as an area for development in her most recent action plan.
75. Standards in reading are below nationally expected levels by the end of the key stage but pupils achieve appropriately in relation to their skills on entry to the school. The National Literacy Strategy has been implemented successfully and this is contributing to rising standards. Pupils are introduced to a wide range of texts, both fiction and non-fiction. The school encourages parents to support their children at home but the response to this is variable and contributes to the standards attained. Few parents are able to come into school to help with reading and so the school takes advantage of the 'Reading Volunteer' programme to support some pupils, particularly those who receive little support at home. This is successfully raising standards. Teachers effectively foster enjoyment and interest in books and make good use of guided reading sessions within the literacy hour to help pupils improve their skills. Opportunities for pupils to read individually are more limited. Good emphasis is placed on the teaching of phonics in the literacy hour. For example, pupils in Year 1 identify and build up a range of words including the 'o' sound and pupils in Year 2 hold up their thumbs when they hear the digraph 'ar' in words ranging from 'car' to 'sharpest'. However, when reading individually, few pupils transfer these skills to their own reading without prompting and encouragement from adults. Many pupils in Year 1 and Year 2 lack fluency and find difficulty in talking about what they have read. The use of information and communication technology to promote the development of research skills is underdeveloped.

76. Standards in writing meet those expected nationally. The school has worked hard to raise standards and pupils are achieving well in relation to their skills on entry to the school. A significant factor in the improvement in standards is the way in which writing skills are developed across the curriculum. For example, in personal and social education, pupils in Year 2 show that they can write in sentences about what makes them special. In history, pupils make lists to compare toys played with now with those played with by their grannies. In science, pupils in Year 2 write instructions for how to light a bulb and label the life cycle of a frog. In religious education, they write stories about The Creation and the road to the cross. However, the use of information and communication technology to support writing is underdeveloped. Good attention is paid to spelling, handwriting and the presentation of work and this has improved since the previous inspection. By Year 2, pupils use correct spelling for monosyllabic words and use capital letters and full stops correctly. Higher attaining pupils use words such as 'then suddenly' and 'by the time' to join their sentences and write in the first person. Handwriting is generally clear and well formed and teachers encourage good presentation in their marking. Teachers tell pupils what they should do to improve and provide encouraging comments and smiley faces.
77. The 'Special Books' include regular samples of individual writing that are well annotated and matched to National Curriculum levels. They show clear progress through the school. As well as individual targets, which are well monitored and reviewed regularly, each group has targets for each section of the literacy hour. These targets are well displayed and are well known by the pupils. The close monitoring of progress is a significant factor leading to the improvement in standards in writing.
78. The quality of teaching is good overall. During the inspection, teaching was never less than good and several very good lessons were seen. As a result, pupils learn well. The quality of teaching has improved since the previous inspection, where it was sound. Very good teaching is characterised by an enthusiastic and motivational teaching style that encourages pupils to think and the very good use of other adults and resources. For example, in a very good lesson for pupils in Year 1, pupils learned to identify 'o' sounds in the text 'One lonely day the ghost in the white coat had some toast dough in his throat' because the teacher made it interesting. As a result, pupils were very motivated to use a highlighter to identify these sounds in groups, chanting 'Together everyone achieves more' as they settled to the task. The effective use of a talented classroom assistant to work with a small group while the teacher worked with the rest of the class ensured that tasks were well matched to the needs of all pupils and maximised the opportunities for all to make progress. This also promoted good behaviour. In another very good lesson, in another class for pupils in Year 1, very effective strategies such as using a sand timer and telling pupils 'You have a minute to talk to your neighbour' motivated pupils to answer questions posed by the teacher. Very effective use of questions enabled pupils to build on what they already knew and the very good use of time targets ensured pupils knew how long they had to complete the task and encouraged them to complete a good quantity of work. All teachers manage pupils effectively and consistently, which contributes to positive attitudes. Where pupils have behavioural difficulties they receive good support and care is taken to ensure that tasks are matched to their span of attention. The high number of well prepared support staff, who are very much part of the team and share the teachers' high expectations, contribute very strongly to the progress made.
79. The co-ordinator provides good leadership and has made a valuable contribution to the improvement in standards. She has a clear view for the development of the subject and has already identified areas of weakness. There is a good range of assessment procedures that are used well to track pupils' progress across the school, in setting school targets and to identify pupils in need of additional support, as well as to identify areas for development. The school has ensured that there is a good range of books of high quality, including those written in other languages.

MATHEMATICS

80. Results of the national tests in 2000 show pupils' attainment at the end of Key Stage 1 to be close to the national average. The proportion of pupils exceeding the expected level was also close to the national average. Results were in line with the national average in using and applying mathematics, and number and algebra. Results in shape, space and measure were above the national average. Given the relatively small number of pupils in each year group, too much emphasis should not be placed on any one year's performance in National Curriculum tests. Results for the three years from 1998 to 2000 were below the national average because of a dip in results in 1999. However, there was a significant improvement from 1999 to 2000. In comparison with schools where a similar number of pupils are entitled to a free school meal, standards were above average. Results show that the performance of boys and girls are similar. Inspection evidence indicates that by the end of the key stage pupils are achieving standards, which are in line with national expectations and that they are achieving well from their below average starting point on entry to school. Boys and girls are performing equally well. This represents a good improvement on the judgements of the previous inspection, which found standards to be below average overall.
81. There are several reasons for the improvement in standards. The quality of teaching is good and has improved since the previous inspection, when it was judged to be satisfactory but with a significant amount of unsatisfactory teaching, and a minority of poor teaching. The improvement in teaching is a direct result of the early implementation of the National Numeracy Strategy, training of teachers and support staff in the teaching of the strategy and good analysis of assessment data to target individuals and groups of pupils. The senior management team closely monitors the quality of teaching and helps teachers improve. As a result, teachers' subject knowledge has increased, work is well matched to the needs of all pupils and standards are rising.
82. Teachers make good use of questions and discussion to assess and move pupils on to their next stage of learning. Good use is made of pupils' errors and misconceptions in discussions. In all classes, teachers continually share and reinforce the objectives of the lesson with the pupils. This ensures that the pupils have a good understanding of what they are to learn. In many of the lessons observed, pupils were asked to evaluate their own learning at the end of the lesson by raising a hand or a thumb if they felt they had understood the objective. This leads to a clearer understanding by the pupils of what is being taught and why. Special educational needs assistants and bilingual support assistants are given good guidance by teachers and support pupils well, contributing to their progress. The register of able pupils identifies a talented mathematician who is given good support by the school and also by the mathematics co-ordinator of the feeder junior school to ensure that tasks are sufficiently challenging. Throughout the key stage, the attitudes of pupils to learning are good. They respond with enthusiasm to questions, work well together, share willingly and treat resources with care. They are not afraid to offer answers and strategies, which may be incorrect. When pupils are encouraged to share their errors and strategies, they learn from their mistakes. Pupils work independently as required. Relations between pupils, and between pupils and adults, are good. The generally challenging tasks ensure that pupils make good progress within lessons.
83. There is no difference in standards between the different areas of mathematics. By the end of Year 2, the majority of pupils can identify odd and even numbers and number patterns, add and subtract small numbers, identify halves and quarters and have a sound understanding of the place value of hundreds, tens and units. Pupils are developing personal strategies for mental calculations, although not all teachers encourage pupils to compare and discuss different strategies. A good example was observed in a Year 1 class where pupils were encouraged to use and explain their own strategies for adding and subtracting ten or eleven from a given number. The use of numeracy across the curriculum is sound. For example, pupils use their understanding of time in science when they record how long it takes to toast bread. Year 2 pupils draw diagrams to sort foods that are healthy and unhealthy and draw graphs to show favourite foods. They use their measuring skills in design and technology.

However, opportunities are not always planned. In two lessons observed, a computer program was used to support pupils' work on differences of ten and eleven.

84. In their work on shape, space and measurement, Year 2 pupils are able to tell the time on the hour, quarter hour and half hour. Able pupils know the minutes from and to the hour and can count in seconds. Most pupils can describe common two-dimensional shapes by their mathematical attributes and are beginning to measure accurately in centimetres. In information and communication technology, pupils produce repeating and symmetrical patterns using the computer. When data handling, pupils at the end of the key stage sort objects using a variety of reasons. They can draw and interpret simple bar charts.
85. The co-ordinator provides good leadership and is clearly aware of the strengths and areas for development for the subject. As a result of good tracking and target setting, she has ensured that the school's targets are being met. She has had the opportunity to monitor planning, teaching and pupils' work. Long term and medium term planning is sound and identifies learning outcomes. Good procedures are in place for assessing pupils' progress and understanding. The school is systematically assessing all pupils and regularly setting class, group and individual targets. Pupils know their individual targets. Assessment has been used well to group pupils by ability across the key stage as well as within classes. The subject contributes well to the spiritual and social development of the pupils.

SCIENCE

86. Since the time of the previous inspection there has been a substantial improvement in the percentage of pupils attaining both at the nationally expected level and at a higher level. In the 2000 end of key stage assessments, whilst the overall percentage of pupils attaining these levels was still below the national average, a similar percentage attained at the higher level as did nationally, reflecting the school's focus on raising the attainment of the higher attaining pupils. Looking in depth at the different curriculum areas in comparison with national standards: - the percentage of pupils attaining the expected level in 'scientific enquiry' and 'physical processes' was average, in 'life processes and living things' it was below average and in 'materials and their properties' it was very weak. School analysis shows that too few pupils attained at the expected level because of their weakness in scientific vocabulary and descriptive language. There has subsequently been a focus on developing this area and inspection evidence indicates that standards now broadly meet national expectations and pupils are achieving well.
87. Inspection evidence shows that standards are in line with those expected nationally and that pupils are achieving well from their below average starting point on entry to school. Year 2 pupils understand which forces are used to make a bicycle move. Higher attaining pupils explain the extra forces exerted to make it turn round a corner or when the brakes are applied. Pupils carry out experiments such as toasting bread or freezing liquids, recording their observations of the changes that occur, with higher attaining pupils recording toasting time in minutes and seconds and understand the concept of fair testing. Pupils know about life cycles of humans and animals and the importance of healthy living, including the reasons for different types of food in our diet and the importance of exercise. However, evidence in pupils' books indicates that in some areas there is insufficient difference between the levels of work expected by the average and below average pupils in Year 1 and Year 2. This is because in the first year of the new curriculum, it has been introduced simultaneously in both year groups.
88. The quality of teaching is good and pupils make good gains in their learning. In the lessons observed during the inspection there was a strong practical element. This makes the subject relevant and meaningful to pupils. Pupils are enthusiastic, behave well and are keen to learn. Teachers encourage a good deal of oral work, both through their own good questions to the pupils and in encouraging pupils to exchange ideas in pairs and small groups, being aware of the need to extend pupils' scientific vocabulary and communication skills. They gain a good

insight to pupils' levels of understanding through listening to their explanations and questions, which enables them to direct teaching more precisely to pupils' prior attainment. Adult helpers are well used, when available, to work with different groups outside the classroom under the teachers' direction and this enables good learning to take place. Whilst teachers usually find interesting methods for pupils to record their knowledge such as modelling a healthy meal from dough, sometimes there is too much teacher-directed formal written recording, especially for those pupils who understand the scientific ideas but find writing difficult. Teachers make very little use of information and communication technology to support the subject.

89. Science is well led and managed. The newly appointed co-ordinator is effectively raising standards through an analysis of the strengths and weaknesses in pupils' attainment. She has provided guidelines for assessing the National Curriculum level at which pupils are attaining so that teachers can judge pupils' achievements and rate of progress more accurately. She has introduced regular assessment procedures. This enables teachers to group pupils in class and to produce reports for parents that are informative and identify what pupils need to do to improve. Having trialled the new scheme of work suggested by national guidance for a year, the co-ordinator is now modifying it to suit the school, to include the use of information and communication technology, to ensure there is sufficient progression between Years 1 and 2 and to raise standards further. All items relating to science in the key issues in the previous inspection report have been well addressed.

ART AND DESIGN

90. Judgements are based on the one lesson that was seen during the inspection, examination of work on display, discussions with pupils and the co-ordinator and from an examination of planning documents. This indicates that the majority of pupils reach the expected standards for their age by the end of Key Stage 1 and that they are achieving appropriately. The school has maintained the standards identified in the previous inspection.
91. Good quality displays throughout the school show that pupils develop an appropriate range of skills and celebrate their achievements. Pupils in Year 1 experiment with colour mixing to paint leaves to decorate a class tree. They learn to improve their own work when they paint portraits using charcoal and oil pastels. Examples seen during the inspection show considerable progress in the development of skills when the pupils repeated the activity after discussion with the teacher. By Year 2, they understand the effect of layering paint when they produce attractive pictures of squirrels in a range of grey tones. They know the difference between 'portrait' and 'landscape' pictures and compare their observational drawings with photographs of the same images. They develop their three-dimensional skills through using clay to make pots and paper mache to make heads. Few examples of three-dimensional work were seen during the inspection because this aspect of the curriculum is taught later in the year.
92. As identified in the previous inspection, the school uses art activities to support other areas of the curriculum. For example, pupils in Year 1 produce attractive patterns in crayon based on mathematical shapes and older pupils draw faces to represent feelings in religious education. Collages in a range of media illustrate favourite stories such as 'The Rainbow Fish'. The school uses the work of well-known artists appropriately both as a stimulus for their own work, but also to enhance learning in other subjects. For example, Bruegel's painting of children at play is used effectively as a stimulus for creative writing.
93. There is insufficient evidence to make a judgement on the quality of teaching. The lesson seen for pupils in Year 1 was satisfactory. This lesson also contributed positively to language and scientific development as pupils explored the texture of a range of fabrics, discussing their properties and how the fabrics made them feel. Pupils worked well together in small groups, sharing their ideas. The well-chosen items in fabrics from a range of ethnic heritages also made a positive contribution to pupils' cultural development. The planning showed that in the next lesson pupils were moving on to examine the weave of the fabrics closely before making

observational drawings. Examination of work from the other class for pupils of the same age showed that pupils are developing close observational skills using pencils and crayons.

94. The recently appointed co-ordinator provides good leadership and ensures that the curriculum is planned, using national guidance, to ensure that pupils develop their skills systematically as they move through the school. This is an improvement since the previous inspection where there was no scheme of work and the role of the co-ordinator was underdeveloped. Local artists make a good contribution to the development of skills as well as enhancing the environment. A good example of this is the attractive willow arbour complete with beautifully carved seating which were made by local artists, watched by the pupils. A recent visit to the local art gallery by pupils in Year 1 resulted in detailed observational drawings of a statue of Ganesha, the Hindu elephant god. Such opportunities contribute positively to pupils' spiritual, moral, social and cultural development and to their positive attitudes to the subject. The co-ordinator has an enthusiasm for the subject and plans to introduce more opportunities for visiting artists and for visits to galleries to further develop skills and understanding.

DESIGN AND TECHNOLOGY

95. No lessons in design and technology were observed during the inspection week. Therefore, judgements are based on the scrutiny of pupils' work, discussion with pupils and staff, displays and the limited evidence of past work.
96. As no lessons were observed, it is not possible to make judgements about the quality of teaching and learning. The previous inspection report judged standards to be below average, especially in design. Inspection evidence indicates that pupils now attain standards that are in line with national expectations and make satisfactory progress. They are achieving appropriately. Year 1 pupils draw pictures, which incorporate sliding parts, and make simple two-dimensional figures with moving arms and legs. By the end of the key stage, pupils can identify appropriate materials that should be used. They design and make models from recyclable and commercial materials and evaluate their results. They satisfactorily learn the skills of cutting, sticking and joining and can construct models of 'special buildings' from commercial construction kits. Their skills are used to design, make, test and evaluate working waterwheels, using a mix of commercial and scrap materials. They use the computer to design 'Joseph's coat of many colours' for their work in religious education. The amount of time given to the subject was a key issue for development from the previous inspection and has now been addressed successfully.
97. The co-ordinator has worked hard to implement improvements since the previous inspection. The curriculum is now appropriately planned using national guidance and there is a satisfactory range of resources including a wide range of construction kits. Useful assessment procedures have been introduced to assess progress at the end of each unit of work.

GEOGRAPHY

98. No lessons were seen during the inspection to enable judgements to be made about the quality of teaching and learning. Judgements are based on scrutiny of work and planning documents and on discussions with the co-ordinator and pupils. Attainment at the end of Key Stage 1 is in line with expectations for their age and pupils are achieving appropriately. This is a similar picture to the findings of the previous inspection.
99. Pupils in Year 1 develop their mapping skills when they draw a route around the local area, comparing attractive and unattractive places. They develop an understanding of the features of their environment through a study of the buildings in the local area. Pupils in Year 2 know how to use an atlas and globe and can match pictures to countries on a map of the world. Good use is made of pupils' cultural heritages to support work in the subject. Pupils have a developing understanding of the effect of weather through their study of how weather affects

their school. They know that countries such as Africa, Japan and Italy are far away but that the Isle of Wight is nearby.

100. As identified in the previous inspection, effective use is made of visits to places of interest and in the use of the grounds. The school has a well-established link with a school in the New Forest and pupils visit to make comparative studies. For example, pupils have taken a shopping list to the village to compare whether they can buy items available in the city in which they live and compared the local churches. Effective use is also made of the personal geographies of staff and pupils. This makes a significant contribution to their social and cultural development.
101. The curriculum is appropriately planned using nationally available guidance supplemented by the school's own scheme of work. Good assessment procedures are in place which identify what pupils have learned at the end of each module of study. The co-ordinator provides good leadership and plans to develop opportunities to use information and communication technology to support the subject.

HISTORY

102. Standards meet the expected level for the majority of pupils at the end of Key Stage 1 and pupils achieve appropriately. Pupils have a broad range of knowledge across the National Curriculum programme of study. However, some pupils are muddled by their history. For example, although they know the elements of the story of Guy Fawkes they mistakenly think he was trying to blow up a bank for the money! Pupils' historical enquiry skills are satisfactory. They find information through books, videos and handling artefacts in their class museums and through visits such as to experience a Victorian Washday or to view the Titanic monument in Southampton. However, pupils are not yet using information and communication technology to support their learning in the subject.
103. Pupils know a great deal of information about the first moon landing and through their role-play empathise with the feelings of awe and wonder of the astronauts as they took their first steps. They have a well-developed sense of how people in the past had different everyday lives from their own. They give examples of what life was like for families before electricity and explain how beach holidays and toys have changed since their grandparents were children. Pupils know there was a great difference between the lives of the rich and poorer people at the turn of the last century and are fascinated by the different treatment and clothes of first and third class passengers on the Titanic. Pupils know there were wars in the past and understand why poppies are worn annually on Remembrance Day. They explain the conditions in hospitals in the Crimean war and the work of Florence Nightingale, which they compare with hospitals and nurses today.
104. No lessons were observed during the inspection. However, pupils say they enjoy their history lessons and talk enthusiastically about what they have learned and about the objects in the interesting and stimulating class museums. Teachers ensure that history links meaningfully with other subjects, for example with science, linking the wearing of space suits with a lack of oxygen and gravity on the moon. They find good opportunities to promote pupils' literacy, such as using the subject of a soldier corresponding with his parents during the Crimean war to teach the genre of letter writing.
105. The knowledgeable, recently appointed co-ordinator has worked hard to introduce a new curriculum based on national guidance. History is now taught as a subject in its own right rather than as part of a topic as at the time of the previous inspection. Assessment procedures have been introduced and these indicate that the satisfactory standards achieved at the time of the previous inspection have been maintained.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. By the end of Key Stage 1, pupils reach standards which are in line with those expected nationally and achieve as well as they should. This represents an improvement since the previous report, when standards were judged to be below expectations and the curriculum coverage and balance for the subject was a key issue. By Year 2, pupils confidently use the 'mouse' to open files and folders, select from an on-screen menu, edit their work, delete and insert letters and words, change the size and colour of fonts, and print. The majority of pupils show satisfactory standards in word-processing. However, not all are confident with the layout of the QWERTY keyboard. They use drawing programs appropriately to make pictures of winter scenes and know how to draw simple shapes on screen. They can send a programmable toy along a route.
107. There are several reasons for the improvement in standards. Since the previous inspection the number of computers in each class has been increased. Every class now has at least three multimedia computers. The improvement in resources is contributing positively to rising standards. Staff training is beginning to be addressed in staff meetings, leading to some improvement in teacher confidence and it is expected to be addressed fully when a national training initiative is implemented during the term.
108. Only one short lesson of direct teaching was observed during the week. Therefore it is not possible to make an overall judgement about the quality of teaching. Pupils are taught about new programs by a demonstration to the whole class. This gives pupils a clear understanding of how they work and its aims. In the lesson observed, the teacher introduced a mathematics program with a post office theme. The teacher had good knowledge of the program and was able to give clear instructions on what to do to work through it. She used the pupils well to demonstrate the objectives. As a result, the pupils were well motivated and used their mathematical knowledge of addition and doubling to give answers. Pupils, including those with special educational needs, make sound progress through the key stage and are now beginning to build effectively on their skills and knowledge. Boys and girls display the same good attitudes and the same growing confidence and interest in the subject. They are eager to learn new skills and happy to share these with their classmates. For example, in a Year 1 literacy lesson, six pupils were observed using the computers to write simple sentences about 'The Three Bears'. They confidently helped each other with the program and with typing skills. In a mathematics lesson, pupils helped each other and used the 'mouse' confidently to indicate numbers that were ten less and ten more than a given number.
109. Teachers have sufficiently high expectations in lessons but not all staff have sufficient knowledge and skills of all programs. The good management of the subject is seen in the improvements in provision and in teacher confidence since the last inspection. The curriculum is being developed and planning has improved. Sound use is beginning to be made of the digital camera to record work. However, the use of information and communication technology to support all areas of the curriculum is unsatisfactory and not all computers were in use during the inspection. The use of the Internet and e-mail is also underdeveloped. Displays around the school and work in books reflect the use of computers in mathematics but not in other subject areas. These issues have already been recognised by the co-ordinator as areas for development. The subject is well placed for continued improvement and development.

MUSIC

110. No lessons were seen in this subject during the inspection. Teachers' assessment and pupils' conversations indicate that the majority attain a suitable level for their age by the end of the key stage and achieve appropriately. Pupils sing traditional songs such as 'Michael Row your Boat Ashore' as a two part round. They perform for audiences of parents and friends in the class and Christmas assemblies where singing is often accompanied with percussion instruments. Pupils have a good knowledge of music from other parts of the world because the entry music to assemblies concentrates each half term on a different culture. Previously this has been Africa and India and currently it is China. This contributes well to pupils' cultural development. Pupils also extend their knowledge and enjoyment of music through listening to

visitors making music, such as the secondary school brass band and musicians playing trumpet, woodwind and banjo.

111. The new co-ordinator has a very clear view and a good action plan for re-instating music as a major part of the curriculum. Recently a revised curriculum based on national guidance and assessment procedures have been introduced. Pupils cover all areas of the National Curriculum programme of study, although currently there is too little emphasis on pupils creating and developing their own musical ideas and no opportunities for them to use computer programs or recording equipment. In the last few years, music has suffered from a combination of changes of co-ordinator and lack of emphasis whilst the school concentrated appropriately on raising standards in numeracy and literacy. However, indications are that the satisfactory standards achieved at the time of the previous inspection have been maintained.

PHYSICAL EDUCATION

112. During the inspection week, only dance and gymnastics lessons were observed. No games lessons were seen. Therefore, judgements for the games strand of physical education are based on discussion with pupils and the school's assessment records. By the end of Key Stage 1, standards are in line with national expectations and pupils achieve as they should. In a Year 1 dance lesson observed, standards were above expectations and pupils made good gains in their learning. Pupils perform a range of basic tasks such as balancing and travelling in a variety of ways and directions with suppleness, control and with safety. They demonstrate good control when linking actions together and when using apparatus. This is similar to the judgements of the previous inspection.
113. Only two lessons were observed during the inspection. In a Year 1 dance lesson, the quality of teaching was very good. In this lesson, the teacher used a class visit to the local art gallery as a stimulus for an Indian dance. Pictures were used to remind pupils of the dance positions seen in paintings and on statues and a tape of Indian music was played. The pupils' response was excellent. They were totally absorbed in the rhythm and sounds of the music and responded with great enthusiasm. With good questioning and monitoring from the teacher, the pupils developed their movements well. The lesson also celebrated the multicultural society of the pupils. An Indian pupil expressively moved her fingers in the dance, which she'd learned to do at home. The pupils worked purposefully to produce improvement and made good use of practice and repetition in order to refine their performance.
114. In a good gymnastics lesson, also for pupils in Year 1, the teacher had good subject knowledge, and set a good example to pupils by dressing appropriately and leading by example. She had high expectations of pupils' behaviour and managed the pupils well throughout the lesson. Safety is stressed and pupils cover ears with a plaster. The lesson was well planned and included the essential elements of warming up and cooling down. Good use was made of resources. During this lesson, the teacher gave pupils opportunities to comment on their own and others' performance. This was done in a spirit of praise and support. For example, pupils were heard to say of each other 'that's good', 'that's nice' but also gave reasons why they felt a movement or sequence was good. They responded well to the activities, showing enjoyment and worked well individually, in pairs and in groups. They concentrated hard on improving their skills of travelling along the apparatus and leaving in a variety of ways. The teacher continually challenged pupils to leave the apparatus in different directions and with different movements. Progress of pupils with special educational needs is good. They are supported well in lessons. In the gymnastics lesson observed, the classroom assistant gave a pupil with physical needs very good one-to-one support. The pupil was fully integrated in to the lesson and was able to meet the increasing challenges that were set. In both the lessons observed, pupils were made aware that physical exercise increases the heartbeat and has an affect on the body.
115. Since the previous inspection there have been three subject managers. The present subject manager is new to the post and is aware that she needs further training and support from the

local advisor for physical education, to be able to support staff and review the policy and scheme of work. This has already been arranged. Under these circumstances, the school has done well to maintain standards. A nationally approved scheme of work has been implemented to ensure continuity and progression. The range of large equipment is good. The school benefits from a large well equipped hall and a satisfactory hard play area. However, some of the smaller resources need replacing; for example, foam balls. Good links have been established with Southampton Football Club, who run an after school club. A 'Kinder Club' is also held after school, which includes physical and health activities. Judgements are similar to the previous inspection report.

RELIGIOUS EDUCATION

116. Only one religious education lesson was observed during the inspection week. Therefore, judgements are based on the lesson seen, scrutiny of pupils' work, discussion with pupils and staff and displays.
117. By the end of Key Stage 1, pupils' attainment is in line with the requirements of the locally agreed syllabus. Standards have been maintained since the previous inspection. Pupils are developing their ability to describe and understand the beliefs and practices of a number of religious traditions and, in particular, Christianity and Islam. For example, Year 1 pupils learn about the people that Jesus met, the festivals of Christmas, Easter and Harvest, the story of Ibrahim and the festivals of Ramadan, Eid-ul-Fitr and compare creation stories. By the end of Year 2, pupils know the key events in the life of Jesus, Christian and Muslim ideas about God and about special places, such as the Church and the Mosque. As well as key Christian and Muslim stories, pupils also know about the Hindu festival of Diwali, the importance of the Chinese New Year and the symbolism of light in many religions.
118. As only one lesson was observed, it is not possible to make an overall judgement on the quality of teaching. However, in the lesson observed the teaching was good. The teacher's knowledge of 'special books' was good. She used the pupils' understanding well to develop their respect for each other's beliefs. Pupils enthusiastically shared their understanding of why the Bible and the Quar'an are special books and celebrated the bilingual achievements of those in the class who could speak or read in Arabic and Urdu.
119. The curriculum is satisfactorily planned in broad areas of study. There is good evidence of a breadth of teaching related to the teaching of Christianity and Islam. Opportunities for religious education are also provided through circle time, assemblies, topic-linked work and visits to the local church. Assemblies enable whole school responses to religious themes. During the inspection week the theme was respect for others and remembering to say please, thank you and sorry. Each day stories are told, which develop pupils' respect and understanding for each other and develop their self-awareness. For example, in a good assembly observed, pupils heard the story of Jesus healing the lepers and how only one leper said thank you. The teacher then celebrated the many cultures and languages in the school by asking individual pupils to say thank you in their first language; for example Spanish, Mandarin, Arabic and Urdu.
120. The co-ordinator is new to the post but is already aware of the strengths of the subject and areas for development. She is aiming to establish stronger links with religious groups in the area in order to arrange visits and visitors. She does not currently have the opportunity to monitor the subject or to observe or work alongside colleagues because she is the nursery teacher and has not taught in Key Stage 1. The school has identified this as an area for development. The use of information and communication technology to support the subject is underdeveloped.