

# INSPECTION REPORT

## **ST. PATRICK'S CATHOLIC PRIMARY SCHOOL**

Woolston, Southampton

LEA area: Southampton

Unique reference number: 116398

Headteacher: Mrs E. Kenny

Reporting inspector: Mr M J Weaver  
9352

Dates of inspection: 11 - 14 June 2001

Inspection number: 192885

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Fort Road Woolston Southampton
Postcode:	SO19 2JE
Telephone number:	02380 448502
Fax number:	-
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Mifsud
Date of previous inspection:	20 January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
9352	M J Weaver	Registered inspector		The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Assessment Leadership and management Staffing and learning resources
31754	Mrs Roberson C	Lay inspector		Pupils' welfare, health and safety Partnership with parents and the community Accommodation
7465	Mr R Brent	Team inspector	History Geography Physical education Provision for pupils with special educational needs	
20654	Mr P Knight	Team inspector	Mathematics Design and technology Music Equal opportunities	Quality and range of learning opportunities
20003	Mrs S Metcalfe	Team inspector	Aspects of education for children in the Foundation Stage English Information and communication technology English as an additional language	
22704	Mr G Williams	Team inspector	Science Art and design	Pupils' attitudes, behaviour and personal development

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Patrick's Catholic Primary School is larger than most other primary schools having 312 pupils in full-time education from 5 to 11 years of age, the greater majority of mainly white ethnic origin. The number on roll has risen slightly since 1996. The attainment on entry to the school for pupils in full-time education is broadly in line with the national average. Many of the children have attended pre-school groups before entering the Reception class in the September before their fifth birthday. The number of pupils eligible for free school meals is broadly in line with the national average. The number of pupils with special educational needs is below the national average. There is only one pupil with a statement of special educational need; this is well below the national average. The school is eligible for Additional Literacy Support for pupils with lower achievement.

### **HOW GOOD THE SCHOOL IS**

St Patrick's Catholic Primary School is an improving school with more strengths than weaknesses. The school places strong emphasis on providing a happy and secure Christian environment for the spiritual, personal and social development of its pupils, in which pupils can grow to be friendly, considerate and socially confident individuals; inspectors agree that it is successful in this. Standards achieved by pupils in English, mathematics and science have improved and are now in line with the national average, with pupils making satisfactory progress. The quality of teaching and the leadership and management of the school are satisfactory, though there are some areas in the management and governance of the school which require development. The school has identified a number of key areas for its further development, with clear plans to implement many of its new initiatives; these plans are to ensure that more opportunities are provided across the curriculum to enable all pupils, particularly the higher attainers, to achieve the best possible standards throughout their time in the school. The school is now well placed to continue to build on the good achievements being made. The expenditure per pupil is very high, but as it is not yet matched by sufficiently high standards the resulting value for money provided by the school is satisfactory.

#### **What the school does well**

- The teaching seen in the Foundation Stage is good.
- Pupils enjoy school, they have good attitudes to their work and are pleased when they do well.
- Teaching has improved significantly in upper junior classes since the last inspection and has a number of strengths.
- The literacy and numeracy strategies are successful in supporting improvements in pupils' learning.
- The provision for spiritual, moral and social development is good, as are the procedures for child protection and for ensuring pupils' welfare.
- There are good links with parents, who play an important role in supporting the school.
- The leadership provides a clear educational plan for the future progress of the school and there is a good team spirit amongst all staff who are committed to improving the school further.

#### **What could be improved**

- Standards in English, mathematics and science
- The balance of the curriculum, so that pupils have the opportunity to develop their skills continuously
- The quality of teaching overall by raising teachers' expectations and providing appropriate challenge for all pupils, particularly the higher attainers
- Management systems for establishing rigorous assessment of pupils' learning
- Tracking pupils' progress, predicting targets to be achieved, measuring the outcomes and modifying curriculum aims accordingly
- The role of subject managers and governors in monitoring the work in school.

*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 a number of improvements since the last inspection, but has yet to fully meet the requirements of the key issues identified at that time. The leadership of the school has improved following the recent appointment of the headteacher, and governors are taking a greater role in determining the school's future. The school continues to show care and support for the pastoral needs of its pupils. The quality of teaching has improved, particularly in the upper juniors, and in mathematics it is now satisfactory. Teaching was good in a number of lessons seen. Subject managers monitor teachers' planning although the role of subject managers needs to be developed in order to raise standards further. Teachers have worked hard to introduce target setting to meet the needs of all pupils in the Foundation Stage, English and mathematics and to modify the curriculum as a result of assessing pupils' attainment. The introduction of target setting and tracking pupils' development is still in its infancy and needs to be implemented effectively in all subjects. The new draft school improvement plan is now closely linked to school improvement targets, although further work is required to ensure that all actions are fully costed where appropriate. Information for parents has improved slightly and, whilst most of the statutory requirements are met, further improvements to the overall quality of communication are needed to keep parents fully informed.

## STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	A	C	D	E
Mathematics	C	B	E	E
Science	C	C	D	D

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

Standards attained by eleven-year-olds in the 2000 tests were below average in English and science and well below in mathematics. Compared to schools of similar context, standards were well below average in English and mathematics and below in science. The trend in standards attained by eleven-year-olds in English and mathematics has progressively worsened since 1998. Key factors in this trend were the unsatisfactory teaching in upper junior classes, particularly in mathematics, and the lack of systems for assessing and tracking pupils' progress. Since that time, and following the appointment of the new headteacher, strategies to address these concerns have been successful and are beginning to provide a sound level of education for all pupils, though there is still some way to go. Improvement in standards in information and communication technology is evident and it is now in line with national expectations. From inspection findings, attainment in all other subjects of the National Curriculum is generally in line, with the exception of attainment in art and design and geography which are above average. Although most pupils make satisfactory progress in their learning, it could be better, particularly for the higher attainers. In the Foundation Stage, inspection findings indicate that attainment in language and literacy and personal, social and creative abilities are above that expected by the time they enter Year 1. They are in line with expectation in mathematical and physical development and in their knowledge and understanding of the world. Children in the Foundation Stage build well upon their skills and knowledge and are well prepared for the next stage of their learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and have positive attitudes to learning.

Behaviour, in and out of classrooms	Satisfactory overall. The majority of pupils behave well in lessons and throughout the school.
Personal development and relationships	Relationships throughout the school are good. Pupils work together co-operatively, but they do not have sufficient responsibility for their own learning.
Attendance	Satisfactory. The levels of attendance and unauthorised absence are in line with the national average.

### TEACHING AND LEARNING

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

*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.*

During the inspection, the teaching across the school, particularly in English and mathematics, was satisfactory overall. It was satisfactory or better in almost 98 per cent of all lessons seen, of which 43 per cent were good or better, and 11 per cent were very good or better. Only one lesson was unsatisfactory, and this was due to the insufficient challenge for most of the pupils. The teaching of basic skills in literacy and numeracy is satisfactory. The majority of pupils are attentive in lessons, even when teaching lacks inspiration. Teaching seen in the Foundation Stage was good; it was well prepared and inspired children to work hard and made learning fun.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Significant changes have been made since the last inspection. All pupils have equal opportunity to participate in the activities provided by the school. The issue of the curriculum not being balanced, however, has still to be resolved. The curriculum for children in the Foundation Stage is good.
Provision for pupils with special educational needs	Satisfactory overall but good in the Foundation Stage. All pupils have individual education plans and make satisfactory progress overall.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' spiritual, moral and social development is well planned. Pupils' cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory. Procedures for child protection and pastoral support are good. Whole-school procedures are in place for informing teachers of pupils' progress but assessment systems need to be extended further. There are insufficient planned opportunities for pupils to develop their own initiative.

The partnership the school has with parents is good. Parents have positive views about the school and many are involved in school life. The quality of information they receive, whilst generally satisfactory, needs to be improved further.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher and senior managers have clear and appropriate educational plans for the school's development. The headteacher is an effective leader with clear strengths in the pastoral and educational welfare of pupils. Management, though broadly satisfactory, is not yet effective in monitoring the strengths and weaknesses in the curriculum, in teaching and learning in many subjects and using this information sufficiently to set targets for improvement. The role of subject managers is underdeveloped.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the school and are committed to its improvement. The governors' role in monitoring the work of the school is in its infancy. Most of the statutory requirements are met.
The school's evaluation of its performance	Unsatisfactory. Informal systems are used to monitor the effectiveness of the work of the school. The monitoring of value for money is in its early stages and does not yet evaluate the high expenditure made for each pupil compared to their academic achievement. The principles of best value have begun to be implemented.
The strategic use of resources	Satisfactory. There is an adequate number of teachers supported by a good supply of adults working in the school. Resources for subjects are adequate and are generally used well. The funds for supporting pupils with special educational needs are spent soundly. The accommodation is adequate but refurbishment is needed in the staff and older pupils' toilets.

Since the last inspection, the new headteacher, together with senior teachers of the school, has made a good start to check the quality of teaching in some lessons and to introduce systems for monitoring the progress that pupils make. Good assessment of individual children's learning is in place in the Foundation Stage and now needs to be further extended across the whole school. The school is at an early stage in ensuring that money is spent effectively.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They are kept informed about how their children are doing.</li> <li>• The school expects pupils to do their best.</li> <li>• Their children enjoy school.</li> <li>• The leadership and management are good.</li> <li>• Teaching is good.</li> <li>• The school helps their children to become responsible individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• More after school activities</li> <li>• Improved openness to discuss concerns</li> <li>• Closer working with parents and better communication.</li> </ul>

The inspection team agrees that the children enjoy going to the school and that most pupils seek to do their best. In all other aspects though, the school is satisfactory in how well it communicates children's progress, in managing its systems and in its teaching. The school has an adequate range of after-school clubs and the staff seek to encourage parents to discuss concerns they may have. Improved communication on a regular basis is needed.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Pupils enter the Foundation Stage in the Reception class with standards that are broadly in line with the national expectation. Through the good teaching they receive, they attain well overall and by the time they are seven years old they are likely to have achieved most of the early learning goals and their attainment is good overall. The systems for supporting pupils with special educational needs are good and pupils learn as is appropriate for their abilities. Support for pupils with special educational needs in infant and junior classes is satisfactory, enabling them to make satisfactory gains in their learning.
2. The results attained by seven-year-olds in the national tests in 2000 were in line with the national average at the expected Level 2 in reading and mathematics, and above in writing. The proportion of pupils achieving the higher Level 3 in writing and mathematics was well above the national average and in reading it was above. The attainment at this higher level is the same when compared with schools of similar context. In science, based on teacher assessment, pupils achieved standards in line with the national expectation. Overall, they make satisfactory progress in their learning. Taking all three subjects together, the trend has risen over the last two years, with a higher than average trend when compared to the national picture.
3. The results attained by 11-year-olds in the national tests in 2000 at the expected Level 4 were well below the national average in English but in line in mathematics and science. When considering their attainment at the higher Level 5, they were in line with the national average in English and science but well below in mathematics. Taking all three subjects into account, pupils' attainment, which is measured by taking the expected Level 4 and higher level achievement together, is below the national average overall. The attainment reached by 11-year-olds over the last five years has been particularly inconsistent, fluctuating significantly in mathematics and science but showing a steady downward trend in English over the period from 1998 to 2000. In comparing the school's trend with that found nationally, it is broadly in line with the national picture, but clouds the school's actual performance year on year. When compared to schools of similar context, standards in English and mathematics were well below average and below in science. When viewing their attainment over time, 11-year-old pupils taking the national tests in 2000 had not built on the good standards they achieved when they were seven, particularly in mathematics. In addition, the girls' attainment was lower than boys in all three subjects, due to more girls having special educational needs. The school has analysed these results carefully in conjunction with the local education authority link adviser and is unable to determine any further reason why the girls performed so poorly. Inspection findings indicate that the attainment of 11-year-old boys and girls currently in the school is similar and does not show as wide a difference as those of the previous year. In all lessons observed during the inspection, girls achieved less well than boys only in physical education.
4. The progress made by pupils in infant classes is satisfactory overall. Parental concerns that most pupils in Year 1 were insufficiently challenged were perceptive, and the lower level of achievement was partially due to these pupils being taught by a supply teacher

for part of the year. The quality of teaching in the infants is now satisfactory overall but, although a number of good and stimulating lessons were observed, it does not yet build sufficiently well upon the good work done in the Reception class.

5. In English at both key stages, pupils' skills in listening are good and in speaking, reading and writing are satisfactory. At Key Stage 1 in speaking and listening, pupils are able to consider their answers before speaking and communicate their ideas and opinions fluently and precisely, although on occasions they answer with a single word and do not always construct their sentences to be grammatically correct. Older pupils broaden their vocabulary well, take care to use correct terminology in correct grammatical form and adapt their speech to suit formal and informal occasions. In reading, by the age of seven, pupils read accurately, fluently and with good expression, using syllables and sentence segmentation well. Older pupils know the structure of books and are able to talk confidently about characters and plots to express opinions and preferences between fiction and non-fiction text. In writing, infants construct poems and tongue twisters effectively and are developing their skills in persuasive writing styles. Older pupils build upon their early writing skills effectively and use appropriately complex vocabulary well. Overall, however, pupils writing skills are not sufficiently well translated into subjects other than English and the presentation of some of their work is erratic.
6. Inspection findings indicate that achievement in mathematics is satisfactory at both key stages. Infant pupils have developed sound mathematical vocabularies, they know the names of regular two-dimensional shapes and their properties, and more-able pupils know how to satisfactorily construct word sums using addition and subtraction. They enjoy investigative work and most pupils are competent in mechanical mathematics but are unable to maintain accuracy or use their number vocabulary effectively. Junior pupils are developing an appropriate mathematical vocabulary and know the key names for measurement and fractional parts of numbers. They work to two decimal places and know about angles and degrees. They understand and explain symmetry, have suitable data-handling skills and draw a range of graphs to an appropriate standard.
7. The use of both literacy and numeracy is satisfactory across the curriculum overall, although on occasions teachers do not encourage pupils to develop their answers sufficiently well, but readily accept one word answers. Infants and juniors make good use of graphical data when using computers to enhance their mathematical skills. Increased but realistic targets had been set for this year and initial results from teacher assessments of seven-year-olds is that the targets have been met. The attainment of 11-year-olds in the 2001 national tests in English and mathematics are awaited.
8. In science, standards are satisfactory at both key stages. Infant pupils develop their understanding of forces, and use standard measurement to compare distances travelled by various vehicles and understand and apply their knowledge of 'fair testing'. They recognise that plants need light for growth, develop their awareness of reversible and irreversible changes and the effects of hot and cold conditions, and are developing their knowledge of safety in the home, especially when dealing with electricity. Junior pupils develop their investigative skills satisfactorily and plan experiments effectively, recording results appropriately. They learn how water is transported in plants and develop their understanding of life cycles in plants and humans.
9. In information and communication technology, standards achieved by 11-year-olds are in line with expectations, building soundly upon the learning made in infant classes where they control a mouse, save their work and exit programmes efficiently. They produce pictograms, convert them into bar charts and order axes appropriately. Older pupils develop and practise word processing skills, regularly drafting a piece of written work onto the word processor, changing fonts to meet various needs and use a spell checker before printing their work. By the age of 11, they link their work on computers

to rotation in mathematics using repeat and command keys to name groups of instructions and rotate through a full circle. Standards in art and design are good at both key stages. They complete observational drawings satisfactorily in pencil, using a peer dressed in period costume as a model and also copying from photographs taken with a digital camera. They are able to construct collages well, such as when representing Egyptian building and artefacts.

10. Design and technology skills are being well honed, with investigations into the design of an electric torch from which to plan and make their own, and are developing good awareness of structures in the design and making of a Ferris wheel. In geography, pupils attain standards generally in line with national expectation in the infants and make good progress in the juniors, due to good subject planning and building effectively on prior learning. Junior pupils compare places in Britain with African and Bermudan states satisfactorily, reflecting on the geographical differences and the effect on their respective environments, though there is need for pupils in both key stages to widen their experience in recording their findings. In history, they make satisfactory progress attaining standards generally in line with the national expectation. By the age of eleven, pupils have a satisfactory grasp of chronology starting with the Ancient Egyptians and culminating at World War Two. Their learning about the Egyptians, Tudors and Victorians is further developed through role-play and by model making, building their knowledge satisfactorily on timelines and change over time. Music skills are satisfactorily developed with examples of good skills in evidence. The quality of singing is never less than satisfactory and is often good. Attainment in physical education is satisfactory overall, with pupils developing ball-handling skills, particularly in football, netball and basketball. Their progress in athletics is satisfactory and most competently achieve the expected 25 metres in swimming by the time they leave the school.
11. The achievement of pupils with special educational needs is satisfactory. Individual education plans are of good quality and are reviewed appropriately. However, they are not always fully integrated into lesson planning and the process of setting targets for pupils is at an early stage of development. The school does not identify formally any gifted and talented pupils and currently does not yet fully analyse its data effectively to establish the differences in the performance of different groups of pupils.

### **Pupils' attitudes, values and personal development**

12. The school has maintained the good standards in pupils' attitudes since the last inspection. Pupils' behaviour and personal development remain satisfactory. Although the good practices for behaviour management reported at the last inspection are still in place, and a school council has been established, improvement has been slow to impact on raising standards in this area, too little having been done to capitalise on children's own desire to take responsibility for their own learning. Pupils enjoy school and this is reflected in the majority having very positive attitudes towards their work. They co-operate well with teachers and apply themselves to their allocated tasks. In many classes, they show high levels of interest and enjoyment in work, particularly in their investigative work, for example in a Year 3/4 class when pupils were testing which objects would or would not let light through. Also, in Year 6 during a personal, social and health education lesson, pupils discussed the making of choices with a visiting police officer and verbalised well their feelings, observations and the reasons for their decisions.
13. Pupils show interest and enthusiasm in extracurricular activities and school visits. During the inspection, many pupils participated in sporting activities after school and upper junior pupils were looking forward to the residential opportunities provided by the school. Children in the Foundation Stage are developing positive habits in their learning. All classes enjoy and learn from their role-play exercises, as was in evidence

in personal, social and health education during lessons, when pupils considered the impact of their actions upon others.

14. Behaviour is satisfactory overall throughout the school. However in some areas it is good, and where this occurs it makes a considerable contribution to pupils' progress. The school is a friendly, happy and orderly community. Most pupils behave sensibly in classrooms and behaviour was good in assemblies observed. Lunchtime is a pleasant, social occasion where pupils mix well together and enjoy each other's company. Bullying is not a problem and none was observed during the inspection. Pupils confirm this and advise that, should it occur, every pupil in the school is aware that it is his or her responsibility to alert an adult immediately. Pupils are polite and respectful towards staff and visitors. All pupils, including those with special educational needs, work in an atmosphere free from oppressive behaviour. The school has recently excluded one pupil for poor behaviour.
15. Pupils are involved in discussing school rules and staff are patient with pupils in explaining why certain behaviour is wrong and pupils are aware of both sanctions and rewards. Relationships are good between pupils and with adults. Older pupils care for younger pupils and share their time with them. Pupils generally show good levels of respect for other's feelings, values and beliefs. The pupils are trustworthy and care for their own property and that of others.
16. Pupils' personal development is satisfactory and their confidence in their own ability grows as they progress through the school. Pupils say that they would like the opportunities provided for their personal development to be extended, in order that they can have a greater ownership of, and play a more creative role in their own school and their own education.
17. The levels of attendance reported in the previous inspection have improved slightly and are now in line with the national average. Levels of unauthorised absence are the same as that found nationally. Strategies used in partnership with the Education Welfare Service are successful and the very small minority of pupils that have a less than satisfactory overall attendance rate show significant improvements over time. The majority of pupils arrive punctually, and a smooth start is made to the school day, but there is a small minority of pupils of all ages who are frequently late.

## **HOW WELL ARE PUPILS TAUGHT?**

18. Overall, the quality of teaching is satisfactory, with several strengths evident. This is an improvement since the last inspection, where 20 per cent of lessons in upper junior classes were unsatisfactory. Across the school as a whole, the teaching seen was satisfactory or better in almost 99 per cent of lessons. It was good or better in 43 per cent, of which 10 per cent were very good or better. In the better lessons, teaching was imaginative and encouraged pupils' enthusiasm, and pupils learned well. Only one lesson was unsatisfactory and this was due to the insufficient challenge for most of the pupils, except for those with special educational needs, who received well-targeted work. Some weaknesses were evident in several lessons when the majority of pupils were not sufficiently challenged and, on those occasions, the management of pupils was not fully appropriate. Teaching in the Foundation Stage was good; lessons were well planned and children were challenged appropriately. They enjoy their work and are beginning to take some responsibility for their learning. Taking into account the findings from the scrutiny of pupils work over the last 12 months, the quality of teaching in infant and junior classes is satisfactory overall in the work planned and enables pupils to make satisfactory progress in their learning.
19. Teachers in the Foundation Stage have good knowledge and understanding of all areas of learning, which contributes well to the standards attained. Teachers' knowledge and understanding of the subjects they teach is generally satisfactory in

infant classes, and good in junior classes, particularly in English. In art and design and scientific enquiry pupils make good gains in their learning at both key stages, on account of their teachers' good knowledge and understanding of the requirements of these subjects. Intentions for what pupils are to learn are generally communicated clearly at the start of lessons and revisited in the plenary review session at the end of most lessons to establish what pupils have learned.

20. Teachers' use of day-to-day assessment of what pupils know and understand is very good in the Foundation Stage, where good quality records are kept for each pupil. In English, mathematics and science, the use of assessment to plan future lessons based on what pupils have learned in order to take their learning forward is satisfactory. However, it is not sufficiently planned for in the other subjects of the curriculum. Many higher-attaining pupils could do with more challenge in the work expected of them, though they respond positively when given the opportunity, such as in a history lesson in Year 2 and a design and technology lesson in Year 5. Teaching plans are now based securely on national guidelines for each subject, which have been adapted to meet the school's needs in its endeavour for pupils' learning to be developed progressively. Short-term lesson plans for subjects other than English and mathematics, however, are not yet consistent in their design and do not include requirements for teachers to assess or evaluate what pupils have learned or how future lessons might be developed. The good lesson plans used by some teachers have not been identified as effective models for consistent whole-school planning and are a missed opportunity to promote good practice across all classes. On those occasions where good quality teaching was observed, the lessons were planned effectively, built well on pupils' prior knowledge and enabled pupils to develop their skills and understanding further. In these instances, sound evaluation of pupils' learning was recorded. This good practice, however, has yet to be developed across the school to enable all pupils to make better progress in their learning.
21. The teaching of literacy and numeracy skills across the curriculum is satisfactory overall, but insufficient use is made of the opportunities available in most subjects for further developing the pupils' skills in speaking and listening and writing, for example, or in developing their numeracy, such as in measuring. Some good examples of the use of numeracy were seen, however, in an information and technology lesson in Year 6, when pupils developed their understanding of numerical rotation and in science in Year 4 when measuring and comparing their findings against their predictions. The teaching of information and communication technology, whilst generally good in the computer suite, is not developed sufficiently in all classrooms to supplement pupils' work in other subjects.
22. The school had previously been advised not to plan the work of literacy or numeracy in 'sets' according to pupils' prior attainment. As a result, teachers are not providing sufficient challenge to all pupils, due partly to the often wide and varying range of pupils' attainment in classes. The school needs to address this aspect of planning to ensure that all pupils have full opportunity to make the progress of which they are capable. The school has yet to revise its policy for learning and raise a policy for teaching, for meeting the needs of more-able pupils and for identifying and supporting pupils who may be gifted or talented in some aspect of personal interest. Additionally, the teaching time given to subjects other than English, mathematics, science, music and religious knowledge is significantly less than the national average and prevents pupils from receiving sufficient time to work through the national guidelines programmes of work.
23. The teaching of pupils with special educational needs is satisfactory. Most pupils are taught in class but the teachers' plans do not always match the range of ability in the class, particularly where pupils are of mixed ages. The school is planning to address this by considering the setting of pupils into ability groups in subjects such as mathematics. A small number of pupils are taught by a part-time teacher in focused

sessions; although no lessons were seen, records indicate that they make satisfactory progress.

24. The management of pupils is very good in the Foundation Stage and good in infant and junior classes, though there is some inconsistency in a whole school approach, resulting in pupils' behaviour being better in some classes than others. Generally satisfactory planning for pupils in infant and junior classes to work together, supported by the positive attitudes of the greater majority of pupils, enables teachers to concentrate on what they are teaching and to use the classroom assistant or volunteer adult appropriately. Plenary sessions at the end of lessons are generally well led and enable pupils' interest in their work to be shared with others in the class and to further build upon the good relationship held with the pupils. Teachers form good relationships with their pupils, enabling most pupils to make satisfactory progress.
25. The marking of work in pupils' books is done regularly and is often supportive, though only a few teachers provide comments which encourage pupils to further consider their work, often with well-posed questions and pointers for improvement. Many teachers discuss the work alongside the pupils and give praise appropriately for what pupils have achieved. Homework is set for most of the pupils, though this practice is occasionally inconsistent across the school, confirming the comments made by ten per cent of parents.

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

26. The quality and range of learning opportunities for pupils at both key stages are satisfactory, with some strengths in music, where additional opportunities are available for instrumental tuition through the peripatetic music service. The curriculum for children in the Foundation Stage is good. The curriculum for the statutory years is satisfactory containing all subjects of the National Curriculum and religious education.
27. The National Literacy Strategy has been introduced appropriately and has had a beneficial impact on standards in reading and writing. The implementation of the National Numeracy Strategy has had a suitable impact on pupils' learning with a particular emphasis on mental arithmetic. The introduction of the plenary session at the end of all lessons has led to an improvement in teaching. These are improvements since the last inspection and have helped in the drive to raise standards. Information and communication technology, which was judged to be a weak subject in junior classes, has improved and is now satisfactory.
28. The school has now created a two-year curriculum plan, which effectively links subjects across the curriculum and takes into account the mixed-age group classes. The programmes of study to enable the development of skills, knowledge and understanding are included in these plans and generally cover the progressive acquisition of skills. However, in most of the non-core subjects the low percentage of time available limits the opportunities for pupils to fully develop their skills. The school recognises this limitation in its draft improvement plan and has identified the need for a better balance. Cross-curricular links using information and communication technology, though better than at the last inspection, are not fully in place. The two-year curriculum is beginning to show a benefit to pupils' progression in their learning, particularly with pupils of average and below average ability. However, there is a need to improve the provision for those pupils in the higher-attaining group, where provision is inconsistent. This represents satisfactory improvement since the last inspection when the school was judged to not provide a framework for all subjects or to ensure sound progression in learning. There is suitable provision for pupils' personal, social and health education through the science curriculum, supported by national guidelines that ensure satisfactory provision for sex education and the danger of drugs misuse.

29. Since the last inspection, the school has developed adequate policies and programmes of work for all subjects. Many of these are now being revised to meet the changes brought about by the new curriculum initiatives. The staff have adapted the national guidelines to provide the school with suitable medium-term plans to cover the programmes of study in Curriculum 2000. From these units, the teachers prepare appropriate daily lesson plans. This structured approach to curriculum coverage represents a significant improvement since the previous inspection. In spite of these improvements, the curriculum planning still needs to ensure that there is sufficient time provided to teach the non-core subjects to develop pupils' skills, knowledge and understanding in depth. The school has identified this weakness in its draft school improvement plan for 2001. During the inspection, good examples were observed for targeting groups of pupils for specialist teaching such as in mathematics and music. The use of homework is effective, particularly in mathematics and English, and at the end of the juniors pupils do consistently well.
30. Music has a high profile in the school with over 100 junior pupils involved in instrumental tuition and this plays a significant part in the standards achieved in the various school productions throughout the year. The school provides this service from its own budget. Other extracurricular provision, including sport, is satisfactory, contributing soundly to pupils' social and personal development. The various activities are well supported, including football, netball and basketball, a French club and recorders. Pupils in Year 6 are currently preparing to visit 'Fairthorne Manor' to participate in outdoor adventurous pursuits.
31. The school makes good provision for pupils' spiritual, moral and social development and satisfactory provision for their cultural development. It is a caring place, where the principles of Christian values, self-discipline and the celebration of each person as an individual are evident. The care with which teachers display pupils' work shows their pride in pupils' achievements. Pupils are encouraged to see themselves as carrying on the sense of belonging to a community. The school has aims and principles for these important aspects and these underpin the learning activities presented. As a result, pupils have positive attitudes and a good understanding of the results of their actions on others.
32. Acts of collective worship meet statutory requirements and provide pupils with opportunities for reflection and prayer. Assemblies give pupils knowledge and insight into peoples' different beliefs and values and these are further developed in religious education and personal, social and health education work. Knowledge of and care for the living world and the wonder of birth are celebrated in classes through texts such as 'Owl Babies' used in literacy. Younger pupils' earlier visit to the seaside is shown in display of photographs, shells, seaweed and sand in the atrium and classroom. The annual report to parents contains poems and articles by pupils from observations of the natural world. For instance, a report from the residential visit to a conservation/wildlife centre captures the awe and wonder of badger watching at midnight. Music sets the scene in assemblies and supports creative work in other curriculum areas. About the school are pupils' impressions of the textures and colours found in the work of famous artists. The wonder and vibrancy of colour are investigated in art lessons, while the 'Dazzle' art program on the computer, used by a group of pupils investigating reflection, led to gasps of wonderment.
33. Provision for pupils' moral development is good. The school has satisfactory procedures for monitoring and promoting good behaviour, while the school's declared mission statement demonstrates a genuine spirit of justice and care for all, supported well by the reward system and policy of praise. During circle time, pupils have the opportunity to consider the impact of their actions upon others. Pupils are taught the principles of right and wrong and these are embedded in the school's practice. Teachers reinforce moral principles and use praise effectively to support these ideals. Teachers lead by example as positive role models, treating all within the school with

respect. Pupils know their class and school rules and are generally proud of their school.

34. The provision for pupil's social development is good. Pupils have a range of social skills upon entry to the school. The school provides many opportunities and occasions for pupils to work together collaboratively and to learn to co-operate. When they enter school, children in the Reception class are given a 'buddy' in Year 6, who looks after them in their early weeks. Older pupils write stories to share with younger ones. In wet playtimes they help in younger classes. In lessons, pupils share resources and work together well on group activities. Pupils sit on the school council and take part in the 'Junior Citizen' programme. The school raises funds, having fun at the same time, for charities such as 'Jeans for Genes' and 'Operation Christmas Child'. Opportunities for social contact outside the classroom, such as extracurricular activities and visits, further encourage and support pupils' social development. The school benefits greatly from the support it receives from parents and the wider community and this has a significant impact upon pupils' social development. Pupils are encouraged to show thought and consideration for the needs of others and this is reflected in the range of community activities. Pupils participate in the 'Southampton Sunday Lunch Project' and take part in community music events. Pupils see their parents and members of the community supporting the school practically in listening to children's reading, assisting teachers in class activities and raising money to provide additional resources. Staff and parent members of the School Association have run fairs and discothèques, and organised theatre visits, film nights and weekend trips to places of interest. Fund raising has provided the school with many extras, giving good support to pupils' education.
35. The school caters well for pupils' awareness of British cultural development but there is less planning for preparing pupils to live in a multi-cultural society or for celebrating the achievements of people with different ethnic origins. Pupils learn about and participate in the richness of British and western culture through literature, music, art, geography and history as well as religious education. Pupils make visits to museums, the church, environmental areas and local shops. Theatre groups and musicians visit the school. History themed days such as Ancient Greece, Egypt and the Victorian Seaside enhance learning. Pupils are involved with the local arts festival and choirs take part in community music events. In art and design, pupils work in the style of famous artists such as Van Gogh and Monet, using the colours, textures and shapes well within their own work. The literacy strategy has introduced pupils to a range of literature, poetry, authors and illustrators from Britain and around the world. The 'Katie Morag' stories are linked with geography studies to introduce younger pupils to the differences between living in an urban community and village life on a small island. Pupils are also learning about life in a contrasting location, such as the Gambia with its colours, produce and patterns of life and living. The study of other religions introduces pupils to beliefs and festivals such as Passover, while their studies about Christianity introduce pupils to the festivals celebrating Christmas, Easter and Pentecost in various parts of the world. Workshops using African and Asian drums support pupils' multicultural awareness as did the opportunity to visit another school to take part in a Gamelan workshop. This gives pupils some awareness of the cultural diversity of the modern, multicultural society of the 21st century.
36. The previous inspection report identified that some worthwhile links were held with the community. The school has since planned to promote the partnerships with families of the school and to develop links with the wider community. As a result, a range of links are developing well, many of which are centred around St Patrick's Church, with good quality of links held with other Catholic churches. The range and quality of links with the whole community and with other schools and colleges are satisfactory overall.
37. Liaison has been established with many pre-school providers in the area, which gives staff a chance to meet young children during the summer before they commence school. Home visits are not made at this stage and parents are invited to visit school.

Pupils from Year 6 and one secondary school have completed joint project work. Older boy and girl football teams compete in sporting activities with other schools, with girls winning the 5-a-side indoor City championship. The school welcomes many students from secondary schools, colleges and the university on work experience and teaching placements, including the more recent School Centred Teacher Training (SCITT) link with St Mary's College, Twickenham.

38. The school has a policy for equal opportunities which it monitors well to ensure that all of its pupils, including those with special educational needs and those of ethnic minorities, are included in all activities. The academic results this year have been scrutinised to identify whether the previous gender issue between boys and girls at the age of eleven still exists, where boys outperformed girls in English, mathematics and science, to ensure work is matched to pupils abilities.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. There are several positive features to the arrangements for pupils' welfare, health and safety, care and protection, and standards in these areas are satisfactory overall with some very good features in the school's arrangements for child protection. Most of the staff have worked in the school for a number of years and know the pupils well. These were similar judgements to those made in the previous inspection report.
40. Last year a very thorough, independent audit of the school building and resources was conducted, identifying many areas needing attention. The very recently appointed Health and Safety governor is diligently addressing these items to ensure that all recommendations are in turn being resolved. Informal risk assessments, which involve staff and governors, have also begun to have an impact. The school has a health and safety policy but this is not reviewed annually as a matter of course.
41. There are a number of trained first-aiders among staff in the school. The current medical room doubles up as a storage area or even at times the deputy headteacher's office, which means that pupils with minor ailments have to wait in the school foyer on the 'green seat' where they sit patiently following first aid attention or to await collection by their parents. Slips are sent home for parents for more major bumps and grazes are logged in the school's record book. Those pupils who have medical conditions, including allergies, are cared for sensitively. The storage and administration of medicines follow sound procedures. All staff including midday supervisors, have been trained in the safe use of treatment for the few pupils who have serious nut allergies.
42. There is a comprehensive child protection policy in place and the headteacher is vigilant in calling in external professional support when any extra advice is needed. She is experienced and conscientious in this role and arrangements overall for child protection are very good. Liaison with outside agencies is secure and effective in promoting the welfare of pupils. A school nurse holds a 'surgery' most weeks for confidential discussion with pupils and occasionally parents and is very effective in further promoting the well being and health of all pupils.
43. Existing toilet facilities for older pupils are inadequate. They are poorly ventilated, small and are in need of refurbishment. This has been an ongoing concern for many years and plans are in hand to address the situation. Many pupils in the school speak openly and unhappily about them. There is just one drinking fountain for the 45 children in the Reception class. The governing body has had problems in securing reliable quotes to improve this situation, and has yet to ensure that sufficient provision is made for the pupils in school.
44. The school has good procedures for promoting attendance, which are agreed and shared with parents. Procedures for recording attendance generally meet

requirements, though class registers do not yet contain guidance for teachers to record the various reasons for absence. Pupils' lack of punctuality is closely monitored by the headteacher, with all pupils having to report to the school secretary when they arrive. Attendance is reported appropriately to parents in pupils' end-of-year reports, and in the most recent governors' annual report.

45. Procedures to promote good behaviour and for preventing oppressive or racist behaviour are satisfactory overall, although the policy to promote good behaviour is not always consistently followed by all staff in lessons. Appropriate procedures are in place for excluding pupils whose behaviour becomes unacceptable and these have been soundly followed for the recent fixed-term exclusion from school.
46. The school's procedures for assessing pupils' attainment and their learning are satisfactory and are an improvement since the last inspection, though much work is still required to develop more effective procedures. The assessment policy has been reviewed and revised but needs time to be effectively developed across the curriculum. Good records are kept of children's knowledge and understanding shortly after they start in the Reception class and at the middle and end of each academic year. Mid-term changes are made to the curriculum on the basis of the findings to ensure children are learning appropriately for their age and ability; this is good practice. The findings are discussed with parents and provide good indicators of how well each child progresses during their time in the Reception year. In the core subjects of English and mathematics, assessments of what pupils have learned and evaluations as to how lesson planning might be improved or modified for future lessons are at least satisfactory. Target setting has been developed for all pupils in English and mathematics, with targets clearly stated to pupils, which are glued in their workbooks. However, procedures for tracking pupils' attainment or for predicting their future achievement, as already practised in the Reception class, have not yet been effectively implemented in the infant or junior classes. The school is aware of this inconsistency and has identified in the draft school improvement plan the need to implement tracking in both key stages from July 2001 and to make mid-term curriculum change, where planned targets need to be modified. The school has also identified the need to introduce computerised records concurrent with its implementation of target setting to enable rapid data collection and prediction to be achieved more readily.
47. Since the appointment of the new headteacher, analyses of pupils' attainment in national tests have been conducted thoroughly by the senior management team and the local education authority link adviser. These analyses have been effective in identifying the areas needing to be addressed, where weaknesses in aspects of the curriculum were noted, and in identifying where gender differences in pupils' attainment were evident. There are good links with external agencies and there has been some improvement in assessment since the last inspection, through assessing work against National Curriculum levels. Nevertheless, there remains scope for improvement in developing procedures for identifying, assessing and monitoring pupils with special educational needs.
48. The procedures for monitoring and supporting pupils' personal development are satisfactory overall. The caring nature of adults in the school and the personal and health education programme, including 'circle time', support pupils' pastoral welfare well. The school has introduced a school council to support pupils in taking their own initiative and contributing to the life of the school. Although this has the beginnings of being effective, the school recognises it has much yet to do in enabling pupils to take fuller responsibility for their own learning.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. Many good features were identified in the previous report, which have been maintained and in some cases developed further. Overall, the school is successful in working closely in partnership with many families for the benefit of the pupils, impacting well on their overall standards of achievement. Good links are well established and the majority of parents and carers have confidence in the school and show good support for it.
50. Parents express generally positive views of the school in many areas but especially in its leadership and management and in the good attitudes and values promoted in their children. Those with children in the Reception Year are kept fully informed and involved and value the open dialogue which has been established. Many parents praise the welcoming atmosphere in the school, although a significant minority raised concerns over the level of information provided for them and lateness in communicating with them. The inspectors agree that improved levels of communication are needed to ensure that parents are enabled to keep in step with the developments and daily activities in school. Some 37 per cent of parents are unhappy with the limited range of extracurricular activities provided for the pupils, though the inspection found the provision to be satisfactory. A significant minority is rightly concerned that behaviour is not always promoted consistently in every class.
51. Information in both the school prospectus and governors' annual report to parents does not include all statutory requirements and this was a key issue after the previous inspection. Plans to ensure that all legal requirements are included have been slow to materialise and information to parents is still an area that needs addressing. The school prospectus has been reviewed this year and is much improved and now contains all statutory requirements, except national comparisons for the national tests at the end of Key Stages 1 and 2. Pupils' end of year reports still show inconsistency across the school in reporting how a child has progressed over the year. The best clearly convey to parents a child's strengths and areas for development, but many include comments relating to pupils' attitudes and response, rather than the learning they are achieving, resulting in too few pointers for improvement. The format for reports for Reception pupils is notably helpful and these demonstrate how the school could move forward in its reporting. Targets for improvement for older pupils are not always included in school reports, nor are pupils themselves involved in agreeing them. Twice-annual open evenings for parents are well supported and opportunities are given for a third in the summer term also. Curriculum evenings, to offer parents the opportunity to understand the strategies of literacy and numeracy from which they could better support their children, have not featured in the school. A more recent open afternoon at the school at the end of a 'writers week', however, was well supported. Despite the introduction of a well-presented monthly newsletter, there is need to ensure that parents and carers are more fully informed on what the school is teaching in order to develop strategically the partnership between the school and its parents.
52. The school values highly the voluntary help in the school given by many of the supportive parents. Parents themselves, speak positively about the welcome they receive and greatly value sharing in the school's life. Guidance is given to them informally and orally. The School Association is very committed to the school and helps to raise considerable sums of money through its fund-raising activities. The Parents Support Group also meets in the school twice each term and works hard on practical improvements in school, such as painting and decorating, which greatly enhance the school environment. Most parents are very supportive of their children's learning at home and regularly help with reading, spelling practice and other homework. For those who want and are able to be involved in school life, there is a range of good opportunities available to do so. The school works extremely well with parents of children with special educational needs, who are fully involved in discussing their child's individual education plan.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The school is caring and welcoming to all new children and pupils. It prides itself on receiving a large number of pupils from other schools and, as such, operates a fully inclusive policy for a wide range of pupils of differing ability. The ethos is generally one of calmness, where the individual matters. The school has a good reputation in the community and continues to be oversubscribed. The headteacher has a good reputation also amongst staff, governors and parents. Since her appointment in September 2000, she has built a senior management team around her that has greater involvement in considering, discussing and planning the future of the school in a corporate manner. Staff, parents and governors recognise and welcome the openness of the new management style and feel they now have opportunity to contribute to the life of the school.
54. The headteacher has a clear educational direction for the school and has initiated a number of systems that are measurable and able to be developed further to support pupils and to achieve improved standards of learning. In this, effective procedures have been identified in the draft school improvement plan, aimed at improving pupils' academic progress and the necessary professional development of staff. The aims begun by the headteacher in these respects are good and are generally evident in the work in school. All issues identified at the last inspection are being progressively actioned but there is a long way to go before they will be fulfilled. The improvement since the last inspection has been satisfactory overall, though the greater efforts toward improvement have been generated by the new headteacher, very ably assisted by the new deputy and senior management team. Recent moves to draw upon the inclusion of the link adviser for advice and support have already proven to be beneficial to the work of the school.
55. The headteacher and her senior management team provide satisfactory leadership overall. This is an apparent deterioration in the quality of leadership identified at the last inspection when it was judged to be good. The leadership is now clearly more able to operate in a corporate manner, with sound delegation of tasks to various staff. In this, the leadership and management of the school are considered to be of a higher standard. Staff share a common purpose and are beginning to discuss how they might identify and develop good practice in a number of ways. Although they have opportunity to attend courses for their professional development and are committed to the improvement of academic standards in the school, they do not yet have opportunity to see one another teach. As a result, the subject co-ordinators do not monitor the teaching and learning in other classes and their role is underdeveloped. Subject managers monitor the teachers' planning and the pupils' work in books, but this is limited and does not provide managers with a clear indication of how teaching may be improved. The headteacher has started monitoring teaching in literacy and numeracy, has an awareness of where teaching could be improved and gives guidance to those teachers. This is partly evident in that the quality of teaching is now satisfactory overall, although it does not yet meet the needs of all pupils, particularly the higher attainers. The school has identified correctly, the need to raise a teaching and learning policy to enable a consistent approach in the teaching expectations to be pursued across the school.
56. The headteacher and senior staff supported by the local education authority link adviser now analyse pupils' attainment in the national tests in order to identify strengths and weaknesses in learning and the reasons for the differing attainment between boys and girls. This very recent information is to be considered in teachers' planning to ensure that the weaknesses are not reproduced in the next academic year. Curriculum planning has been improved in light of the last inspection and pupils' attainment in the 2000 national tests. It is still very largely centred on English, mathematics and religious education, whilst non-core subjects are squeezed into the limited time remaining. Assessment systems are being developed and targeting for pupils' learning is already in place in English and mathematics; although the targets set are higher than

previously achieved, they are realistic in their intent. The targets for pupils' attainment in 2001 for seven-year-olds, based on teacher assessments, have been met in English and mathematics, whilst results for 11-year-olds are awaited. Systems for tracking and predicting pupils' achievement are yet to be introduced, but are in place for introduction in the forthcoming term.

57. The school improvement plan, previously overloaded with goals that could not realistically be achieved, has been reviewed and modified recently, resulting in a manageable and realistic planning document, which, though in draft form, is a substantially better management tool for taking the school forward. It requires further refinement to ensure that:
- priorities are clearly identified;
  - all actions are fully costed where necessary;
  - school planning for the curriculum is brought in line with national recommendations and;
  - arrangements for teaching literacy and numeracy are effective for pupils of all abilities.
58. The governing body is properly constituted and is fully supportive of the work of the school. It fulfils its legal responsibilities satisfactorily, though some omissions are still evident in the information communicated to parents in the annual report. The vice-chair is particularly active and has responsibility for a number of key areas of the school's work. Her responsibilities, however, are too great for her to be fully effective and should be reviewed and shared more equitably amongst other governors. The governors state that they now enjoy much closer working links with the headteacher and, since her appointment, are now involved in the development of the school improvement plan, such as having a part in determining the school's strategic direction. They have begun to receive clear messages of where the school's strengths and weaknesses lie and are keen to support the school in seeing the concerns resolved. Links between governors and subjects of the curriculum, where previously closed to them, are now planned, but governors are unclear as to what monitoring requires, or how to do it effectively. They therefore rely heavily on the headteacher to provide them with guidance concerning issues in school planning. This guidance is already proving helpful to governors, enabling them to have a closer involvement in the academic life of the school. Governor training is now identified to enable them to develop both understanding and confidence in fulfilling their role and they are keen to develop their personal skills. Planning is also in place for subject co-ordinators to present their subject's development plans to governors to enable governors to be involved in reviewing the way forward, for evaluating the effectiveness of the manager's planning, the predicted outcomes and the eventual academic results.
59. Good emphasis is placed upon all pupils having equal access to the curriculum, including pupils with special educational needs. However, the school has not yet raised a policy for more able, gifted or talented pupils. The school prospectus has just been completed and now provides all information required to be communicated to parents. The administration procedures are satisfactory and are well managed by the school secretary, who provides sound support for the headteacher. As a result, the procedures are unobtrusive and support the day-to-day running of the school well.
60. The school is well staffed by appropriately qualified teachers and classroom assistants and a part-time member of staff to support named individuals having special educational needs. The school's staffing structure reflects the importance of special educational needs by giving responsibility for it to the deputy headteacher. Additionally, the named governor is also a teacher on the staff. Sufficient resources are devoted to special educational needs and the governors fulfil their responsibilities satisfactorily. Nevertheless, they do not evaluate the results of their financial investment in staffing in terms of pupils' progress: for example, the use of teaching and

non-teaching support staff in literacy and numeracy lessons. Job descriptions are in place for the teaching staff but the headteacher intends to review and revise them before the autumn term 2001 to ensure commonality of practice, clarity of management responsibilities and accountability within the curriculum. The school has implemented the performance management system satisfactorily and is due to ensure that all teaching staff have agreed objectives by the end of the current summer term. The school participates in the training of teachers through the SCITT scheme in conjunction with St Mary's College, Twickenham, although none of the trainees were in school during the inspection. Induction procedures are satisfactory and newer staff receive appropriate support and details of school procedures.

61. The school building opened in 1969 is adequate in size for the number of pupils on roll. The school uses its accommodation efficiently, making good use of a large central corridor for the computer suite. The large hall is used well throughout the day and as the dining facility at lunchtime, being adequately cleaned before afternoon lessons take place. Classrooms vary in their size and shape, with many being spacious, although storage space within classrooms is not always well organised. The provision in the Year 5 class lacks both sufficient natural light and ventilation. The use of the atrium adjoining the infant and Reception areas has been developed over the past four years and provides opportunities for the youngest children for creative and role play although, despite the installation of an extractor fan, it is still prone to getting stuffy on hot days. The whole of the accommodation is much enhanced by many colourful displays of pupils' work and posters that are of a good standard. Several shortcomings exist in internal facilities, notably the standard and decoration of toilets for staff and older pupils, with junior pupils' toilets giving particularly unpleasant smells. Several health and safety issues have been brought to the attention of the headteacher to ensure the concerns are resolved. Governors are well aware of these problems and are intending to address most of these concerns in further building changes, although the identified maintenance, health and safety issues, including improving the cleanliness of the school, need to be addressed without delay. The environmental play area is small overall, but recent improvements have enhanced it, with a variety of soft and hard surfaces for pupils to play on. Comfortable sitting areas are provided under the shade of trees in both playgrounds. The school uses a local sports ground for sports and football matches.
62. The previous report indicated that significant weaknesses were evident in financial planning and management. This situation is improving and is now satisfactory, largely due to the more rigorous approach by the chair of finance and the recently appointed headteacher. There is currently a high carry-forward, but the finance committee and headteacher have agreed a list of school improvements that will bring this reserve within the recommended level within the current financial year. The governing body intends to institute a much more strategic and effective approach in terms of its committee structure to reduce the many meetings required prior to the full governing body sitting to approve spending aims. It further intends to draft a set of success criteria to evaluate the benefit of high expenditure on items such as computers. Whilst these new initiatives are good in principle, they have yet to be put into practice for the benefit of the school.
63. Effective use is made of specific grants to support new initiatives and to improve the quality of opportunity for raising standards for underachieving pupils and for pupils with special educational needs. The recommendations of the last auditor's report have been fully addressed. The school secretary carries out the day-to-day financial management of the school effectively and provides sound support for the headteacher. Administration procedures are well established and she adopts a very helpful approach to staff, pupils, parents and visitors that contributes significantly to the smooth running of the school. Teachers value the work of the secretary that allows them to carry out their duties more effectively. She responsibly assumes control of computerised systems for maintaining accounts, financial transactions and school records. As a

result, the procedures are unobtrusive and support the day-to-day running of the school well.

64. The school's resources are satisfactory overall, with further improvements planned for connecting the computers in infant classes on a network. The libraries are well organised but are small. The junior library contains insufficient books for the number of pupils in this key stage and does not provide furniture or a computer to enable pupils to carry out individual research.
65. Since the recent appointment of the headteacher, the school has begun to implement a number of important systems essential to the development of the curriculum, raising standards and monitoring the rate of pupils' learning. Inspection findings indicate that standards in English, mathematics and science are rising, contrary to the attainment in 2000 national tests, and that the corporate involvement of governors and staff in formulating the direction of the school has now begun. Taking these factors into account and the attainment with which pupils enter the school, which is average, the school gives satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to continue to raise pupils' attainment in all subjects, the headteacher, staff and governors should take the following actions: (Areas of focus already identified by the school are shown with an asterisk)

Continue to raise standards particularly in English, mathematics and science by:

- reviewing and implementing organisational changes to enable pupils to be taught in ability groups where possible (paragraphs 22, 23, 29, 94);
- improving the quality of pupils' presentation of work in all subjects (paragraphs 5, 82);

Provide a balanced curriculum by:

- ensuring that all subjects receive sufficient time in line with national recommendations to enable pupils to have full opportunity to progressively develop skills identified in the national guidelines (paragraphs 22, 29, 56, 75, 78, 87, 91, 102) (\*)

Improve the quality of teaching by:

- raising teacher expectations by sharing good practice amongst staff (paragraphs 20, 58, 70, 86, 98, 134, 135;) (\*)
- ensuring that appropriately challenging work is set for all pupils, particularly the higher attainers; (20, 22, 28, 50, 111, 118) (\*)
- implementing target setting for all pupils in the core subjects (paragraphs 46, 58, 66, 71); (\*)
- using assessment information effectively to track pupils' progress in learning and to modify curriculum aims in light of the findings (20, 46, 56, 90); (\*)
- ensuring teachers use developmental marking to give pointers for further improvement (paragraph 25);
- ensuring all teaching staff receive NOF training in information and computer technology (paragraph 97); (\*)
- ensuring that lesson planning builds effectively on the work in the Reception classes (paragraph 4)

Improve management systems by:

- raising school policies for teaching and learning, more able pupils, gifted and talented pupils; (paragraphs 11, 22, 55, 59)
- developing the role of subject co-ordinators to include the monitoring and development of teaching in all subjects (paragraphs 55, 60, 99, 119); (\*)
- establishing rigorous assessment systems to measure pupils' progress (paragraphs 20, 46, 56, 97) 118, 125, 129) (\*)
- ensuring that governors receive appropriate training to monitor the work of the school effectively and to be fully involved in setting its strategic direction (paragraph 58) (\*)
- revising job descriptions to identify clearly the expectations in teaching and co-ordinator roles (paragraph 60, 71, 91) (\*)
- fulfilling the implementation of performance management for all teaching staff (paragraph 60); (\*)
- providing information as is required to improve the quality of communication with parents. (paragraphs 50, 51)

Other developmental areas that the school and governors should consider:

- improving the quality of accommodation, particularly pupils' and staff toilets (paragraphs 43, 61);
- resolving the identified health and safety issues (paragraphs 40, 41, 61);

- providing opportunities in pupils' personal development for them to take initiative and take responsibility for their own learning (paragraphs 48, 64, 89).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	54

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	10	32	56	1	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	312
Number of full-time pupils known to be eligible for free school meals	0	28

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	48

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	94.4
National comparative data	94.4

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	22	23	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	21	21	22
	Total	40	41	42
Percentage of pupils at NC level 2 or above	School	89 (91)	91 (93)	93 (95)
	National	83 (82)	84 (83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	22	21	22
	Total	41	41	42
Percentage of pupils at NC level 2 or above	School	91 (93)	91 (91)	93 (93)
	National	84 (82)	88 (86)	88(87)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	21	19	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	20	21
	Girls	11	9	13
	Total	28	29	34
Percentage of pupils at NC level 4 or above	School	70 (82)	73 (84)	85 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	20
	Girls	10	8	12
	Total	26	25	32

Percentage of pupils	School	65 (62)	63 (73)	80 (87)
at NC level 4 or above	National	70 (68)	72 (69)	79 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	261
Any other minority ethnic group	4

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	26.9:1
Average class size	28.4

#### **Education support staff: YR – Y6**

Total number of education support staff	13
Total aggregate hours worked per week	232

### ***Financial information***

Financial year	2000/1
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	£
Total income	646,176
Total expenditure	604,799
Expenditure per pupil	1963.6
Balance brought forward from previous year	41,031
Balance carried forward to next year	82,409

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	313
Number of questionnaires returned	118

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	36	7	1	0
My child is making good progress in school.	47	44	8	1	0
Behaviour in the school is good.	34	55	10	1	0
My child gets the right amount of work to do at home.	31	58	5	4	2
The teaching is good.	49	46	5	0	0
I am kept well informed about how my child is getting on.	57	39	3	0	1
I would feel comfortable about approaching the school with questions or a problem.	48	37	10	4	1
The school expects my child to work hard and achieve his or her best.	53	41	4	1	1
The school works closely with parents.	48	37	10	4	1
The school is well led and managed.	53	41	4	1	1
The school is helping my child become mature and responsible.	55	35	6	2	2
The school provides an interesting range of activities outside lessons.	19	31	32	6	12

### Other issues raised by parents

Communication particularly about pupils' progress is of concern to several. The response to the after-school activities question contradicts the parents' meeting response.

## **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**

67. The arrangements for children in the Foundation Stage of their education are good. At least satisfactory standards have been achieved in all the Early Learning Goals of the Foundation Stage curriculum. Good standards in language and literacy and personal and social and creative development are achieved. The quality of teaching and learning is good and the children have positive attitudes to their work and the school. Overall, the school has sustained the quality of provision as found at the last inspection.
68. Children enter the school at the beginning of the school year in which they are five years old on a staggered entry, attending part time for the first few weeks. By the end of the first half term, the majority of children attend full time. Nearly all of the children coming into the school have had pre-school playgroup or nursery experience. Attainment upon entry to the school, as shown in tests undertaken by children in their first few weeks in Reception, is in line with the local authority average for most areas of the Foundation curriculum, though the range of attainment within each area is wide. The curriculum provided is good and children make good progress and achieve appropriate levels in their learning. By the end of the year most attain the standards expected for this age group. Many achieve beyond these and are working within the initial levels of the National Curriculum. The Reception suite is stimulating and safe, with learning resources that are appropriate and used well. This suite includes an atrium that is well developed to support a range of physical and creative activities. Children's personal and social development is supported positively in this area, as well as by the Foundation curriculum.
69. The quality of teaching for Reception children is good. This provides children with a secure foundation on which future learning can be based. The teachers and support adults know the children very well and plan a curriculum that uses every opportunity to develop children fully as learners and members of the school community. All the adults have good knowledge of the expectations and curriculum for infant pupils who ensure that the activities planned provide support and give a good foundation for future work. Teaching is focused upon the children acquiring a full range of basic skills, especially language and social skills, to enhance learning. The teachers teach as a team, splitting the curriculum between them to share their expertise. Thus, for instance, one teacher takes all the literacy sessions while the other teaches numeracy. The teachers and supporting adults hold high expectations that children will behave well, think and listen, as well as work hard at all they are given to do. Adults ensure that the children enjoy their tasks, concentrate and persevere. The management of children is very good. Children are encouraged to be independent while given support to build confidence to be so. The reception groups have the support of the community, especially parental support, for a range of activities including helping with creative activities. Besides two very experienced class assistants, students on national and vocational training courses also have placements within the Reception classes.
70. The school day is organised well to support and develop basic skills. Each morning, children undertake literacy and numeracy-focused activities that are adult directed and supported. At other times, children have the opportunity to work at their own pace and develop independent study skills through structured play, including role-play in the 'toy factory', sand, 'small world' and painting and water activities. Children's independence is encouraged with each child completing a tracking sheet by drawing a smiley face, a star or a tick against the activities they have undertaken each day. The teachers and class assistants check tracking sheets regularly. This ensures that children have access to a full range of experiences over a week. Outside physical activities and

gymnastic and dance work in the school hall with teachers introduce children to more formal physical education work in preparation for Year 1.

71. All of the staff have received training in the new curriculum. The teaching staff are experienced teachers, with the co-ordinator previously teaching in infant classes. This is good and has helped the development of the curriculum and the focus on skills. She is aware of what the children need to participate fully in infant classes and work is planned appropriately to give children these skills. The staff make a range of careful assessments of children's progress, repeating the baseline assessment twice more through the children's time within the Reception unit and with parents draw up targets to guide learning. Any children having difficulties are thus identified early and individual educational programmes and support are targeted accurately from the beginning.

### **Personal, social and emotional development**

72. Staff place emphasis on the children's personal, social and emotional development. Teaching is good and the children make good progress. As a result, by the end of the Foundation Stage the children achieve, and many surpass, the levels expected for five-year-olds nationally. Teaching and class assistants create an environment where respect, understanding and the recognition and appreciation that we are all different lie behind all the work. This helps the children to settle quickly into class routines and develops a sense of belonging to the school community. All staff are good role models and, as a result, children develop positive self-images and recognise that each has something special to offer to the school community. Children clearly enjoy their work and co-operate happily with each other and adults. Staff constantly reinforce good habits such as putting up hands to answer questions or make a comment and make sure that they tidy up after activities. Children are also encouraged to select activities thoughtfully and work with care of and with consideration for others for some considerable periods. Independence is encouraged as children change themselves for physical activities and collect coats, bags and books at home time. Circle time is used well to develop consideration skills. For instance, the children had brought in their favourite toys as part of their work in knowledge and understanding of the world. To give structure to a discussion about why the toy is the favourite and encourage further the ability to sit and listen, the teacher used 'pass a shell' – to take part you put up your hand, are passed a shell and have your say uninterrupted before passing the shell on to the next who wishes to say something.

### **Communication, language and literacy**

73. The development of communication, language and literacy is good. Due to the quality of teaching children make good progress. As a result, by the end of the Foundation Stage all are likely to reach standards expected for children of this age and are well into Year 1 work. Children know that pictures and print convey meaning and that books have an order and can be a story, a poem or give information. There are no 'non-readers' in Reception; just some that are better at deciphering print than others. The teachers use the literacy strategy well to meet developing needs and this effectively enhances listening, speaking and reading skills. The formal teaching of phonics, with the sounding of the phonemes, the identification of syllables and the match of developing handwriting skills to their phonic work, encourages children to consolidate and develop their early writing skills. All staff use precise and clear diction to assist children's listening skills and speech. Children are encouraged to reply in clear sentences, a skill which children carry over into their writing, with over half attempting to start a sentence with a capital letter and end with a full stop. Although teachers make accurate assessments of the quality of children's response and learning, even they were surprised as, when at the end of one lesson, a boy informed his teacher that not only did he know that *a, e, i, o, u are vowels but the rest of the letters are consonants* and proceeded to demonstrate that knowledge!

## Mathematical development

74. Children's mathematical development is satisfactory. All children are in line to at least meet the goals set at the end of the Foundation Stage and are well on in making the transition into infant classes. They are consolidating and developing their number skills through very effective teaching. The use of the national numeracy project for Reception children is supported by number reinforcement across the curriculum. In numeracy lessons, children are beginning to understand and use ordinal numbers to the 10th, learning the language of mathematics as well as the skills and making positional graphs of the class in order, for instance 'is fifth.....'. Not only are all children able to count forward and back along a number line and add within ten, higher-attaining children can go beyond 20 in twos and give change within 10 pence using basic subtraction/add on skills. Children name shapes such as 'square', 'circle', 'rectangle' and 'triangle' as well as 'cube' and 'cone'. They are able to use them to make patterns and pictures and know which can fill a space and which cannot fit together in a tessellating pattern.

## Knowledge and understanding of the world

75. The school provides appropriately for children's knowledge and understanding of the world. Most children are on line to meet or exceed the goals set for the end of the Foundation Stage. Teaching is good and adults provide many exciting activities to promote this area of development. Children know that to keep healthy they must clean their teeth, wash their hands after visits to the toilet and before meals and brush their hair. The children have many opportunities to explore the natural and manufactured world in the development of their scientific skills. The opportunity to recognise and name a range of animals, occurs when using books and toys. They develop their design and making skills well through building, using interlocking plastic bricks and other construction toys for instance. They use the computer with confidence and independence and handle the mouse with increasing dexterity to select items on the screen. They know the way round the school and the local environment through their visit to the church and local shops. Children know about relationships within their families, knowing that grandparents are older than their mother or father. When children brought favourite toys into school, not only could they say why the toy was a favourite but also use clues from observations to say whether the toy was old or new, leading to the establishment of criteria for telling the difference. The teachers added from the school stock of toys to ensure that the children could see old and new. During the discussion, teachers ensured that the vocabulary of history occurred, *'this teddy is older than that one because...'* *'Buzz Lightyear is a new toy because...'* *'Did many toys run on batteries when granny was young?'*

## Physical development

76. Children's physical development is satisfactory and most will reach, or exceed the goals set for this area of learning. They have access to and use proficiently a wide range of tools such as pencils, crayons, scissors and glue to write and make pictures and models. Children manipulate pencils competently to make a close observational drawing. They develop their physical skills indoors as well as during outdoor activities and are well co-ordinated and agile. They use a range of construction equipment satisfactorily, fitting blocks together to make a building out of Lego. They move round the classroom carefully and without bumping or knocking things over. In physical education work, they pass a ball behind them, under one leg and drop and catch, throw a ball up and catch, developing the eye/hand co-ordination necessary for team games further through the school. In gymnastic work, they climb and balance on the equipment safely. During the inspection, children had the fun of looking through a toy catalogue, cutting out those they liked, discussing the toys with a supporting adult and sticking the pictures carefully into a toy box worksheet. Children worked carefully with

safety scissors and glue, ensuring that edges did not overlap but all fitted together, re-cutting the pictures as appropriate. The quality of teaching is good and activities are well planned and stimulating. Relationships with the children are good and the children respond positively to the demands of working in the hall.

### **Creative development**

77. Children's creative development is good. Children have the opportunity to experience a range of creative experiences: to sing, play a range of percussion instruments, draw, paint and crayon, cut and stick and make models and collage, both big and small. Most children are likely to achieve or exceed the expectations for this area of learning by the time they begin Year 1. Children hold brushes correctly and apply paint to paper with confidence, accuracy and good awareness of shape, pattern and colour. They mix a range of colours. Collages are made using a range of papers, cards and plastics and different joins such as glues, staples, tapes and pins. Through the well taught, planned creative activities, good opportunities are provided for children's free expression. In the role-play area, children imagine that they are in a toy factory. They sing a range of songs from memory, especially during assemblies and music lessons, and accompany themselves on a range of tuned and untuned percussion instruments.

### **ENGLISH**

78. The results of the 2000 national test for 11-year-olds indicates a continuation of the downward trend since 1998, with boys outperforming the girls. This trend follows a period of continuous rise in standards. The co-ordinator has led an analysis of the test results to identify the reasons for low standards and gender differences in order to plan for improvement. Teacher assessments in 2001 suggest that the standards now being achieved have improved slightly, with about two thirds of pupils achieving Level 4 and above in both reading and writing, with just one quarter of pupils attaining the higher Level 5. The gap between boys and girls has closed with no significant difference evident in their attainment, especially in writing. Inspection findings indicate that the school is now achieving similar standards to those reported at the last inspection for pupils aged seven and eleven. Pupils with special educational needs make satisfactory progress, especially when given targeted support.
79. Throughout the school, pupils attain good standards in listening and satisfactory standards in speaking. They have the capability to communicate their ideas and opinions fluently and precisely when they are encouraged to do so. Pupils with special educational needs are consistently challenged to listen carefully and contribute to discussions and to speak clearly with precision. When teachers ask challenging questions, not just in literacy and English work, but also in other curriculum areas, pupils are capable of responding clearly and thoughtfully. They contribute to lessons confidently and show awareness of the needs of the listener. Through work in all subjects, pupils broaden their spoken vocabulary and use a good range of words when talking about their work. Older pupils can adapt their speech to suit formal and informal occasions. When answering questions in literacy, they take care to ensure that they use the correct technical language and construct sentences that are grammatically accurate. When sharing information within a group, as seen in computer work in junior classes, more informal idioms are used, as are short forms and contractions. Pupils across the school display confidence in reading texts aloud and can converse with confidence to visitors. By the time they are in Year 6, most pupils are articulate in most situations; they listen to complex instructions, are confident orally and have a broad vocabulary.
80. Overall standards in reading are satisfactory. Younger pupils read accurately from the school reading scheme of progressively more difficult texts and consolidate their skills by reading a range of books at similar levels of difficulty. They recognise a good

number of words by sight and use their knowledge of sounds and the illustrations to help them read, their reading being accurate more often than not. They learn to segment words into syllables, identify little words within big words and use the structure of the sentence to determine the type of word needed to make sense. As they become more confident, they develop their skills of self-correction, reading-on and re-reading to clarify meaning well. By the time they enter Year 3, most pupils read accurately, fluently and with good expression from a range of books. Across the school, pupils talk with enthusiasm about the stories they read and the stories that are read to them. Younger pupils identify patterns of rhyme, rhythm and sound in poetry and older pupils recognise the use and effect of figurative and persuasive language. Pupils retell stories well, predict events and identify and describe the characters. They are familiar with a good range of authors. Reading records show that parents give valuable support by reading regularly with their children and this has a positive impact upon standards.

81. Pupils throughout the school read both fiction and non-fiction fluently and with enjoyment. Most pupils display knowledge of good punctuation and the need for appropriate pausing, emphasis and inflection. They know the structure of books and are able to talk about characters and plots, and express preferences between fiction and non-fiction. Older pupils are familiar with and able to scan a page to find information. They use glossaries and index pages effectively to help them find particular information in non-fiction books and use the Internet to locate information using the CD-ROMs. Project work in history and geography shows that they are able to research and collate information from a wide range of reference material. Pupils in Year 6 demonstrated this particularly well in their work on World War 2. Older pupils know that fiction is classified alphabetically by the author's surname, they understand the features of non-fiction texts such as instructions or advertisements and explain the purpose of contents, index and glossary accurately. Many of the pupils use public libraries regularly. Pupils read a wide variety of texts and refer to specific pages when explaining the story. The best readers can predict the story outcome and discuss genre with understanding. For instance, most of the older pupils can differentiate between fantasy and adventure stories.
82. Inspection findings indicate that pupils' attainment in writing is satisfactory and they make satisfactory progress. They write for a range of purposes, for example younger pupils discuss the words and phrases well to create a humorous poem and tongue twisters. Pupils in Year 3 plan together then write individual, persuasive letters to the local council concerning cleaning up litter. By Year 6, pupils compare formal and informal letter openings, consider a range of complex connectives and the use of formal and colloquial language.
83. Over their years in the school, pupils write information texts using data from their history, geography and religious education research. They retell well-known tales well, putting a twist into the storyline and updating the theme. They construct diary entries and interviews with famous people in history satisfactorily, such as Samuel Pepys, and play scripts such as 'Toad of Toad Hall'. Pupils in Year 6 know the difference between a biography and autobiography and are able to construct their own autobiography in the style of Anne Frank. They prepare information leaflets satisfactorily from a range of sources for pamphlets to encourage healthy eating. They demonstrate satisfactory understanding and ability as they write character studies about, for example, the alien from H G Wells' 'The War of the Worlds', construct questionnaires to find information and opinion and conduct book reviews including recommendations.
84. As they move through Key Stage 2, pupils build upon their early writing skills and in Year 6 their writing becomes more varied and interesting. Pupils respond creatively to stories, sustaining their ideas well and using more complex vocabulary. Handwriting, however, is not always well formed, clearly shaped or well orientated. Pupils practise handwriting skills from the 'Cripps' spelling and handwriting system but often fail to

transfer these skills to other written work. Presentation of work in English and in other areas of the curriculum, such as history and geography, is erratic. Pupils in Year 6 develop their use of punctuation and improve spelling to enhance the fluency and clarity of their work but handwriting skills, especially when dragging or pushing of the pen across the page, weaken the appearance of their work. Grammar practice is used well to support the wider curriculum. Pupils understand the use of adjectives and adverbs and use this knowledge when building suspense into their story writing. Pupils analyse advertisements and produce their own storyboards, scenes and posters for the genre chosen. During the course of their work, pupils are encouraged to try out spellings for themselves, identify common spelling patterns, recognise words-within-words and to learn spelling rules. By the time they leave the school, pupils know how to use paragraphs to organise their writing, their spelling and punctuation are generally accurate and most pupils write in a fluent style. Throughout the school, pupils make purposeful use of information and communication technology to support a range of work in literacy. For example, they use a word processing package to modify their writing while younger pupils practise spelling and sentence construction using a range of specifically selected programs.

85. Pupils' attitudes to work and their behaviour are good overall. The majority of pupils enjoy sharing texts and read with sustained interest. They usually respond to questions with enthusiasm. Pupils generally have good relationships with each other and are respectful and polite towards adults. They work hard, and can sustain concentration for long periods. They know what to do when they meet a problem and when they have completed their work. Pupils take responsibility for clearing up at the end of lessons. Pupils with special educational needs, including those who have emotional and behavioural difficulties, show good attitudes to work when given specific and targeted support. They show improving levels of concentration and take pride in developing their reading skills.
86. Overall the quality of teaching is good, with a third of teaching seen being very good. Teachers' subject knowledge is good and has been further enhanced by literacy training. In the best lessons teaching is lively, challenging and well paced, with effective use made of visual aids. Good use is made of structured, open-ended questioning to motivate and encourage pupils to think before they answer, to use extended reasoned answers where appropriate and to provide grammatically correct answers. On occasions, however, teachers give more focus to written tasks and accept one-word answers and incorrectly spoken words such as, 'twenny' for 'twenty'. The better teaching demonstrates clear communication and good discussion and pupils know exactly what they have to learn. Support staff are used very effectively during lessons. Work for pupils with special educational needs is linked to their individual educational plans and their progress is monitored carefully. The better planning has clear objectives with explicit targets for individual needs. Big books and enlarged texts are used appropriately and group work is matched to pupils' differing levels of ability. The review time at the end of lessons is used effectively in helping pupils to consolidate and extend their learning, making a positive contribution to their achievements. Teachers' expectations are high and they manage pupils well. Behaviour management is good overall; teachers rarely raise their voices and use praise appropriately to motivate all pupils.
87. Assessment in English is satisfactory. The school uses national test results to track the attainment of pupils, including those with special educational needs, and sets realistic attainment targets for the different groups of pupils. Optional end-of-year tests are used to check the teacher assessment and to identify where lesson planning needs to be modified. Teacher assessment is now consistent with pupils' results, identifying strengths and weaknesses to give a clear picture for planning for the next stage of learning. The marking of pupils' work, especially in Years 2 and 6, is consistent; it is constructive, indicates areas for improvement and is used well in teachers' day-to-day planning.

88. The leadership and management are good. The two co-ordinators are highly committed and dedicated and have a clear vision for the development of English. They keep the curriculum under regular review to ensure that breadth and balance within the subject is maintained. They monitor the curriculum effectively using teachers' weekly planning, but do not yet monitor teaching in other classes. Monitoring of teaching by the headteacher, however, has had a positive impact on standards of teaching and learning. All staff have received appropriate literacy training and regular meetings are held to share information and discuss developmental issues. Good liaison between the school and secondary schools ensures a smooth transition at the end of Year 6.
89. Resources have been reviewed and enhanced by the addition of books to support literacy. The infant and junior libraries are well organised and contain a satisfactory collection of books. The junior library contains a sound range of non-fiction books and provides a valuable resource for research and independent learning across the curriculum. However, it is small, lacks space for tables and chairs and has limited use for pupils to conduct their own research.

## **MATHEMATICS**

90. By the time pupils are seven years old they attain standards that are broadly average when compared with other schools nationally. The results of last year's national tests showed that a higher than average number of pupils achieved the above average Level 3. This year the trend is towards fewer pupils achieving the higher level but having a higher percentage in the middle ability group. Progress is satisfactory and there have been some improvements since the last inspection, particularly in mental arithmetic, which has developed pupils' confidence in working out simple calculations in their heads. Pupils have also developed sound mathematical vocabularies; for instance they know the names of regular two-dimensional shapes and their properties. The more-able pupils know how to construct word sums such as, 'There are nine sweets, give away two, and how many are left?' They also enjoy investigative work, 'We can find and add up the numbers which make five'. Pupils of average ability are competent in mechanical mathematics but are occasionally unable to maintain accuracy or use their number vocabulary effectively.
91. Inspection findings indicate that when the pupils leave the school, attainment in mathematics is likely to be similar to the national average. This represents an improvement on the national curriculum results from last year when standards were judged to be well below average. This year's Year 6 has a much more even spread of ability with fewer pupils in the lower-attaining group. There has been a significant improvement in mental arithmetic and pupils are much more confident when calculating number facts orally. The introduction of the numeracy strategy has had a good impact on pupils' learning. There is a consistent and progressive approach to teaching skills, knowledge and understanding. Amongst the higher-attaining pupils, there are appropriate opportunities to extend their learning through additional tasks. For instance, in an exercise on pupil absence, the more able were asked to find alternative ways of representing their results. All pupils are developing appropriate mathematical vocabularies. They know all the key names for measurement and fractional parts of numbers. They work to two decimal places and know about angles and degrees. They understand symmetry and explain rotational symmetry. They have suitable data handling skills and draw a range of graphs at an appropriate standard. The main difference between the most able and the average pupils is in their understanding of number. The most able have a 'feel' for number and know when they have made a mistake in calculating. The average and less able are less certain. They also have some difficulty in the retention of new knowledge, while the more able do not. Pupils with special educational needs are fully integrated into lessons and make satisfactory progress overall.

92. Pupils behave well in mathematics overall and disruptive pupils are well controlled. Pupils enjoy the competitive elements of the lesson, particularly the mental activity when it is challenging. They work well together in groups and share ideas. Pupils show pride in their work and this is best seen at the end of the key stages where the presentation is of a good standard. This extends to the homework books of pupils at the end of Key Stage 2, which are consistently well presented. The numeracy strategy, through its consistent approach to teaching, has generated an enthusiasm for mathematics amongst the pupils in both key stages.
93. Teaching is nearly always satisfactory and sometimes good. The numeracy strategy has ensured a progressive and structured approach to teaching. This has had a positive impact and marks a significant improvement from the last inspection when teaching was found to be generally unsatisfactory. Pupils' books are marked consistently and the comments are usually developmental. Junior pupils now have individual targets and as they are achieved new ones are set. This approach focuses pupils' attention on the need to concentrate and take responsibility for their own learning and is having a positive impact on standards. There is much more emphasis on questioning at both key stages, and opportunities for pupils to correct their own mistakes, but there are still too many examples of rhetorical questions, which serve no useful purpose. Teachers create opportunities for pupils to extend their learning through an investigative approach, particularly when studying elements such as data handling, shape and symmetry, by asking such questions as, 'What will happen if?' There are 'Booster' and 'Springboard' groups specifically targeting groups of pupils of average attainment in Year 6, or pupils in Year 5 who scored at the lower end of Level 2 when they were seven. These groups have a good impact on learning for these particular pupils and highlight the problem faced by the class teachers, who often have mixed age group classes and a range of abilities to teach. There are a number of examples of mathematics used effectively to support work in design and technology and science. The use of information and communication technology is insufficiently integrated into mathematics lessons.
94. The co-ordinators have worked hard to ensure that mathematics has a high profile in the school and that the leadership and management of the subject are good. A main target is to raise standards particularly at Key Stage 2. In this year's statutory and optional assessments, indications are that the downward trend of last year has been reversed. These assessments are used effectively to support future planning, as are the weekly plans, which include sections on assessment and evaluation. A new policy is shortly to be presented to the governors emphasising the need for target setting and an effective monitoring and review policy. The issue of group setting by ability in juniors is under review and could make the management of teaching more effective. Resources are adequate and are used appropriately.

## **SCIENCE**

95. Standards in science at the end of both key stages are in line with the national average. The progress that the pupils make throughout the school is now satisfactory overall, including pupils with special educational needs. Standards since the previous inspection have been inconsistent, but in the 2000 national tests, standards were below those expected nationally for pupils aged 11. The school is aware of its weaknesses and inconsistency and has worked hard over the previous year to improve the performance of pupils in science. The fact that standards have improved is due to several factors. Planning has improved to ensure continuity and progression. Teachers have a more secure knowledge base and have higher expectations. The introduction of more optional tests has given a greater focus in identifying weaknesses. The subject co-ordinator is working well with colleagues to improve the quality of teaching and to raise standards.

96. Most pupils have satisfactory knowledge and understanding across the science curriculum. In Years 1 and 2, most pupils develop their awareness of different forces required to push and pull vehicles and how the force used effects the distance and speed with which vehicles travel, making vehicles speed up or slow down accordingly. They satisfactorily compare measurements of distance travelled by different vehicles by using standard units. The majority of pupils are able to record their results by completing a simple chart competently. They have sound understanding that plants need light for sustained growth and satisfactorily sort materials into 'hard' and 'soft' categories. In Year 3 and 4 they develop their knowledge of different materials by investigation to determine whether they are opaque, translucent or transparent, use technical language appropriately and tabulate their findings. Older pupils in Year 3 and 4 develop their knowledge and use and meaning of the terms 'opaque', 'translucent' and 'transparent'. In Year 4, pupils develop the skills of planning and carrying out a fair test. They make predictions, compare them with their findings and prepare their results on a line graph. By the end of the Key Stage 2, pupils have studied aspects such as solids, liquids and gases, gravity, the water cycle, reproduction and electrical circuits satisfactorily and have developed their understanding as to why electrical circuits do not always work as expected.
97. Pupils at both key stages generally show a good level of interest in science activities and are making at least satisfactory progress in their investigative and experimental work. Most pupils make satisfactory progress overall. For example, when carrying out a fair test, infant pupils identify what is required, what they need to do, what they think will happen, test, measure, compare and record. Junior pupils build satisfactorily upon their work in infants in identifying sources of light, and use temperature gauges to measure the length of shadows at different parts of the day, recording their findings appropriately.
98. The quality of science teaching is satisfactory overall. Teachers have good knowledge and understanding of how to teach scientific enquiry, which most use to good effect in providing appropriately challenging, and often open-ended, investigations. Almost all pupils show a good level of interest and concentration in activities and many try hard to carry out their investigations carefully and accurately. Most teachers manage pupils well and this ensures that a good working environment is maintained. When science teaching is good, effective use is made of questioning to encourage pupils to describe and explain what they observe. In lessons where the teaching was weaker, time was wasted in organising and setting up groups and the management of pupils was weak, resulting in many pupils responding to instructions too slowly. Most teachers encourage the use of scientific vocabulary appropriately and direct questions to involve all pupils. Tasks are suitably chosen to build on pupils' prior learning and this boosts pupils' interest and the quality of their learning. Satisfactory contribution is made to the development of pupils' spirituality as a result of a residential visit to a wildlife centre when they spent time in badger watching at midnight. Effective use is made of learning support staff to closely support pupils with special educational needs, enabling the pupils to make appropriate progress.
99. The co-ordinator works closely with colleagues to improve pupils' investigational skills but has little opportunity to monitor the quality of teaching, learning and standards. However, the school has acknowledged this and is considering strategies to address this issue. Information and communication technology is under-used in this subject. Assessment is now being developed well. The school is considering the most effective way that this information may be used to influence future planning and teaching, including the use of target setting to identify and reinforce areas of pupils' individual learning.

## **ART AND DESIGN**

100. Standards in art and design are above the nationally expected levels at the end of both key stages. This indicates an improvement since the last inspection when standards were judged to be satisfactory. The school has been keen to improve the standards of work in art and efforts have been made at both key stages to use art throughout the curriculum. Most pupils make good progress, and evidence of this can be observed in the pupils' sketchbooks and the good standard of work displayed throughout the school.
101. Good cross-curricular links are made with other subjects, such as in the Foundation Stage when they link numeracy with art in drawing and colouring shapes, in English where they illustrate their own interpretation of 'incy wincy spider' well, and in science paint the colours of the rainbow. In the infants, pupils understand and use primary colours effectively in painting portraits and develop colour-mixing skills well to add shade and tone to their painting. Pupils in Year 3 have produced good quality work, confidently reflecting the work of well-known artists such as Monet, Van Gogh and the impressionist painters. They are able to use a variety of media, such as paint and pastel, to represent the style of all or part of a painting and examine how shades and tones become smaller and paler with different brush strokes. This shows the good progress being made in pupils' critical awareness in art techniques. Pupils have produced good work in pencil and used viewfinders to provide a focus for their work. Pupils in junior classes make good progress in developing their art vocabulary. Older pupils build well upon the techniques and awareness of art in earlier years and draw 1940s fashions effectively as part of a history project. They have made good use of the digital camera to record the 1940s clothing style in order to reproduce images of good quality in pencil.
102. In the one lesson observed, teaching, however, was satisfactory. The teacher demonstrated satisfactory subject knowledge in guiding pupils to develop their awareness of colour mixing and to use colour boldly to replicate the work of a famous artist. Little opportunity, however, was given to the discussion of impressionist styles or how pupils could develop their picture to give better understanding when painting in different styles. Overall, although the teacher's planning did not identify opportunities for spirituality in the work, the pupils gained deepened insight into how paint and different brush strokes added 'life' to their work and the work in the style of famous artists in using the colours, textures and shapes within their own work brings a good contribution to their spiritual development. All pupils, including those with special educational needs, made satisfactory progress, supported well by satisfactory ongoing assessment during the lesson and the guidance given to individuals as a result.
103. The co-ordinator provides good leadership and has been instrumental in raising standards in this subject. Good progression and continuity in the programme of work that is linked well to other subjects. Resources are good and are generally used effectively. The time allocated to art and design, however, is well below the recommended hours and whilst the curriculum is broad, it does not sufficiently enable the programmes of study to be fulfilled in depth and inhibits pupils from developing their skills more fully in a progressive manner.

## **DESIGN AND TECHNOLOGY**

104. Standards of work at both key stages generally meet the national expectations and pupils make satisfactory progress. This is an improvement since the last inspection when standards were unsatisfactory, except amongst the very youngest pupils. Due to the constraints of the timetable, only two lessons could be observed. In these lessons, pupils' attainment was in line with national expectations.

105. By the end of Key Stage 1 pupils have developed sound skills in designing, making and finishing their models. In Year 1 to support their geography topic, they effectively make model houses with windows, sloping roofs and chimneys and doors which open, making sound gains in their understanding of hinges, using junk materials such as cereal packets. They investigate and talk knowledgeably about how to make a wind-up toy and most pupils are able to define its function satisfactorily. Pupils in Year 2 have designed, made and effectively evaluated their glove puppets for fitness of purpose. Junior pupils are satisfactorily developing their understanding of making secure structures in their picture frames project and model furniture making, for example. Pupils in Years 5 and 6 have made biscuits and satisfactorily analysed their finished product and evaluated it for taste and presentation.
106. The main issue in the delivery and planning of design and technology is the very limited allocation of time given, where the subject received significantly less time in all year groups than that recommended. This is unsatisfactory and has a negative impact on the range of opportunities available to the staff for delivering the programmes of work regularly and developing knowledge and skills consistently over a period of time. The co-ordinators are aware of this and the school improvement plan indicated the need to address this issue. In the meantime the co-ordinators have skilfully planned three units of work for each year group to cover some of the necessary elements of the programmes of study within the very limited time available, although there is still too little time to cover the necessary programmes of work.
107. The quality of teaching observed, whilst constrained by the timetable to the two lessons available, was satisfactory overall. Very good teaching was observed in the Year 5 class where the teacher conducted an effective evaluation of a previous piece of learning, which led the pupils to discuss the most likely successful structure. The good teaching and clear subject knowledge drew well upon effective discussion with pupils considering such questions as 'Why doesn't this design work?' when some structures lacked stability. As a result they learned that the triangle makes the most rigid shape, enabling them to move on to consider effectively their current project of reviewing the design of a Ferris wheel. Good planning ensured that the design planning sheets were matched well to the individual pupils' ability. Satisfactory teaching was observed in a Year 2 class, where appropriate language was introduced such as 'axle', 'winder' and 'pulley'. Satisfactory discussion and interaction with pupils enabled them to develop an understanding of the component functions and to consider appropriate technical language. As a further result, close links are being built with literacy and numeracy in discussing complex structures and the use of shape in a variety of manufacturing projects.
108. The pupils enjoy design and technology and work well together, sharing ideas and learning to listen to each other's point of view. There were good examples of pupils developing independent learning as they modified and changed the construction of their models. Behaviour was always satisfactory and often good, especially in the lesson observed at Key Stage 2, where the activity was particularly challenging.
109. The co-ordinators have worked hard to raise the profile of design and technology. Assessment records have been introduced this year with supporting guidance for teachers, which have had a positive impact when planning future work. There is, however, significantly less time given to this subject than the national average. There is little evidence that information and communication technology is used consistently to support the curriculum in design and technology. The medium- term plans taken from national guidelines are appropriate but fall short of the expectation that pupils' skills development is consistent. Resources are now good following recent purchases of equipment and gifts from the school association.

110. By the age of seven, pupils' attainment is in line with that expected nationally. They make good progress in Key Stage 2 and, by the time they leave the school at 11, they exceed national expectations. This is the result of a number of factors. Firstly, the geography curriculum has been developed well so that pupils are taught geographical skills, themes and localities thoroughly. Secondly, sufficient time has been allocated to the study of the subject and pupils show both interest and enthusiasm. Pupils get off to a sound start in the infants where they learn about the importance of recording details about daily weather patterns and how the Isle of Coll is different from Woolston. Later, in the juniors, they increase their knowledge and skills well. For example, they compare Southampton with places near and far, including Gambia and St. Lucia. Good work is done on the effects of geographical change on the environment and aspects of physical geography are covered well. The co-ordinator is aware of the need to widen pupils' experience in recording to include more fieldwork. Nevertheless, the school provides valuable residential visits for older junior pupils to Stubbington, where some interesting geographical work is done. Although the last report did not provide a judgement on either pupils' attainment or the quality of teaching, current inspection findings indicate that there has been good improvement since the last inspection and there is sufficient evidence to indicate that it will be sustained.
111. In Year 3, pupils gained sound knowledge in the study of their local maps and changes in the area. They considered locations carefully and higher attainers were able to provide clear instructions for directional changes using A-Z co-ordinates such as 6F. Higher attainers were able to say 'turn north into Temple Gardens'. The task had only limited success, however, in developing pupils' mapping skills effectively, as several pupils were not concentrating on the challenge posed to them and the teacher's questioning skills were insufficiently developed. In a parallel lesson in a Year 3/4 class, Year 4 pupils demonstrated sound skills, knowledge and understanding also of local areas, drawing satisfactorily on previous learning of pupils' fieldwork of the area. Higher attainers communicated their answers using appropriate terminology, enhancing their work through written tasks. Higher attainers, however, were insufficiently challenged, as a result of completing the same work as Year 3 pupils. Pupils with special educational needs receive satisfactory support from the teacher and support assistant, enabling them to make satisfactory progress.
112. Relationships between pupils and with teachers are good overall, but pupils' attitudes in the lessons seen were only satisfactory overall, largely as a result of the weaknesses in teaching. The majority of pupils worked with interest and showed appropriate concentration.
113. Only two junior lessons were observed during the inspection, due to the timetabling of this subject, but in those lessons seen, the quality of teaching was satisfactory. Inspection findings from the scrutiny of pupils' work, however, indicates that teaching is generally better in the junior classes, which is further borne out by the higher attainment made at Key Stage 2. Weaknesses in both lessons focused around too high an expectation for the time planned, slow pace of teaching and insufficient management of the pupils.
114. Overall, the subject makes a good contribution to literacy development; pupils are encouraged to write in a variety of styles such as when reporting which parts of the seaside are natural and which have been built. Big Books on the weather and maps support understanding in geography and learning in the literacy hour. Pupils develop their numeracy and data handling skills well when, for example, they set out tables of results clearly. The Internet is used well to make geographical comparisons when studying St. Lucia. Importantly, the subject makes a good contribution to cultural development as a result of its emphasis on local, regional, national and international features. Stimulating displays show places from around the world and pupils regularly identify countries and areas of the United Kingdom visited on holiday.

115. The co-ordinator has worked extremely hard to develop a curriculum which reflects the more important geographical skills and knowledge. In particular, she monitors the delivery of the subject well across both key stages, and is developing a more thorough system of assessment so that staff can check pupils' progress and plan lessons more accurately. The planned provision of time, however, still needs to be addressed to ensure that it conforms closely to the nationally recommended hours, that programmes of study are sufficiently covered and pupils' geographical skills are developed systematically across the breadth of the subject.

## HISTORY

116. Standards are generally in line with national expectations at both key stages and pupils make satisfactory progress. This reflects the picture reported at the previous inspection. Staff have generally taken satisfactory account of the recommendations of the previous report and, for example, resources have improved. However, mainly because of the fact that there was no co-ordinator for a long period before last year, certain issues, such as ensuring that higher-attaining pupils are sufficiently challenged and making improvements to the overall curriculum, have yet to be addressed fully.
117. By the age of eleven, pupils have a satisfactory awareness of chronology, within and across the periods they study from the Ancient Egyptians to the Second World War. There is also an emphasis on both timelines and change over time. Teachers encourage a sense of curiosity and adventure among pupils and use the literacy hour, geography, art and design and design and technology to give it expression. Thus, for example, they learn more about the Egyptians, Tudors and Victorians through role-play led by a visiting drama specialist and by model making. Similarly, they understand how their part of Southampton has changed over time by, for example, studying the impact of the new Itchen Bridge. Good displays, with historical content, encourage pupils to ask questions and to make links between historical and geographical evidence. However, although artefacts are used in some lessons, more could be done to develop an understanding of the methods used by historians. History contributes well to the development of literacy, which in turn helps pupils' own ability to communicate historical ideas. For example, when studying World War Two they read and watch 'Goodnight Mr. Tom' and read 'The Machine Gunners'. They also listen with interest to the memories of a local man about the time he was evacuated. As a result, they write imaginative pieces on an air raid and letters to their mother from their new home in the country. It now remains to build on this excellent foundation and develop a more specifically historical vocabulary. Overall, the use of information and communication technology in history is limited, although pupils enjoy using CD-ROMs and some produce interesting word-processed work. The subject contributes well to the overall school provision for pupils' spiritual and cultural development: pupils reflect on how famous people of today, such as David Beckham, lead different lives from Samuel Pepys. Additionally, they study local, national and ancient history to add to their range of cultural knowledge. All pupils, including those with special educational needs, enjoy history and bring both curiosity and excitement to its study, with the result that the quality of learning of most pupils is sharp and history is not dull.
118. The quality of teaching is satisfactory overall. Features of good teaching were seen at Key Stage 1, when old and new bathing costumes, buckets, spades and beach clothes were laid out and pupils in Years 1 and 2 were challenged to put them in the appropriate modern bag or old suitcase. There was a good pace, interest was sustained and pupils learned well about change over time. The main weaknesses in teaching are linked to the planning, which does not always relate to the development of specific historical skills. Also, because assessment is not developed, the needs of higher-attaining pupils in particular are sometimes overlooked.

119. The relatively new subject co-ordinator has a good grasp of what is required and is well qualified to lead the necessary development of the subject. In particular, she acknowledges the need to develop the scheme of work. Currently, however, the role of the subject co-ordinator is insufficiently refined to make this effective across both key stages. Similarly with geography, the planned provision of time is below nationally recommended hours and needs to be addressed to ensure that programmes of study are sufficiently covered and pupils' history skills are developed systematically across the breadth of the subject curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

120. Standards are in line with national expectations at the end of both key stages. Pupils at all levels of prior attainment make at least satisfactory and often good progress in their learning. At the time of the previous inspection, standards achieved by 7-year-olds were in line with those expected nationally. Standards achieved by 11-year-olds were below average. Although expectations of the subject have changed since then and demands on pupils are now greater, younger pupils' knowledge and skills have risen in line with these raised expectations. Older pupils have made good progress to achieve standards in line with national expectations. The use of information and communication technology as a tool in other subjects such as history, science, mathematics and geography is developing well throughout the school.
121. Pupils are able to load programs from a floppy disk or the computer hard drive unaided, and older pupils are able to load directly from the Internet. Pupils control a mouse to move the cursor round the screen, click to enter different parts of programs, and older pupils in particular use the keyboard with developing dexterity. At the end of lessons, pupils save their work and exit programs efficiently, closing down the machine correctly. Throughout the school, pupils develop and practise word-processing skills, regularly drafting a piece of written work onto the word processor. Pupils can change the print style, size, and colour, use a spell checker and print out their work. Pupils in Year 1 use the computer suite to consolidate their logging on skills, build pictographs and bar charts from a written summary, generating axes and numbering them using suitable icons, before printing out their work, saving and closing down the software ready to use the findings in other work back in the classroom. By Year 6, pupils are using 'Super Logo' linked to their work in mathematics on rotation to construct a 'Crystal Flower' using repeat and command keys to name groups of instructions and rotate through 360 degrees. Pupils in Year 6 with special educational needs demonstrate symmetry from their mathematics work using the 'Dazzle' program to construct and print repeating patterns, moving them through 360 degrees in steps of right angles to do so. There are no differences in pupils' achievement caused by gender or by pupils' prior attainment.
122. As they move through the school, pupils build up a good skills base across a wide range of communication equipment. Pupils use televisions, video players, tape recorders, compact disk players and digital cameras efficiently. New equipment such as a scanner and networked classroom computers are to be installed soon. The school has a good range of software to support learning in most curriculum areas and pupils are learning well how to use these when researching and editing information. Satisfactory time is given to using computers, particularly in the computer suite, whilst awaiting cabling in infant classes to use class computers more effectively.
123. Pupils' attitudes to using computers are good overall. They are keen to gain experience in the work they do and show a keenness to explore the capabilities that computer programs offer. They work together in pairs well as required and take turns in constructing pictograms and bar charts, supporting each other well in using data tree questionnaires. They follow instructions well, listen to one another carefully and value others' support in using programs.

124. The quality of teaching seen in lessons is satisfactory overall, with teaching in half of the lessons seen in the juniors being good. As a result, pupils develop a secure skills base. They are given plenty of experiences upon which to build confidence and expertise. Teachers are knowledgeable about the programs they provide for use on the computers and match them carefully to support work across the curriculum. Teachers directly teach computer skills, encouraging pupils to have a go and experiment so that they solve problems. They have high expectations of pupils' independence with the equipment and pupils enjoy this; the result is an improving understanding of their work. Teachers plan well for pupils to practise skills and use the computer for research and readily share their own expertise and knowledge, making good use of ongoing assessments to develop lessons through which to guide pupils' learning further.
125. The co-ordinators are encouraging teachers to make steady improvements to their knowledge, understanding, skills and confidence, ensuring that staff training needs are addressed appropriately. They are in the process of establishing a whole-school policy for assessing and monitoring children's work in information and communication technology which, when implemented, could ensure continuity and progression throughout the key stages and highlight areas for further development. A nationally produced scheme of work has been purchased to assist teachers plan their weekly lessons and support planning of a range of activities to challenge higher attainers, while supporting the less confident and inexperienced pupils effectively. Teachers are progressively receiving New Opportunities Funded training to develop their own skills and confidence. The school is seeking to employ a technician to maintain the increasing amount of hard and software in the school to ensure that equipment is safe and regularly maintained, updated as finances allow, and that programs for different curriculum areas are available to support pupils' learning.
126. Resources are good, however the school has had problems with the networking hub, resulting in extra re-cabling for computers, not all of which has been secured safely. Each class has a computer and printer with a range of programs suitable for pupils' ages and abilities matched to the 10 computers in the new computer suite. This gives teachers the opportunity for greater flexibility of use.

## **MUSIC**

127. By the time pupils reach the ages of seven and eleven, most of them, including those with special educational needs, attain standards that are generally in line with national expectations. However there are examples of pupils exceeding the national average, especially when taught by a teacher with good subject knowledge. Inspection findings indicate that no significant improvement has been made since the last inspection. Almost all lessons seen were taught by teachers without specialist knowledge, but the appropriate planning and enthusiasm compensated for their lack of skills and all the lessons observed represented a worthwhile experience. Teachers make good use of the resources available. Music has a high profile in the school and the co-ordinator is well supported by other members of staff when performances and extracurricular activities are planned. The quality of singing varies but is never less than satisfactory. It improves satisfactorily as the pupils move through the school. Over one hundred junior pupils take part in various forms of instrumental tuition during lesson time and as an extracurricular activity. This is very good provision and, together with the good and sometimes very good progress made by pupils, is a significant factor in maintaining the high profile which music has in the school.
128. Pupil response when asked to sing is usually satisfactory and occasionally good. Pupils co-operate in sharing the wide range of percussion instruments which the school provides to support music lessons and use them with care. Behaviour in music lessons

observed is satisfactory and occasionally good. The best behaviour occurs when pupils are actively engaged in making music and the lesson moves at a brisk pace.

129. Teaching is satisfactory overall with some good features observed in a lesson at Key Stage 2. The best teaching was seen to occur in lessons where the teacher has good subject knowledge. The curriculum is carefully planned by the co-ordinator to include the objectives from national guidelines which effectively support the school's own scheme of work. The teaching covers all the main elements of the curriculum and performing, composing and the development of the skills, knowledge and understanding associated with those elements were all observed during the inspection. Assessment of pupils' performance has yet to be implemented effectively to improve the quality of learning in all elements of the music curriculum. Much of the teaching associated with the peripatetic music staff and the extracurricular clubs has a very positive impact on learning and the standards achieved. The many activities, visits, workshops and whole-school productions, supported by all the staff, have a similar impact and are of major importance in generating the enthusiasm and support which music enjoys.
130. The school emphasises music as an integral part in developing pupils' social, moral, spiritual and cultural welfare and it is generally successful in this. However, whilst the music curriculum exceeds the nationally recommended hours substantially in all year groups in the school, it is not rewarded by significantly better than average standards being attained.

## **PHYSICAL EDUCATION**

131. Standards are in line with national expectations at both key stages and pupils make satisfactory progress overall. Most pupils meet the expectation in swimming as they have good opportunities to develop their skills in the pool at Bitterne. As a result of an appropriate time allocation and the expertise of both swimming instructor and staff, the quality of learning is good and pupils' achievement is sound. Most have a satisfactory understanding of water safety and can swim the required 25 metres unaided by the age of eleven.
132. Standards in games, particularly football, netball, basketball and athletics are satisfactory as a result of regular sessions for most pupils, including those with special educational needs. Traditionally, the school has enjoyed a good sporting reputation, particularly in football, where standards are now being maintained through the extracurricular expertise of a visiting adult. Additionally, as seen during the inspection week, the school takes the opportunity to compete in the city sports to stimulate pupils' motivation and achievement.
133. Pupils' attitudes to physical education and games are good. They listen carefully to instructions, persevere to do their best and support one another well when working in pairs. Pupils change quickly and are keen to take part in the activities provided, even though many do not possess good skills, such as in ball handling. Physical education makes a good contribution to pupils' moral and social development, particularly in games where team spirit and a respect for fair play are inculcated.
134. The quality of teaching is satisfactory overall, with one excellent lesson being observed. Teachers generally start lessons on time, have good relationships with pupils and manage them well. However, the most significant weakness in lessons that are judged to be satisfactory overall is a lack of teachers' confidence in the skills required. Although there is a subject policy, there is little in the way of teaching support materials to support non-specialist teachers in their preparation of individual lessons. Consequently, pupils' progress is often restricted. In contrast, in an excellent rounders

lesson in Year 6, the class was occupied non-stop, all pupils were fully involved in the game and standards of catching, throwing and striking were good.

135. There has been satisfactory progress since the last inspection. This is largely due to the vigorous efforts of the current co-ordinator. She is well aware of the need for more training and support for some staff. Currently, there is no system for assessing and recording the progress of pupils and this has an adverse effect on the quality of learning. Nevertheless, given the desire for improvement, prospects are satisfactory, provided that the scheme of work and in-service training are developed as planned.