

INSPECTION REPORT

FAWLEY INFANT SCHOOL

Fawley, Southampton

LEA area: Hampshire

Unique reference number: 115894

Headteacher: Mrs T Daniel

Reporting inspector: Mr P Kemble
7269

Dates of inspection: 4th – 7th March 2002

Inspection number: 193591

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	School Road Fawley Southampton
Postcode:	SO45 1EA
Telephone number:	023 8089 7391
Fax number:	023 8089 1836
Appropriate authority:	The governing body
Name of chair of governors:	Mrs G Jones
Date of previous inspection:	28 th April 1997

© Crown copyright 2002

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

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

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7269	Mr P Kemble	Registered inspector	Special educational needs English Information and communication technology Geography History Music Physical education	What sort of school is it? The school's results and pupils' achievements Pupils' attitudes, values and personal development How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9780	Mr J Massey	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
6169	Dr M Bradshaw	Team inspector	Areas of learning for children in the Foundation Stage Equal opportunities Mathematics Science Art and design Design and technology Religious education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	22
HOW WELL IS THE SCHOOL LED AND MANAGED?	23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fawley Infant School is a smaller than average school. There are 64 pupils on roll, including 22 in the Foundation Stage. There are 30 girls and 34 boys. The number of pupils on roll is appreciably lower than at the time of the previous inspection. This reflects the declining number of children in the local area, a factor affecting all schools in the locality. The communities the school serves are a mixture of owner occupied, local authority, housing association and army properties. A large number of families do not stay long in the rented and army accommodation. This often means that a significant proportion of pupils spend only a short time in the school. Part of the school's catchment area is recognised as an area of rural deprivation, and this means that a high proportion of children has no pre-school experience prior to entry into reception. Children's attainment on entry into reception varies from year to year, but is either below or well below average. All pupils are from white ethnic backgrounds. Thirty-four pupils (53.1 per cent) are on the register of pupils with special educational needs, a figure that is well above the national average. The special needs cover a wide spectrum of learning, emotional and behavioural difficulties. One pupil has a statement of special educational need. Six pupils are eligible for free school meals and this figure is below the national average.

HOW GOOD THE SCHOOL IS

Fawley Infant School is a very effective school with many strengths. Standards are broadly in line with the national average in reading, writing, mathematics and science by the age of seven. When these standards are judged against levels of attainment on entry into school, it is clear that pupils of all abilities make good and often very good progress. Standards in all other subjects are broadly in line with what is expected of pupils of their age, but with standards above expectations in art and design, music and religious education. The good progress pupils make in reception and in Years 1 and 2 is the result of the high expectations the headteacher and staff have of pupils' academic and social achievements. Pupils benefit from very effective leadership and management by the headteacher, very good teaching, strong teamwork and an excellent commitment amongst all staff to succeed in the future. The school's links with its parents and the local community are strong. The school gives good value for money.

What the school does well

- Children make very good progress in the Foundation Stage and, by the time they enter Year 1, achievements are close to those expected for their age in all areas of their development.
- Pupils of all abilities make good, and sometimes very good, progress and, by the age of seven, standards in reading, writing and mathematics are broadly in line with the national average.
- Standards in art and design, music and religious education are above those expected by the age of seven.
- The quality of teaching and learning is very good overall.
- Pupils' attitudes, behaviour and enthusiasm for school are very good.
- Provision for pupils' moral and social development is very good.
- The headteacher's leadership and management are very effective; teamwork amongst staff and governors, and their commitment to raise standards further, are excellent.
- Governors fulfil their responsibilities well and make very good use of the available finances, accommodation and resources.

What could be improved

- The amount of time allocated to literacy and numeracy lessons each day is often too long and this means that not enough use is made of other curriculum subjects to develop pupils' literacy and numeracy skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997 and has made a good improvement since then. This is the result of the headteacher's leadership, significant improvements to the quality of teaching and learning, and the raising of expectations of what pupils can achieve. The weaknesses highlighted by the last inspection have been successfully resolved. Equality of opportunity is now very strong and all pupils have access to the curriculum and all aspects of school life. The role of curriculum co-ordinators has been extended well and co-ordinators make a major contribution to school improvement. Teachers' marking is effective and, as a result, pupils know what they need to do to improve. Information and communication technology is used well to support pupils' learning across the curriculum. The promotion of pupils' spiritual and cultural development is now good. Compared with judgements made at the last inspection, procedures for the monitoring and evaluation of the quality of teaching and learning, and for assessing pupils' achievements, are more effective. Standards of handwriting have improved. Behaviour is very good throughout the school. Levels of attendance are still slightly below the national average, but are an improvement on the well below average figures published in the previous report.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	E	B	B	B
Writing	E	D	C	C
Mathematics	D	D	C	C

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

Because the number of pupils taking national tests and assessments each year at the end of Key Stage 1 is relatively small, comparison of the results with national averages and those of similar schools is not a reliable measure of achievement. However, results in the table above show that standards in reading, writing and mathematics have significantly improved since 1999. Because results are closely linked to pupils' level of attainment on entry into school, current Year 2 pupils are likely to achieve standards slightly below those attained by pupils in 2001. However, they are benefiting from very good teaching in literacy and numeracy lessons and are achieving very well in relation to their attainment on entry.

Children in the Foundation Stage make very good progress and, by the time they enter Year 1, achieve standards that are close to those expected in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development.

Standards achieved by Year 2 pupils are broadly average in reading, writing and mathematics. Standards achieved in art and design, music and religious education are above those expected of pupils of their age. Standards in science, design and technology, geography, history and physical education are average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have considerable enthusiasm for school, from the Foundation Stage onwards. This is shown by very good levels of concentration and the effort pupils put into their tasks.
Behaviour, in and out of classrooms	Very good. Pupils work and play well together. They show respect for each other and all adults in the school.
Personal development and relationships	Very good. Pupils develop responsible attitudes early on in their school life. Levels of co-operation in group activities are high.
Attendance	Unsatisfactory. Although attendance figures are much improved since the last inspection, a small minority of pupils still arrives late and misses the start of morning lessons.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Very good	Very good

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

The quality of teaching and learning is very good overall and meets the needs of all pupils. It is very good in English and mathematics, including the teaching of literacy and numeracy skills. One of the main reasons for this is the excellent management and organisation of pupils in lessons. Activities are closely matched to individual pupils' needs, resources are of good quality and quantity, and teachers make very effective use of non-teaching staff to support pupils' learning. In addition, expectations of pupils' academic and social achievements are high. As a result, activities planned are usually challenging, as well as interesting and motivating, although occasionally more could be demanded of more able pupils. Pupils with special educational needs receive very good support from teachers and learning support assistants as a result of carefully planned activities that are linked closely to targets in individual education plans and achieve well. Relationships between all staff and pupils are very good and make a significant contribution to the standards achieved. Because teachers treat pupils with respect, and value what they say and do, pupils develop very good attitudes to school and behave well from an early age. As a consequence, pupils of all abilities achieve very well and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Activities planned are interesting and motivating. Pupils' learning is extended by a good range of trips and visits. However, the balance of the curriculum requires review as the time allocated to literacy and numeracy lessons is significantly above that recommended.
Provision for pupils with special educational needs	Very good. Early identification of needs in the Foundation Stage is followed by the compilation of good quality individual education plans. Parents are closely involved at all stages of the process.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral and social development is very good. Provision for spiritual and cultural development is good.
How well the school cares for its pupils	Very well. The school is a safe, secure environment. Pupils receive very good levels of support and guidance. Procedures for assessing pupils' academic and social achievements are very good. Assessment information is used well to match work closely to pupils' needs, although occasionally more able pupils are not sufficiently challenged.

The school has worked hard to strengthen its partnership with parents and the local community. It keeps parents very well informed about their children's progress and the life and work of the school. The school is often involved in the community but there is a small minority of parents who do not contribute to their children's learning at school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides staff with a clear educational direction for the life and work of the school. She has established very strong teamwork and, as a result, teaching and non-teaching staff know their pupils very well and have a good understanding of the school's strengths and areas for improvement.
How well the governors fulfil their responsibilities	Good. Governors are enthusiastic and give very good support to the headteacher and staff.
The school's evaluation of its performance	Led by the headteacher, staff and governors rigorously monitor and evaluate the effectiveness of teaching and learning and priorities in the school improvement plan well. Action taken to raise standards is very well informed.
The strategic use of resources	Good. The headteacher, staff and governors actively seek ways to improve standards by more effective use of staffing, accommodation and learning resources. The school budget and additional funds are effectively spent.

The quality of the procedures for monitoring and evaluating the work of the school is a major strength and makes a significant contribution to the good progress pupils make. The headteacher has established a positive atmosphere of self-evaluation amongst staff that results in regular analysis of pupils' standards and how they might be improved. Very good use is being made of national Performance Management guidelines in this respect. Principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school, make good progress and behave well. Teaching is good and expectations are high. 	<ul style="list-style-type: none"> The homework set for children. The range of activities outside lessons.

- | | |
|---|--|
| <ul style="list-style-type: none">• Children are helped to become mature and responsible and teachers keep parents well informed about their progress.• The school works closely with parents and deals well with their questions or problems.• The school is well led and managed. | |
|---|--|

Inspectors agree with all the aspects that please parents. The amount of homework is judged to be typical of most primary schools. Inspectors agree that there are no after-school clubs, but judge the range of extra-curricular trips and visits to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Strengths

- Standards have improved well overall since the last inspection.
- Standards in handwriting, art and design, music and religious education are above those expected by the end of Year 2.
- Foundation Stage and Key Stage 1 pupils achieve well. They make good, and sometimes very good, progress from well below average attainments on entry into school.

Areas for improvement

- Pupils' speaking and listening skills are weak.
- More able pupils do not achieve well enough because they are not always sufficiently challenged by their tasks.

1. Foundation Stage children make at least good progress overall. They are prepared very well for work in Key Stage 1 because reception teaching and non-teaching staff successfully develop in children good attitudes to school so that they are well motivated and keen to learn. Individual needs are assessed early in their schooling, and activities that are matched closely to children's needs move them on in their learning at a good pace. In Key Stage 1, teachers build on the good start children make in the Foundation Stage. High expectations, interesting and motivating activities and effective use of praise and encouragement by teachers sustain children's good progress and they achieve well, particularly in reading, writing and mathematics.
2. Children in the Foundation Stage vary in their attainment when they start school at age four. Assessments made in the first term in reception, called baseline assessments, show attainment to be slowly declining over time. It is currently well below the national average overall in personal and social development, communication, language and literacy and mathematical development. A high proportion of children has speech difficulties, mainly to do with immature pronunciations, and several require speech therapy. Staff are very successful at settling children into school, building their confidence and self-esteem and establishing good habits and routines. As a result, children achieve well and make good, and often very good, progress. By the time they enter Year 1, virtually all have achieved the expected standards, called early learning goals, in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development.
3. Because the number of pupils that take the end of Key Stage 1 national tests and assessments each year is small, comparing achievements with all primary schools and similar schools nationally using test results is not a reliable method. What results do show is that, over time, pupils' achievements have tended to be close to, below or well below national averages. Since 1999, this trend has been altered significantly, with results in reading rising to above average levels and results in writing and mathematics rising to average. Variations in results from year to year are largely due to variations in the level of pupils' attainment when they start in reception. Also, the composition of year groups changes over time as short-stay pupils enter and leave the school. However, school data show that, over the last two years, when their

current attainment is matched against their levels of attainment on entry, pupils have made considerably more progress than they have done in the past. It is that which indicates how well pupils' achievements have improved since the last inspection.

4. At the time of the previous inspection, standards in reading, writing and mathematics were reported to be broadly average. The end of Key Stage 1 test results in those subjects were below average, as shown by the 2000 and 2001 test results. Standards in reading have improved since then to above average. This is the result of the successful implementation of the National Literacy Strategy and a major focus by the school on this aspect of English. Standards in writing and mathematics are similar to those found at the last inspection, but handwriting standards have improved due to changes in teaching methods and higher expectations of what pupils can achieve. Standards have improved in art and design, music and religious education and these are now above expectations, largely as a result of improvements to the quality of teaching, learning and resources. Pupils' standards in all aspects of information and communication technology are now in line with expectations because teachers' confidence and expertise have improved. Standards of speaking and listening are lower than at the time of the previous inspection. This is a reflection of the declining level of attainment on entry of children's speaking skills over time.
5. Inspection findings are that pupils make at least good progress from their original levels of attainment on entry. By the end of Year 2, standards in reading, writing, mathematics and science are in line with the national average. Many pupils achieve well in reading and standards of handwriting are above average. Standards in art and design, music and religious education are above those expected of pupils of their age. Standards in design and technology, geography, history, information and communication technology and physical education are in line with expectations.
6. Pupils' achievements in English and mathematics are good for several reasons. The quality of teaching and learning is consistently good and is often better than this. Teachers are successful at planning interesting and motivating tasks, often with good levels of challenge that maintain pupils' enthusiasm and concentration for considerable periods of time. This is a characteristic of all the literacy and numeracy lessons observed during the inspection. Teachers have made very good use of the National Literacy and Numeracy Strategies and the school's own English and mathematics schemes of work to devise learning programmes that suit the needs of their pupils. For example, over the last two years, planning has been carefully adjusted to give pupils intensive coverage of learning in basic skills because of the high proportion of pupils with special needs. Procedures for assessing pupils' achievements are very good and the commendable accuracy with which teachers match work to pupils' needs is an important reason for their good progress. Pupils' own knowledge of their learning is very good. Teachers discuss and establish targets for improvement with them and, from the Foundation Stage onwards, pupils make simple assessments of their own achievements. The resulting awareness pupils have of why they are doing certain tasks, and of what they need to do next to improve, plays an important part in developing good attitudes to work and an enthusiasm for school.
7. Pupils of different abilities and gender have equal access to the curriculum and all aspects of school life. This is particularly evident in the way pupils with emotional and behavioural difficulties, and those who stay for only a short period of time, are included in the daily life of the school and are able to achieve well and make good progress. A wide range of special learning and emotional needs have been identified in over half the pupils in the school, but these are not immediately evident in

classrooms or the playground because of the sensitive and inclusive way that teaching and non-teaching staff treat all pupils. Teachers are aware of a small number of more able pupils in each year group and activities are planned for them each day which often challenge and extend their learning. However, they are sometimes expected to produce a greater quantity of work than other pupils in the class, rather than work of better quality more suited to their level of attainment and this slows their progress. This is rarely the case in English and mathematics, but is evident in pupils' past work in science, geography and history, where more able pupils underachieve.

8. Pupils' literacy and numeracy skills are satisfactory overall, although speaking and listening skills are weak. Teachers are beginning to focus more intensively on developing further speaking and listening skills. This is apparent in whole-class discussions, role-play and drama activities, and also in numeracy lessons when pupils are encouraged to explain how they achieve answers to oral and written questions. However, opportunities are missed to encourage pupils to speak in complete sentences and with expression. Reading and writing are taught consistently well in all classes. Pupils develop a love and enjoyment of books from an early age and are soon aware of the distinction between fiction and non-fiction books. Other subjects of the curriculum, such as science, geography and history, are not used as well as they might be to promote pupils' reading and writing skills, partly because the time allocated to literacy lessons is too long. Pupils achieve well in numeracy lessons as they recall number facts and solve simple problems. This helps them to achieve well in mathematics lessons.
9. Teachers make effective use of resources, such as books, photographs, artefacts, computer software, trips and visits, to promote pupils' enquiry skills in science, geography and history. Pupils are encouraged to look for clues in pictures and texts and draw simple conclusions from the results of their investigations and experiments. As a result, pupils achieve well in this aspect of their learning and have good attitudes towards these subjects. Achievements in art and design and music are particularly good because skills are taught step by step, with a wide range of different media, equipment and resources for pupils to experience. In addition, pupils benefit from a teacher's specialist subject expertise in music lessons.

Pupils' attitudes, values and personal development

Strengths

- Pupils' attitudes, behaviour and enthusiasm for school are very good.
- Relationships between pupils are very good and they work and play well together.
- Levels of attendance have improved since the last inspection and are now close to the national average.

Area for improvement

- Attendance and punctuality of a significant minority of pupils are unsatisfactory.

10. Pupils' very good attitudes, behaviour and relationships make a significant contribution to their good achievements and progress and are a strength of the school. Standards are an improvement on those at the time of the previous inspection, when a small minority of boys disrupted learning in reception. Behaviour problems are now rare.

Levels of co-operation amongst all pupils and respect for each other are high throughout the school.

11. Pupils are happy to come to school. This is evident in the enthusiastic way pupils enter classrooms before lessons start each day and settle quickly to a wide range of activities. Their very good attitudes and enthusiasm for lessons and all other aspects of school life help them to achieve well and make good progress. Pupils are respected by all staff and this very good example is passed on to pupils, who grow rapidly in confidence and self-esteem from their first term in school.
12. Many pupils enter school with weak personal and social skills but make rapid progress in their ability to pay attention to their teachers, to concentrate for extended periods of time and to work well independently or with others. This is because teachers work hard to develop these qualities in activities planned for pupils and have high expectations of what they can achieve. This leads to very good relationships between pupils. As a result, pupils are often engrossed in their tasks, even when adults are not directly supervising them. For example, a group of reception children was observed making party hats as part of a project to celebrate the birthday of the school teddy bear, called Fawley Bear. They shared scissors, glue, card and paper amicably and, as they chattered about their task, tried hard to cut and stick well. They were visited occasionally by a learning support assistant, but completed the activity largely by themselves. Levels of co-operation were very good and all were very proud of their achievements.
13. Co-operation amongst pupils in Year 1 and Year 2 is invariably very good in group activities. For example, pupils in Year 1 worked well together in a science lesson as they searched their classroom for examples of objects that worked by being pushed or pulled. They shared views and opinions well with each other about what they had found and this contributed to the good progress they made in their knowledge and understanding during the lesson. A group of Year 2 pupils concentrated hard and talked keenly with each other about how they thought life in The Gambia might be like as they looked at a set of photographs and made good gains in their learning as a result.
14. Standards of behaviour are very good throughout the school. Pupils settle quietly into their places at the start of assemblies and listen attentively to the proceedings. Class lessons are rarely interrupted by poor behaviour. Playtimes and lunchtimes are sociable occasions. These good qualities are the result of a consistent approach by staff to the implementation of behaviour management procedures. Pupils are familiar with what is expected of them and class rules are fully understood. As a result, the school is orderly and the quality of pupils' learning benefits from this. For example, whole-class sessions at the beginning of lessons are characterised by pupils' very good behaviour as they listen to their teachers and join in discussions and answer questions. This leads to good achievement in the group activities that follow, because pupils have a good understanding of what they have to do and why. Older pupils provide good role-models for younger pupils in the way that they carry out their class and school responsibilities and duties, and conduct themselves in lessons and assemblies.
15. Levels of attendance, although below the national average, have improved since the previous inspection. This is contributing significantly to pupils' good achievements and the improvement in standards. The attendance and punctuality of most pupils are good, and some are very good, but a significant minority has a poor attendance rate and the level of unauthorised absence is higher than the national average. During the

inspection, lessons for the vast majority of pupils started promptly, but a small number of pupils arrived late each day and missed the start of literacy or numeracy lessons. Teachers worked hard to help them cover what had been missed by their absence, but over time, pupils' progress is restricted when this occurs regularly.

HOW WELL ARE PUPILS TAUGHT?

Strengths

- The quality of teaching and learning has improved well since the last inspection.
- Teachers have made very effective use of the National Literacy and Numeracy Strategies to raise pupils' standards in reading, writing and mathematics.
- The management and organisation of pupils' learning are excellent.
- Pupils benefit from teachers' high expectations of what they can achieve.
- Lessons are well planned and activities are linked closely to pupils' individual needs.
- Teamwork is excellent amongst teaching and non-teaching staff.

Areas for improvement

- Literacy and numeracy lessons are sometimes too long.
- More use could be made of other areas of the curriculum to extend pupils' literacy and numeracy skills.

16. The quality of teaching and learning is very good overall. Twenty-two lessons were observed during the inspection. All were judged to be good or better. Of these, seven were judged to be very good and two were excellent. Teaching is very good overall at the Foundation Stage and at Key Stage 1. The quality of teaching and learning is consistently good or better in English and mathematics. No lessons were observed in design and technology, history and religious education. At least one lesson was seen in each of the other curriculum subjects, including one lesson of personal, social and health education. This means that there is not enough evidence to make secure judgements about the quality of teaching and learning in every subject. However, in the lessons seen, the quality of teaching and learning was predominantly good or better.
17. At the time of the previous inspection, about sixty per cent of lessons were judged to be good or better, with about five per cent less than satisfactory. The quality of teaching and learning has improved significantly since then, with one hundred per cent of lessons judged as good or better with no unsatisfactory teaching. This is largely due to improvements to procedures for monitoring and evaluating the quality of lessons, successful implementation of the national Performance Management requirements and higher expectations of what pupils can achieve.
18. The quality of teaching and learning in the Foundation Stage is very good overall. One of the main reasons for this is the close knowledge and understanding that teachers and non-teaching staff have of children's individual needs. Each child's progress is very carefully monitored and regularly reviewed so that daily lessons are adjusted to suit children's requirements. This is achieved through excellent liaison between the two part-time reception teachers and the learning support assistants. Activities planned are stimulating and motivating so that children soon develop very good attitudes to their learning and are keen to participate. Levels of challenge are high, but not so high that children cannot achieve the targets set. Children become happy and

confident in the very caring environment. This is reflected in the way that children come into the reception classroom with their parents before lessons start and immediately go to activities of their choice, working and playing contentedly. This positive beginning to each day also provides staff with very good opportunities to maintain strong links with children's parents and carers.

19. An important factor promoting the very good quality of teaching and learning is the effectiveness of procedures to monitor and evaluate classroom performance. Since her appointment, the headteacher has established several methods by which teachers are able to assess how successful their planning and lessons have been. These include evaluation of lessons, regular scrutiny of pupils' work to judge standards, reviews of yearly, termly and daily plans, and observations of colleagues' teaching. The outcome of these procedures is that future lesson plans are adjusted to make them more successful and improve pupils' achievements. Shortcomings in teachers' expertise are highlighted and provide useful information for the governors and headteacher on which to base staff-training programmes.
20. Teachers' management and organisation of pupils' learning are excellent. Teachers are skilful at using all available resources to provide good quality activities that motivate pupils and maintain their interest. In an excellent Year 1 literacy lesson, the success of the lesson was characterised by the way that the teacher very effectively used information and communication technology equipment, the library, good quality commercial and school-produced resources and two additional adults to support pupils of different abilities in their learning. The transition from whole-class to group activities was managed smoothly so that very little time was lost in moving pupils on in their learning. This effective and efficient use of staffing, accommodation and resources by teachers is a common feature of lessons and contributes significantly to pupils' achievements.
21. Teachers are successful at adapting national subject guidelines to suit the needs of pupils. This is particularly evident in the successful implementation of aspects of the National Literacy and Numeracy Strategies. For example, pupils have benefited from a strong focus by staff on ways of teaching reading and writing. Teachers have managed to combine an intensive programme of basic skills teaching with the maintenance of pupils' good attitudes and effort by planning interesting and challenging literacy and numeracy activities. As a result, pupils' standards have significantly improved over the last two years. This has been achieved by allocating a high percentage of time each week to literacy and numeracy with less time being given to other curriculum subjects. Although this has been successful in raising standards in reading, writing and mathematics, it has meant that, with the exception of information and communication technology, other curriculum subjects have not been used as well as they might to promote pupils' literacy and numeracy skills. Teachers' plans for each term and each week are based securely on national subject guidance and the school's own schemes of work. These provide for a steady development of pupils' skills over time, each activity building on pupils' previous learning so that they make good progress.
22. Teachers' high expectations of pupils' academic and social achievements make a significant contribution to pupils' progress. For example, pupils' handwriting is now of a good standard as a result of a positive response by staff to a criticism in the last inspection report. Expectations have been raised, a new style of handwriting adopted and pupils now present their work neatly and carefully. Pupils respond well to their teachers' high expectations because of the very good relationships that exist in all classes. Teachers treat their pupils in a mature and respectful way, valuing what they

say and do. This means that pupils are prepared to have a go at all that is planned for them, and they do so with enthusiasm and obvious enjoyment. For instance, Year 2 pupils tackled with confidence the difficult task of performing a piece of music together, combining recorders, percussion and singing, and the quality of their performance was good as a result.

23. The quality of teaching and learning for pupils with special educational needs is very good. Pupils' individual education plans contain precise but manageable targets that are clearly understood by teachers and learning support assistants. This means that teachers' daily lesson plans contain activities that are linked closely to these targets. During group activities in lessons, teachers and learning support assistants often give their time to work with groups of special needs pupils to focus on a particular skill or aspect of learning. Learning support assistants work effectively with pupils on a one-to-one basis, following specific learning programmes compiled by the support assistants, in conjunction with teachers and the special needs co-ordinator. This aspect of special needs teaching is very effective and is one of the main reasons why pupils achieve well and make good progress. Levels of challenge for all other pupils are usually good. Teachers are very aware of pupils' varying abilities and plan their lessons to cater for able, more able and less able pupils. There are times, however, when more able pupils cover the same work as other pupils before moving on to the more challenging tasks teachers have planned for them, and this reduces the amount of progress they make on these occasions. This is particularly noticeable in subjects such as science, geography and history. Pupils who the school knows are not likely to be in school for long benefit from especially close attention to their basic literacy and numeracy skills.
24. A small minority of parents expressed concern about the amount of work pupils are expected to do at home. Inspectors do not share these concerns and judge that the amount of homework is typical of most infant schools. Pupils gain particular benefit from the support they receive for reading at home and this makes a significant contribution to the standards achieved.

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

Strengths

- The school provides all pupils with a good, broad curriculum.
- The quality and range of learning opportunities are good.
- Pupils with special educational needs are very well supported.
- Good links exist with the community, other local schools and pre-school playgroups.
- Pupils' personal development is promoted very effectively.

Areas for improvement

- Many of the literacy and numeracy lessons exceed the recommended time.
- Opportunities are missed in some subjects to promote pupils' literacy and numeracy skills.
- More opportunities are needed to promote pupils' speaking skills.

25. The previous report suggested that pupils were offered a broadly satisfactory curriculum, that met National Curriculum requirements. There were weaknesses that related to curricular management, the use of information and communication technology, and the variation in provision between the two mixed-age classes for pupils in Years 1 and 2. The curriculum is now managed effectively. Members of staff with distinct subject responsibilities work as a very close team. The use of information and communication technology across the curriculum is much improved. There are now separate classes for Year 1 and Year 2 pupils and provision in these classes is good.
26. Pupils benefit from a broad curriculum of good quality. Much of the work is planned very effectively through class projects and themes, but with very detailed subject planning to ensure all aspects are included. This arrangement helps to make learning relevant to pupils, and enables good links between subjects to be established. There is a strong emphasis on the provision for literacy and numeracy, with these two areas often timetabled for the whole morning. The formal lessons based on the National Literacy and Numeracy Strategies exceed the recommended time and, for numeracy, by a significant amount. Hence, the balance of the curriculum requires review. The curriculum is based securely on national guidance and the school's own planning. Children's speaking skills are weak when they start school. Although teachers plan many opportunities to help improve these skills, it is recognised that better use could be made of whole-class discussions, role-play, drama, and other activities to raise standards.
27. A good curriculum is in place for children in reception, which covers all the required Foundation Stage areas of learning. A wide range of activities enables children to make good or very good progress. Organisation of activities takes full account of the national Foundation Stage guidance, but it is also designed to prepare children well for their transfer into Year 1. The range of activities to promote the development of children's language and mathematical skills and to develop their independence is very carefully and effectively planned and is a particular strength of the provision.

28. The curriculum for pupils in the remainder of the school provides a wide range of activities that helps prepare them effectively for junior school. Statutory requirements are met, and all subjects are supported by relevant policies, detailed schemes of work and other planning documents. The National Literacy and Numeracy Strategies have been implemented well and used very effectively to raise pupils' standards in reading, writing and mathematics. The good progress that children make from reception to Year 2 confirms the very effective provision for the development of literacy and numeracy skills. The time allocated to literacy and numeracy, however, is excessive and restricts the time available for other subjects. Very effective links are often made between different subjects. For example, pupils in Year 1 studied forces in science and then applied this learning to a design and technology task of designing and constructing a model playground. Close attention is given to developing pupils' knowledge and skills in all subjects, but the school has recognised that skills are not always given as much emphasis as knowledge, particularly in relation to extending more able pupils, for instance in science, geography and history. Information and communication technology is used effectively to support learning in many other subjects, as well as to develop pupils' information and communication technology skills.
29. The school develops pupils' personal, social and health education very well. The scheme of work is very carefully planned and gives good guidance to teachers when they plan their lessons, as well as circle time sessions, when pupils discuss aspects of personal development, and the content of assemblies. Sex education is covered within science lessons, or as questions arise. Close links with the police help to raise drugs awareness. The school plans many helpful opportunities for children to develop independence and confidence from the moment they start in reception, and this is successfully continued in Years 1 and 2.
30. About fifty per cent of pupils in the school have been identified as having special educational needs. Very careful planning and the particularly good use of support staff help to ensure that the needs of these pupils are well met. Individual education plans identify language, mathematical and personal targets. All pupils have full access to the curriculum and the school ensures very good equality of opportunity. Inclusion and access for all pupils in everything that the school offers is carefully planned. Very good attention is given to including an autistic reception child in as many of the activities planned as possible. Other children are learning to enhance communication with him through sign language. The school has identified the need to provide more challenge in activities planned for more able pupils.
31. The school has good links with the community. In particular, pupils are very involved in village and parish events, when they join other schools and residents in the area. For example, they perform for local old people and also, at more remote parts of the catchment area, for those who would find it difficult to come to the school. Very strong links with local businesses, especially the nearby oil refinery, have had positive effects for pupils. The most recent acquisition made with outside support is an interactive white board that pupils in Years 1 and 2 are already finding of great value. Other benefits have included improving library provision and the completion of mosaics near the school's entrance. To an increasing extent, the school encourages members of the local community to become involved in its work and contribute to specific events. This is having a beneficial effect in areas such as access to ethnic minority resources, for instance clothes. Strong links exist with many local churches, and one assembly a week is taken by a representative from one of the churches. The school does not provide any extra-curricular activities outside of school time. Staff are aware of this and know parents have expressed some concerns. As a result, because the

school day is long, staff are looking at the possibility of providing Friday afternoon clubs to cover a range of additional curricular opportunities. A wide range of visits is used very well to improve the curriculum for all pupils in the school.

32. Good links exist with partner institutions. Within the group of local infant, junior and secondary schools, called a pyramid, curricular continuity is planned, for instance in religious education. As a result, all infant pupils within the pyramid study Hinduism. Good links with the junior school to which pupils transfer help to make the process smooth, and this is aided by Year 2 pupils attending swimming lessons there during the summer term. A group of boys from a local technology college used laptops with pupils to record poems they had written. Reception teachers have established good links with local pre-school playgroups.
33. Provision for pupils' spiritual, moral, social and cultural development was described as mainly satisfactory or good in the previous inspection report. It has made a satisfactory improvement since then and is now very good overall.
34. The promotion of pupils' spiritual development is good. Collective worship, as part of school and classroom assemblies, meets statutory requirements and is of good quality. There are times of contemplation, when pupils are encouraged to think about and reflect on what the story they have heard means to them. This is sometimes while looking at a lit candle or with their eyes closed during a moment of prayer. Pupils are encouraged to reflect on what they have achieved during a lesson. Reception children are keeping an excited eye on the tadpoles swimming in the tanks in their classroom. Pupils are encouraged to write prayers and to reflect on the creation stories. Staff are aware that opportunities are missed in some lessons, particularly those connected with the creative arts, such as art and design, music and drama, to promote pupils' spiritual awareness or by helping pupils consider the wonders of the natural and man-made world.
35. The provision for both moral and social development is very good. Many activities, including personal, social and health education, support both of these areas of personal development well. Assemblies also make a positive contribution. During a class assembly, pupils considered which of a pair of teddy bears had been loved and cared for the most. They were led to an understanding that, although one looked old and worn, its owner had taken it everywhere and that it had enjoyed an exciting life. In other assemblies, as a prelude to Mothering Sunday, pupils thought about the love of a mother, and the love of children for their mothers. Pupils are effectively taught the difference between right and wrong. Staff consistently enforce the behaviour policy, and the headteacher's presence around the school has a positive impact. She records, for instance, pupils whom she sees being kind or thoughtful, and this leads to the award of certificates in the celebration assembly. In class, pupils set their own personal targets such as being kind and thoughtful to another member of the class. They collect for a range of charities, and begin to appreciate that there are those in this country, and overseas, who need support and help. In reception, there is good emphasis on developing social skills, especially sharing and co-operation. Independence is strongly promoted in reception, with children required to hang a name tag with their name to record whether they are staying for dinner, having a packed lunch or going home. Using an effective system designed by staff, they also

record the independent activities they have chosen through the day. During discussions, pupils are encouraged to listen to others. The programme of visits plays an important role in developing social skills.

36. Provision for pupils' cultural development is good. Opportunities to raise pupils' awareness of the multicultural nature of British society have improved since the previous inspection but opportunities are missed in some curriculum areas. However, activities are generally of good quality and well planned. For example, in art and design, reception children were introduced to the work of Monet, before using the impressionist style to illustrate their visit to a local arboretum. Reception children also listened to an extract from Elgar's Enigma Variations, and then explained what it made them think about. In Year 2, a study of African masks in an art and design lesson extended pupils' awareness of aspects of African culture. This was further developed through the study of, and links with, The Gambia. The religious education programme provides opportunities to study Hinduism, as well as Christianity. For example, as part of the study of Divali, pupils made divas, dressed in Indian clothes and made, and ate, curry. More recently, pupils have studied the Chinese New Year and, as part of this work, they cooked and ate rice and noodles.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths

- It is a very caring school and pupils' individual needs are very well met.
- Arrangements for child protection, security and health and safety are very good.
- Procedures for promoting pupils' good behaviour are very effective.
- Procedures for improving pupils' attendance are excellent.
- Assessment of pupils' progress is very good, and the information used very effectively to track progress and to set individual targets.

37. At the time of the last inspection, levels of care were reported to be good. The school has made a satisfactory improvement since then and, overall, procedures for pupils' welfare, health and safety are very good. Pastoral care is a strength of the school. This is because teachers have extended the knowledge and understanding they have of each pupil's academic and social development by regular reviews of, and improvements to, procedures. As a result, there is a very strong family atmosphere and pupils readily go to teachers if they need help. The safe and secure atmosphere contributes to pupils' confidence and to their very good attitudes to work and play.
38. Child protection procedures are very good. They are based on the local authority's guidelines and are very well understood by staff. Awareness and vigilance by all staff are very high and, combined with their knowledge of pupils' backgrounds and circumstances, this means problems, when they occur, are very quickly noticed and dealt with.
39. Health and safety procedures are very good. A team of governors and staff carry out a formal health and safety inspection each term. When problems are found, these are properly recorded and acted upon. The school caretaker is a member of the safety committee and makes a daily informal check for potential hazards. From time to time, this includes removing broken bottles from the sports field, an all too common occurrence. A current preoccupation is ensuring that construction work on the site is being carried out safely for all concerned and procedures for this are effective. The school has a very effective personal, social and health education programme. It

covers sex education, substance abuse, healthy eating and dental hygiene in a positive way, and successfully encourages pupils to recognise the importance of caring for themselves.

40. Procedures for promoting good behaviour and responsible attitudes are very good. There has been a significant improvement in standards of behaviour since the previous inspection, especially amongst boys. Teachers and non-teaching staff have established a wide range of positive rewards and use praise and encouragement very effectively. These arrangements have contributed to establishing the calm, purposeful and happy atmosphere that exists throughout the school. Techniques and skills are well developed for helping individual pupils with behavioural difficulties improve and control their behaviour. Staff have made good use of the advice and expertise of staff from a nearby special school in this respect. Pupils are taught well in lessons and assemblies to be aware of the impact of their actions on others, and instances of bullying or unkind behaviour are now rare.
41. Procedures for monitoring and promoting good attendance are excellent and are responsible for a significant improvement in attendance rates since the last inspection. Most pupils now attend regularly and on time. Parents understand and readily use the system for keeping the school informed when their children are going to be absent from school. However, a significant minority of children has poor attendance and, for a few, it is very poor. The attendance and punctuality of these children are very carefully monitored and followed up. The headteacher gives a high priority to encouraging parents to work with the school to ensure that their children attend school regularly. In most cases, this has brought about a significant improvement. A few families have needed the intervention of the education welfare service when continued advice and persuasion from the school has not been enough, and sometimes this has helped. It is evident that there is a continuing need for this level of effort if gains made are to be retained and further improvements made. The main reason given for authorised absence is illness, which appears higher than seen in most schools. Unauthorised absence is reducing and is now mostly confined to a few of the youngest pupils and families who are reluctant to co-operate with the school.
42. Procedures for assessing pupils' attainment and progress are very good. Shortly after starting in reception, children's attainment is assessed using local authority procedures. The school completes all aspects of this baseline assessment, including optional elements. As a result, staff have a very clear picture of children's knowledge and skills when they start school. Reception teachers use the information gained very effectively to plan activities that meet the needs of individuals and groups within the class. Regular assessments are completed during the term and these give a clear picture of children's progress. The data are used effectively to update baseline assessments to see how well children have progressed since entry into school.
43. In Years 1 and 2, very good procedures are in place to assess pupils' progress in English, mathematics and science. The information obtained is used to set whole-school and individual targets for improvement. Specific targets are set for attainment in the National Curriculum tests in reading, writing and mathematics. Considering the nature of the school's intake, the targets are challenging. In all other subjects, simple, but effective, assessment procedures are used consistently. Teachers regularly review these procedures and modify them to improve their effectiveness and to ensure their efficient use. School assessments and the results of statutory tests are analysed carefully to provide information about achievements and to follow, or track, individual pupils' attainment and progress. Predictions are made based on the

information gained from each child's baseline assessment, and pupils' progress is monitored against these. The school consistently achieves results at the end of Year 2 that exceed these predictions. Modifications to the curriculum, and to teaching, are also made following these analyses. This led, for instance, to a successful effort to improve the number of pupils gaining the higher levels in mathematics. Accurate assessments are used to identify and help support the learning of pupils with special educational needs and make a significant contribution to the good progress that these pupils make.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Strengths

- The school has a very good partnership with parents with significant benefits to pupils' academic and social development.
- The school is very highly valued by parents.
- The school keeps parents very well informed about their children's progress and school events.

44. At the time of the last inspection, the school had a successful relationship with most parents. However, it had not been able to involve all parents in their children's education, although efforts were being made. These efforts have continued and been intensified over the last two years, bringing a marked improvement in parental involvement with their children's learning and in pupils' attendance. Each new intake brings with it a fresh challenge because the school has to establish productive relationships with a new minority of parents who may live remotely or who may not initially see their children's education as a priority. Staff are working hard in this respect, making home visits, and organising parent consultation evenings near to where some parents live.
45. The results of the parents' questionnaire and the outcome of the meeting with parents prior to the inspection show that parents highly value the work of the school. For example, parents reported that they are very pleased with the openness of the school and the way that the headteacher and staff are readily available to talk with parents about their children's progress or any concerns and queries that they might have. They considered the school to be 'very parent-orientated'. This is in addition to the formal parent consultation evenings and the annual reports, which parents find informative and helpful. Parents appreciate the way the school works with them and responds positively to their suggestions. They are very pleased with the quality of teaching and the fact that teachers have high expectations of their children's behaviour and help them to become mature and responsible. Parents believe that the school is well led and managed.
46. A small minority of parents expressed concern about the amount of homework and a larger minority does not agree that the school provides a satisfactory range of activities outside lessons. Inspectors agree with parents' positive views and opinions. The amount of homework is judged to be typical of most other primary schools and is used well to consolidate and extend pupils' learning in literacy and numeracy. Inspectors agree that the school does not run a programme of after-school clubs and activities to support learning in areas of the curriculum such as music and sport. This is partly to do with the fact that a substantial number of children have to catch a bus immediately after school to get home. However, the programme of extra-curricular

activities, such as geographical and historical trips and visits, is judged to be good and of significant benefit to pupils.

47. Very good relationships exist with most parents and pupils benefit significantly from these. For example, some parents help in school, others accompany classes on trips and visits and most help with their children's work at home. The Friends of the School association organises social events which also raise valuable funds for the school. Family literacy classes, run in collaboration with a local college, have been very much appreciated and enjoyed by those parents who attend and who are now enthusiastic about moving on to study numeracy. Support for the school is good in the local community with generous donations being made by local businesses and organisations.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths

- The headteacher gives very effective leadership and provides a clear educational direction to the life and work of the school.
- The standard of teamwork amongst all staff is excellent.
- Priorities for improvement in the school's strategic plan are very appropriate.
- Procedures for monitoring and evaluating progress towards targets in the strategic plan are very effective.
- Governors are very supportive of the school and manage the budget well.
- Pupils benefit from very effective and efficient use of staffing, accommodation and learning resources.

48. The headteacher has been in post for two years. Under her leadership, the school has made significant progress since the previous inspection. There are two main reasons for this. Firstly, the headteacher has established excellent teamwork amongst all staff. She has achieved this by involving all teaching and non-teaching staff in the decision-making process, valuing their contributions and making sure that they have the resources and the time they need to carry out their responsibilities. As a result, the commitment amongst staff to improve standards and the quality of teaching and learning is excellent. Secondly, she has shown by her own example as a teacher how high expectations for academic and social achievements of pupils of all abilities can be met. The results of this are seen in pupils' very good relationships, attitudes and behaviour, and in the significant improvement in standards over the last two years. The headteacher's success as a leader is also due to the provision of a clear educational direction to the life and work of the school by setting, with staff and pupils, future targets for school improvement. In this way, the school's aims and values are promoted very well in its work and this results in confident, relaxed pupils and parents' considerable satisfaction with their children's personal and social development.
49. Members of staff give very good support to the headteacher by carrying out their roles and responsibilities effectively and efficiently. The headteacher has established very good procedures for monitoring and evaluating standards and the quality of teaching and learning, and these are followed closely by all staff. As staff numbers are low, each teacher carries a wide range of responsibilities, but priorities are agreed each term so that key staff can take the lead in their particular area of expertise when appropriate. For example, over the last twelve months, staff have focused on pupils' achievement in writing, pupils' progress in information and communication

technology, and the attainment of less able pupils in mathematics. In each case, the co-ordinator with the particular subject responsibility has led staff in regular discussions, sampling of pupils' work and lesson observations. As a result, pupils have benefited from improvements to the quality of teaching and learning and standards have improved. This process has created a positive climate of school improvement and effective self-evaluation.

50. The management of support for pupils with special educational needs is very good and makes a significant contribution to the life and work of the school. The school has a high percentage of pupils on the special needs register and most of them are the subject of individual education plans from an early age. This is because identification of needs often occurs in reception as a result of effective tests, called baseline assessments, carried out during the children's first few weeks in school. The reception teachers and learning support staff are very experienced at identifying areas for concern and, in conjunction with the special needs co-ordinator, establishing programmes of support. Progress towards targets in pupils' individual education plans is regularly reviewed and parents are kept well informed about their children's achievements. As a result, pupils often make good, and sometimes very good, progress from low levels of attainment in personal and social development, literacy and numeracy skills and achieve average standards by the end of Year 2. Excellent teamwork amongst teaching and non-teaching staff is a significant factor in the effective co-ordination of special needs support. Learning support assistants have considerable responsibility for working with individuals and groups of pupils, and class lessons are characterised by efficient use of their time and expertise as they reinforce and extend pupils' learning. The co-ordinator has established very good links with outside support agencies, and personnel from these are often involved with staff in establishing the most suitable approach to pupils' needs.
51. The work of the headteacher and staff is supported well by the members of the governing body. Governors are fully involved in the life and work of the school through curriculum links with staff, regular visits and attendance at school functions and events. A small number of governors work in classrooms on a regular basis, for example giving valuable time to help pupils use information and communication technology equipment and listening to pupils read. Through these procedures, they find out for themselves the extent of progress towards priorities in the school's strategic plan. Most governors are relatively new to their posts and so their regular contacts with the school are helping them to gain increased insight into its strengths and areas for improvement. For example, the headteacher has in the past been largely responsible for the compilation of the strategic plan, but governors are taking more of a lead in this task and becoming more involved in shaping the future direction of the school. The strategic plan is an effective working document and provides governors and staff with a well-judged programme of school improvement

for the next three years. Priorities are very appropriate and action planned to achieve the targets set contains manageable time scales, clear responsibilities, costings and criteria by which success can be evaluated.

52. Good financial planning supports the school's educational priorities well. The administrative officer gives very good support to the headteacher, staff and governors. She produces regular financial reports and uses available technology to good effect. The principles of best value are well understood. The governing body compares the school's results with those of similar schools and, through the actions of the administrative officer, ensures that purchases represent the best possible value. The school's income is high, reflecting its small size. Nevertheless, it uses its resources very well and provides good value for money.
53. Teaching staff have appropriate experience and expertise to meet the demands of the National Curriculum. There is a good number of learning support staff for the size of the school. Teaching and non-teaching staff have regular opportunities for training and there is a strong commitment amongst all staff to increase their expertise and qualifications. Governors give good support to staff training and this makes an important contribution to the very good quality of teaching and learning. Effective use is made of national Performance Management guidelines to set targets for the personal development of all staff as part of the school's self-evaluation process. Targets are linked closely to priorities in the school's strategic plan and this contributes to the commitment that staff show towards raising pupils' standards. Two teachers share the teaching commitment in reception. This job-share arrangement is very well managed and organised. Liaison is very good and children benefit from the teachers' different interests and expertise.
54. The accommodation is of a good standard and makes a useful contribution to the high quality of teaching and learning. The two classrooms are large, light and airy and organised effectively into activity areas. A good-sized hall provides very good facilities for assemblies and physical education activities. The library is small but well used. There are plans to relocate it, freeing up the room for development as a quiet teaching area for pupils with special needs, particularly those with behavioural difficulties. At the moment, an unsightly metal container parked in the grounds does service as a store room but construction of a new store as an extension to the hall is almost complete. Externally, the school has a large hard playground, a sports field and an environmental area, all of which are well used for recreation and to deliver the curriculum. The buildings and the site are well maintained, very clean and regularly checked for safety and security, adding to their value as a pleasant learning environment.
55. Learning resources are mainly of good quality and quantity. Governors and staff give a high priority to making sure that pupils have sufficient resources of good quality to use in lessons. The benefits of this policy are evident in the way pupils move on in their learning at a good pace without having to wait to use materials and equipment. Children in reception work and play in well-resourced activity areas. There is a good range of fiction and non-fiction books in the classrooms and the library and these are regularly used by all pupils. There is a good quantity of computers, hardware and software and pupils' access to these is effectively and efficiently managed. As a result of the good levels of resourcing, pupils show considerable respect for materials and equipment and treat them with care.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. To further improve standards, the governors, headteacher and staff should:

- (1) Adjust the balance of the curriculum so that:
 - i) the amount of time allocated to literacy and numeracy lessons each day is reduced;
 - ii) other subjects of the curriculum are used more effectively to promote pupils' literacy and numeracy skills.
(*Paragraphs: 8, 21, 26, 28, 77, 83, 88, 101*)

OTHER AREAS FOR CONSIDERATION BY THE SCHOOL

1. Plan more opportunities in the curriculum and other aspects of school life to develop pupils' speaking and listening skills.
(*Paragraphs: 2, 4, 8, 26, 63, 71*)
2. Ensure that more able pupils experience appropriate levels of challenge in the tasks planned for them.
(*Paragraphs: 7, 23, 28, 81, 83, 88, 100*)
3. Continue to work on procedures for promoting good attendance.
(*Paragraphs: 15, 41, 44*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	13	–	–	–	–
Percentage	9	32	59	–	–	–	–

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	64
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.1

Unauthorised absence

	%
School data	2.0

National comparative data	5.2
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	11	9	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Total	17	17	17
Percentage of pupils at NC Level 2 or above	School	85 (90)	85 (83)	85 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Total	17	17	18
Percentage of pupils at NC Level 2 or above	School	85 (86)	85 (86)	90 (93)
	National	85 (84)	89 (88)	89 (88)

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

NB: Separate boys' and girls' results are not published because fewer than ten girls took the tests.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	43
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	23
Average class size	21.3

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	84

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
----------------	-----------

	£
Total income	222,117
Total expenditure	225,556
Expenditure per pupil	3,269
Balance brought forward from previous year	11,235
Balance carried forward to next year	7,796

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	64
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	57	40	2	0	0
Behaviour in the school is good.	45	48	5	0	2
My child gets the right amount of work to do at home.	44	46	10	0	0
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	45	52	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	21	2	0	0
The school expects my child to work hard and achieve his or her best.	62	38	0	0	0
The school works closely with parents.	43	52	5	0	0
The school is well led and managed.	62	38	0	0	0
The school is helping my child become mature and responsible.	68	29	2	0	0
The school provides an interesting range of activities outside lessons.	24	39	15	0	22

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

Strengths

- The quality of teaching and learning is very good.
- Children make very good progress and are prepared well for starting in Year 1.
- Children benefit from a stimulating environment and a good curriculum.

Areas for improvement

- Although improving, children's speaking skills remain weak.
- The outside play area is not always used to best effect.

57. At the time of the previous inspection, children made good progress in reception and achieved expected standards due to good teaching and children's very good attitudes. The school has improved provision since then. The quality of teaching and learning is now very good. As a result, children make very good progress from well below average standards of attainment on entry into reception. Teaching successfully promotes the development of skills across all areas of learning and, in particular, aspects of literacy, numeracy and personal development. The National Foundation Stage Curriculum has been introduced well and strong curricular links with Year 1 help children prepare for entry into Key Stage 1.
58. Currently, 22 children attend full-time in the reception class. All children attend school part-time during the first half of the autumn term of the school year in which they are five. The oldest become full-time within a few weeks and they all become full-time by Christmas. When they enter reception, their attainment is well below average for children of their age. The previous report judged that attainment on entry was below average. At that time, the school received a significant number of children from areas of social advantage outside its immediate catchment. This is no longer the case and, consequently, levels of attainment on entry have declined. Many children have little pre-school experience. Assessments shortly after children start school, called baseline assessments, show that weaknesses are common in literacy, especially speaking and listening, and in number and personal development. Very few children attain above the Hampshire average when they start and many are well below the county average.
59. Children who attend Fawley Infant School are very fortunate. They learn in a stimulating environment, receive very good teaching, and have effective support from other adults. A good curriculum is in place, which covers well all the required areas of learning for children under six. All children have good access to the curriculum and benefit from a wide range of activities. Particular strengths of the teaching are the very good attention given to developing children's independence and the wide range of planned activities. These experiences help children make very good progress and to achieve close to the expected standards, called early learning goals, by the time they enter Year 1. Assessment procedures are very good with extensive information gathered across all areas of learning. The initial baseline data are updated during the year to check on children's progress and to refine further the teaching. Teachers identify children with specific needs and, where appropriate, include them on the school's register of special educational needs. Detailed individual education plans,

together with very good support from classroom assistants, help these children make very good progress, grow in confidence and achieve well.

60. Admission arrangements are very good and, as a result, children settle quickly into reception and rapidly become confident and independent. This is because children and their parents join in reception activities six times during the summer term before they start school. During the first week of the autumn term, before children start school, teachers visit children and their parents in their home. Parents are then encouraged to bring their children into the classroom and to help to settle them. In order to improve these arrangements further, the school is in the process of extending its contacts with local pre-school playgroups. This initiative is funded by finance available to the local pyramid of schools. It is being used to strengthen the curricular links between the school and the playgroups. Teaching and non-teaching staff work very well together as a team to create a positive, caring ethos. Accommodation and resources are good and used efficiently and effectively to promote all aspects of children's learning.

Personal, social and emotional development

61. Owing to weaknesses in this area when children enter the school, personal, social and emotional development is given a very high priority. Children make very good progress and almost all will meet, and a few exceed, the early learning goals by the time they start Year 1. This is due to very well-managed and organised teaching throughout the whole school day. For example, when children first enter reception, they are expected to take responsibility for their own possessions, and to use tags to register whether they are having school dinners, a packed lunch or going home for lunch. During the day, they use labels to record accurately the independent activities they have completed. As a result, they follow routines very well, share resources, and work and play with others without any problems. They have the confidence to answer questions and share their thoughts during whole-class activities.
62. Teachers help this process by the careful use of questions and the stimulating use of a puppet doll. Adults in the class encourage the children to be independent, make choices about their activities and to explain what they have done. During direct teaching activities, teachers are very good at inviting children to contribute their own ideas. Children are encouraged to work independently and co-operate, for instance in role-play in the café and garden centre. When sitting on the carpet, children are encouraged to listen carefully to both the teacher and other children. They also understand the difficulties being experienced by an autistic child, and are learning how to sign so that they can communicate with him and he with them. Very good teaching is helping to ensure significant progress in this area from the moment children start school. They also attend assemblies, listen carefully to stories told and gain an understanding, for instance, of the importance of mothers and a mother's love.

Communication, language and literacy

63. On entry to reception, children's communication, language and literacy skills are well below those of most children of a similar age. Teaching is very good in this area and, as a result, children make very good progress. By the end of the Foundation Stage, most are likely to attain the early learning goals and, in reading, a few are likely to exceed them. The exception is in speaking. Despite good progress, and many planned opportunities to encourage speaking, the majority of children do not speak clearly or confidently. Replies to questions are often restricted to relatively simple sentences or phrases. Good opportunities are taken by teachers and other adults to

increase the range and use of children's vocabulary in the planned curriculum. Learning support assistants make time to introduce and explain new words.

64. When they start in reception, children's knowledge and understanding of stories, and their use of print, are limited. Through the effective use of story time and individual sessions with books, children make good progress. They handle books carefully, know that the pages are turned from right to left, and understand the difference between words and pictures. All children know that print carries meaning. Less able children know initial sounds, but do not recognise or read many words. In particular, they recognise letters and sounds that form part of their name. They use pictures well to explain what is happening. More able children read simple sentences well, talk about what they have read and build up words from the initial sounds. Virtually all children write their own name. Less able children copy letters and words written for them. More able children write simple, understandable sentences, with spellings that are recognisable. An example of this good progress is seen in the work of a child who, when starting school, wrote from right to left. The child now writes a complete sentence correctly, using capital letters and full stops. Assessment is very well organised, and teachers use information gained to organise activities that are well matched to pupils' individual needs. The arrangements for teaching literacy are very good. Whole-class teaching introduces children to important areas such as stories, words, letters, sounds and simple punctuation, and this learning is reinforced well in some of the small group activities.

Mathematical development

65. When children enter reception, their attainment is mostly below or well below average compared with that of children of a similar age. Provision for the development of mathematical skills, including number and associated language, is very good. Children make very good progress and almost all should achieve the early learning goals by the time they enter Year 1. Through very good teaching and well-organised practical activities, such as the production of simple graphs, recognition of the days of the week, the understanding of numbers on a clock face, and printing patterns using colours and paint, children make very good strides in their knowledge and use of mathematics. Simple counting and comparing numbers help children develop an understanding of numbers to ten and, for more able children, beyond this. They sort and match objects, and recognise and extend repeating patterns involving numbers. Other children create patterns using different colours and shapes. Most children recognise two-dimensional shapes such as a square, rectangle and triangle. Teachers use mathematical language associated with length and height well, and this helps children apply their knowledge. When building a house for Fawley Bear using wooden blocks, one boy compared the height of his blocks with the bear's height to ensure there was enough headroom.

Knowledge and understanding of the world

66. Children enter reception with attainment that is below average compared with that of children of a similar age. They make very good progress in most areas and, by the time they reach the end of reception, most should attain the standards expected. Provision and teaching for children to develop knowledge and understanding of the world around them are very good, with an especially good start made to science. During one session observed, stimulating teaching, based on the story, 'The Enormous Turnip', helped children to gain a good understanding of seeds, their germination and growth. The growth of broad bean seeds and of tadpoles in a tank helps children understand that living things change as they grow. The outdoor area,

with its attractive flower beds, is used very well to stimulate interest in nature. Using drawings, children retell the Christmas story, including the journey to Bethlehem. Discussions about angels led to the conclusion that they are white, fly in the sky, live in heaven and help God. Drawings of a cup and saucer viewed from above develop early map skills, and teachers extend these well by encouraging children to draw maps to illustrate a fairy tale. Children control the computer with good skill, and use information and communication technology very well to draw pictures of penguins or plants. They confidently select and alter colours from those available on the screen. They know how to print the pictures they have drawn.

Physical development

67. Teaching of aspects related to physical development is good and children achieve the early learning goals by the time they reach the end of reception. A secure outdoor area is available and children use this for independent activities, including riding on wheeled toys. During the inspection, despite good weather, only very small numbers of children used the area for promoting physical development. This restricted opportunities for children to co-operate and to become aware of each other's space. The lack of direct adult support also meant that opportunities were missed to engage children in conversation and, hence, extend their speaking skills. In a physical education lesson seen, very good teaching led to an improvement in skills of control and balance to a higher standard than expected. Children responded quickly to the teacher's instructions and concentrated and behaved very well during the lesson. Dexterity is developed through handling objects such as sand, puzzles and construction apparatus. Effective opportunities are planned carefully for children to use paintbrushes, pencils, crayons and felt pens for making marks, writing or drawing pictures and they make very good progress in these skills as a result.

Creative development

68. Good displays of artwork show that children progress very well in this area. Very good teaching encourages children to use a variety of media, including paint, pencils, crayons and recycled objects. Following a visit to a local arboretum, children looked at paintings by impressionist artists such as Monet. They then produced attractive, eye-catching paintings, using the impressionist style, to illustrate their visit. Children's creative skills develop well. For example, they control pencils, paint and crayons well when colouring in shapes and pictures they have drawn. They show a good awareness of the use of colour when completing self-portraits. In music, children enjoyed listening to part of Elgar's 'Enigma Variations', and then explained that it went up and down, or made them think about ice-skating. Very good teaching, using a wide range of instruments, helped children understand how to maintain a rhythm, while also making the music louder or softer. In assembly, children join confidently in the hymns with other children. Good opportunities are provided for role-play. For example, while working in the garden centre shop or cafe, children paid for their purchases by credit card and used a mobile telephone.

ENGLISH

Strengths

- Pupils make good progress from well below average attainments on entry into school and, as a result, standards in reading and writing are broadly in line with the national average.
- Standards of handwriting are above average.

- The quality of teaching and learning is consistently good.
- Teachers make lessons interesting and motivating.
- Pupils have very good attitudes to their work and behave very well in lessons.

Areas for improvement

- Literacy lessons in all year groups are often too long for pupils of their age.
- Opportunities are missed to promote pupils' literacy skills in other subjects of the curriculum.

69. Standards, as shown by the 2001 end of Key Stage 1 national tests and assessments, were above the national average and those of similar schools in reading and average in writing. As only a small number of pupils take the national tests each year, comparisons from year to year are not a reliable way of judging achievement. However, trends over time show that there has been a significant improvement in standards since 1999, when standards were well below average. The school has managed to maintain standards broadly in line with national trends, with variations linked to pupils' levels of attainment on entry into school. School data show that pupils, including those with special educational needs, make good, and often very good, progress when matched against their level of attainment on entry into school.
70. Pupils in the present Year 2 are attaining standards broadly in line with the national average in reading and writing. Standards in speaking and listening are below average. Pupils with special educational needs achieve well and make good progress because of good teaching and very good support from learning support assistants.
71. At the time of the previous inspection, standards in speaking and listening were reported to be good. This is not the situation at the moment. The main reason for this is that, over time, the standard of children's speaking skills when they enter reception has slowly declined. This is shown by the results of school assessments of children during their first few weeks in school. A high number of children are identified as having speech problems and, as a result, receive additional support. Teachers work hard to try and improve pupils' skills in all classes across all subjects. Most lessons follow a similar pattern, with whole-class sessions at the start and end, and independent or group activities in the middle. The whole-class sessions are generally used well to encourage speaking and listening. Teachers initiate discussions by effective use of questions, large books, pictures and artefacts. Pupils are invariably keen to participate and most join in with enthusiasm. For example, at the end of a Year 1 literacy lesson, a group of pupils told the rest of the class how they had used reference books to find out about rocking horses, as part of their class project on toys. This was a very effective method to promote the speaking skills of the reporting group and the listening skills of the rest of the class. Pupils showed different skills in their use of sentences and describing words to talk about their work, but their evident enjoyment of the task helped them all to speak with confidence. Although teachers use role-play, drama and assemblies well to extend pupils' speaking skills, opportunities are missed in all subjects to encourage pupils to speak at length and with expression.
72. Reading is taught well throughout the school and, as a result, pupils achieve well and make good progress. Teachers use a successful combination of specific skills teaching and the promotion of the love and enjoyment of books. For example, group reading sessions in literacy lessons are characterised both by pupils' enthusiasm and enjoyment as they read and talk about stories, and by emphasis on letter sounds, punctuation and expression from teaching and non-teaching staff. Class libraries are

well stocked with a wide range of fiction and non-fiction books. The library is well used and there is a good supply of reading scheme and group reading books, and of large texts for whole-class sessions. Pupils have regular access to these resources and often select a book to read or browse when they have a spare moment during the day. As a result, by the end of Year 2, standards are broadly average. Virtually all pupils are confident readers. A small number of more able pupils read fluently and with good expression. Teachers encourage pupils to use books as a source of reference. As a result, when asked to find information, most Year 2 pupils refer to the contents or index section. The more advanced skills of skimming and scanning are not so well developed.

73. Pupils achieve well and make good progress in writing. By the end of Year 2, virtually all pupils write complete sentences with full stops and capital letters. Standards of spelling are satisfactory. More able pupils are familiar with using other forms of punctuation such as question marks. Most pupils are developing a satisfactory awareness of how to structure a story to have a beginning, a middle and an end. The good progress pupils make is the result of good teaching in literacy lessons. Teachers have high expectations of what pupils can achieve and plan activities that require pupils to write in different styles. For example, Year 2 pupils' past work shows examples of writing about characters from storybooks, of expressing likes and dislikes, and of imaginative stories and reports. Some pupils achieved a good standard as they re-wrote familiar nursery rhymes in the style of a newspaper report. Writing of able and less able attainers lacks imaginative use of descriptive words and phrases.
74. The previous inspection report highlighted a lack of poetry writing. Poetry is now a regular feature of pupils' work and most is of a satisfactory standard. Pupils' handwriting was also criticised in the last report. There has been a significant improvement in standards since then. This is because teachers have adopted a cursive style of handwriting that is taught well from reception onwards. As a result, pupils' written work is often neat and well presented. Helpful resources, such as line guides, give good support to pupils' efforts and most pupils take pride in their completed work.
75. The quality of teaching and learning is consistently good and often better in literacy lessons. This is because teachers plan lessons together and regularly evaluate them to see how teaching might be improved. A significant factor is the use of individual progress books. They contain examples of work with detailed assessments of levels of attainment. In addition, teachers record what each pupil needs to do next to improve in the form of targets. These are shared with pupils and the knowledge pupils have of their targets for improvement makes a significant contribution to the good progress that they make. Teachers create a relaxed working atmosphere in their classrooms. This leads to good participation by pupils in discussions and good levels of concentration and effort during independent work. Teachers' close knowledge of their pupils' achievements means that activities are invariably linked closely to their needs, so that they make good progress through a series of achievable, but nevertheless demanding, steps. For example, in a Year 1 literacy lesson, special needs and less able pupils made good gains in their learning as they played a word game with a support assistant. Meanwhile, other more able pupils worked in the school library, learning how to access books using the Dewey classification system.
76. The school has a high proportion of pupils identified as having special educational needs in literacy. They make at least good progress over time. This is largely due to an intensive programme of additional support provided by learning support assistants

from reception onwards. Teachers and non-teaching staff compile pupils' individual education plans together and this ensures that everyone is familiar with each pupil's specific needs. The learning support assistants take considerable responsibility for managing and organising pupils' learning and do so efficiently and effectively. Liaison between assistants and class teachers is excellent and, as a result, pupils' learning, both in and out of the classroom, is linked closely to the objectives of class lessons and projects. This work makes a significant contribution to the school's performance in national tests at the end of Key Stage 1, and very few pupils achieve less than the expected Level 2 in reading and writing. More able pupils receive good levels of challenge from their tasks and achieve well. The school has worked hard to overcome differences in attainment between boys and girls identified through its own analysis of test results and assessments. These differences are no longer significant.

77. The subject curriculum is effectively broad. It ensures that pupils receive a wide range of opportunities to learn about and use basic skills of English, and it prepares them well for the next stage of their education. The strong emphasis on basic skills over the last two years, through very effective implementation of the National Literacy Strategy, has been very successful in raising standards in reading and writing. However, the amount of time allocated to specific literacy teaching is too long each day for pupils of this age. This means that other subjects of the curriculum are not used as well as they might be to promote and extend skills learned in literacy lessons. Teachers have recognised that more could be done to link literacy skills more closely with skills in other subjects and this is reflected in successful projects, such as designing new equipment for use in the playground, where particular ways of writing were specifically targeted.
78. The subject co-ordinator provides very good leadership. Her management and organisation of procedures to monitor and evaluate standards and the quality of teaching and learning have been very successful, and this is reflected in the significant improvement in reading and writing standards over the last two years. She is very well supported by all teaching and non-teaching staff and the excellent levels of teamwork have played a major part in the school's focus on improving pupils' basic literacy skills.

MATHEMATICS

Strengths

- Pupils make good progress to achieve average standards by the end of Year 2.
- The quality of teaching and learning is good.
- Relationships between teachers and pupils are very good and this leads to pupils having very good attitudes to their work.
- Assessment information is used very well to match work closely to each pupil's needs.

Areas for improvement

- Individual lessons are too long.
- More able pupils are not always sufficiently challenged by their tasks.

79. Results in national tests at the end of Year 2, over the period from 1997 to 2001, have fluctuated, but have improved to the average level achieved in 2001. When compared with the performance of similar schools, results are about average. They are especially good when the fact is taken into account that about half the pupils have special educational needs. To achieve these results, pupils make good, and sometimes very good, progress from their levels of attainment on entry into reception. The current Year 2 pupils are attaining standards that are close to the national average, but there are fewer pupils working at higher levels than last year. Standards in Year 1 are a little below average, but pupils are achieving well and making good progress.
80. The previous inspection found that attainment was average at the end of Year 2. Attainment remains about average, because pupils' levels of attainment on entry are lower than at the time of the previous inspection, but achievement is better than it was then. The quality of teaching and learning was previously reported to be sound but is now good. Procedures for assessing pupils' attainment and progress are much improved, and information gathered is used very effectively to set targets and monitor progress.
81. The vast majority of pupils in Years 1 and 2 make good progress and achieve well because of effective teaching. In Year 1, most pupils count accurately to 20, and about a third beyond this. They make up an amount of money correctly, but do not always use the fewest number of coins. This weakness is still evident in Year 2. By the end of Year 2, most pupils are confident when adding numbers up to 99. A few pupils correctly complete simple algebraic problems, such as $54 + ? = 84$. Virtually all pupils identify fractions of shapes such as a half and a quarter. All pupils in Year 2 correctly halve even numbers. Pupils apply their mathematical knowledge to real-life activities such as shopping and working out the change. Pupils with special educational needs make good progress and achieve well. As in recent years, most of them are likely to attain close to the expected standard. However, very few pupils in the year group are likely to exceed the expected standards. This is due partly to well below average levels of attainment on entry in reception and partly to some lack of challenge for the small number of more able pupils.
82. The quality of teaching and learning is good overall. Pupils, particularly those with special educational needs, benefit from the teachers' very effective use of support staff. Support for individuals and groups of pupils is of a high standard. Good use of questions, for instance at the beginning of numeracy lessons in Years 1 and 2,

encourages pupils to explain how they have arrived at an answer and this makes a positive contribution to learning. By the careful use of questions linked to incentives, such as gaining 'lives', teachers ensure that less able pupils are fully involved in the whole-class part of lessons. Teachers' explanations are invariably clear, and resources, such as an interactive whiteboard, are used to good effect. Information and communication technology is used very well to support learning, for instance when more able Year 1 pupils were observed using shopping programs. In both classes, the very good relationships between teachers and pupils make a significant contribution to learning. As a result, pupils enjoy their mathematics and display very good attitudes. They are keen to become involved in whole-class sessions and settle very quickly to individual tasks. Behaviour is very good and pupils maintain their concentration, despite some of the sessions being rather long.

83. Teachers usually give good attention to meeting the needs of the range of abilities amongst pupils in the class, but more able pupils are not always challenged enough by their tasks. Teachers have implemented the National Numeracy Strategy effectively and the results of this are seen in the improved standards over time. However, the length of lessons goes significantly beyond the recommended time and the amount of work completed does not reflect this additional time. Assessment of pupils' work is usually of a very high standard. Comments made are analytical and help pupils understand how they could improve. Occasionally, errors are not picked up, as when a pupil did not use the fewest coins to make up a given amount, and the work was marked as correct.
84. The headteacher is co-ordinator for mathematics and provides very good leadership through her analysis of pupils' work and assessment information. She regularly observes teaching and helps in classes, especially assisting the few pupils experiencing problems, which include lack of attention and poor behaviour. The curriculum is based firmly on the National Numeracy Strategy, although the session lengths exceed those recommended for infant pupils. Pupils' numeracy skills are used satisfactorily in other subjects, as when they compare lengths in design and technology. However, opportunities are missed in science. Assessment procedures are very good. They help teachers gain a clear picture of individual strengths and weaknesses as pupils move through the school. Specific targets are set for individual pupils. Their progress is then matched against these targets and against the predictions made earlier by using baseline assessment data in reception. Mathematics makes a good contribution to pupils' personal development, especially in whole-class sessions, when pupils are encouraged to reflect on, and explain, what they have learnt and how they tackled a problem. In addition, pupils are regularly expected to co-operate and work in pairs or groups, as well as independently.

SCIENCE

Strengths

- The quality of teaching and learning is good overall.
- Pupils have very good attitudes to their work and behave well in lessons.
- Pupils, including those with special educational needs, make good progress.

Area for improvement

- Activities are not sufficiently demanding and so pupils' skills are not extended as much as they could be, especially those of the more able.

85. In 2001, at the end of Year 2, attainment recorded in the Teacher Assessments was similar to the national average. The results indicated that nine-tenths of pupils achieved the expected Level 2, and a quarter the higher Level 3. Both figures were similar to the national average. There was little difference in the proportion of pupils achieving at least the expected standard in each attainment target. However, relatively few pupils achieved the higher Level 3 in the experimental aspect of the subject, whereas between a third and a half attained this higher standard in the Attainment targets for knowledge and understanding. Attainment is broadly similar this year, although fewer pupils are attaining the higher standard. The previous inspection found that attainment was about average. Pupils made sound progress and teaching was good. Inspection evidence reveals a similar picture.
86. During Years 1 and 2, pupils make good progress in the acquisition of knowledge, and at least satisfactory progress in the development of skills. This is because of mainly good quality teaching and learning. Pupils develop a satisfactory knowledge across all areas of science. For example, Year 1 pupils know the five senses and correctly associate particular parts of the body with each sense. They understand that push and pull forces cause movement. Year 2 pupils sort materials according to their properties and know that a range of appliances use electricity to produce sound, light and heat. They make and draw simple circuits correctly. Pupils make sensible predictions about how far different vehicles will travel down a ramp, but they do not measure the subsequent test accurately. Teachers and learning support assistants give pupils with special educational needs good support and this helps them to extend their knowledge. Pupils make good use of drawings to record their work, but the written work of even the more able pupils lacks detail.
87. Pupils enjoy practical science and their very good attitudes to the subject contribute significantly to their good achievement and progress. For example, Year 1 pupils enjoyed a session investigating 'forces'. They concentrated very well, and were sensible when handling toys to find out whether they used push or pull forces. Behaviour was very good in both whole-class and group activities. The interesting activities that the teacher had planned helped to maintain these good levels of concentration and effort.
88. Only one lesson was seen during the inspection and, in this, the teaching was good. Pupils became interested from the initial activity, when they had to place labels on items in the classroom that could be moved with a push or a pull force. Good use of a wide range of toys helped pupils predict and test the forces involved when they were moved. After a good whole-class discussion led by the teacher, pupils were taken to the adjacent playground to apply their knowledge to decide the forces used when they climb, swing and slide. More able pupils would have benefited from greater levels of challenge. A scrutiny of pupils' past work shows that teachers give less able pupils effective support and their recording is modified as necessary. This is helpful in moving these pupils on in their learning at a good pace. However, not enough is demanded of other pupils and there is a tendency for lessons to promote

factual knowledge rather than the development and use of scientific skills through experiments and investigations. Satisfactory use is made of science activities to promote pupils' literacy and numeracy skills.

89. The subject is well led by an enthusiastic co-ordinator. She has a satisfactory awareness of pupils' strengths and areas for improvement through her discussions with staff and sampling of pupils' work. Pupils follow a broad curriculum, which helps to ensure all areas of scientific knowledge are developed well. Much is taught within class projects and, as a result, links with other subjects, such as design and technology, help learning become relevant. Good attention is given to developing pupils' skills to a satisfactory level, but they are not extended sufficiently and this limits overall attainment. Assessment of pupils' knowledge and skills is good, and this has led to the realisation that pupils' scientific skills could be developed further. Science makes a good contribution to pupils' personal development. In particular, pupils are encouraged to look closely at living things, to enjoy finding out for themselves and to co-operate and share resources.

ART AND DESIGN

Strengths

- Standards by the end of Year 2 are above those expected of pupils of this age.
- The quality of teaching and learning is good.
- Pupils make good progress and achieve well.
- Pupils develop a good range of skills, including careful observation and colour matching.

90. The previous report indicated that standards were about average, and that pupils made satisfactory progress in the development of skills. Examples of particularly good work were seen. There was insufficient use of the work of famous artists and too few opportunities for pupils to show initiative. There was no scheme of work. Since then, there has been a satisfactory improvement. Pupils' standards of attainment have risen and are now above average. This is because provision for art and design in the school has improved. Work remains closely linked to class projects, as at the time of the last report, but planning is much better. Greater use is made of the work of famous artists and the quality of teaching and learning is good. Much of the pupils' work demonstrates a more individual, creative approach.
91. All pupils, including those with special educational needs, make good progress and produce good quality work. Progress is especially good when teachers give careful attention to developing pupils' skills, including close observational drawing, the matching of colour and the use of a range of techniques such as smudging and colour mixing. The emphasis given to careful observation and the good use of paint means that, from an early age, pupils demonstrate a good range of skills, for instance when drawing a teddy bear in Year 1. The teacher gained the pupils' attention very quickly by her ability to produce high-quality drawings of teddy bears. By this method, she emphasised attention to particular aspects of detail such as colour matching. She used very good questions to direct the observation of particular features such as the eye colour and the way light was reflected, and how these could

be recreated in the drawing. She also explored the way in which different texture could be shown. As a result, pupils produced good quality drawings of the bears they selected. These showed observation of detail and accurate colour matching.

92. Teachers' good subject knowledge helps to ensure the effective development of pupils' skills. For example, in a good Year 2 lesson, pupils painted an African mask, after having previously examined a mask and produced designs on the computer. The teacher used the initial whole-class session very well to explore symmetry, the way it could be created using the computer and how it could be created when using paint. Good adult support helped groups of pupils use a range of media to create detailed masks. A member of the support staff gave particularly good assistance to a group of pupils using colour-mixing techniques with paint to produce the precise colour for which they were aiming.
93. The two lessons observed showed that pupils enjoy their art and design work. They take considerable care, concentrate and behave very well. They share resources sensibly. The displays around the school, and in the portfolio of examples of pupils' work being developed by the subject co-ordinator, show improved work in art and design.
94. The co-ordinator, who is an art specialist, leads the subject well and gives very good support to colleagues. Because of her effective leadership, the art and design curriculum is well planned and covers a good range of two- and three-dimensional media. Good use of art and design enhances learning in other subjects, including mathematics, history, science and religious education. Information and communication technology is used to good effect from an early age. Art and design also makes a very positive contribution to pupils' personal development through opportunities to reflect on the works of famous artists and through the co-operative nature of many of the activities. Pupils are successfully introduced to art from other cultures such as African masks and the production of a Chinese dragon as part of the Chinese New Year celebrations.

DESIGN AND TECHNOLOGY

Strength

- Pupils develop a satisfactory understanding of the designing, making and evaluating processes involved in producing a model or artefact.

Area for improvement

- At times, pupils do not explore a sufficient range of different techniques.

95. The previous inspection report indicated that standards were about average, and that pupils made satisfactory progress in the development of skills. Design and technology teaching was described as satisfactory to good. During this inspection, owing to the organisation of the timetable, no design and technology lessons were taught. However, a scrutiny of pupils' work and displays, design work in books, a portfolio of work samples and references in other subjects, gives a clear picture of standards. The quality of design and technology provision has been maintained, and standards of attainment remain average by Year 2. All pupils, including those with special educational needs, make satisfactory progress and achieve well.
96. The quality of teaching and learning is at least satisfactory. Positive features include the careful attention that is given to aspects of the design process and the need to

make and evaluate products based on these designs. Teachers' marking of designs is helpful, and is used to record, for instance, how easily pupils could follow their designs or how much they modified them during the making process. Good links are made with other subjects. For example, in a Year 1 science lesson covering push and pull forces, pupils were encouraged to remember what they had learnt about forces when investigating toys and playground equipment, and to apply this knowledge to their own playground designs. Pupils' work shows concentration and perseverance and a satisfactory understanding of the design and make process. Their work is enhanced by thoughtful evaluations of their products and suggestions as to how they might be improved.

97. The subject co-ordinator provides good leadership. The subject has not had a major focus in the school's strategic plan for some time, but the co-ordinator maintains the status of the subject through her support and guidance for staff when they plan their lessons. The design and technology curriculum provides satisfactory coverage of the key areas of design, make and evaluate. It provides for the development of a range of skills through specific projects such as moving cards, playground equipment, homes and houses, and designing a fruit salad. Teachers' planning is satisfactory, but too often all products are very similar, and pupils do not always have sufficient chance to explore different designs or techniques. This was evident in a range of simple two-dimensional models and cards that incorporated moving parts. Pupils made good use of split pins to create these movements, but they had not explored different ways in which this could be achieved. Assessment is suitably organised to cover two or three key features during each topic.

GEOGRAPHY AND HISTORY

Strengths

- Teachers make effective use of trips and visits in the local area to promote pupils' skills, knowledge and understanding.
- Pupils' attitudes to their learning are good.
- The subjects are used well to promote pupils' moral and social development.
- Pupils take care with the presentation of their work.

Area for improvement

- The subjects are not used well enough to promote pupils' literacy and numeracy skills.

98. Only one geography lesson and no history lessons were observed during the inspection. It is not possible, therefore, to make a secure judgement about the quality of teaching and learning in either subject. However, there is sufficient evidence from the lesson, from discussions with staff and pupils, a scrutiny of pupils' past work and a study of teachers' planning to make judgements about standards. By the end of Year 2, pupils' attainments in both subjects are in line with those expected of pupils of their age. All pupils achieve well and make good progress. Standards are similar to those reported at the time of the previous inspection.
99. Teachers are successful at developing pupils' enquiry skills through a range of well-planned activities and the provision of good resources. Pupils' past work and teachers' planning show that pupils have many opportunities to look at maps, photographs, pictures in books and artefacts to answer simple questions about life in the past, life in other countries, the weather and the local environment. For example,

in a Year 2 geography lesson observed, pupils looked for similarities and differences between life in Fawley and The Gambia in West Africa. The quality of teaching and learning was good because the teacher made effective use of a range of resources, including the Internet, for pupils to draw conclusions and inferences about life in the two contrasting environments. Pupils showed considerable interest in the task because the teacher had planned activities that were closely matched to their needs. This meant that pupils with special educational needs made progress at the same rate as other pupils in the class and achieved well. During whole-class discussions, pupils made some thoughtful comments about what it might be like to live in The Gambia. The teacher valued what they had to say and sensitively corrected any misconceptions. She used praise and encouragement well to focus pupils' thoughts on their work, giving them stickers during the final session of the lesson as a reward for telling the class about something they had found out about living in The Gambia.

100. Evidence from pupils' past work shows that the local area is used well to extend pupils' skills, knowledge and understanding in both subjects. Walks around Fawley village help pupils develop mapping skills and consider how life has changed over the years. Teachers combine learning in both subjects well during visits to Southampton. As a result, pupils develop satisfactory levels of general knowledge and talk confidently about facts and information that they recall. Pupils' sense of chronology is promoted well in history as they consider whether toys are old or new and look for clues to help them decide. Their observational drawings of toys are of a good standard, neatly labelled and with simple sentences explaining their decisions. Much of the pupils' work is well presented. They have good attitudes to the subject and draw and write with care. They show pride in their achievements. Pupils' work shows that levels of challenge in activities planned are usually good. However, there is a tendency for more able pupils to do the same work as other pupils before they move on to more demanding tasks, and this means that they do not always make as much progress as might be expected.
101. Teachers base their lesson plans on schemes of work of good quality. These provide a broad coverage of the required curriculum and a progressive development of pupils' skills. Planning often combines skills from other subjects in projects and this is successful in making pupils' work relevant and interesting. For example, Year 1 pupils carried out a traffic survey outside the school grounds. They discussed ways of making traffic go slower and presented their results in drawings, writing and graphs. In this way, they used literacy, numeracy and information and communication technology skills to extend their learning, as well as considering some moral, social and environmental issues at a simple level. Opportunities to extend pupils' literacy and numeracy skills in particular are missed within the present planning structure and this represents an area for future development.
102. The co-ordinators provide good leadership. They give good advice and support to colleagues when they plan their lessons and maintain a good quantity and quality of resources. Procedures for assessing pupils' attainment and progress are satisfactory. Teachers assess pupils' achievements at the end of each unit of study and this is helping them to establish a good awareness of strengths and areas for improvement in their subjects. In addition, samples of pupils' work are studied to monitor and evaluate standards and this good practice is one of the main reasons why teachers often match work closely to pupils' needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

Strengths

- Pupils use information and communication technology equipment confidently.
- Pupils have very good attitudes to the subject and use equipment with care.
- The subject is used well to support learning in most other areas of the curriculum.
- Pupils benefit from their teachers' good subject knowledge and expertise.

Area for improvement

- Most pupils do not use two hands on the keyboard when wordprocessing.

103. At the time of the previous inspection, it was reported that teachers' confidence and knowledge of programs and equipment varied and procedures for monitoring pupils' progress required improvement. Pupils' progress in wordprocessing skills, graphics and data handling was limited. These shortcomings have been successfully tackled. All staff now use information and communication technology equipment confidently and provide a wide range of opportunities for pupils to use computers during lessons. Procedures for assessing pupils' attainment and progress are now satisfactory and teachers are using information gathered to match activities closely to pupils' individual needs. As a result, all pupils make good, and sometimes very good, progress from reception to Year 2 and show satisfactory competence in all areas of the required curriculum.
104. The main reason why pupils make good progress is because information and communication technology is an integral part of their learning from their first term in school. Computers are always switched on in classrooms. When pupils come in to school before lessons start, they can be seen using computers to run a variety of programs. There are very few lessons where computers are not used to support pupils' learning. Each classroom has a good number of computers so that, in the course of a week, pupils are likely to use a computer several times. Teachers' planning shows that literacy and numeracy skills in particular are promoted very well through a wide range of programs. Pupils practise spellings, wordprocess stories and poems and create graphs and pictograms during lessons, and these activities make a significant contribution to the good progress made. As a result, pupils have mature attitudes to information and communication technology equipment and become confident in its use from an early age.
105. The quality of teaching and learning is good. Although no whole-class information and communication technology lessons were observed during the inspection, there were numerous occasions during lessons in other subjects where the quality of teaching and learning in information and communication technology could be judged. For example, reception children were observed using talking programs to follow a story on-screen. They confidently controlled the cursor on-screen to highlight each word and then clicked the mouse for the computer to speak the word. This activity helped them to consolidate their mouse control and also extended their awareness of the structure of a story. In a Year 1 literacy lesson, the teacher made very good use of an interactive whiteboard to review pupils' learning of words with certain types of endings. The interactive whiteboard, a large screen that can be seen by the whole class, has a touch-screen surface and pupils confidently moved words with their fingertips as they sorted them into appropriate categories. In a Year 2 geography lesson, pupils accessed a selection of pictures and information about The Gambia from an Internet site and made good progress in their knowledge and understanding as a result. On another occasion, Year 2 pupils wordprocessed messages to send by e-mail to pupils in another school. In all classes, pupils have many opportunities to

wordprocess and standards are in line with the expectations for their ages. However, many pupils use only one hand or one finger on the keyboard, rather than two hands, and this skill requires improvement.

106. Pupils make good progress overall in their information and communication technology skills because teachers manage and organise access to equipment and software very well. For example, after a new skill has been taught to the whole class, pupils have to wait their turn before a computer is available for them to practise it. However, teachers are skilful at using various moments during the day, and utilising the support of non-teaching staff, governors and parents, to ensure that pupils do not wait long before they have their turn. For example, Year 1 pupils all produced illustrations of toys using a paint program in a relatively short time after an initial lesson as a result of the teacher's very good organisational skills. This means that learning is soon reinforced and teachers are able to assess pupils' achievements in order to plan the focus of the next skills lesson.
107. The co-ordinator provides good leadership. As a result of her work, in conjunction with her colleagues, the policy and scheme of work are of good quality and an improvement since the previous inspection. Pupils' work is regularly reviewed so that future plans can be adjusted to improve the quality of teaching. Assessment procedures are in the early stages of implementation but staff are already becoming more accurate in matching activities to pupils' needs. The range of equipment and software is satisfactory. The school is aware that pupils' learning would benefit from computers of similar specifications and that a networked system would help staff with the management and organisation of provision. As a result, there are useful plans to upgrade the system over time in the school's strategic plan.

MUSIC

Strengths

- By the end of Year 2, standards are above those expected for pupils of their age.
- Pupils are successfully encouraged to play instruments, perform and read standard notation.
- The quality of teaching is good.
- Pupils have very good attitudes and behave well in lessons.
- The subject is used well to promote pupils' spiritual, moral, social and cultural development.

108. At the time of the previous inspection, standards were reported to be in line with national expectations. Pupils were not given enough opportunities for musical appreciation or to listen to music from other cultures. Since then, there has been a good improvement. The curriculum has been broadened to include instrumental tuition on recorders and musical appreciation. The range of examples of music from other cultures has been extended. As a result, by the end of Year 2, standards are above those expected of pupils of their age. Pupils of all abilities make good progress and achieve well.
109. Year 1 pupils make good progress in the correct way to handle and play percussion instruments. This means that they perform compositions well and the quality of their playing is good. In a lesson observed, the teacher involved all pupils in playing a variety of percussion instruments, pointing out correct techniques and methods. Pupils played the instruments for the rest of the class to hear. Pupils listened quietly to each other and concentration was good as they noticed the different sounds that each instrument made. They showed a satisfactory awareness of rhythm and beat as they copied rhythmic patterns clapped by their teacher.
110. Year 2 pupils achieve well across all aspects of the required curriculum. They compose and perform with confidence, and listen to and evaluate pieces of music with thoughtful comments. In a lesson observed, pupils demonstrated a wide range of skills as they played and sang together. More than half the pupils played recorders, reading standard musical notation competently. Others played a variety of percussion instruments well. When they played together, they showed a good awareness of others and maintained a steady beat. Their teacher accompanied them on guitar and used praise and encouragement well to motivate pupils and sustain their effort. The standard of performance was good, particularly as pupils were working in a rather confined space in the classroom.
111. Standards of singing are good. Pupils sing with enthusiasm and evident enjoyment in class lessons and assemblies. They show a satisfactory awareness of tempo and words of songs and hymns are clear. Pupils particularly enjoy singing action songs and learn a wide range of nursery rhymes, songs and hymns by heart. Pupils have several opportunities during the year to sing to parents and other groups of people in the local community and this helps to raise their standards of performance.
112. The quality of teaching is good overall. One member of staff takes the Year 1 and Year 2 classes for music and this is an effective arrangement as pupils in both classes benefit from her expertise. Lessons are very well planned so that activities are varied and well resourced. This is successful in stimulating pupils' interest and moving their learning along at a good pace. Teachers use the subject well to promote pupils' spiritual, moral, social and cultural development. For example, in the lessons observed, the teacher shared the enjoyment of making music with her pupils. Co-operation, sharing and respect for each other's comments and performances were important elements in the lessons. As a result, pupils' attitudes and behaviour were good and they achieved well. Expectations of what pupils can achieve are high. Pupils benefit from regular opportunities to listen and respond to music. They listen quietly to music played in assemblies. In dance lessons, pupils are keen to express themselves as they move in response to the music's changing moods. Music is sometimes an effective stimulus for work in art and design.
113. The subject is well led by the co-ordinator. She manages and organises the resources well so that pupils benefit from a wide range of percussion instruments of good quality. The policy and scheme of work provide satisfactory coverage of the

required curriculum, but the co-ordinator is aware that a review of the scheme of work is needed to extend the links with other subjects. The curriculum successfully introduces pupils to several examples of music from cultures other than their own. Information and communication technology does not support pupils' learning and there is potential for the range of software to be extended to include composition programs.

PHYSICAL EDUCATION

Strengths

- Pupils control their bodies well when running, jumping and balancing.
- Pupils' attitudes towards physical education are good and they behave well in lessons.
- The subject is used well to promote pupils' moral and social development.
- Pupils benefit from good accommodation and resources.

Area for improvement

- There are no extra-curricular activities to extend pupils' physical education skills.

114. No lessons were seen in dance, games, athletics or swimming during the inspection. However, evidence from the lessons seen, a scrutiny of teachers' planning and assessment data, and discussions with teachers is sufficient to show that, by the end of Year 2, standards of attainment are broadly in line with the expectation for pupils of their age. Pupils of all abilities make good progress. Boys and girls participate in lessons with equal enthusiasm and work well individually, in pairs or in larger groups. Standards are similar to those reported at the time of the last inspection. The curriculum is broad and balanced. It provides a wide range of activities throughout the year in dance, gymnastics, games, athletics and swimming. However, there are no extra-curricular activities to extend pupils' sporting skills.
115. Year 1 pupils were observed taking part in a lesson to develop skills of bouncing and catching. The teacher had provided a wide range of good quality resources to support pupils' learning and this meant that pupils were able to move on in their learning at a good pace. The teacher set the pupils challenging tasks, involving bouncing and catching small and large balls. Pupils' enjoyment of the activities and their good attitudes towards the subject were evident as they tried hard to refine their skills. They worked well in pairs and levels of co-operation were good. A small number of pupils showed well-developed catching and bouncing skills, especially when moving at the same time. However, despite much concentration and effort, the majority of pupils found the tasks difficult. The teacher was aware of this and worked effectively with several groups, as well as asking some pupils to demonstrate their skills to others. In this way, most pupils made satisfactory progress in improving their skills and achieved well.

116. Year 2 pupils were observed in a lesson to develop skills of striking a ball using a bat. The teacher had planned the lesson well, with a good range of warm-up and cool-down activities at the beginning and end of the lesson and a variety of skills activities in between. This meant that the pupils' interest and motivation were sustained throughout the lesson and helped them to make good progress. Pupils' understanding of why it was essential to prepare for exercise was very good as some explained in detail the effects of an increase in pulse rate on their bodies. The teacher had high expectations of her pupils and, by effective use of praise and encouragement, motivated most pupils to concentrate hard for extended periods of time as they practised and refined their skills. However, some pupils were rather chatty and tended to get over excited. This meant that they occasionally lost concentration and progress was limited. Pupils' skills varied considerably but were broadly average overall. The vast majority of pupils showed a good awareness of space as they moved quickly around the hall, avoiding collisions with other pupils very well.
117. The quality of teaching and learning is good. Pupils in the two Key Stage 1 classes benefit from the expertise and experience of one member of staff who teaches both classes. The subject is used well to promote pupils' social and moral development and to manage and control their behaviour. This is making a significant contribution to the pupils' very good standards of personal development. Special educational needs pupils benefit particularly because physical education lessons are used effectively to raise their confidence and self-esteem. This helps them to develop good attitudes towards their work in other subjects. All pupils are encouraged to evaluate their own performance and the performance of others and this is successful in providing pupils with a well-developed knowledge and understanding of what they need to do to improve. Teachers pay close attention to health and safety in lessons. Effective use is made of the good accommodation. The school hall is used regularly for physical education activities and the spacious outside hard and grassed areas are used whenever possible.
118. The subject co-ordinator provides good leadership. She has, along with her colleagues, ensured that pupils have good quality, safe resources and equipment to use in the hall and outside. The policy and scheme of work have been successfully adapted to meet the requirements of Curriculum 2000. Pupils' achievements are assessed at the end of each unit of study and this means that skills are developed progressively between year groups as activities are matched closely to pupils' individual needs.

RELIGIOUS EDUCATION

Strengths

- By the end of Year 2, pupils achieve well and standards are above the expectations of the locally agreed syllabus.
- The quality of teaching and learning is good and, as a result, pupils develop a good understanding of Christianity and Hinduism.
- Religious education makes a very good contribution to pupils' personal development.

119. At the time of the previous inspection, it was reported that pupils' work was of a satisfactory standard and that the quality of teaching and learning was satisfactory. During this inspection, owing to the organisation of the timetable, no religious education lessons were observed. However, a scrutiny of pupils' work, their work on display and a study of a portfolio of evidence assembled by the subject co-ordinator give a good picture of provision and standards in the school. Pupils' work now exceeds the standard expected because all pupils have a secure understanding of features of the Christian and Hindu faiths. Teaching is well planned.
120. By the end of Year 2, pupils' knowledge and understanding are good and reflect the expectations of the locally agreed syllabus well. They know some of the main features of Christianity and Hinduism. For example, pupils have a good understanding of the events of the Nativity and organise a timeline for the important celebrations in the Christian year. Good teaching has introduced pupils to creation stories, and they were particularly interested in the 'Big Bang' theory. Well-planned teaching has helped pupils gain a good appreciation of features of Hinduism. They know about Festivals of Light, such as Diwali, about the Hindu god Ganesh, and the story of Rama and Sita. All pupils' work, including that of pupils with special educational needs, displays good understanding of the areas covered. The use of drawings and pictures is particularly helpful in ensuring all pupils demonstrate their knowledge and understanding. The quality of pupils' work and the detail in their pictures demonstrate good levels of interest, concentration and perseverance.
121. The subject co-ordinator provides good leadership. She has produced a scheme of work specific to the school, but which fully meets the requirements of the locally agreed syllabus. Good links exist with the junior school to which pupils transfer to ensure a balanced coverage of a range of faiths. The contribution of religious education to pupils' personal development is very good. For example, pupils reflect on why we celebrate harvest. Teachers encourage pupils to think about personal feelings such as being scared of the dark. The introduction of the faith of Hinduism successfully raises pupils' awareness of a different culture. Pupils, for instance, understand that Hindus can create a Hindu temple in their own home. During the work on the Diwali celebrations, pupils dressed in Indian clothes, including a sari, and cooked and ate curry. These well-planned experiences make a positive impact on pupils' awareness of the range of cultures within Britain.