

INSPECTION REPORT

BROCKHURST JUNIOR SCHOOL

Gosport

LEA area: Hampshire

Unique reference number: 116161

Headteacher: Mr. Roger King

Reporting inspector: Jacqueline Ikin
3349

Dates of inspection: 14th –17th January 2002

Inspection number: 193846

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7- 11 years
Gender of pupils:	Mixed
School address:	Avery Lane Gosport Hampshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Jean Batterbury
Date of previous inspection:	06/05/1997

INFORMATION ABOUT THE INSPECTION TEAM

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3349	Jacqueline Ikin	Registered inspector	English English as an Additional Language	What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? What should the school do to improve further
11575	Catherine Fish	Lay inspector		How high are standards? Pupil's attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
1957	David Owen	Team inspector	Mathematics Geography History Physical Education Special Educational Needs Equal Opportunities	
13164	Pauline Allen	Team inspector	Science Religious Education	How good are the curricular and other opportunities offered to pupils?
11227	John Moles	Team inspector	Information and Communication Technology Design and Technology Art Music	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 255 pupils on role comprising 134 boys and 121 girls aged from 7-11 years. Pupils are organised into nine classes according to age. The number of pupils who enter the school in Year 3 varies considerably from year to year and the number of pupils who enter and leave the school between Years 3 and 6 is high compared to national averages. Ninety-eight per cent of pupils are from white United Kingdom heritage backgrounds with the remaining two per cent coming from either white European or Chinese backgrounds. These pupils speak English as an additional language. Just under eight per cent of pupils are eligible for free school meals. This is below the national average. Thirty two per cent of pupils have special educational needs, which is high in comparison to national averages. The percentage of pupils with a statement of special educational needs is below average. Taking into account pupils who arrive at the school at times other than the usual starting time, attainment on entry is below average overall.

HOW GOOD THE SCHOOL IS

The school has very effective provision for the personal, social, moral and spiritual development of its pupils and as a result they are very well behaved, confident and keen to learn. An atmosphere of mutual trust and respect pervades the school. The quality of teaching is good as a result of effective professional development and monitoring by the headteacher and deputy headteacher. This makes a significant contribution to the good progress that pupils make in relation to their starting points on entry to the school.

What the school does well

- Standards in religious education and history are above average as a result of good and sometimes very good teaching in these subjects.
- Teaching is good overall and, as a result, pupils make generally good progress in relation to their starting points on entry to the school.
- There is very good provision for pupils with special educational needs which ensures that work is well targeted to their needs. They make good progress as a result.
- The school makes excellent provision for promoting good behaviour. As a result the school operates as a calm and orderly community and the behaviour of pupils is very good.
- Provision for pupils' social development is excellent, and it is very good for moral and spiritual development. As a result values of mutual trust and respect are prevalent throughout the school, everyone feels valued and of equal worth, pupils have positive attitudes to learning and there is effective teamwork amongst staff
- Provision for the welfare, pastoral care and guidance of pupils is very good, the whole culture of the school is based on providing high quality personal support and guidance for pupils.

What could be improved

- Standards in writing lag behind those of reading as a result of staff recruitment difficulties and consequent disruptions to the development of the literacy curriculum.
- Assessment systems are not yet sufficiently precise to accurately identify the next steps in learning for individual pupils.
- The new governors and members of staff have not yet been fully involved in agreeing the school's aims and as a result, monitoring and evaluation procedures are not sufficiently targeted on the school's longer-term aspirations.
- The scheme of work for science is out of date, time across the school day is not always used efficiently and there are insufficient opportunities for pupils to prepare for life in a multi-cultural society.
- Rates of attendance are unsatisfactory and as a result pupils miss important work.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The improvement that the school has made since the last inspection in 1997 has been satisfactory. The curriculum has now improved overall as a result of the development of subject managers' roles and secure schemes of work in most subjects. Where weaknesses remain they are in writing, where subject development has been hampered by recruitment difficulties, and in science, where the scheme of work has not yet been updated. The school has worked hard to develop its assessment systems and procedures. Procedures are now in place to track pupils' attainment and progress over the longer term. However, assessments do not accurately identify and inform the next steps in learning for individual pupils. Whole-school developments are now prioritised and monitored and performance management is in place. The governors' role has developed and better systems are in place to support their work. All staff have been given training and their subject knowledge has improved. Better monitoring of lessons has improved the quality of teaching. The evidence of the inspection is that there are improved standards in mathematics, reading, science, art and religious education.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	D	E	E
mathematics	D	D	E	E
science	C	C	D	D

Key

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

The table shows that the results of national tests taken in 2001 for English and mathematics were well below national averages and the average for similar schools. For science, they were below average. Closer analysis of the figures shows that this dip in results was due to the nature of the cohort of pupils in 2001, when a third of pupils had special educational needs and a third of pupils had entered the school after Year 3. Although results of tests in 2001 were not as favourable as in previous years, the improvements that the school has made in English, mathematics and science taken together over the last four years are in line with national trends. The school has set itself challenging targets for improvement in the 2002 tests and is on course to meet them for mathematics and science. Although standards in reading show an improving trend, there are slower improvements in standards of writing. As such more needs to be done if the school is to meet its targets in English. The evidence from work seen during the inspection shows that the majority of pupils attain the standards expected for their age by the end of Year 6 in mathematics and science. In English, overall standards are below those expected for pupils at age eleven with fewer pupils attaining the higher levels in writing than in reading. Attainment is above that expected for pupils at age eleven in religious education and history. There were no Year 6 lessons seen in physical education, and so it is not possible to make a judgement about standards in this subject. In all other subjects, standards are in line with those expected. Overall all pupils, including those with special educational needs and English as an additional language, make good progress in relation to their below average starting points on entry to the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good. They like coming to school, work hard and are enthusiastic about all they do.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils strive very hard to meet the high expectations that their teachers have of them and as a result the school is a calm and orderly community.
Personal development and relationships	Pupils' personal development and the relationships that they have with each other and with their teachers are very good and a strength of the school.
Attendance	Attendance is unsatisfactory. Although the school does all that it can to encourage good attendance, too many pupils miss important work because they are taken out of school during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 is good overall and because of this pupils make good progress in most subjects in relation to the starting points on entry to the school. There is very good teaching in religious education where there are close links with personal and social education. This contributes significantly to the personal development of the pupils. Good use is made of teachers' particular expertise to enhance the quality of learning in information technology, music and physical education. Particular strengths of teaching are the very good relationships that teachers have with their pupils and very good classroom management. Support staff are well deployed and give good support to pupils. The quality of mathematics teaching is good, and the skills of numeracy are well taught. The teaching of English is satisfactory overall. The skills of literacy are taught in line with the original national guidance, but there is insufficient emphasis on extending pupils' vocabulary and grammatical skills in writing. Insufficient teaching was seen in art and design, design and technology and geography to give a secure judgement about teaching in these subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall quality and range of the curriculum is sound overall. Provision for personal, social and health education is very good. The curriculum for religious education is very good. There are weaknesses in the organisation of time across the school day and the scheme of work for science is out of date.
Provision for pupils with special educational needs	Provision is very good. Pupils receive a balanced and full curriculum and are supported well by support staff both in class and in withdrawal groups.
Provision for pupils with English as an additional language	Provision is satisfactory and makes appropriate use of local authority guidance.
Provision for pupils' personal, including spiritual,	Provision for the spiritual and moral development is very good. Provision for social development is excellent and a key feature of the school.

moral, social and cultural development	Provision for pupils cultural development is satisfactory although there are limited opportunities for pupils to learn about cultures other than their own.
How well the school cares for its pupils	The school cares for its pupils very well. Procedures for child protection are exceptionally good and there are very good procedures for ensuring pupils health and safety. Systems for assessment need greater precision to identify the next steps in learning for individual pupils.

The school has effective links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and key staff is satisfactory. They strongly promote the school's ethos of care and respect and there is now greater educational direction to the school's work. The absence of a co-ordinator for English has disrupted the development of the subject. New members of staff are sufficiently aware of the school's long-term aims.
How well the governors fulfil their responsibilities	The governing body works hard to support the school and satisfactorily fulfils its statutory responsibilities. New governors are not sufficiently clear about the school's longer-term aspirations and aims.
The school's evaluation of its performance	Monitoring and evaluation procedures are satisfactory and have been used well to improve teaching. They now need to be refined to give more precise information on what is needed to improve the performance of individual pupils and to focus more directly on the school's longer-term goals.
The strategic use of resources	The school makes good strategic use of its resources. Educational priorities are supported well through financial planning

The school's staffing, accommodation and learning resources are satisfactory overall and meet the needs of the curriculum. The school satisfactorily applies the principles of best value and it gives satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> the way in which the school helps children become mature and responsible the quality of teaching and teachers' relationships with the pupils the approachability of all staff standards of behaviour the progress that children make and the standards they achieve 	<ul style="list-style-type: none"> the information they receive how closely the school works with them the amount of homework their children are expected to do the activities outside lessons

Inspection findings agree with all these positive views, although teachers' expectations and the progress made by pupils are sound rather than good. The inspection evidence is that parents concerns are unfounded.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils who enter the school in Year 3, demonstrate a wide range of attainment, and include a small number who attain at higher than average levels and a significant number whose attainment is below average. There is a high rate of pupil movement in and out of the school between Years 3 and 6 and so the pattern of attainment changes as classes move through the school. On average, about a quarter of pupils in each year group, mostly higher attainers, leave the school before they get to Year 6 and about a quarter of pupils join the school in Years 4, 5 and 6. Many new pupils demonstrate low attainment on entry. Overall, therefore, attainment on entry to the school is below average. All pupils, including those with special educational needs and English as an additional language, make very good progress, and generally achieve well in relation to their starting points on entry to the school, in religious education and history. In English most pupils make good progress in reading, but only satisfactory progress from their low starting points in writing. In other subjects of the curriculum, pupils make good progress.

2. The results of national tests taken in 2001 for English and mathematics were well below national averages and average for similar schools. For science they were below average. Closer analysis of the figures shows that this dip in results was due to the nature of the cohort of pupils in 2001, where a third of pupils had special educational needs and a third of pupils had entered the school after Year 3. It is also noticeable that results in writing lag behind those of reading. Although results of tests in 2001 were not as strong as in previous years, the improvements that the school has made in English, mathematics and science taken together over the last four years are in line with national trends. The school has set itself challenging targets for improvement in 2002 tests and is on course to meet them for mathematics and science. Although standards in reading show an improving trend, there is slower improvement in standards of writing. As such, more needs to be done if the school is to meet its targets in English.

3. The findings of the inspection are that standards in English are now better than those indicated in the 2001 tests but still not as high as they should be, mainly because of weaknesses in writing. About three-quarters of the pupils are on course to attain standards in line with national expectations or above for reading but barely two-thirds of pupils are on course to reach the same levels in writing. Standards of reading have improved since the last inspection, but standards in writing have remained much the same. Pupils' skills as listeners develop well throughout the school but a significant minority experience some difficulty in expressing their ideas using a wide vocabulary and standard spoken English. Pupils make good progress in reading and by the time they reach Year 6 most pupils have developed preferences in their personal reading. Higher-attaining pupils, some of whom belong to the local library, talk with authority about their favourite books and authors. Average and lower-attaining pupils rely mainly on the school for sources of literature; they often do not read at home and have consequently read less widely. Pupils in Year 6 use reference and study skills appropriately to find things out, both when using the library and when using information and communication technology. The handwriting, spelling and punctuation of the majority of Year 6 pupils are satisfactory. They know something of how writers use language for effect, for example how they use long and short sentences and imagery to generate suspense, and make appropriate choices of words to create impact. This knowledge is not always successfully transferred to their own writing, however. When pupils do not attain at the higher level it is because they do not have a sufficiently wide and varied vocabulary on which to draw. They also appear to have a limited number of experiences from which to develop their

imaginative ideas. They have to work extremely hard to search for and develop ideas, and while concentrating on this and the secretarial aspects of writing such as punctuation and spellings, they are not always able to organise their work well. For example, ideas are presented in short sentences rather than flowing logically and creatively, and when producing more complex sentences, pupils use a limited range of 'connectives' or 'joining words'. In much of the work, grammatical mistakes and the limited use of vocabulary largely represents pupils' speech patterns. Pupils generally make satisfactory use of their literacy skills in other subject of the curriculum, although opportunities are missed to develop their skills of extended writing in subjects such as history and geography. The use of the national literacy guidance has been effective in helping the school to raise standards in reading. However, the school's efforts to develop the use of literacy hour and to improve standards in writing have been hampered by difficulties in recruiting a co-ordinator for English.

4. The inspection evidence shows that the pupils in the current Year 6 are reaching the standards expected for eleven year olds in mathematics. This is an improvement on the National Curriculum results for 2001 and on the standards reported at the time of the last inspection. In particular, the pupils' knowledge of multiplication and division facts - 'tables' - is better than it was. There has also been some improvement in their ability to solve problems, although they have limited opportunities to solve those which arise in other subjects. Throughout the school pupils conduct investigations and carry out practical work satisfactorily and the majority have an appropriate understanding of the mathematical content of lessons. Throughout the school pupils use a sound range of strategies when they calculate in their heads and in general they can explain the methods they use. By the end of Year 6 the pupils have a satisfactory repertoire of strategies to employ when carrying out calculations mentally. These strategies are supported by appropriate factual knowledge; for instance, they know all the numbers that divide exactly into 12 and 24. They also know the correct terms, multiple and factor, in relation to this work. There are a number of reasons for the rise in standards. The subject manager has continued the good leadership of the previous mathematics co-ordinator and supports his colleagues well. The quality of teaching is good throughout the school and satisfactory use is made of the National Numeracy Strategy. National Curriculum test results are analysed and this has, for instance, led to the current focus on data handling. In addition, more-able pupils are withdrawn for additional lessons in mathematics and this supports their progress well.

5. Standards in science seen during the inspection are in line with those expected by the time pupils reach the end of Year 6. Standards have improved since the last inspection as a result of the whole-school in-service programme that has been taking place. Pupils make good progress as they move through the school. For example, in Year 3 they know about the differences in materials, sort them according to different criteria, and use an appropriate scientific vocabulary. By Year 4, they understand that mixing materials can cause them to change and use terms such as solution, dissolve and evaporate correctly when planning and carrying out tests. In Year 6, they explore the states of solids, liquids and gases at a level that is appropriate for their age group. Pupils use the correct scientific terms confidently when explaining what they had learned about electricity, themselves and other animals, the growing of sunflowers and work on light and shadows. The pupils in Year 5, however, are learning about balanced and unbalanced forces, which is no longer part of the science curriculum due to the difficult concepts about gravity. This time would be better spent in first-hand practical experiences of forces, developing a deeper understanding and raising standards. By Year 6, pupils have a good understanding of scientific processes and are able to plan and carry out investigations.

6. Religious education is a strength of the school, which is acknowledged as a centre of good practice. By the time the pupils leave the school, they attain standards that are above the requirements for their age. Standards are much improved since the last inspection

because the subject leader has transferred the syllabus into a clear, well structured scheme of work, well supported by a very good range of artefacts and illustrative material. The range of interesting activities makes religious education relevant and 'come alive' for all of the pupils. This enables them to develop their understanding of the richness and diversity of different religions sequentially and in depth as they move through the school.

7. Standards of attainment in history and geography have been maintained since the last inspection. In history, standards are above those expected by the end of Year 6. Pupils develop a good understanding of how to conduct historical research and they also have good factual knowledge. For example, younger pupils know how the pyramids were constructed, what stone was used and why they were built and in Year 6 pupils use sources of evidence well to gain a good understanding of Ancient Greece. Attainment in geography is in line with that expected by the time pupils reach the end of Year 6 and pupils make good progress within the limited time that is available for the subject.

8. In art, pupils achieve standards in line with the national expectation for their age by the time they leave the school at age eleven and have improved since the previous inspection. This is as a result of an improved scheme of work setting out clear progression in the learning of skills. In design and technology, standards have been maintained since the last inspection and are in line with those expected by the end of Year 6. Pupils make increasingly complex models and undertake more demanding activities in food technology as they move through school.

9. By the age of eleven pupils attain standards that are in line with those expected for their age in information and communication technology. Year 6 pupils can access clip art to illustrate their work, gather information, photographs and diagrams off the Internet. They use control technology to drive motors and switch on lights in design and technology and to measure and record temperatures in science and sound waves in music. Pupils are not yet sufficiently adept at drawing conclusions from graphical presentations of data they have collected.

10. The school has maintained standards in music since the previous inspection. Pupils attain standards in line with those expected by the end of Year 6. They are able to create musical patterns and suggest symbols to record the pattern, for example pupils used drawings of people jumping or running or spiral shapes to represent the flight of a discus, when composing work about the Ancient Greek Olympic games. As their experience grows, they begin to recognise how musical elements can be combined to create different effects. No physical education lessons were seen in Year 6 and so it is not possible to give a secure judgement about standards at the age of 11. However, in lessons seen in other year groups standards were broadly in line with those expected for the age of the pupils.

Pupils' attitudes, values and personal development

11. Pupils' attitudes, values and personal development are very good, showing an overall improvement since the previous inspection. However, attendance is now below the national average.

12. Parents say that their children like coming to school and are enthusiastic about all they do. This is borne out by inspection findings. In all lessons, pupils' attitudes and behaviour were at least good and in nearly a half they were very good. These high levels are very praiseworthy and show that pupils are very eager to learn. Pupils have a very positive approach to their learning in all lessons. They listen well to what their teacher is telling them, so they can settle to tasks quickly. They rarely fidget and are eager to be involved in class

discussions. They work industriously and hard at the tasks set. For example, in a Year 5 mathematics lesson, the pupils worked at a brisk pace to answer questions on the sum and difference between a pair of two digit numbers. They maintained their attention when individual questions were asked, working the answers out quietly for themselves. During the main session, they concentrated hard, seeking help when necessary. At the end of the lesson, pupils had completed good amounts of work, and had consolidated and extended their learning because they had put in a lot of effort. Very occasionally, pupils lose confidence in their abilities. For example, during a Year 6 extended writing session, pupils were fully focused on listening to the story of Theseus and the Minotaur, discussing the events and what were the unresolved story lines. When they were asked to write a sequel to the story, they were slow to get started, reluctant to commit themselves on paper and displayed a general lack of confidence in their abilities. They did eventually settle after encouragement from the teacher and completed a reasonable amount of work in the last ten minutes. Outside the classroom, pupils are equally enthusiastic about what they do. They enjoy being involved in clubs during the lunch hour and after school and willingly talk about their work and other activities.

13. Behaviour in and out of the classroom and outside is very good. The improvement of behaviour has been a focus for the school in recent years and this has resulted in the very good behaviour seen during the inspection. Teachers very quickly notice and tackle the slightest misbehaviour and expect that pupils will respond positively to correction. Pupils strive very hard to meet these high expectations. These are explained to pupils in assemblies and class discussions. Circle time is very well used to discuss any issues, including behaviour and bullying. The school's decision to employ a counsellor has been extremely effective in promoting both behaviour and personal development. Pupils know that there is always someone to whom they can talk. By giving the pupils a readily available opportunity to talk through concerns and problems, especially about behaviour, the school enables them to develop and build their self-esteem and to begin to take control of themselves. The premise always is 'Who is responsible for your behaviour?' Thus pupils learn self-discipline. The level of respect developed in pupils creates an openness across the whole-school community such that bullying rarely occurs and, if it does, it is dealt with fairly and swiftly, usually with the very effective support of the counsellor. There were a relatively high number of exclusions last year. They all related to behavioural issues and were only used when all else had failed, including continual intervention from the counsellor. Appropriate procedures were put in place to help those excluded to rejoin the school community.

14. The pupils with special educational needs and the higher-attaining pupils are very well behaved and have very positive attitudes to school. They enjoy the work set for them. For instance, the pupils with high prior attainment in mathematics tackle activities with enthusiasm when they are withdrawn to work in small groups.

15. There is a general agreement amongst parents that the school helps their children to become mature and responsible. Pupils have a mature attitude towards their learning. Pupils take responsibilities within classrooms, for example for the computer and register. They exchange their reading books in the library without assistance and collect and distribute books and equipment in class. Older pupils are expected to operate the projector and tape recorder in assembly, making sure that they pay attention to the needs of the teacher by, for example, rewinding the tape in a song practice session. Pupils may be used to support the learning of others, for example in information and communication technology in Year 3, three pupils are to be trained to help other pupils learn. As they get older pupils develop their initiative. Last term, two Year 6 pupils produced a newspaper for fellow pupils 'Brocky News'. A Year 5 pupil, seeing an inspector had nowhere to sit in a physical education lesson, moved a chair for her use. Pupils have the opportunity to develop teamwork through the school's

sports teams, the musical groups such as the recorder group and choir, as well as during the Year 5 residential week at Stubbington Study Centre.

16. Relationships across the whole school are very good. Pupils work and play happily together. Pupils and all staff have very good and mutually supportive relationships. Staff show genuine interest in their pupils and they listen to what they tell them and help them with any difficulties. The school plans to start a school council soon. However, pupils' views are consulted already. Recently they were asked through the 'Groundwork' project what they would like in the school grounds and their ideas and plans are currently being implemented. Success is celebrated each Friday and pupils enjoy choosing what they will do in 'Golden Time' every Friday.

17. Attendance at school has declined since the previous report. Although parents say their children like school, the rate of attendance is unsatisfactory. The higher than average level of absence for which legitimate reasons are agreed between home and school is due to illness, holidays and for unusual family circumstances. The school's level of unauthorised absences is more than twice the national average. This is partly due to the school taking a strong stance on the number of days holiday it will authorise. It will not authorise any time longer than the ten days over which it has discretion or requests for holidays during national curriculum tests. The school rightly stresses that only the headteacher has the power to authorise absence and that for parents simply to inform the school of an absence is not sufficient.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is good. No lessons were judged to be unsatisfactory, whilst thirty five out of the sixty two lessons seen were judged to be good and seven lessons were very good. This indicates that there has been a considerable improvement in the quality of teaching since the last inspection, and this is having a significant impact on the standards that are being achieved and the progress that pupils make. Some specialist teaching in information technology, music and physical education enhances the quality of learning because of teachers' very good subject knowledge. Particular strengths of teaching are the very good relationships that teachers have with their pupils, and very good classroom management. Support staff, are very well deployed and give good support to pupils. Insufficient teaching was seen in art and design, design and technology and geography to give a secure judgement about teaching in these subjects. The school has developed a teaching and learning policy, which gives clear criteria to guide teachers in their work but needs to give greater guidance on learning.

19. The quality of teaching in English is satisfactory. In the main the teaching of reading is better than the teaching of writing, although some very good teaching, leading to the development of writing skills, was seen in Year 3. There is satisfactory planning with clear learning objectives that are in line with literacy strategy guidance and are understood by the pupils. Teachers have good questioning skills and are able to turn pupils' responses, as they arise, into additional opportunities for learning, particularly during shared text and guided reading sessions. The best lessons flow smoothly because tasks concentrate on a single text and are skilfully structured and linked to develop the learning objectives in depth. For example, as a result of a series of lessons on fables, pupils in a Year 3 literacy lesson describe the main features of fables and know how to plan their own story in the form of a fable. In the lesson observed they concentrated mainly on the features of adjectives, analysing them, combining them in different ways and then critically evaluating a well-chosen fable. This results in pupils developing a secure understanding of the subject matter, which they can then draw upon and apply in later lessons. When weaknesses occur it is because

an over use of additional texts, in group work sessions, often repeat points already made. Teachers use the majority of their time for small groups and individuals on reading tasks, for example guided reading during literacy hour, and hearing individual readers during quiet reading time. This limits opportunities to give a similarly well-focused teaching to writing, and in particular, to helping pupils to extend their ideas and develop their vocabulary and grammatical skills. Oral and visual teaching methods predominate and as a result opportunities are missed for pupils to develop their imaginative ideas and oral vocabulary in practical ways, such as drama and role-play. Homework is used appropriately to extend pupils' reading skills and to improve the accuracy of spelling.

20. The quality of teaching in mathematics is good overall with most of the teachers having a good knowledge of the subject and how to teach it. The teachers have appropriate expectations of the pupils and they know their capabilities well. They use questioning, observation and listening well, to find out what the pupils know, and then use this information appropriately as a starting point for further teaching in order to take the pupils' thinking forward. They prepare appropriate activities, which motivate the pupils, generate enthusiasm and facilitate their developing knowledge and understanding. The teachers ensure that there is a satisfactory balance between teacher-directed and practical activities and they encourage the pupils to use and explain their own methods. Teachers often model the learning processes involved in mathematics, for example in Year 6 when dealing with $(5+2) \times (7+9)$ the teacher said 'Oh dear! I nearly wrote 10 then, because I didn't look at the operation in $(5+2)$ closely enough! I thought it was (5×2) !' In order to illustrate the importance of checking work. Pupils are also encouraged to talk about their thinking and this enables the teacher to find the best way to improve and develop their skills and increase their knowledge. Classroom management and the use of resources are good. Where weaknesses occur, it is because little attempt is made to place the work in contexts likely to make the work meaningful to the pupils. Associated with this general lack of context is the fact that only very limited use is made of the mathematics which arises in other subjects during the course of mathematics lessons.

21. The quality of teaching in science is at least sound, with good teaching in over half of lessons seen. This improvement since the last inspection, when some of the teaching was unsatisfactory, is due to effective monitoring of lessons. There is now an improvement in questioning skills, a better pace to lessons and appropriate expectations of pupils. In all lessons seen, teaching carefully matches the needs of all of the pupils, through searching questioning at the start of lessons to find out what they already know, by providing a range of suitable activities and by the use and explanation of scientific terms. In the best lessons, pupils were given time to think, to plan and to offer suggestions and ideas about what might happen in their experiments. Lesson planning is sufficiently detailed and activities match the learning objectives in the scheme of work in ways that pupils can relate to their own experiences. For example, this includes teachers demonstrating phenomena, which enable pupils to understand in simple terms the difficult concepts of gravity. Teacher knowledge is good and pupils are taught well the skills of measuring substances using level spoonfuls and how to accurately measure quantities of liquids. Where weaknesses occur, it is often because resources are not used always used to develop learning; for example, the insufficient use of hand lenses when observing materials meant that the pupils could not extend their observation skills and their knowledge of the structure of the materials. In some classes, the lack of resources and measuring equipment meant that the groups were too large for all pupils to be actively engaged in the task. The very good relationships between pupils and teacher, makes a significant contribution to the good standards of teaching and learning.

22. The quality of teaching and learning in religious education are very good. Teachers use excellent planning documentation and very good resources effectively. The subject has a

high profile in the school. Teachers use a range of interesting ways of presenting lessons, maintaining interest and enthusiasm. They ask questions skilfully, allowing pupils time to think and to respond confidently, which aids pupils' learning well. Throughout the school, close links are emphasised and reinforced between personal, social, moral and cultural education, collective worship, religious education and the aims of the school. This contributes significantly to the very good behaviour and personal development of the pupils.

23. The quality of teaching in history, information technology, physical education and music is good. The teachers' good subject knowledge, the interesting activities planned for the pupils and the very good management of classes ensure good behaviour and positive attitudes to work. Teaching in information and communication technology has improved since the last inspection. All teachers have a sound knowledge and understanding of information and communication technology as a result of the training they have received and the good support given by the subject manager. Work is planned over an extended series of lessons. This leads to steady and sequential development of skills and good progress in learning. Teachers encourage pupils to pass on their skills and knowledge to each other. This is an effective teaching strategy because as they pass the information on to their classmates, pupils are reinforcing their own learning. Such a strategy relies on the very good relationships that exist between teachers and pupils and between the pupils themselves. The majority of lessons observed in music during the inspection were taught by the subject manager who expects and achieves high levels of involvement in performances by all pupils. The activities that introduce a block of work are appropriately followed up by teachers in their own classrooms and the well-structured scheme of work provides good support for teachers who do not have specific skills in the subject. All pupils have the opportunity to be involved in musical productions and experience performing to a variety of audiences, including performances in the theatre of a nearby naval base. Specialist instrumental tuition by peripatetic music teachers makes a positive contribution to standards of music at the school. In the majority of physical education lessons, teachers are particularly good at balancing clear instructions against encouraging pupils to think for themselves. Teachers plan good learning opportunities, where pupils are challenged, at appropriate levels, to extend their intellectual, physical and creative effort. They focus well on the development of basic skills and make good reference to pupils' earlier learning. As a consequence, pupils of all abilities enjoy their work and make good progress as they practice the new skills that they have been taught. Some very good physical education teaching was seen in Year 5 where the teacher's very good subject knowledge was used to good effect. Pupils were encouraged to learn the correct terminology and to evaluate their own performance. Imaginative use was made of the cooling down period by asking the pupils to reflect on the work they had done during the lesson.

24. The quality of teaching for pupils with special educational needs is good in lessons and when they are withdrawn to work in small groups. As a consequence they make good progress. The work is well matched to the pupils' capabilities, particularly in literacy and numeracy. The contribution of the support assistants has improved considerably since the last inspection. They now make a significant contribution to the pupils' learning, working to good effect with small groups and individuals. When pupils with high ability in mathematics are withdrawn for extra lessons they learn well in response to the good teaching. There is good teaching for pupils who have English as an additional language. The care and concern that teachers have for their pupils, and the respect that is given to their different backgrounds ensures that they receive the support that is appropriate to their needs.

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

25. The overall quality and range of learning opportunities is sound. The school provides a curriculum that is broad and meets the needs of all pupils well. Much has been done since the last inspection and English and physical education now meet statutory requirements. The assessment manager has worked hard to develop a systematic approach to the planned provision and assessment of pupils.

26. The pupils with special educational needs receive a balanced and full curriculum. Withdrawal for small group work in English and mathematics is carefully negotiated with class teachers to minimise disruption to learning in other subjects. An appropriate curriculum is provided for the pupils with high prior attainment. The provision is particularly good for pupils who have ability in mathematics.

27. The school is meeting the statutory requirements to teach the National Curriculum and religious education. Provision for personal, social and health education is very good and supports the caring ethos of the school well. Specific lessons are timetabled in addition to references across other subjects and in assemblies. Sex education is taught through science in Years 5 and 6, and parents are invited to attend a meeting to discuss the programme with the staff. The health education programme is thorough and well supported by the schools liaison officer from the Hampshire police, who visits every class and discusses a range of appropriately planned topics, including bullying and drug abuse.

28. Curriculum planning is improving and developing well. There are variations in the quality of schemes of work, with some subjects planned in greater detail than others. Curriculum plans for religious education are excellent. There are strengths and areas for development in most subjects. The school rigidly adheres to the National Literacy strategy. There are some useful links developing to other subjects providing a context for writing, for example the use of instructional writing in design and technology and research on tropical rainforests. However, more could now be done by linking subjects to give depth and meaning when promoting the basic skills of literacy, and in particular, extended writing. The mathematics curriculum, based on the Numeracy Strategies, is good. The whole-school in-service sessions have had a positive impact on the teaching and learning of data handling. There are still missed opportunities for the application and use of mathematics within contexts of interest to the pupils. The curriculum plans for information and communication technology and for physical education are now well documented and ensure continuity and progression across the school. All other subjects are being developed by subject managers and are monitored by the deputy headteacher. The scheme of work for science does not meet the requirements for Curriculum 2000 and needs to be revised. The school is now ready to evaluate the fragmented curriculum and to exploit further links across subjects in order to provide a depth and richness to all subjects. For example, pupils are taught the same facts about healthy eating in science, design and technology and in their health education programme, at different times in the whole-school curriculum.

29. An audit of time indicates a less than average allocation to some non-core subjects and a high percentage of teaching time for English. This is offset by theme weeks and days throughout the school year. There are, however, times during the school day when opportunities are missed for developing areas of the whole curriculum, for example using the unstructured quiet reading times. The time allocated to 'Golden Time' makes a very valuable contribution to the very good attitudes and behaviour of the pupils. The total teaching time is fifteen minutes short of national recommendations.

30. The medium-term and short-term plans give a clear indication of what is being taught and how the needs of the different ability groups are to be met. Pupils with special educational needs receive a balanced and full curriculum. Withdrawal from lessons is carefully negotiated with classroom teachers to ensure that disruption is kept to a minimum. Provision for pupils with English as an additional language is satisfactory and the school makes appropriate use of local authority guidance.

31. There is a good range of extra-curricular activities available for the pupils. These include musical and sporting opportunities. Educational visits are planned to enhance particular areas of the curriculum, such as visits to museums and the church. The pupils and their parents place great value on the residential visit in Year 5, and say that it contributes exceptionally well to their personal, social and moral development. Equality of access and opportunity is good across the school.

32. The local community enhances the pupils' learning by extending their experiences effectively. The liaison officer works with all the pupils, and the local sixth form college provides facilities for the school's pupils to swim and taken part in other sports. The school uses facilities at the local secondary school and the local military base effectively to stage drama productions.

33. The school makes very good provision for pupils' spiritual, moral, social and cultural development and this is an effective strength of the school. The school has maintained its standards since the last inspection.

34. The promotion of pupils' spiritual development is very good as a result of the combination of teachers' enthusiasm and knowledge and a very well planned curriculum for the daily act of collective worship or assembly. The pupils experience a time for reflection and a sense of life around them. In religious education, they learn about the significant contribution religion makes to life in different cultures and are able to appreciate what it means for them.

35. The very good provision for pupils' moral development results in a very high standard of behaviour and a clear understanding of the differences between right and wrong. The relationships between pupils and between pupils and adults are very good. Stories and themes covering moral issues are used effectively in assemblies and circle time, enabling pupils to make sense of moral dilemmas and personal problems.

36. The social development of pupils is excellent and a key feature of the school. In all classes, teachers provide clear guidance of what constitutes good behaviour, and pupils respond very well. The school's Golden Rules are well known by all pupils, and in discussion were able to describe how the rewards and sanctions worked. They appreciate the thorough and fair system that has been developed and used consistently across the school. A strength of the school is the system in place for pupils to be able to have one to one counselling in the Badger Set. This strategy is appreciated and used well by the pupils due to the very good relationship with all adults, especially the learning member support staff who works as their counsellor. This fully reflects aspects of the declared values of the headteacher and the school and contributes significantly to the school's very good ethos and has a significant impact on learning, as pupils feel confident in their actions. Pupils are encouraged through praise and an appreciation of their contribution to lessons. Pupils develop a very good attitude to learning and this is reflected in the progress that they make.

37. Cultural development and understanding are sound overall. Subjects such as religious education and geography make a particularly good contribution by extending pupils' knowledge of the world and its peoples. However, opportunities for widening pupils'

experiences of cultures other than the western world need to become firmly embedded in the curriculum. Teachers need to exploit all possible links for pupils to appreciate the richness of a multicultural society. Pupils are given opportunities to learn of their own cultural traditions through some subjects such as music and some understanding of other cultures, especially through religious education when studying different faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school has provision for ensuring the health, safety and welfare of its pupils is very good; it has been well maintained since the previous inspection. The school works very hard in creating an atmosphere in which pupils feel welcomed, secure, are safe and well nurtured. This warm caring environment enables pupils to work hard because they know that the adults in school want to help them with any problems and concerns. The very good relationships that are developed help pupils to give of their best while in school and contribute to the very good attitudes they develop to their work.

39. The school's procedures for child protection are excellent, and in line with the locally agreed policy. There are two designated teachers responsible for this area, both of whom are trained. A strength of the provision is the annual reinforcement of the procedures with staff at the start of each school year, and especially with new staff. The school's counsellor is also an excellent support in this area. The school has a thorough health and safety policy that covers the relevant areas such as administration of medicines, accidents, emergencies and risk assessment. Pupils are very well supervised throughout the day.

40. The school has excellent procedures and policies for promoting good behaviour. They give very clear guidelines of expectations and steps to be taken in dealing with any misbehaviour. These steps include the loss of 'Golden Time' on a Friday afternoon and, as pupils are reluctant to lose this, they strive hard not to. A good incentive is for them to be able to recover the time lost; how this can be achieved may be set by the teacher. The school's provision of a counsellor is especially useful as an avenue for discussing behaviour with pupils. The school has equally strong procedures on bullying and its policy is to tackle it as quickly as possible, usually with support from the counsellor and often through 'Circle Time'. Major incidents of misbehaviour are very well recorded in incident books; these are scrupulously monitored by the headteacher who immediately involves parents if a pupil's name appears three times, or if concerns are raised by staff.

41. The school's personal, social and health education policy and procedures are very good. They support pupils' development well. During the inspection, Year 5 were working on healthy eating; conclusions have yet to be drawn from this work, but will highlight what is and is not a healthy diet. Personal development is not formally assessed, but annual reports to parents show that teachers have a very good knowledge and understanding of their pupils' strengths and weaknesses. The whole culture of the school is based on providing high-quality personal support and guidance for pupils. This is fostered and promoted through the relationships between all staff and pupils.

42. The school has satisfactory policies and a wide range of procedures to assess pupils' attainment and progress. This is an improvement since the previous inspection. The information gained has been used satisfactorily to identify areas for development in curricular planning. For example, extended writing has been identified as an area for improvement in English and data handling as an area for improvement in both mathematics and science. Additional time has been dedicated to the delivery of these areas during the course of the week and through half term planning. However there has been a lack of rigour in identifying precisely what pupils should improve in their learning in these particular areas of the

curriculum. The data and information exists in the school assessment procedures for this precision of analysis but it has not been used sufficiently well to identify the next steps in the learning of individual pupils and to set targets for pupil's improvement. The result is that learning in very specific areas, for example in writing, has not advanced as quickly as it should. Assessment results are used well to identify pupils who need extra support. They are beginning to be used to identify those pupils who are more able, and require provision to extend their learning. Extension activities are planned into many lessons and plans are being made to provide extra activities for these pupils. The school monitors attainment by different groups appropriately and is aware of pupils who are doing less well than their peers. The school looks for ways to support such pupils, for example by putting together groups of pupils who do not have computers at home or do not have access to the internet to provide additional support in information and communication technology.

43. The progress of pupils with special educational needs is carefully recorded and this information is used well by the staff. Individual education plans are good and the school has recently introduced a very good system of targets on 'credit cards'. Learning support assistants explain these targets to the pupils, who then take responsibility for their own cards. The school has a useful system for identifying and providing for pupils with high ability in particular subjects

44. Attendance records are correctly marked and all lateness is recorded and monitored. Teachers are expected to be alert to any attendance concerns in the first instance. The school secretary, who is responsible for checking registers, also monitors attendance at least weekly and often picks up possible concerns before that. Problems generally relate to a few families and this may be a pattern that has existed for many years. The school has very good relationships with, and support from, the educational welfare officer who visits fortnightly, but who is available more frequently if necessary. The school's procedures for following up on unexplained absences are rigorous and strict; parents are given opportunities to provide a satisfactory reason for their child's absence and if it is inadequate or not forthcoming then the register is marked as the pupil having an unauthorised absent. The educational welfare officer is involved when necessary and will, as a last resort, instigate legal proceedings.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Overall, the school works effectively in partnership with its parents. The position is much as it was at the time of the previous inspection. The parents' views of the school overall are positive, showing a good degree of support for the school. They are particularly pleased with the expectations set for their children and the way in which the school helps them become mature and responsible. They are pleased with the teaching and of the opinion that their children like school. They feel the school is approachable, that the behaviour is good and that their children make good progress. Inspection findings agree with all these positive views, although teachers' expectations and the progress made by pupils are sound rather than good. Parents do express concerns about the activities outside lessons, the information they receive, how closely the school works with them and the amount of homework their children are expected to do. The evidence of the inspection is that these concerns to be unfounded.

46. Information received by parents is of good quality overall. Regular general information is provided through newsletters that do much to keep parents abreast of what is going on in school. Other information is sent relating to aspects for particular classes. There are a good number of notice boards, pamphlets and brochures in the entrance hall providing information about the school, educational initiatives and outside local clubs and organisations. Parents

receive good information each term about what their children are to learn, with a reminder of what each year group is expected to do at home each week. Thus parents can see what is going on and offer help and support if they so wish. The annual reports that parents receive each year about how their child is doing are of very good quality. English and mathematics are well detailed and targets for improvement are suggested. The general comments and those about pupils' personal development show the very good knowledge teachers have of their pupils. Other subjects are reported more briefly, but give parents an idea of what their child is confident with and where they need support. A good additional feature is the comments made by pupils about what they like and what they consider their strengths and weaknesses to be. These show that pupils do have some understanding of their learning.

47. The school, and in particular the co-ordinator for special educational needs, work hard to ensure full involvement by parents. However, the response from the latter is not always good and they do not always turn up to meetings or support their children at home. In the year prior to the inspection, the school arranged an interesting innovation which saw parents of all pupils receive an invitation to learn about the school's provision for special educational needs.

48. Parents are always welcome to come into school whenever they need to discuss problems and concerns. There are three formal opportunities for parents to meet with teachers, either as a class group or individually. The first meeting of the school year in the autumn term is an opportunity for teachers to outline what will be happening during the year. There is however, always the opportunity for parents to discuss any individual difficulties at this time. Those unable to attend the meeting are sent a letter outlining what was discussed. The next meeting is to discuss progress so far, to look at targets for improvement and the last meeting is to discuss the annual report. Attendance at these meeting is satisfactory and the school does try to contact all parents.

49. Homework is set appropriately and generally in line with the school's policy. The school provides a homework diary in which pupils note what they do each evening. Parents are asked to sign this each week and many do. This diary, and the reading record, may be used by parents to communicate with the school, but most do not use them.

50. The school tries hard to work closely with parents, making them welcome in school at any time. The office staff are very welcoming and deal effectively with problems and queries at the start of and during the day. Parents are asked to co-operate with the school over any issues relating to behaviour and the school receives give a good level of support form the majority of parents in this area. The school is fortunate in having a supportive 'Friends' association that arranges a number of events during the year at which parents and staff may meet informally. In addition, they raise money that helps to support the school. New picnic benches have recently been provided that enable the pupils to eat their lunch outside in the quadrangle when the weather is warm.

51. Parents are sometimes consulted about their views, most recently about school lunches. A few parents are able to come into school to give help and support, such as in the library, but the number able to do this is limited. The school can generally get enough parent helpers to provide additional adult support for trips and outings, and for when the pupils make use of St. Vincent's College's facilities. The school is also well supported by parents during 'themed' activities, such as book and art weeks. The school has a very few parents for whom English is an additional language. The school is able to find translators, although this is not currently necessary.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. Overall, the quality of the leadership and management of the school are satisfactory. This is a similar judgement to that made at the time of the previous inspection. Strengths in the leadership and management are the ability to ensure a calm working atmosphere, very good relationships and high standards of behaviour and day-to-day efficient management. There is now greater educational direction to the school's work than at the time of the last inspection. This reflects the school's aims well. A weakness is in refining monitoring and evaluation procedures.

53. The senior management team have in place good procedures for appraisal and performance management and for the monitoring and development of teaching. This is an improvement since the last inspection. The result of these procedures is that staff responsible for leading and managing subjects provide useful advice to colleagues through writing policies, conducting meetings and recommending relevant resources which will support teaching and learning. This work has satisfactorily addressed those areas of weakness in teachers' knowledge reported by the previous inspection team. Subject management is good in mathematics, physical education, information and communication technology and art, very good in personal social and health education and special educational needs and excellent in religious education. Difficulties in recruiting a subject manager for English have restricted the development in the subject and slowed down the school's improvement efforts in this important area of the curriculum.

54. Governors contribute satisfactorily to the management of the school. The chair and vice-chair of governors are new to their role, but have set in place new procedures for the efficient running of the governing body. Many governors are new but they consider they are well supported by existing governors and are undertaking appropriate courses to develop their role. The governing body and its committees meet regularly to review the school's progress and procedures. Governors monitor the school's results in National Curriculum tests and are informed about strategies for improving aspects of the school's provision. However not all governors have a clear understanding of the school's long term aims, and so when they visit the school are unable to judge whether the school is being as successful as it could be.

55. The school satisfactorily evaluates its own performance in order to identify its overall strengths and weaknesses. It has in place a wide range of monitoring and evaluation procedures. Currently these provide a welter of data and information but these are not used well to inform the precise planning of the next steps in pupils' learning or of the school's longer-term goals. These procedures do not contribute sufficiently well to improvements in pupils' learning and higher standards in some subjects.

56. The school manages its finances well. The governors take an active role in setting the budget and retain an appropriately high level of control over spending. Financial planning is well linked to the identified priorities in the school development plan. The plan itself does not precisely identify what the school wants to achieve and this makes monitoring difficult. Few members of the school community are involved in drawing the plan together. Many members of the teaching staff and governors new to the school are not sufficiently aware of the longer-term direction the school is taking. The finance officer plays a significant role in managing the finances, efficiently releasing teaching staff from unnecessary administration and ensuring best value for money in purchases. The governors have yet to make a clear written statement about ensuring value for money. The school's administration team contributes significantly to the smooth running of the school. Good use is made of information and communication technology to support administration.

57. The leadership and management of the provision for pupils with special educational needs are very good. The co-ordinator for special educational needs manages this aspect of school life very well and she provides strong, effective and enthusiastic leadership for the team of learning support assistants and the teaching staff. She receives good support from the headteacher and the governor with responsibility for special educational needs. Staffing levels for special educational needs are very good. The co-ordinator is a part-time teacher whose work is entirely dedicated to pupils with special educational needs. The school employs eleven support staff and this enables them to work in every classroom and to provide assistance in every literacy and numeracy lesson. Good provision is made to develop and improve the expertise of the special educational needs staff through training activities. The teachers and the learning support assistants are appropriately involved in setting targets for pupils with special educational needs.

58. There is an appropriate number of suitably qualified staff. At the time of the inspection, the senior management team had been unable to appoint a suitable replacement for the English subject manager and were considering other options. Teachers' subject knowledge across the broad range of the National Curriculum is satisfactory. The school has sufficient midday supervisors and cleaning staff.

59. Resources for learning are satisfactory, overall. They are good in mathematics, physical education and information and communication technology and very good in religious education. In geography, art and design, English and music, there are insufficient resources to support learning about non-western cultures.

60. Accommodation is adequate and is used effectively. The school hall is small for the number of pupils in the school, makes whole-school assembly difficult and constrains teaching and learning in physical education. Spare space is used effectively to provide a music and drama room, library and information and communication technology suite. These have a good impact on the provision for the subjects and the learning that takes place. The outside accommodation is of a good size with both hard surface and grass games areas and good efforts have been made to make outside areas attractive. The buildings and grounds are clean and well maintained and these reflect the school's philosophy of care and the desire to provide a best possible learning environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and to improve elements of the curriculum and leadership and management of the school, the following key issues should be addressed.

1. Improve standards in writing by:
 - establishing a subject manager as a matter of urgency;
 - developing opportunities to present English in a range of interesting and exciting ways which respond to pupils different learning styles;
 - developing pupils' grammar and vocabulary, and their skills in using more complex words and sentences to explore and develop ideas;
 - exploiting opportunities for extended writing in other subjects of the curriculum;
 - reviewing the use of time for English, both within literacy sessions and across the school day.(see paragraphs 3,19, 28, 53, 64, 65, 66, 67)
2. Refine assessment procedures so that:
 - they are precise enough to accurately identify the next steps in learning for individual pupils, in English, mathematics and science.(see paragraphs 42, 66, 78, 83)
3. Improve the curriculum provision so that:
 - the science curriculum meets the requirements of curriculum 2000;
 - time across the school day is used more effectively;
 - there are improved opportunities to prepare pupils for a multicultural society.(see paragraphs 28, 29, 37, 67)
4. Ensuring that new governors and members of staff have a secure understanding of the work of the school by:
 - involving all members of the school community in a review of the school's long-term aspirations, aims and purpose;
 - reviewing the annual improvement plan to ensure that is in line with what the school wants to achieve;
 - refining monitoring and evaluation procedures so that the governors, headteacher and staff have the precise information that they need to inform planning for progress towards the school's longer-term goals.(see paragraph 54)

In addition to the key issues above, the governors should also consider the following issues for inclusion in their action plan.

- Continue to implement current procedures for monitoring and promoting attendance.

(see paragraph 17)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	35	20	0	0	0
Percentage	0	11	56	32	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		255
Number of full-time pupils known to be eligible for free school meals		20

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		82

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence	Unauthorised absence
%	%

School data	93.6
National comparative data	93.9

School data	1.1
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	32	28	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	29
	Girls	19	18	23
	Total	37	38	52
Percentage of pupils at NC level 4 or above	School	62 (77)	63 (65)	87 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	28
	Girls	17	12	21
	Total	36	31	49
Percentage of pupils at NC level 4 or above	School	60 (68)	52 (71)	82 (73)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	2
White	253
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	14	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y[3 – Y6

Total number of qualified teachers (FTE)	11.3
Number of pupils per qualified teacher	22
Average class size	28.3

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	126

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	508291
Total expenditure	507696
Expenditure per pupil	1931

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	5
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	255
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	42	5	2	0
My child is making good progress in school.	41	48	5	3	3
Behaviour in the school is good.	28	61	9	0	2
My child gets the right amount of work to do at home.	24	61	13	2	0
The teaching is good.	37	54	3	0	6
I am kept well informed about how my child is getting on.	21	48	24	5	2
I would feel comfortable about approaching the school with questions or a problem.	53	38	7	1	1
The school expects my child to work hard and achieve his or her best.	51	44	3	7	2
The school works closely with parents.	22	53	14	2	4
The school is well led and managed.	45	43	4	0	7
The school is helping my child become mature and responsible.	29	67	2	0	2
The school provides an interesting range of activities outside lessons.	11	45	21	10	13

Summary of parents' and carers' responses

The parents' views of the school overall are positive. They are particularly pleased with the expectations set for their children and the way in which the school helps them become mature and responsible. They are pleased with the teaching and that their children like school. They feel the school is approachable, the behaviour is good and that their children make good progress. Inspection findings agree with all these positive views, although teachers' expectations and the progress made by pupils are sound rather than good. Parents do express concerns about the activities outside lessons, the information they receive, how closely school works with them and the amount of homework their children are expected to do. The inspection evidence is that these concerns are unfounded.

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

ENGLISH

61. The results of the 2001 national tests in English for 11 year olds were well below the national average and also well below the results of similar schools. These results were less strong than in previous years, mainly due to the nature of the cohort, which had a higher percentage of pupils with special educational needs, including those with emotional and behavioural problems. In addition a third of pupils had entered the school half way through the key stage. The school has analysed the result of its 2001 tests and put in place an action plan to remedy the weaknesses identified. For example, it has reorganised the current Year 6 classes to ensure that pupils who have special educational needs and those who are new to the school are well supported by their peer group as well as support staff. The findings of the inspection are that standards are now better than those indicated in the 2001 tests but still not as high as they should be because of weaknesses in writing. About three-quarters of pupils for reading and about two-thirds of pupils for writing are on course to attain standards in line with national expectations or above. These figures are higher than those of the last inspection. For the most part, pupils make satisfactory progress in relation to their prior attainment, although, overall standards are still below average for English.

62. Pupils' skills as listeners develop well throughout the school. Almost all pupils, in all year groups, sustain concentration and interest well throughout lengthy discussions, for example in literacy hour. Discussions in personal and social education also contribute to pupils' skills in questioning, expressing opinions and exchanging ideas responsibly with appropriate sensitivity to those around them. As listeners, they follow quite complex instructions and explanations without needing to be told more than once and can select relevant information where necessary. Most pupils acquire, and subsequently use, an appropriate repertoire of technical terms related to literacy and to other curriculum areas. Their general vocabulary is less well developed, and a significant minority experience some difficulty organising and expressing their ideas clearly in spoken, standard English.

63. In Year 3, pupils respond well to stories and are beginning to understand some of the differences between narrative and informative texts. When they join in with their teachers to read text aloud, pupils use expression and observe the cues presented by punctuation, for example to pause or to indicate the use of a question mark. They retell stories that they have heard, talk about the various characters, and identify with different viewpoints and feelings. Most pupils at this age use a suitable range of strategies to decode unfamiliar words and to make meaning. Higher-attaining pupils use inference well to work out hidden meanings in the text, although average and lower-attaining pupils still rely mainly on their developing knowledge of phonics and sight words. By the age of 11, most pupils have developed preferences in their personal reading and higher-attaining pupils, some of whom belong to the local library, talk with some authority about their favourite books and authors. Average and lower-attaining pupils rely mainly on the school for sources of literature, they often do not read at home and have consequently read less widely. Pupils in Year 6 use reference and study skills appropriately to find things out, both when using the library and when using information and communication technology.

64. Pupils' knowledge about language and their competence as readers are in advance of their skills as writers. In Year 3, most pupils have developed a sound grasp of basic sentence structure and can produce interesting pieces of writing such as stories and reports, and retell familiar stories in their own words. For the most part, they use punctuation well for their age and their spelling of familiar words is accurate or, at least phonetically plausible. By Year 6,

most pupils have a satisfactory understanding of the characteristics, features and styles of different kinds of fiction and information texts. They know something of how writers use language for effect and how they try to engage their readers, for example by using metaphor and simile. They know how authors use long and short sentences and imagery to generate suspense, and choose their words carefully for their impact. This knowledge is not always transferred to their writing however. Handwriting and spelling are satisfactory overall, and most pupils present their work neatly, not only in their English work, but also when writing in the context of other subjects. Throughout the school, lower attaining pupils appear to have limited experiences from which to develop their imaginative ideas, and find this difficult to do whilst focusing simultaneously on the whole range of skills required to produce writing of a high standard. As a result, they are very reliant on the content of the lesson for the content of their writing. While they concentrate on making up their story and, usually the secretarial aspects such as punctuation and spellings, they do not always organise their work well. For example, ideas are presented in short sentences rather than flowing logically and creatively, and when producing more complex sentences, pupils use a limited range of 'connectives' or 'joining words'. In much of the work, grammatical mistakes and the limited use of vocabulary largely represents pupils' speech patterns. There was little evidence of pupils developing their ideas through extended pieces of writing.

65. The quality of teaching is satisfactory overall, and there is no unsatisfactory teaching. In the main, the teaching of reading is better than the teaching of writing, although some very good teaching, leading to the development of writing skills, was seen in Year 3. All teachers have established very good relationships with their pupils, creating an atmosphere of trust and mutual respect. There is satisfactory planning with clear learning objectives that are in line with the literacy strategy guidance and are understood by the pupils. Teachers have good questioning skills and are able to turn pupils' responses, as they arise, into additional opportunities for learning, particularly during shared text and guided reading sessions. The best lessons flow smoothly because tasks concentrate on a single text and are skilfully structured and linked to develop the learning objectives in depth. This results in pupils developing a secure understanding of the subject matter, which they can then draw upon and apply in later lessons. For example, as a result of a series of lessons on fables, pupils in a Year 3 literacy lesson pupils were able to describe the main features of fables and know how to plan their own story in the form of a fable. In the lesson observed, they concentrated mainly on the features of adjectives, analysing them, combining them in different ways and then critically evaluating a well-chosen fable. In other lessons, the element of the session involving whole-class study of shared text is usually effective. When weaknesses occur it is because an over- use of additional texts, in group work sessions, often repeats points already made. Teachers use the majority of their time for small groups and individuals on reading tasks, for example guided reading during literacy hour, and hearing individual readers during quiet reading time. This limits opportunities to give direct teaching and instruction in other elements of the English curriculum. Oral and visual teaching methods predominate in the teaching of literacy and as a result opportunities are missed for pupils to develop their imaginative ideas and oral vocabulary in practical ways, such as drama and role-play.

66. The leadership and management of the subject has been considerably disrupted as a result of recruitment difficulties. The subject manager, who had been in post for a relatively short time, was due to leave at the end of the inspection and a suitable candidate for her replacement has not been found. Although a sound start had been made to improving the subject, the momentum has been lost due to changes in personnel. Monitoring arrangements have improved since the last inspection and as a result the school has a clearer view of what needs to be done to improve the subject. Initiatives put into place as a result of monitoring have begun to have a positive effect on raising standards, for example the setting of Year 3 pupils for writing and the use of new resources to promote grammar and writing. Assessment procedures have been improved since the last inspection but now need to be

further refined in order to give a more precise picture of what teachers need to do to help pupils take the next steps in learning.

67. The curriculum for English is soundly based on the national literacy strategy. However, there is scope to make more effective use of the time that is available for the subject, both during lessons and across the school day. For example, the time given to pupils for quiet reading at the end of literacy hour is unstructured and is in addition to guided reading in literacy hour and time given for quiet reading during registration in some classes. On other occasions the rigid adherence to the literacy hour structure gives insufficient time for lengthy writing.

MATHEMATICS

68. Inspection evidence shows that the pupils in the current Year 6 are reaching standards similar to those achieved nationally at the end of Key Stage 2. This is an improvement on the National Curriculum results for 2001 and on the standards reported at the time of the last inspection. In particular, the pupils' knowledge of multiplication and division facts - 'tables' - is better than it was. There has also been some improvement in their ability to solve problems, although they have limited opportunities to solve those which arise in other subjects.

69. A number of factors are responsible for this rise in standards. The subject manager provides good leadership and supports his colleagues well. The quality of teaching is good throughout the school and satisfactory use is made of the National Numeracy Strategy. National Curriculum test results are analysed and this has, for instance, led to the current focus on data handling. In addition, more-able pupils are withdrawn for additional lessons in mathematics and this supports their progress well.

70. Throughout the school pupils conduct investigations and carry out practical work satisfactorily and the majority have an appropriate understanding of the mathematical content of lessons. They carry out mental and written calculations well. Throughout the school, pupils use a sound range of strategies when they calculate in their heads and in general they can explain the methods they use.

71. By the end of Year 6, pupils have a satisfactory repertoire of strategies to employ when carrying out calculations mentally. These strategies are supported by appropriate factual knowledge. They know the correct terms, multiple and factor, in relation to this work. Most of the Year 6 pupils have a good understanding of how to round, for example, 3432.428 to the nearest hundred or to the nearest hundredth. They generally use their knowledge effectively, for example to calculate complex areas. They have a sound understanding of basic mathematical laws which facilitate written calculations. By the end of Year 6 the pupils have a sound knowledge of measures, data handling and shape.

72. Compared with the last inspection, the pupils learn more effectively in response to better teaching. They also behave very well and have very positive attitudes to work. The majority of pupils, including those with special educational needs, those with English as an additional language, and the higher attainers, now make good progress in individual lessons. However, a minority of pupils of average attainment make more modest progress over time. The quality of teaching is good overall with most of the teachers having a good knowledge of the subject and how to teach it. The teachers have appropriate expectations of the pupils and they know their capabilities well. These factors enable them to prepare appropriate activities, which motivate the pupils, generate enthusiasm and facilitate their developing knowledge and understanding. The teachers ensure that there is a satisfactory balance between teacher-directed and practical activities and they encourage the pupils to use and

explain their own methods, particularly when calculating mentally. As a consequence the quality of learning is good.

73. Resources are used well by the teachers, and the range and quantity have improved since the last inspection. Information and communication technology, including computers and calculators, is used appropriately to enhance learning in mathematics. Support staff are used well to support individuals and groups of pupils with special educational needs. Satisfactory use is made of homework to support the progress of pupils of all abilities.

74. The activities prepared for the pupils are generally sound and sometimes good, and the quality of classroom management is very good. However, there are insufficient opportunities to place the work in contexts likely to make the work meaningful to the pupils. Associated with this general lack of context is the fact that only very limited use is made of the mathematics which arises in other subjects during the course of mathematics lessons.

75. In most lessons teachers pay appropriate attention to the pupils' thinking; they celebrate it, reinforce it and encourage pupils to share their thinking with others. This contributes not only to learning but also to their confidence. As a result the pupils work hard and made good progress. It also enables the teachers to make appropriate assessments of the pupils' existing knowledge. Through skilled questioning, observing and listening, the teachers find out what the pupils know, and then use this information as a starting point for further teaching in order to take the pupils' thinking forward.

76. In many lessons, the teachers involve the pupils well by including as many of them as possible in answering questions or asking them to demonstrate by recording work on the classroom white board. In one lesson for Year 6, the teacher involved the whole class very well by using her own mistakes in order to demonstrate the importance of checking work. Teachers also encourage pupils to talk about their thinking and this enables the teacher to find the best way to improve and develop their skills and increase their knowledge.

77. Good attention is given to the teaching of numeracy and the teachers successfully develop the pupils' skills in mental calculation. They ensure that they teach the pupils specific strategies for calculating and provide good opportunities for them to develop their own methods

78. Mathematics makes a sound contribution to literacy and the teachers encourage the use of correct mathematical vocabulary. In virtually all the lessons observed, there were good opportunities for speaking and listening, but contributions to reading and writing were more limited.

79. The subject manager has continued the good work of his predecessor and provides good leadership, paying appropriate attention to the monitoring of standards. Assessment and recording systems have improved since the last inspection but now need further refinement so that they can be used to accurately identify the next steps in learning for individual pupils. National Curriculum test results are analysed and sound use is made of this information to improve the curriculum.

SCIENCE

80. The standards in science have shown an upward trend over the past four years, with a downward fluctuation in 2001. The standards seen during the inspection, pupils' targets and the expectation of teachers all indicate that pupils will meet the targets set for them. The pupils in Year 3 know about the differences in materials and sort them according to different criteria, using the appropriate scientific vocabulary. By Year 4 they understand that mixing

materials can cause them to change. They use terms such as solution, dissolve and evaporate correctly when planning and carrying out tests, adding substances to water. In Year 6, this work is revised and they explore the states of solids, liquids and gases at a level that is appropriate for their age group. This indicates good progression across the school, with new learning taking place, building upon previous experiences. Discussion with pupils and an analysis of their work indicates that all areas of the science curriculum are covered adequately. Pupils use the correct scientific terms confidently when explaining what they had learned about electricity, themselves and other animals, the growing of sunflowers and work on light and shadows. Pupils in Year 5, however, are learning about balanced and unbalanced forces, which is no longer part of the science curriculum.

81. The pupils throughout the school have a good understanding of the science processes, and how to behave as scientists. They plan tests in Year 3, and record on tables provided for them. The science process is developed across the school and by Year 6 they plan and carry out investigations, hypothesise and create their own tables, charts and graphs from the data they have collected. This is an improvement since the last inspection and is the result of the whole-school in-service programme that has been taking place.

82. The quality of teaching is at least sound, with good teaching in over half of lessons seen. This improvement since the last inspection, when some of the teaching was unsatisfactory, is due to an improvement in questioning skills, a better pace and appropriate expectation of pupils leading to more effective teaching. In all lessons seen, teaching carefully matches the needs of all of the pupils through searching questioning at the start of lessons to find out what they already know, by providing a range of suitable activities and by the use and explanation of scientific terms. This enables pupils of different attainments to build on their previous knowledge and to move their learning forward. In the best lessons, pupils were given time to think, to plan and to offer suggestions and ideas about what might happen in their tests. Lesson planning is sufficiently detailed and activities match the learning objectives in the scheme of work in ways that pupils can relate to their own experiences. For example, this includes teachers demonstrating phenomena, which enable pupils to understand in simple terms the difficult concepts of gravity. Teachers' subject knowledge is good and pupils are taught well the skills of measuring substances using level spoonfuls and how to accurately measure quantities of liquids. Where weaknesses occur, it is often because resources are not used always used to develop learning, for example the insufficient use of hand lenses when observing materials meant that the pupils could not extend their observation skills, or their knowledge of the structure of the materials. In some classes the lack of resources and measuring equipment meant that the groups were too large for all pupils to be actively engaged in the task. However, the attitudes and behaviour of the pupils were very good. They responded to the tasks with enthusiasm and co-operated very well in their groups. Generally the pace of lessons was good, the pupils were on task at all times, with groups and individuals effectively supported by the teacher and the support staff. The very good relationships between pupils and with their teachers, make a significant contribution to the good standards of teaching and learning.

83. Teachers are developing their assessment procedures satisfactorily. Pupils are aware of the learning targets, particularly in regard to scientific enquiry and pieces of work are used to assess the level at which they are working. Systems now need to be refined so that the next steps in learning for individual pupils can be accurately identified.

84. The science subject manager has not been in post long and as yet has not been able to revise the current outdated scheme of work. This is causing some problems for teachers trying to follow the planning. The long-term planning is not always broad and balanced and contains no references to the Curriculum 2000 or the latest national initiatives. At present the sound standard of achievement of the pupils is due to the knowledge and planning of

teachers in year groups, their expectation of progression in knowledge and understanding and the teaching of skills of scientific investigation and data handling. A fresh look at the science curriculum, mapping the use of communication technology and celebrating the existing possibilities of links in literacy, numeracy, design and technology and health education, is needed to improve the teaching and learning in science and raise standards

ART AND DESIGN

85. During the inspection, limited teaching was observed. It is not possible, therefore, to make a secure judgement about the quality of teaching and learning. However, evidence from two lessons observed, analysis of pupils' work on display around the school, scrutiny of sketch books and portfolios of work and photograph albums and discussions with the subject manager indicate that overall, pupils achieve standards in line with the national expectation for their age by the time they leave the school. Pupils for whom English is an additional language make satisfactory progress as do pupils with special educational needs. These are improvements on the judgements made at the time of the previous inspection and are the result of an improved scheme of work setting out clear progression in the learning of skills

86. A wide range of work is displayed on the walls and recorded in photograph albums. Pupils study the work of well-known artists such as Picasso and produce work showing a sound grasp of the style. They use paint, collage techniques and computer art packages to explore the use of geometrical shapes and symmetry. They successfully draw on monotone digital photographs of themselves to explore, through pencil work, the tonal effects of those photographs. They use chalk and charcoal to make sketches of still life objects that they then work up into finished colour compositions. Significant to the development of this work is the use of sketchbooks. Pupils sketch out ideas, amend and adapt them, try out techniques and different media, and they then paste these ideas into the sketch books. Pupils are not yet using the books naturally as part of working out details for inclusion in a finished piece of work; for example, how to represent hairstyle in self-portraits or shading of facial features in work on Picasso.

87. The curriculum meets statutory requirements. The subject contributes very well to the spiritual and social development of pupils. Pupils have the opportunity to appreciate the wonder of nature when they draw naturally occurring objects and to think about the experiences that influenced Picasso in his work. They gain an understanding of their own and others talents and learn to work well together. While pupils study the work of famous artists these are mainly artists from Western culture. Teachers carry out assessment of pupils' achievements at the end of each unit of work to identify attainment that is average, above average and below average. Teachers' assessments are not monitored to ensure standards are in line with those expected nationally or what may be done to ensure they are. The subject manager has recently taken over the post. She has set in place a clear scheme of work and has supported colleagues well in its interpretation. The careful display of pupils' work in classrooms and corridors of the school clearly demonstrates that their work is valued. These displays do not contain many examples of three-dimensional work or artefacts and do not sufficiently enhance the otherwise good learning environment of the school.

DESIGN AND TECHNOLOGY

88. During the inspection, only a limited amount of teaching was observed but evidence from the two lessons observed, the scrutiny of work and teachers' plans, suggest that standards achieved by pupils by the age of eleven are judged to be in line with those expected for this age. Over their time in the school the achievement of all pupils, including those with special educational needs, is satisfactory. Pupils for whom English is an additional language make satisfactory progress. Teachers ensure all pupils have a satisfactory understanding of what they are learning and provide appropriate support to achieve this. Pupils make increasingly complex models and undertake more demanding activities in food technology as they move through school and they appropriately build on previous experiences and skills. The use of the design process is satisfactory. Standards have been maintained since the previous inspection.

89. Pupils in the early part of Key Stage 2 are sufficiently knowledgeable of food and nutrition to be able to design healthy meals. They select a range of foods to construct a balanced diet through the day. Older pupils design and make purses and fabric badges. They design and manufacture packing taking into account the needs of the purchaser and thus striving for an attractive appearance. They use pneumatics to make arms move on models and where appropriate use software packages on the computer to drive and control these movements. The quality of the work seen, including artefacts and design and evaluation work, indicates that pupils have good attitudes, take care and try hard to produce work of at least a satisfactory standard.

90. Insufficient lessons were seen to make a secure judgement about the quality of teaching and learning. The subject fulfils statutory requirements. The subject manager provides good support for her teaching colleagues in planning activities. She has set in place a clear scheme of work that aids teachers in their planning of lessons and because of this design and technology has improved since the previous inspection. Teachers carry out assessment of pupils work at the end of each unit of work to identify work that is average, above and below. This is not assessed to ensure standards are in line with those expected nationally or what may be done to ensure they are. The resources for the subject, including food technology, are adequate. Storage of resources is good, they are readily accessible and with prior notice the subject manager assembles the resources required to undertake work in a particular part of the curriculum. The result is that resources are used well and make a positive contribution to learning.

GEOGRAPHY

91. The standards achieved by the pupils are similar to those reported in the last inspection, and are as expected nationally. The pupils make good progress as they move through the school. Since only one lesson was seen during the inspection it is not possible to judge the quality of teaching. Judgements on attainment and progress are based on this lesson and samples of pupils' work.

92. In Year 3, pupils make satisfactory use of atlases and outline maps to study the location of Egypt in connection with the current work in history. They have a good knowledge of geographical keys and a sound understanding of plans and street maps, based on a study of the school carried out in the term prior to the inspection. In Year 5, the pupils have successfully carried out a study of St. Lucia, comparing it with Gosport and making proposals for the possible siting of a new hotel. This work was supported by good use of information and communication technology. Year 6 pupils have a sound knowledge of the

physical features of Brazil and they are acquiring satisfactory enquiry skills as they study the impact of economic development on the people of the Amazon Basin.

93. Statutory requirements for the subject are met and it makes a good contribution to the pupils' spiritual, moral, social and cultural development by extending their knowledge of the world and its peoples. Contributions to literacy and numeracy are satisfactory overall. For example, in the one lesson seen the teacher involved the pupils in a useful, informal discussion of scale. However, pupils make little use of extended writing in geography.

94. The subject is conscientiously led by the subject manager. The teachers now have a better understanding of geography than was the case at the time of the last inspection. However, there is scope to develop both the quantity and quality of learning resources. In addition to this, the overall allocation of time is less than it ought to be and this limits the pupils' attainment and progress.

HISTORY

95. By the end of Year 6, standards of attainment are similar to those reported in the last inspection, and are above those expected nationally. Findings are based on the five lessons observed during the inspection, work seen in pupils' books, displays, samples of work and discussions with pupils and these findings indicate that pupils make very good progress in relation to their starting points entry to the school.

96. In Year 3, the pupils are developing a good understanding of how to conduct historical research and they also have good factual knowledge. For example, they know how the pyramids were constructed, what stone was used and why they were built. They also know that the Ancient Egyptians communicated using hieroglyphics. Their skills of enquiry improve so that in Year 4, they develop a good understanding of the impact of the Roman invaders on the indigenous population of Britain and in Year 6, they use sources of evidence well to gain a good understanding of Ancient Greece.

97. The quality of teaching is good and, in response to this, the pupils learn well and make good progress in lessons and from year to year. They work hard and behave well. The teachers' good subject knowledge, the interesting activities planned for the pupils and the very good management of classes ensure very good behaviour and positive attitudes to work.

98. Overall, history makes a sound contribution to the pupils' developing skills in literacy and numeracy. They have opportunities to discuss, to develop their historical vocabulary and to practise their skills of reading and writing in lessons. However, opportunities are missed to develop pupils' skills in extended writing in history. Time-lines are used well to help the pupils' to develop a sense of chronology. In one lesson for Year 3 pupils, the teacher helped the pupils to 'locate' in time, Ancient Egypt by comparing 2002 AD with 2002 BC. Information and communication technology contributes effectively to their work in history when, for example, the pupils present topic work using word processing skills.

99. The teachers plan interesting activities for the pupils. For instance, the Year 4 teachers asked the pupils to work in pairs examining various descriptions of the British warriors Boudicca, Boadecia and Bonduca, recording their findings pictorially. A pupil, quite correctly, suggested that these might all be the same person. Pupils' ideas are respected and used well as teaching points and this is very effective in raising self-esteem and capturing the interest of pupils. In most lessons, pupils are more than willing to contribute because they know that what they say will be valued by both adults and children.

100. Appropriate use is made of visits and visitors to support the work in history. In one case, for example, visitors brought costumes to enable Year 4 pupils to dress as Tudors. The subject is managed by an experienced and knowledgeable teacher who has a satisfactory grasp of the work that is taking place throughout the school. She has produced a draft scheme of work based on the latest version of the National Curriculum. This is currently being considered by the rest of the staff and when it is fully implemented is intended to support pupils' progress and the standards they achieve.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. By the age of eleven pupils attain standards that are in line with those expected for their age. These standards demonstrate good progress from when they enter the school at age seven. This is the result of good teaching. All pupils are fully included in learning information and communication technology because the subject manager has devised a clear scheme of work and teachers have sufficient knowledge to assist individual pupils where necessary. Pupils for whom English is an additional language make good progress. Pupils with special educational needs make good progress and information and communication technology is used well to support their learning.

102. Younger pupils think through the instructions needed to direct a cursor on the computer screen to draw out a geometric shape, often tilting the shape so that right angles are not necessarily in line with the bottom of the screen. Other pupils access clip art to illustrate their work on the Ancient Egyptians. Older pupils gather information, photographs and diagrams off the internet to put together projects on St. Lucia. Control technology is used by older pupils to drive motors and switch on lights in design and technology and to measure and record temperatures in science and sound waves in music. Independent use of computers by pupils to support their learning is insufficiently developed. For example, pupils are not yet sufficiently adept at drawing inferences from graphical presentations of data they have collected.

103. Overall the quality of teaching is good and has improved since the last inspection. All teachers have a sound knowledge and understanding of information and communication technology and this is an improvement since the previous inspection. The subject manager provides good support to teachers. Work is planned over an extended series of lessons. This leads to steady and sequential development of skills and good progress in learning.

104. Pupils' attitudes and behaviour are very good and this contributes significantly to their rate of progress. They listen carefully to instructions from the class teacher. This means that teachers can teach whole-class groups. A cascade system of support is used in which two pupils are closely supported by the teacher and they in their turn support their classmates. This is an efficient use of time and an effective teaching strategy because, as they pass the information on to their classmates, pupils are reinforcing their own learning at the same time. Such a strategy requires a great deal of common sense and relies on good relationships. These exist and the learning of all pupils benefit according.

105. The curriculum is structured well and is easy for teachers to follow and use in their planning. The subject manager is experienced and knowledgeable. He has a considerable impact on teachers' knowledge and planning and thus on delivery of the subject. Release time is provided to allow him to undertake some specialist teaching of groups particularly where new skills are being introduced. This has a good impact on pupils' rate of learning. The use of assessment is satisfactory and is now more consistent and accurate than at the time of the last inspection. Teachers carry out assessment of pupils' work at the end of each session and this means that future lesson plans are appropriately adapted to match the

requirements of the different class groups. There are a good number of good quality computers in classrooms in addition to those in the computer suite. There are an appropriate range of software and measuring devices that may be controlled by computers. Satisfactory use is made of these resources to support learning across the curriculum. Good use is made of space in the library to provide a computer suite and this has a good impact on learning allowing half-class teaching by the class teacher or subject manager.

MUSIC

106. Attainment for eleven year olds is in line with the national expectation for their age. The school has maintained its standards since the previous inspection. Pupils create musical patterns and suggest symbols to record the pattern. For example, some pupils used drawings of people jumping or running or spiral shapes to represent the flight of a discus, when composing work about the Ancient Greek Olympic games. They use a variety of percussion instruments to represent the sounds of people taking part in the games. They learn to tap out a rhythm and distinguish this from a pulse, for example, tapping a block to represent running, starting slowly and then building up to a steady beat as the athlete gets into stride. As their experience grows they begin to recognise how musical elements can be combined to create different effects.

107. Pupils throughout the school, including those for whom English is an additional language and those with special educational needs, make satisfactory progress. All pupils are fully included in musical activities. They participate enthusiastically and listen well. Behaviour is very good, and pupils concentrate well in group activities and work well together. Pupils listen attentively to the range of music played as they enter and leave assemblies. The subject manager gives a clear description of the background to the week's music explaining the difference between the composer of the piece and the arranger. They begin to recognise the instruments played in recorded music and express views on the quality of playing and on the mood it suggests to them. Their high level of interest and very good behaviour enhances the depth of their learning.

108. The quality of teaching and learning is good overall. The majority of lessons observed were taught by the subject manager. She expects a high level of involvement in performances by all pupils. Such a level of challenge results in good learning by the pupils. The subject manager introduces a block of work which teachers then follow in classroom activities. The well-structured scheme of work, provides good support for teachers who do not have specific skills in the subject. All pupils have the opportunity to be involved in musical productions and experience performing to a variety of audiences, including performances by Year 6 in the theatre of a nearby naval base.

109. The subject manager acts as a consultant to other staff and ensures an adequate range of good quality instruments are available for their use. Opportunities for pupils to learn instruments are satisfactory. Peripatetic teachers provide instruction in various instruments, for example brass. The school runs a choir and recorder group. Teachers celebrate the accomplishments of these pupils through involving them in performances. Teachers carry out assessment of pupils' achievements at the end of each unit of work to identify attainment that is average, above and below. Teacher assessments are not monitored to ensure standards are in line with those expected nationally or what may be done to ensure they are. The subject makes a good contribution to pupils' social skills as they learn well how to work together, share instruments and listen to each other's performances. The subject makes a very good contribution to spiritual development as pupils explore the various moods of music, the way it makes them feel and the sheer enjoyment of taking part in musical performances both in the classroom and in the music room. The subject makes a satisfactory contribution

to cultural development although greater use of non-western music and instruments would extend this contribution further. Pupils make satisfactory use of information and communication technology to listen to and record music and key boards to compose and play music. The music and drama room makes a satisfactory contribution to learning, providing a room away from distracting noises. This enables pupils to concentrate exclusively on the music being performed. Heavy curtains used for drama are sometimes left drawn during music and this deadens the acoustics and reduces the value of the room as a good resource. Other resources are satisfactory overall. They are good for percussion, satisfactory for tuned instruments but limited for instruments of ethnic origin.

PHYSICAL EDUCATION

110. Standards have been maintained since the last inspection. The attainment of the pupils in Years 3, 4 and 5 is broadly similar to that found nationally and they make good progress in lessons and from year to year. They are developing a particularly good knowledge of how to work safely. It was not possible to observe lessons for pupils in Year 6.

111. In Year 3, pupils copy, remember and repeat dance patterns and they improve the quality of their work each time they perform. They evaluate their own work and that of other pupils. In Year 4, they understand the effect that exercise has on the body and why it is important to warm up. They plan and execute, with satisfactory co-ordination, sequences of movement. Their skills develop and improve as they move into Year 5, where they show initiative and imagination as they move their bodies by pulling and pushing against the floor or against apparatus.

112. Teaching is good overall and it is very good in Year 5. It has a positive impact on pupils' learning and progress. Furthermore, as a result of the good teaching the pupils thoroughly enjoy physical education. They have very positive attitudes to the subject and their behaviour is very good. In the majority of lessons, teachers are particularly good at balancing clear instructions against encouraging pupils to think. Teachers plan good learning opportunities, where pupils are challenged, at appropriate levels, to extend their intellectual, physical and creative effort. They focus well on the development of basic skills and make good reference to pupils' earlier learning. As a consequence, pupils of all abilities make good progress as they practice the new skills that they have been taught.

113. In the best lessons, the teacher's very good subject knowledge is used to good effect; for example, by encouraging pupils to learn correct terminology. This makes a good contribution to skills in literacy. The teacher ensures that the pupils are fully involved. For instance, as well as evaluating their own performance, they are encouraged to put themselves forward to demonstrate. Imaginative use is made of the cooling down period by asking the pupils to reflect on the work they have done during the lesson.

114. There have been considerable improvements since the last inspection. There is now a good scheme of work and resources have been greatly improved, so that they are now good. The subject manager leads the subject well, conducting, for example training sessions for the other teachers. Pupils throughout the school have access to a broad curriculum, including outdoor adventurous activities when they attend residential visits. The school has developed good relationships with a local sixth form college and the pupils are taken there for swimming lessons and other sporting activities. Physical education is enhanced by extra-curricular activities in football and netball.

RELIGIOUS EDUCATION

115. Religious education is a strength of the school and the school is acknowledged as a centre of good practice. The school uses the Hampshire Agreed Syllabus 'Vision and Insight' and by the time the pupils leave the school, they attain standards that are above the requirements for their age. Standards are much improved since the last inspection and all pupils make good progress. This good progress occurs because the subject manager has transferred the syllabus into a clear, well-structured scheme of work, well supported by a very good range of artefacts and illustrative material. The range of interesting activities makes religious education relevant and 'come alive' for all of the pupils. This enables them to develop their understanding of the richness and diversity of different religions sequentially and in depth as they move through the school.

116. Pupils responded very well to the use of a wide range of teaching strategies and activities. In Year 3, pupils watched a cartoon video with obvious enjoyment and were able to understand and appreciate the moral messages of the parable of the lost son. Year 4 pupils listened carefully to the story of the ten commandments, sequenced pictures for a story board and achieved a high standard of understanding through the lively presentation and picture clues. Throughout the school the pupils study the distinctive features and traditions of different religions. Year 3 pupils speak knowledgeably about Chanukah, the Jewish festival of Light, and by Year 6 the pupils discuss and use the correct terms for the other important points in the Jewish calendar. At present the Year 6 pupils are extending their knowledge and understanding of Hindu worship using pictures and models of the god Shiva, they can draw diagrammatical representations and label specific symbols, to help in their studies. Christian worship provides a strong theme throughout the school. Pupils in Year 3 take part in a Nativity play, as part of a whole school week-long celebration of a Christian Christmas. This is followed by a theme week for Easter, linked with art and poetry, enabling all pupils to explore and develop an understanding of Christianity and to recognise the significance of Christian symbols.

117. The quality of teaching and learning is very good. Teachers use the excellent planning documentation and very good resources effectively. The subject has a high profile in the school. Teachers use a range of interesting ways of presenting lessons, maintaining interest and enthusiasm. They ask questions skilfully, allowing pupils time to think and to respond confidently, which aids pupils' learning well. The relationships between all adults and pupils are very good, and much praise and encouragement is given, enabling pupils to concentrate and be involved with their tasks. They know the appropriate vocabulary, expressing ideas well and recording the learning taking place through pictures, writing and diagrams, with care and pride in their work. Throughout the school, close links are emphasised and reinforced between personal, social, moral and cultural education, collective worship, religious education and the aims of the school. This contributes significantly to the very good behaviour and personal development of the pupils

118. The quality of the curriculum is very good and much improved since the last inspection. This is due to the dedication of the enthusiastic and very knowledgeable subject manager. She is very well organised and has worked closely with the local education authority advisory service to develop an impressive scheme of work, now accessible to other schools via a web-site. The scheme includes visits to a church in the locality and community links are extended through events and celebrations. The subject is well monitored and the subject leader has a clear view of continuity and progression across the school. The development of individual pupils is assessed and a portfolio of work samples compiled as evidence of what they know, understand and can do, in order to ensure the accuracy of assessments across the school.