

INSPECTION REPORT

PEEL COMMON INFANT SCHOOL AND NURSERY

Gosport

LEA area: Hampshire

Unique reference number: 116173

Headteacher: Ms A Woolland

Reporting inspector: Mrs Anne Johns
18579

Dates of inspection: 14 - 17 January 2002

Inspection number: 193989

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and nursery

School category: County

Age range of pupils: 3 to 7

Gender of pupils: Mixed

School address: The Drive

Rowner

Gosport

Postcode: PO13 OQD

Telephone number: 01329 234878

Fax number: 01329 283075

Appropriate authority: The governing body

Name of chair of governors: Ms H Harms

Date of previous inspection: 19 - 21 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18579	Mrs Anne Johns	Registered inspector	Science Music Religious education Foundation Stage Equal opportunities English as an additional language	How high are standards? How well are pupils taught? How well is the school led and managed?
19419	Ms Susan Boyle	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes, values and personal development
27219	Mrs Gwyneth Evans	Team inspector	Mathematics History Geography Art and design Special educational needs	
20007	Mr Trevor Neat	Team inspector	English Information and communication technology Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is about the same size as other similar schools with 158 pupils on roll. There are also 56 children who attend part time in the nursery. The number of boys and girls is about the same. The school, which is situated in the Rowner ward in the historic town of Gosport, occupies an attractive position and is very popular with parents. Over 50 per cent of pupils attend from out of the catchment area. The infant school is two-form entry and the pupils are taught in six single-age classes. The catchment area for the nursery unit and the infant school are different. The nursery unit has a wider catchment area and children with personal or social needs have a priority for places. Pupils come to the school from a range of backgrounds. Attainment on entry to the nursery is below average overall. Attainment on entry to reception is broadly in line in mathematics, with strengths in knowledge and understanding of the world and personal and social skills and below average standards in language and literacy. The percentage of pupils known to be eligible for free school meals at the time of the inspection was five per cent, but the average, over a year, is broadly in line with the national average. The percentage of pupils identified as having special educational needs is above average at 32 per cent. This percentage has increased since the last inspection. The percentage of pupils from ethnic origin backgrounds is below average and very few pupils speak English as an additional language.

HOW GOOD THE SCHOOL IS

Peel Common Infant School and Nursery is an effective school, which is committed to continuous improvement. There is a positive ethos in the school which is supported by a good level of care and mutual respect that ensures a good learning environment. The quality of teaching is good overall and most pupils make good progress through the school. There have been recent difficulties with recruitment which have had a negative impact on some aspects of management, but the school has worked hard to compensate for these difficulties and has ensured that the impact on pupils' attainment and the quality of learning has been minimal. Results from the national tests in 2001 indicate continued improvement in standards and the school was recently awarded a national Achievement Award. There are satisfactory leadership and management overall and good leadership from the headteacher. The costs per pupil are above average, but taking account of the good quality of teaching and learning overall, and the good behaviour, attitudes and relationships, the school provides good value for money.

What the school does well

- The quality of teaching and learning is good overall.
- The standards in history are above those normally expected at the end of Year 2.
- The school is effective at evaluating its strengths and weaknesses and makes good use of data for improvement.
- The headteacher has a clear educational vision for the school and is well supported by staff, governors and parents.
- Children are provided with an effective and stimulating start to their education in the nursery, where there is a rich and stimulating curriculum in a warm and secure learning environment.
- Pupils have positive attitudes and behaviour in class and around the school is generally good.
- There are good links with parents and the local community.
- Attractive displays enhance the learning.

What could be improved

- The senior management roles and responsibilities need to be strengthened by appointing a full-time deputy headteacher as soon as possible.
- Some subjects do not have co-ordinators and the monitoring of teaching and learning by co-ordinators is not sufficiently developed.
- The current long and short-term planning in science do not ensure clear progression in the pupils' knowledge, skills and understanding. There is insufficient recorded work in science and too much work is untidy.
- In a minority of lessons the pace is too slow and there is not a plenary session to reinforce the pupils' learning. Teachers do not always share the learning objectives with the pupils.
- Written procedures for risk assessment are insufficient and staff require training in these procedures.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. In spite of recent difficulties with recruitment the school has made satisfactory improvement overall with good improvement in some areas. The quality of teaching and standards generally have improved, particularly in English. The progress for more able pupils has improved as teachers now make more effective use of assessment to inform their planning. This area still requires attention in science. Most planning contains clear learning objectives. Most teachers have high expectations of what the pupils can achieve and they provide pupils with suitably challenging work. The overall attainment and progress of pupils are monitored effectively by tracking their progress in the school, but there is not enough regular monitoring of the teaching and learning by co-ordinators. There is not a subject co-ordinator for every subject.

The quality of provision for pupils with special educational needs has improved and is now good with required procedures in place. There have been several recent changes in the governors and recruitment is a problem. In spite of this, governors have strengthened their role as a 'critical friend'; they take a more active role in strategic planning and provide valuable support for the school. The school has ensured that the National Curriculum in English and design and technology is now fully implemented. The school has good capacity for further improvement, particularly when the current recruitment problems are solved.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

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

Key

well above average A

above average B

average C

below average D

well below average E

In reading standards have improved steadily since 1999 and in the national tests in 2001 they were above average both nationally and when compared with similar schools. In writing and mathematics standards are in line both with national standards and with those in similar schools. The school identified that boys were achieving less well than girls on entry to the school and has succeeded in improving this, so that there is now very little difference in the attainment of boys and girls. Standards in reading, writing and mathematics have improved broadly in line with the national average over the past five years, with recent significant improvement in reading. The percentage of pupils achieving the higher level in reading increased by nine per cent from 2000. In writing and mathematics the percentage of pupils achieving the higher levels is below average when compared with similar schools in relation to free school meals. The standards in science are above average overall with 29 per cent of pupils achieving the higher level. The school sets realistic targets for reading, writing and mathematics. These targets were met with regard to the percentage of pupils reaching Level 2 or above in reading and in Level 3 for mathematics. The school has set realistic targets for the current Year 2, recognising that there are more pupils in this cohort with special educational needs.

In the nursery, the children make particularly good progress with their language and personal and social skills because of the important emphasis given to this area of learning and the priority which is given to learning through play. Children currently in reception are making satisfactory progress overall and most are likely to achieve the 'Early Learning Goals'¹ in communication, language and literacy, personal, social and emotional development, mathematical development, knowledge and understanding of the world, creative development, and physical development by Year 1. On the basis of inspection evidence, current standards in Year 2 in reading, writing, mathematics and science are about average. The standards in history are above those normally expected in Year 2. Pupils are interested and well informed about a range of history topics, because of the interesting way this subject is presented. Throughout the school most pupils make good progress in lessons, although when the teaching is less successful, this progress slows.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, are interested and keen to learn and most concentrate well.
Behaviour, in and out of classrooms	Behaviour is generally good in the classrooms and around the school. Pupils show respect for each other and most play and learn together well.
Personal development and relationships	Good. Pupils willingly accept responsibility. They have good relationships with each other and with the staff.
Attendance	Satisfactory.

¹ The Early Learning Goals set out what most children should achieve by the time they reach the end of the reception year.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Satisfactory	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. It is particularly good in the nursery, and in English, art and design and history. In mathematics, science, religious education, music, and design and technology it is satisfactory overall, but with some good teaching in each subject and year group. No judgement was made on teaching in information and communication technology (ICT) as no direct teaching was seen. In the Foundation Stage the teaching was satisfactory overall. In the nursery the children have an effective start to their education in a stimulating and secure environment, with good quality of learning. Where teaching in the Foundation Stage was less successful, this was because the behaviour of some children had a negative effect on the learning that took place. In Years 1 and 2 the teaching was generally good with some very good teaching. In the most successful lessons throughout the school, teachers had high expectations of what the pupils could achieve, and lessons progressed at a brisk but appropriate pace. The teachers' own interest and enthusiasm stimulated the interest of the pupils. Teachers ensured that the pupils had a clear understanding of what was expected. They set clear objectives and ensured that the tasks developed the learning. In less successful lessons the pace was slower; there was not a plenary session to reinforce the learning and learning objectives were not shared with the pupils. Relationships are good which ensure that the pupils feel confident and want to achieve their best. Literacy and numeracy are generally taught well with clear planning. The non-core subjects are taught in an interesting way, which captures the pupils' interest, for example in history and religious education when the very good use of artefacts brings the subjects to life.

The school meets the needs of all pupils. The school identified that many boys in the school were below the standards expected on entry and introduced successful teaching strategies to remedy this situation. Pupils with special educational needs receive good support, which ensures that they learn effectively. Higher attaining pupils are suitably challenged. Throughout the school, pupils work hard and most make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and is appropriately balanced overall. There is a rich and well-balanced curriculum in the nursery. The school has devoted extra time to improving literacy skills and is now reviewing teaching time in order to maintain the improvements made in literacy skills and also develop work in other subjects.
Provision for pupils with special educational needs	Good. Pupils with special educational needs receive good support, which enables them to learn effectively.
Provision for pupils with English as an additional	Pupils who speak English as an additional language receive appropriate classroom support.

language	
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual, moral, social and cultural development is good. The school also makes good provision for personal development.
How well the school cares for its pupils	Pupils receive a good level of pastoral care. There is no formal recording of risk assessments.

The partnership with parents is good and has a very positive impact on the work of the school. Assessment procedures, including those to track progress are good. Some staff require training in child protection procedures in addition to risk assessment. The staff work hard to ensure that there is good inclusion² in lessons.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good, clear and purposeful leadership. She is well supported by the staff team. There is currently a part-time deputy headteacher owing to recruitment difficulties. This means that the headteacher has a very heavy load of management responsibility. The school has worked hard to ensure that this has had the minimum impact on the quality of learning in the school. However, some subjects do not have curriculum managers, which has a negative impact on development in those subjects. The monitoring of teaching and learning by curriculum co-ordinators is not sufficiently well developed.
How well the governors fulfil their responsibilities	The governors are clearly focused on school improvement and keen to continue to develop their role. They are well informed and several visit the school regularly. The shortage of governors means that several governors have a heavy load. The governors fulfil their role to a satisfactory level.
The school's evaluation of its performance	The school makes good use of data, for example, in setting appropriate but challenging targets and tracking pupils' progress.
The strategic use of resources	The school makes good use of strategic resources, for example in the allocation of support staff. There is very good support from the finance officer, which ensures thorough and efficient financial management.

The school has been unable to appoint a full-time deputy, which means that the headteacher and other senior staff have a high level of responsibility. There is a good level of support staff. The accommodation is attractive and spacious with attractive displays, which enhance the learning. The school is well resourced. The principles of best value are applied satisfactorily.

² Inclusion is the term used when a school seeks to promote all groups of children in its educational provision.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Good leadership.• Good partnership between school and parents.• The quality of teaching in the school is good.• Pupils behave well.• The staff expect children to work hard and children make good progress.	<ul style="list-style-type: none">• Parents would value more extra-curricular activities.

The inspection team agrees with the parents' positive views. The amount of extra-curricular activities is similar to most infant schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall the school has made good progress in improving standards and achievement since the last inspection, particularly in English. Trends in attainment over the past few years reflect an overall improvement in standards in all subjects. This improvement is in spite of an increase in the percentage of pupils with special educational needs, and recent recruitment difficulties. The school identified that boys did not achieve as well as girls on entry to the school, partly because of their attitudes toward learning. They have remedied this by ensuring that topics capture the interest of both boys and girls and consequently there is now very little difference between the results.
2. When most children join the nursery, they are below the standards expected especially in relation to language, communication and literacy skills. In the nursery they make good progress because of the good quality teaching and the well-planned curriculum that focuses on developing skills through quality play. Baseline tests indicate that by the time pupils are in reception they are broadly in line in mathematics, with strengths in science and personal and social skills and slightly below average standards in language and literacy. They make satisfactory progress overall through the Foundation Stage. By the time they join Year 1 most children in the current cohort are broadly in line to achieve the Early Learning Goals in communication, language and literacy, personal, social and emotional development, mathematical development, knowledge and understanding of the world, creative development and physical development.
3. In the 2001 national tests, the results at the end of Year 2 in reading were above average with 95 per cent of pupils achieving at least the expected levels for this age. The percentage of pupils achieving the higher levels was 32 per cent, which was slightly above average. The results were also above average when compared with the results in similar schools, in relation to free school meals. The percentage of pupils achieving the higher level in reading increased by nine per cent from 2000. Throughout the school there is an important emphasis on reading, which begins in the nursery where topics each term are linked to authors. Writing standards have also improved, and last year were average in the national tests and also when compared with similar schools. Standards in reading and writing have improved broadly in line with the national average over the last few years, with more significant recent improvement in reading. In writing the percentage of pupils achieving higher levels was below average when compared with similar schools. Standards in speaking and listening are broadly in line with average, which reflects the successful emphasis which the school gives to this important area, ensuring that the pupils make good progress throughout the school.
4. The 2001 national test results in mathematics show that, by the end of Year 2, standards are average when compared to national results and with similar schools. Trends over time are broadly in line with the national average. The percentage of pupils achieving the higher levels was below average when compared with similar schools. In science the test results show good improvement and were above average overall with 29 per cent of pupils achieving the higher levels and 97 per cent of pupils achieving the expected level for this age.

5. The school set realistic targets, which were met with regard to the percentage of pupils reaching the expected levels in reading and the higher levels in mathematics. The targets for 2002 are slightly lower which reflects the higher percentage of pupils with special educational needs in this cohort.
6. The school makes good use of data to analyse and track the progress which pupils make. This provides useful evidence for target setting and for providing extra help and support where necessary, for example in improving the performance of boys in the school.
7. Current standards in English, in relation to inspection findings, are in line with expectations at the end of Year 2. Standards overall are not as high as indicated in the national tests for 2001 because there are more pupils with special educational needs in the cohort. Reading and writing are about average, which represents good achievement for most pupils. They use their developing knowledge of capital letters and full stops to set out their ideas in sentences. Higher attaining pupils use sufficient detail to engage the reader's attention and there is some use of interesting vocabulary. In reading most pupils read with interest and recognise a range of words using different strategies. Standards in speaking and listening are about average. Most pupils listen well in lessons and make relevant comments in discussions. Standards in spelling are relatively weak. This reflects the poor phonological skills of pupils when they enter the school. The staff work hard to raise standards through systematic teaching and the good use of homework, but many pupils still struggle with this aspect of English.
8. Current standards in mathematics, based on inspection evidence, are average at the end of Year 2. This is similar to the standards achieved during the last inspection. Standards in the knowledge and understanding elements are higher than in the investigative aspect of the subject. Pupils develop a thorough understanding of number through the daily numeracy lessons, where techniques such as asking quick challenging questions at the start of the lesson, develop the pupils' thinking. There was little evidence in lessons of pupils solving problems in real life situations, although this was reflected in some displays around the school. By the end of Year 2, pupils know about two dimensional shapes and straight and curved lines. They become aware of the concept of time and are introduced to the calendar, days of the week, seasons and months of the year. Higher attaining pupils count confidently in tens from different starting points recognising the pattern of 3, 13, 23.
9. On the basis of evidence gained throughout the inspection, standards in science are broadly in line with expectations at the end of Year 2. Most pupils have a sound understanding of living things, materials and living processes. The pupils understand what is required to make an electrical circuit and foods necessary for healthy eating. They understand the impact of different forces. They are less secure in their ability to record their findings, for example, in table form.
10. The previous inspection judged standards in all areas, except physical education, which was judged to be above average, to be satisfactory. In swimming and games, standards were judged to be above average, but it was not possible to observe these during the current inspection. Standards have been maintained in the non-core subjects and are in line with expectations in geography, art and design, physical education, ICT and music. There has been a significant increase in the percentage of pupils with special educational needs, particularly in the current cohort in Year 2. In history, standards have improved, with most pupils achieving standards above those

normally expected for the age. In religious education, standards are in line with those set out in the locally agreed syllabus.

11. Most pupils with special educational needs make good progress due to the effective support which they receive. The school identifies pupils with special educational needs quickly and provides good opportunities for them to have extra support. Support staff work effectively with individuals in class to ensure that they have full access to the curriculum. Most pupils with support concentrate well and achieve appropriately to their capabilities. Higher attaining pupils make appropriate progress in the majority of lessons, but in a minority of lessons where the pace is slower and there is less challenge they do not make sufficient progress. Pupils who speak English as an additional language make at least satisfactory progress with support in class.
12. Most pupils make good progress throughout the school and in most lessons. When the teaching is good or very good the rate of progress is also good. This is because of the teacher's high expectations, the challenge provided in the lessons and the way in which the teacher engages the pupils' interest and determination to succeed, through their own enthusiasm, the effective classroom management and good subject knowledge. The school has made good progress in relation to attainment since the last inspection, particularly with regard to standards in reading, the attainment and quality of learning for boys and in relation to the higher percentage of pupils with special educational needs.

Pupils' attitudes, values and personal development

13. The pupils' attitudes to school are good. They like coming to school and enjoy their lessons. They concentrate well, and are confident and keen to ask questions. They will ask if there is something they do not understand; for example, in a Year 1 English lesson about Knights and Castles a pupil asked "What's jousting?" Children in the nursery are very interested in their learning and enthused by the activities. They were particularly fascinated by the 'hand' made of ice, and although slightly apprehensive were keen to touch it and find out all about it. Very occasionally pupils are noisy when starting their group activities.
14. Pupils' behaviour is good overall. In the nursery the children's behaviour is very good. Pupils listen well to their teachers and do as they are told. They respond well to the school rules and know, for example, which areas of the playground they should use when they are eating their morning snack. Playtimes are lively and enjoyable with children making appropriate use of the good range of playground toys and equipment. They show remarkable levels of patience, waiting in an orderly line for a turn to throw the ball through the hoop. No pupil has been excluded for poor behaviour. A few boys in reception behave unsatisfactorily in a minority of lessons, because the current behaviour strategies do not work, for example, when the teacher does not insist that everyone listens when she speaks.
15. Pupils' personal development and relationships are good. They work well together in lessons and, for example, in Year 2 in an English lesson about phonics, pupils discussed their answers and collaborated well to reach effective conclusions. They play well together in the playground and because they have such good levels of co-operation it means that they are able to share the toys, and this helps to make playtimes enjoyable. Pupils generally get on well with each other and disagreements are rare. There are very occasionally isolated instances of pupils being not as kind to each other as they should be, but these are quickly and effectively sorted out by staff. Pupils have developed a good understanding of rules. They know that sometimes, so

as not to get into trouble some children do not tell the truth, but they know that this is wrong. Pupils take responsibility very seriously and are pleased and keen to help with tasks around the school. Even the very youngest children in the nursery are confident to take the registers to the office, and older pupils help in assembly by operating the cassette player, or wait patiently until the end of assembly in order to tidy away the chairs.

16. Attendance rates at the school are in line with other schools. At the time of the last inspection the rates were slightly higher but the apparent drop is due to a very small number of poor attenders. The school is well aware of this, and in collaboration with the education welfare officer makes every attempt to encourage these pupils to attend more frequently. Registration procedures are generally satisfactory. However, in the Foundation Stage classes, formal registration during the inspection was more lax and not always accurate. This is something the school needs to address.

HOW WELL ARE PUPILS TAUGHT?

17. A key issue in the last inspection was to ensure that there was effective use of assessment to plan work at appropriate levels for the ability range; to raise teachers' expectations of what pupils could achieve; to make sure the planning included clear learning objectives, and to ensure that work in ability groups was sufficiently challenging. The school has made reasonable progress with this key issue, particularly in relation to the increased percentage of pupils with special educational needs and the recruitment difficulties. The amount of good teaching has improved since the previous inspection and there is less unsatisfactory teaching. Teachers have realistic expectations of what pupils can achieve and most planning does include clear learning objectives, although these are not always shared with pupils. Work in ability groups is sufficiently challenging.
18. The previous inspection also highlighted the need to effectively monitor attainment and progress. There is careful monitoring, mainly by the headteacher, and also effective use of data analysis, but subject co-ordinators are not sufficiently involved in the monitoring process at present. Discussion with teachers indicates that the planning generally does make effective use of assessment to decide the level of work, but during the inspection there was little written evidence of this.
19. The quality of teaching overall is good, which has a positive impact on the quality of learning in the school. It is particularly good in the nursery, and in English, art and design and history. In mathematics, science, religious education, music, and design and technology it is satisfactory overall, but with some good teaching in each subject and year group. No judgement was made on teaching in ICT as no direct teaching was seen. In the Foundation Stage the teaching is satisfactory overall. In most lessons throughout the school, pupils work at a realistic but productive pace and they work hard, developing new skills and increasing their knowledge and understanding. There have been several staff changes since the last inspection. All teachers are keen to provide good quality education for the pupils and there is a shared commitment to improvement. The quality of teaching has improved overall since the last inspection with almost 60 per cent of teaching being good. All the teaching in Years 1 and 2 was at least satisfactory with 64 per cent of good or very good teaching. Because of the effective teaching, most pupils including those with special educational needs and those who speak English as an additional language, make good progress through the school. In a few lessons the progress of higher attaining pupils slows: this is when the pace is too slow and there is insufficient challenge.

20. In the last inspection teaching in the early years was good overall. Teaching in the Foundation Stage is satisfactory overall, with good teaching in the nursery. The staff in the nursery work together very well and their enthusiasm and enjoyment foster positive attitudes in the children who want to learn and to do their best. Planning in the Foundation Stage is thorough and is based on the Foundation Stage curriculum. There is a good balance of coverage with appropriate use made of the outdoors. There is a strong emphasis on language skills, for example through stimulating play activities. In addition, the topics covered throughout the year focus on different authors. In a minority of lessons in reception the teaching was unsatisfactory mainly because the behaviour of a few pupils adversely affected the quality of learning, and strategies to improve the behaviour were not effective enough.
21. In Years 1 and 2 and reception, there were lessons that were satisfactory, overall, but also included some less satisfactory elements.
22. **Strengths in the most successful teaching include:**
- a brisk but appropriate pace;
 - enthusiastic teaching which grasps the pupils' attention and makes the learning enjoyable;
 - high expectations and sufficient challenge for all pupils, including the higher attainers;
 - clear learning objectives which were shared with the pupils;
 - a useful plenary session which reinforced the learning;
 - skilful questioning which kept the pupils' attention focused;
 - effective use of the support staff.
23. **Shortcomings in the teaching include:**
- the pace was too slow;
 - the learning objectives were not shared with pupils;
 - there was not a plenary session or it was too rushed;
 - expectations were not high enough with insufficient challenge for the higher attainers;
 - behaviour management strategies were not effective.
24. The last inspection identified weaknesses in the teaching of pupils with special educational needs. This was due to tasks not matching the pupils' abilities and the use of support staff not always being effective. The school has made good improvement with this issue. Tasks are now suitably matched to different abilities and there is good use of support staff. The provision for pupils with special educational needs is good, as there are sufficient adults to answer pupils' questions and support their learning. Teachers pay attention to the needs of these pupils when planning their lessons, and are actively involved in the development of individual education plans. All teachers are aware of the need for pupils to build confidence to work independently. The school provides good support for pupils with special educational needs and their attainment and progress are monitored through regular reviews of their individual education plans. There is a well-established method of identifying pupils in the class who may have special educational needs. In most lessons there is appropriate challenge for higher attaining pupils. In a minority of lessons there is insufficient challenge and opportunities for these pupils to work independently are too limited.

25. The teaching of literacy is good and is the main reason that pupils achieve well. This is significantly better than at the time of the last inspection. The staff prepare and plan conscientiously and well and have good subject knowledge. In the last inspection teaching was found to be satisfactory in the majority of lessons, with some unsatisfactory teaching, so this is an improvement with the findings of the last inspection. The quality of teaching in numeracy is satisfactory overall with a significant amount of good teaching in Year 2. In the last inspection teaching was found to be satisfactory in the majority of lessons, with some unsatisfactory teaching, so this also improved since the last inspection. The implementation of the National Numeracy Strategy has had a beneficial impact on the standards of teaching. Most lessons have clear learning objectives and are well planned, ensuring that pupils develop a thorough understanding of number. During the inspection the plenary session was occasionally rushed and not used effectively to reinforce the learning, which had a negative impact on the learning.
26. Teaching in science during the two lessons, which were observed during the inspection, was good and the pupils made good progress because of the teachers' high expectations and the clear progression of skills in the tasks during the lesson. Teaching in art and history was good. Cross-curricular links are developing well which fosters the pupils' enjoyment and interest. The use of ICT to support teaching and learning has been developed satisfactorily since the previous inspection.
27. In the most successful lessons across the curriculum the clear learning objectives were shared with the pupils and then revisited at the end of the lesson to reinforce the learning. In the best lessons teachers asked skilful questions, which probed the pupils' thinking, and developed their skills. A good example of this was in a Year 2 design and technology lesson, when the teacher's questions helped the pupils to develop stronger structures made of paper. Teachers, nursery nurses and support staff know the pupils well and they present good role models for the pupils. Relationships are good, which foster good levels of self-esteem. Teachers use praise and encouragement well to encourage the pupils. Most teachers have effective behaviour management strategies and consequently the behaviour is generally good and supports the learning. In most lessons the pupils work effectively in a calm and purposeful atmosphere.
28. The use of homework to reinforce the learning is appropriate. Pupils take books home regularly and also do other work, which supports their learning in school. The quality of marking varies. Most teachers try to check work through with the pupils, but there is little evidence of constructive comments in books to improve the pupils' learning and understanding.
29. There has been some useful monitoring mainly by the headteacher with beneficial written feedback on teaching. As yet, and partly due to the current staffing situation, co-ordinators have not been involved in monitoring the teaching in their subjects. There is good liaison between teachers, nursery nurses and support staff, who are well informed and have positive impact on the teaching and learning in the school. In the questionnaire sent to parents all parents who replied agreed that teaching in the school was good.

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

30. There is a rich and well-balanced curriculum in the nursery where the children have an effective start to their education. There is a clear and successful emphasis on

communication, language and literacy and personal and social skills. The curriculum in the Foundation Stage is broad and balanced. All the areas of learning are covered with an appropriate provision for outdoor education, and an emphasis on learning through purposeful play.

31. The curriculum for Years 1 and 2 is broadly based and contains much to interest pupils. It meets statutory requirements to teach the subjects of the national curriculum and religious education. An engaging and relevant range of learning opportunities is provided to cater for pupils, including those with special educational needs. The good use of purposeful play throughout the school enhances the curriculum and stimulates high levels of pupil interest. The exciting castle in Year 1 and Victorian photographic studio in Year 2, help to reinforce good speaking and listening skills, as well as developing the pupils' knowledge and understanding. Good quality strategies for teaching literacy and numeracy help pupils to develop skills that support learning in all subjects. The school rightly places great emphasis on raising the standard of pupils' literacy skills, and currently gives a much larger proportion of lesson time to teaching these than other schools. Consequently, the time available to teach other subjects is reduced. The school has identified the need to review the use of teaching time, so that it maintains the good gains made in literacy standards and further develops the work in other subjects.
32. The school and the curriculum are socially inclusive. Generally, teachers plan effectively to provide equal opportunities for different groups, such as higher attaining pupils, to succeed. The provision for pupils with special educational needs is good. Pupils with special educational needs, those who speak English as an additional language and higher attaining pupils are integrated well into groups within the classroom and are included in any additional activities provided by the school. Having identified that many boys came to school with negative attitudes to learning, the school has successfully developed a curriculum which captures the interest of both boys and girls.
33. The curriculum is structured effectively so that pupils' learning experiences are based securely on what has already been taught. Teaching that crosses subject boundaries often adds depth and interest to pupils' work. For example, they may study Indian cooking as well as the geography of that country. Compared to many, the school is at an early stage in considering the national planning guidance issued by the Qualifications and Curriculum Authority (QCA). It is trying out the guidance given for planning art, and some elements in other subjects, with a view to incorporating it more widely into their programmes of work.
34. The school makes effective provision for pupils' personal, social and health education. Sex education and appropriate teaching about the dangers of drug misuse are included in the programme. It has yet to set out formally how it will include the development of pupils' citizenship skills, but this is due to be done as part of the school improvement plan.
35. The good quality of the school's links with the local area significantly enriches the range of pupils' learning opportunities. A wide variety of visits, such as one to share a Victorian Christmas experience aboard a nearby iron-clad warship, generate much interest and enjoyment of learning. Visits to the school made by authors, local clergy, naval personnel, fire crews and many others, considerably extend the work done in lessons. The school also gets much from its co-operation with local schools and educational institutions. For example, a cluster of schools combine their buying power to get cheaper in-service training for teachers. In taking a good number of

students who are training to be teachers and nursery nurses, the school adds usefully to its human resources.

36. There is good provision for homework, which is set regularly in Year 1 and Year 2, to extend and consolidate the work done in lessons. In common with many infant schools, no regular clubs or activities are provided outside lesson hours, although there are occasional music groups.
37. The school cultivates pupils' personal development well. The school is good at fostering pupils' self-knowledge and self-respect. The adults respect individual pupils and value their contributions to lessons. They encourage everyone to share what is special to them and to listen to others. The provision for spiritual, moral, social and cultural development is good. The school has maintained the good level of provision from the last inspection. The acts of collective worship are planned well and often engage and involve pupils effectively. However, sometimes opportunities are missed to develop spiritual awareness. For example, when prayers are said, not enough scope is given for pupils to reflect on what has been said on their behalf. The school works hard and successfully to produce responsible young people who clearly understand right from wrong. The very good modelling of behaviour by adults in school, the widely understood 'Golden Rules' and the good system of rewards and sanctions are important elements in the school's success. The outcomes are the good behaviour and constructive relationships noted by the inspection team and recognised by the parents. The school takes effective steps to promote pupils' cultural awareness. Visits, visitors and the school's curriculum help significantly in this respect. Visits by the Bournemouth Symphony Orchestra, the performances of theatre groups in school, and the study of different traditions and locations in subjects such as religious education and geography, enhance the pupils' understanding of their own and other heritages.
38. The weaknesses in the curriculum, identified at the time of the last inspection, have been addressed successfully. The curricula for English and design and technology now meet statutory requirements and pupils with special educational needs have access to the same range and quality of learning experiences as their peers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Teachers have established caring and effective relationships with pupils and this and the good level of communication between staff and parents helps pupils to feel secure and well supported. Pupils receive a good level of pastoral care.
40. Staff are very concerned for the welfare of the pupils and health and safety issues are managed and dealt with conscientiously. However, the present procedures are unsatisfactory overall because although there is regular monitoring of health and safety, the school does not formally carry out and keep a written record of risk assessment. In addition, although several members of staff have had first aid training no one has had recent training in health and safety. The school follows the local authority's guidance on risk assessment for visits.
41. Child protection arrangements are well established and generally satisfactory. The designated person for child protection attends regular training and keeps teaching staff kept well informed of new development in guidance and practice. However, lunchtime assistants are not included in this and are unclear about the school's policy on child protection.

42. Overall the school has an effective behaviour policy and consequently the vast majority of pupils behave well. The headteacher and staff provide good models in the way in which they relate to and manage pupils. The approach is positive and non-confrontational, and works well by minimising the potential for behavioural incidents. In reception, the behaviour of a few boys is unsatisfactory in a minority of lessons, when the behaviour strategies do not work. Lunchtime supervisors are generally caring and concerned although there are occasional confrontations at lunchtime, which are contrary to the prevailing ethos in the school. Bullying is rare and parents are confident that when it occurs it is dealt with speedily and effectively.
43. The playground and grounds have been very well developed to provide wonderful opportunities for play. The school has developed appropriate procedures for pupils to re-enter school at the end of play-time, which ensures there is no slippage of time.
44. The monitoring of attendance is well supported by the education welfare officer who makes very frequent visits to the school.
45. The school has worked hard and successfully in raising the attainment of boys, and has recently revised strategies such as the procedures for lining up at the end of play-time, to ensure that there is no gender discrimination.
46. Since the last inspection the school has revised the assessment policy and this includes a designated assessment week for all classes. During this week key assessment tasks are planned to evaluate progress in core subjects and achievements in topics. Overall, the school has established good procedures for monitoring pupils' academic progress from baseline to the end of the key stage. Evaluation of teaching and learning in English and mathematics has been initiated by the headteacher and deputy headteacher, with some support from the local authority. At the time of the inspection there was no evidence of monitoring of science and the foundation subjects, mainly because of the current staffing situation. The school has developed an assessment policy, which gives clear guidance for staff. The headteacher has established a comprehensive tracking record of pupils' attainment through assessment on entry, using ongoing assessment to predict outcomes at the end of the key stage. Teachers use these assessments to inform their planning in the core subjects. Priority has been given to the assessment of English and mathematics to determine strengths and areas for further development. The assessment procedures in science are not sufficiently rigorous at present.
47. The quality of the teachers' day-to-day assessment is satisfactory. The teachers' daily interaction with the pupils in lessons is a strong point, as most teachers are effective at asking the appropriate questions to ensure that pupils understand their work. Teachers and learning assistants provide effective support for pupils when working in groups. Assessment of the pupils' skills, knowledge and understanding in other subjects across the curriculum is at an early stage of development, as co-ordinators are not yet involved in a programme of classroom observations. Data from national tests is analysed to determine differences between groups of pupils of different ability levels. The school has achieved success in their monitoring of variations in attainment between boys and girls and has addressed the needs of boys through topics such as 'The Titanic Disaster' and 'World War II'. In mathematics the school has set pupils as a result of data analysis to raise standards. Individual pupil targets have been set in English and mathematics.
48. The procedures for monitoring and supporting pupils' academic progress are good. Samples of pupils' work are compiled in the core subjects in the pupils' Record of

Achievement to support ongoing assessment. These are shared with parents and inform the next teacher. The school has a marking policy and work is assessed through discussion with individual pupils, but in practice the marking lacks rigour. The school has worked hard to develop a systematic means of assessment to identify strengths and weaknesses in the learning of different groups of pupils and teachers are using this information to ensure tasks are appropriate.

49. The school cares well for pupils with special educational needs. The teachers, nursery nurses and support staff relate well to these pupils and effectively raise their self-esteem. The pupils' attainment and progress are monitored well and information gathered is fed productively into individual education plans, which are used as a working document in the classrooms by both teachers and classroom support assistants. These plans include targets to promote learning and progress, and are regularly reviewed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents are extremely positive and very supportive in their views of the school. There was no issue from the parents' meeting, the questionnaire or from talking with parents that a significant number of parents were unhappy about. Parents felt that it was a good school and many had chosen to send their children, despite it being some distance from their home.
51. The school has very effective links with parents and they feel comfortable approaching staff with concerns. In the nursery, staff involve parents well and quickly establish a relationship with new parents which sets the tone for involvement in learning through the school. Nearly all parents listen to their child reading on a regular basis.
52. The school also involves parents well by consulting them on policy. Parents' response to this is very good; for example, around 70 parents attended the meeting about homework. There is also very good support from parents for the termly parent-teacher consultation evening.
53. Written information for parents is good. There are regular informative newsletters and information about the curriculum. The nursery, reception class and the homework booklets have helpful suggestions about activities to do at home. Pupils' annual reports are generally satisfactory. They are sufficiently detailed and easily understood. However, they are not always specific about the progress that pupils have made, particularly in the non-core subjects. Although there is good written information for parents about the curriculum the school does not currently provide workshops or hold open days.
54. Parents' involvement with the work of the school is good. There is a thriving friends' group, which is active and very well supported. Events are designed to enhance pupils' experiences and often involve the whole family. The Family Disco in particular is well attended and enjoyed by all. Money raised from events is used well for example, to buy the playground equipment.
55. A very good number of parents willingly and effectively give their time to help in school. A number help in classrooms listening to children read and helping with activities. Parents also made the 'story sacks'. These 'sacks' are used throughout the school to greatly enhance pupils' experience and enjoyment of listening to a story. Parents of pupils with special educational needs receive good support from the school. They are made aware of any concerns about pupils at an early stage and the

school has a successful policy, which ensures continuing parental contact. Good quality information is provided for parents and they are encouraged to take a full part in their child's education. They are involved in the individual education plans and meet the co-ordinator regularly to discuss progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school are satisfactory, overall. The headteacher provides good, purposeful leadership with a clear vision for the school. This was very evident from the informative documentation received before the inspection. She is well supported by the staff, including the senior management team, governors and parents and there is a shared vision for further improvement. In the last inspection the leadership and management were judged to be good overall. Since then the staffing situation has changed and in spite of extensive efforts it has not as yet been possible to recruit a full-time deputy headteacher to support the leadership and management. This limits the amount of delegation, although senior staff have willingly undertaken extra responsibilities. The situation has had a negative impact because the headteacher has a very heavy load, and not all subjects have a co-ordinator. The staff have worked very hard and are to be commended that the situation has had as little negative impact as possible on standards and the quality of pupils' learning. The school has made reasonable improvement with leadership and management, taking into account the current difficult staffing situation.
57. A key issue in the last inspection was to improve the governors' role in school by ensuring that their overview of the school was sufficient to allow them to act as effective critical friends in partnership with the headteacher. The governors have improved their role in school and are welcomed by the staff as critical friends. There is a problem with recruitment and consequently many governors have a heavy load because they are on several committees. The newly appointed Chair of Governors meets regularly with the headteacher. The governors are well informed and several of them spend considerable time in school. Opportunities for more formal monitoring have been hampered by the shortage of governors, but the governors know that this is a priority. There are committees in place, which meet regularly. They are committed to developing their role further and give valuable support to the school. The governors are appropriately involved in decision making, for example with regard to the school development plan. The governors have a thorough awareness of the strengths and weaknesses in the school. Parents were unanimous in their support for the leadership and management of the school in the pre-inspection questionnaire and at the meeting for parents. Statutory requirements are met apart from the requirement related to risk assessment.
58. The Strategic Plan is a useful and informative document, which sets out improvements over four years with clear costings, responsibilities and success criteria. It provides clear guidance to the management in the drive to improve and maintain standards and how these targets are to be achieved. The school has a clear set of aims and values, which are reflected in the work of the school.
59. Apart from the absence of a full-time deputy, the school has an appropriate number of teaching staff whose qualifications and experience match the needs of the National Curriculum. The support staff and nursery nurses liaise closely with the teachers and provide effective support. There is an effective system for professional development, which ensures that all staff benefit from any training which takes place. The induction procedures are satisfactory, and help to ensure that new staff settle quickly into the school and become an effective part of the school team. The system for performance management is effective and supports staff development well. Currently, mid-day supervisors do not meet with the management on a regular basis. They also require further training in child protection procedures.

60. The headteacher and English co-ordinator have undertaken some valuable monitoring of teaching and learning. Staff are provided with informative written feedback with clear targets for improvement. Subject co-ordinators have not yet developed the monitoring of teaching and learning in their subjects in order to be fully informed of strengths and shortcomings in their areas of responsibility. These now need to be more formalised and structured with an agreed format for observations and feedback. Some subjects do not have a co-ordinator and the headteacher is currently covering for too many subjects. This means, for example, in science the current planning does not support continuity in the development of pupils' skills, knowledge and understanding. Assessment procedures in science are not sufficiently rigorous, there is insufficient written work and too much work is untidy. The system for monitoring and analysing pupils' work on a regular basis, although satisfactory, needs to be more consistently applied.
61. There are plans to review schemes and policies in line with National Curriculum guidance in order to provide useful guidance and consistency in practice. The school has developed good use of data to measure the effectiveness of the school and to identify strengths and weaknesses in different groups. This has had very positive effect with regard to the improved attainment of boys.
62. Provision for special educational needs is well managed. The co-ordinator for special educational needs is experienced and knowledgeable, committed to the best interests of the pupils. She acts in an advisory capacity for staff, and has regular weekly contact with classroom support staff. The current staffing situation has restricted the opportunities to monitor the learning of pupils with special educational needs in the classroom. Classroom support assistants have received useful training in literacy and behaviour management. The governor responsible for special educational needs meets with the co-ordinator every term and is appropriately experienced to fulfil the role. The additional funding for pupils with special educational needs is effectively targeted. The school makes good provision for equality of opportunity in lessons, where there is also a good level of inclusion. The school recognises the importance of ensuring that procedures, such as those at playtime, support the good work done in lessons.
63. Budgets are clearly based on the needs identified in The Strategic Plan. The finance committee meets on a regular basis to monitor expenditure. Care is taken to obtain good value on all purchases and the principles of good value are applied satisfactorily. The school finance officer provides a very good level of expertise, which is invaluable in organising the finances. The smooth and effective management of day-to-day management of the school by efficient office staff, supports the teachers well and is carried out with the minimum disruption to teaching. At the end of the school year the school had a carry forward budget of £34,276, which is being used appropriately to deal with priorities. The expenditure per pupil is above average. Taking into account the standards achieved, the overall quality of education, the good behaviour, attitudes and relationships, and the effective start which children have in the nursery, the school provides good value for money.
64. The range and quality of learning resources are good. Resources have improved since the last inspection, particularly in ICT. Resources in the Foundation Stage are good and will be enhanced with the arrival of the new scooters for children in reception. The accommodation is good, maintained to a good standard and is used well. The environment is enhanced by interesting and attractive displays, which capture the pupils' interest and enhance the learning very well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to build upon the strengths and continue the improvements made, the headteacher, governors and staff should:

- (1) Strengthen the management roles and responsibilities by:
 - appointing a full-time deputy headteacher at the earliest opportunity;
 - ensuring that all subjects have effective leadership;
 - developing the monitoring role of subject co-ordinators.

(Paragraphs 29, 57, 94 and 98)

- (2) Improve the long-term and short-term planning in science to ensure clear progression in the pupils' skills, knowledge and understanding. Ensure that this is reflected in a sufficient amount of recorded work, which is well presented.

(Paragraph 98)

- (3) Improve the pace of teaching and plenary sessions in lessons that are less successful, and ensure that learning objectives are shared with the pupils.

(Paragraphs 19, 23, 90 and 136)

- (4) Tighten up procedures for risk assessment through staff training and by accurate record keeping.

(Paragraphs 40 and 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	18	13	2	0	0
Percentage	0	8	50	36	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	28	158
Number of full-time pupils known to be eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	8	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.8

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	30	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	24	29
	Girls	28	27	29
	Total	56	51	58
Percentage of pupils at NC level 2 or above	School	95 (91)	86 (83)	98 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	29	29
	Girls	27	29	28
	Total	54	58	57
Percentage of pupils at NC level 2 or above	School	92 (85)	98 (94)	97 (89)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	157
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	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	27
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	164

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29:1
Total number of education support staff	3
Total aggregate hours worked per week	66
Number of pupils per FTE adult	7:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	1.0

Total number of vacant teaching posts (FTE)	0.5
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.5

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	469,352
Total expenditure	464,722
Expenditure per pupil	2,336
Balance brought forward from previous year	29,646
Balance carried forward to next year	34,276

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	5	0	0
My child is making good progress in school.	40	55	3	0	2
Behaviour in the school is good.	34	66	0	0	0
My child gets the right amount of work to do at home.	34	48	11	0	8
The teaching is good.	48	52	0	0	0
I am kept well informed about how my child is getting on.	38	52	6	2	2
I would feel comfortable about approaching the school with questions or a problem.	58	40	2	0	0
The school expects my child to work hard and achieve his or her best.	65	34	0	0	2
The school works closely with parents.	42	54	5	0	0
The school is well led and managed.	48	52	0	0	0
The school is helping my child become mature and responsible.	51	46	2	0	2
The school provides an interesting range of activities outside lessons.	20	38	14	2	26

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. The Foundation Stage comprises the nursery, which children can attend for a year from the age of three, and two reception classes. The nursery teacher is the Foundation Stage co-ordinator, which enables good liaison and communication between the classes. Children attend nursery on a part-time basis for either the morning or afternoon session. Over the first few weeks of term they attend a few sessions per week. There is a very good system of induction, including home visits, which ensures a smooth and happy start and good parental involvement. There is also a good system of induction, including visits from the nursery to reception to enable the children to feel comfortable and happy. In the previous inspection standards in all areas of learning were judged to be above average by the time the pupils were five years old. Since the last inspection more children with special educational needs have been admitted. Judgements on attainment are now made on entry to Year 1 at the end of the Foundation Stage, not when the children are five. The teaching then was good and this has been maintained in the nursery. In the Foundation Stage overall teaching is now satisfactory. There was a small amount of unsatisfactory teaching in reception. This impeded the progress that the children made in the lesson, because of the frequent interruptions.
67. Teachers, nursery nurses and support staff have high expectations about what the children can achieve and they work and plan together well. In the nursery in particular, there is a good balance of self-chosen activities and those which have more structured teaching in a group. Interesting and challenging activities are provided for the children, which promote effective learning. There is good provision of purposeful play throughout the Foundation Stage; for example a jungle in one reception class is supported by another area in the class which is a jungle camp. Good use is made of the role-play areas in supporting early literacy and numeracy skills. Record keeping and assessment are thorough and informative and inform the planning. In some group or class sessions the learning objectives are not made clear enough to the children, which slows the progress which the children make. The staff have a good understanding of the needs of young children and of the recommended curriculum for this age. Members of staff are enthusiastic and enjoy their work, which has a positive impact on the learning because the children want to find out and learn. Appropriate use is made of the outdoor area to support the learning.
68. There are strong links with parents. They help regularly in the nursery, for example, with the library, and have made very high quality book bags to support literacy skills. Parents are welcomed in the school and have positive impact on the standards achieved. There is a very useful booklet, for parents of new children, which provides necessary information. Most children have positive attitudes and behave well. Relationship overall are good with mutual respect and trust. There is good inclusion of all children, including those with special educational needs. Monitoring during the day ensures that everyone is included. Children with special educational needs are quickly identified and given extra support if needed.
69. When children begin nursery their achievements are below the standards expected overall, particularly in relation to communication, language and literacy. There is a high percentage of children with special educational needs. They make good progress because of the good teaching and the rich, stimulating environment. In reception, baseline tests show that pupils' attainments are still below the expected

levels in language and literacy skills, but have strengths in science and personal and social skills and their achievements are broadly in line with standards expected in mathematics. By the end of the Foundation Stage most children are in line to achieve the Early Learning Goals in communication, language and literacy, personal, social and emotional development, mathematical development, creative development and physical development.

Personal, social and emotional development

70. In the nursery children make good progress because of the effective teaching. There is a wide range of activities to develop skills at this stage. The environment is well organised with clear labels to encourage the children to help pack away and tidy up. The system of choosing and planning a certain number of activities helps to develop independence. The clear routines help children to feel secure and confident. The children quickly learn the accepted behaviour code; for example by taking turns on the computer and not calling out. In the nursery and reception classes independence is fostered well by encouraging the children to put on their own coats. In the nursery there are frequent opportunities for children to experience awe and wonder; for example on the winter walk or exploring a melting block of ice in the shape of a hand. In reception and overall, the children make good progress in personal, social and emotional development. There is good provision for the development of these skills through purposeful play. The attractive displays stimulate the children's interest and make them want to find out more. Visits in the local environment and visitors to school excite interest in the children. Most children develop positive attitudes to learning and concentrate well.

Communication, language and literacy

71. The teaching is satisfactory overall and is good in the nursery. There is a high and appropriate emphasis on developing language skills and most children in the nursery make good progress. This is because of the high expectations of the staff and the good teaching. The topics are linked to authors so that the children develop a love and enjoyment of books from an early age. The borrowing of books and the excellent book bags made by parents reinforces this. Staff in the Foundation Stage are very competent at using opportunities well to reinforce language skills through skilful questioning and stimulating role play.
72. In the nursery, children through group work gradually develop confidence at joining in and speaking, and they listen well. There are several children who still find it difficult to speak clearly. However, the sensitive handling by the staff helps the children to become more articulate and they begin to talk about their favourite books. This is developed in reception where there are more formal literacy sessions, though still including play. In the nursery, children develop their writing from mark making to the correct formation of a few letters. The way in which staff value all the children's attempts at writing, fosters effective learning. By the time they are in reception most can write their name, hold their pencil correctly, recognise some simple words and begin to write a few words. The children make satisfactory progress in reception. Throughout the Foundation Stage, children enjoy listening to stories and several begin to re-tell them in their own words.

Mathematical development

73. The teaching is satisfactory overall and good in the nursery, where there is a balance of interesting activities to extend the children's thinking and understanding. In the

nursery the children develop their counting and sorting skills. They play with different construction equipment and develop appropriate language. In sand and water activities they develop the understanding of concepts such as 'full' and 'empty' and they explore weight and capacity. Most children in the nursery make good progress because of the thorough planning and high expectations which the staff have. Planning is thorough, although the learning objectives for group activities are not always sufficiently specific. The staff in nursery and reception use correct mathematical language, which supports effective learning. The quality of learning in reception is satisfactory. By the time children are in reception, many can count to ten and they gradually develop a practical understanding of addition and subtraction. In outdoor play activities are used well to develop understanding of terms such as 'bigger', 'smaller', 'behind' and 'in front of'. In numeracy sessions in reception the current organisation in group sessions of arranging activities for up to five groups, makes it difficult for each group to have sufficient attention and consequently the progress slows when the children are not supervised. This is also the case in literacy sessions.

Knowledge and understanding of the world

74. The children generally make good progress in this aspect in the nursery and reception, through a range of exciting topics, which are planned to support effective learning. The teachers, nursery nurses and support staff use opportunities well to promote the children's understanding about themselves and the world in which they live. Activities in the nursery programme, such as the winter walk, are very well planned to ensure that maximum learning takes place. Visitors to school and visits in the locality support the learning well. Displays encourage the children to make full use of their senses. The children in nursery and reception cut, join and build for a range of different purposes. The good provision for play helps children in developing understanding of their world and beyond it, such as the jungle or rainforest. Information technology is used well to support the curriculum and several children can talk about how they use the computer mouse.

Physical development

75. The teaching in the nursery during the inspection was good and children made good progress. No lessons were observed in reception. There is regular use of the hall by the reception classes and the nursery and they also make appropriate use of the outside area. During an observed lesson in the hall the nursery children moved in different directions, copying the action of the teacher. The teacher introduced the activity well, linking it to an animal poem. The children enjoyed moving like elephants to the music of Saint Saens, showing good control for their age. They stopped quickly when asked to do so. Several children can throw a ball with reasonable accuracy for their age. Fine manipulative skills are developed well through daily activities to handle scissors, pencils and small construction toys. They are also well developed through sewing activities, which they very much enjoy.

Creative development

76. The teaching is satisfactory overall with appropriate use of praise and encouragement, which helps to develop the children's confidence and skill. In the nursery children make good progress and the teaching is good. There is a range of exciting experiences for the children throughout the Foundation Stage; they experience a range of techniques and use different media with increasing skill. They explore colour through paint, dough and drawings. They develop the use of colour in

their paintings by becoming more skilled at mixing their own colours. There is provision for good quality imaginative play. In dance, the nursery children move sensitively to the music. In nursery and reception, the computer is used well to promote effective learning in creative development. In music many reception class children achieve above the standards normally expected. They respond well to music, can repeat short patterns and use their voices in different ways. They make good progress because of the teacher's high expectations and enthusiasm and the clear progression of skills in the lesson.

ENGLISH

77. Standards in reading have improved greatly since the last inspection and in national tests last year were above average. Writing standards have also improved, and last year were average. Inspection evidence indicates that the pupils in Year 2 attain standards that are broadly as expected for their age. Standards attained in this subject are not as high as last year because there are more pupils with special educational needs in the present Year 2 classes. Reading test results have risen over the last four years at a faster rate than most other similar schools. The improvement in writing standards has kept pace with the national trend. The standards attained by boys have improved markedly since the last inspection, thanks to effective action taken by the school. They now do as well as the girls. Pupils with special educational needs make good progress in relation to their prior attainment. This is due in no small part to the good support they receive from the learning support assistants.
78. The school has done well to raise standards over the last few years as the proportion of pupils with special educational needs has increased significantly. Its progress in improving results was recognised by the recent receipt of a national Achievement Award. Generally, pupils enter the school with language skills that are below the levels normally found. Most achieve well as they pass through the school. A lower percentage of pupils attain at higher levels in writing than in most similar schools.
79. Standards of speaking and listening are broadly average. Pupils speak audibly, confidently and clearly. Many pupils are keen to answer questions and to join in discussions. In some classes a 'forest of hands' was seen, as nearly everyone wanted to contribute. Most pupils listen well to their teachers, whether it is a story they are keen on, or a set of instructions. They sometimes do not concentrate as well on what their classmates are saying. This was clear when three pupils asked the same question when interviewing a 'Victorian chimney boy'.
80. Given that language skills are low when pupils start school, they do well to reach at least satisfactory standards in reading. Above-average pupils can read silently and show appropriate understanding. They read confidently and enjoy talking about their preferences. They name favourite authors, such as John Foster, and encounter a wide range of texts. Average pupils have good attitudes to reading. They read independently and are good at using their knowledge of letter sounds to tackle new words. However, they do not make enough use of other strategies, such as looking for clues from the pictures that accompany the text. Below average pupils recognise many words, but are hesitant and rely on adult support. Pupils read to help them with work in other subjects, but make too little use of the library to further their studies.
81. Writing is sound, which represents good achievement for most pupils. They use their developing knowledge of capital letters and full stops to set out their ideas in sentences. Their stories are often action-packed and sometimes have hard-hitting

titles such as, 'Say Your Prayers Buddy'. Writing is structured effectively with a beginning, middle and end, and the meaning is clear. Pupils use different forms of writing appropriately. For example, Year 1 pupils retell stories such as 'The Pig in the Pond', write diaries and postcards, and those in Year 2 compose posters, write letters and instructions, such as 'How to Play Football'. Handwriting is usually legible and many pupils begin to join their letters effectively. Spelling is relatively weak. This reflects the poor phonological skills of pupils when they enter the school. The teachers work hard to raise standards through systematic teaching and the good use of homework. However, problems persist, with average pupils having difficulty with commonly used words such as 'pull' and 'have'.

82. Teaching is good and the main reason that pupils achieve well. No unsatisfactory lessons were seen, and in well over half the teaching was good. This is significantly better than at the time of the last inspection. They prepare and plan conscientiously and well. They question pupils well and think of good ways to get ideas across. In a very good Year 1 lesson, the teacher's use of 'Robert the rabbit', a hand puppet, together with her deliberate mistakes strategy, ensured that all pupils revised the 'oa' and 'ie' sounds very well. Teachers are also skilful in managing their classes. Their high expectations lead pupils to concentrate well and work hard. Their pleasant and positive way of relating to their classes results in the good attitudes that pupils have towards English. A strong feature of their work is the effective production of classroom displays, usually in the form of a 'Literacy Wall', which help pupils to learn. However, some take too long over the first part of the lesson when pupils sit on the carpet. The pace of learning is too slow in some lessons, either because the teacher's delivery is not quick enough, or because the rate of progress in groups not directly supervised by adults is not checked. The pupils are good learners. Most 'tune in' quickly to the teacher and concentrate well.
83. The good humour shown by teachers helps the pupils to get involved in lessons. As a result, most are enthusiastic, as was seen when a Year 2 teacher asked for adjectives to use in a story. Many of the pupils jiggled about hoping to be chosen to answer. Sometimes, the teachers do not spend enough time at the end of lessons going over the main teaching points to make sure that pupils know how well they have learned.
84. The subject co-ordinator works very effectively. The improvement in reading standards is clear evidence of the success of her co-operation with the headteacher and other staff. Since the last inspection, she has worked hard to increase the provision of books and reorganise the reading scheme. The range of reading material is now very good. The library is well stocked and well organised. Her monitoring of lessons has helped teachers to improve their practice, and the training she has provide for learning support assistants has increased their confidence and effectiveness. Other improvements include the upgrading of ways in which the teachers judge pupils' attainment and progress. Targets for improvement are now set for each year group and pupil and shared with parents. Much work has also been done recently to raise standards in writing. The impact of these efforts has yet to be reflected fully in test results.
85. The very clear-sighted action plan the co-ordinator has drawn up to further raise standards includes the production of written guidance to teachers to help them plan to teach, assess and record speaking and listening skills. The work done in other subjects such as history contributes satisfactorily overall to the development of pupils' literacy skills. However, inspection evidence indicates that opportunities are missed

in subjects such as science. The school is aware of the need to provide clearer guidance to teachers about how skills can be promoted across the curriculum.

MATHEMATICS

86. Standards in mathematics are average at the end of the key stage. This is similar to those achieved during the last inspection. The school has made reasonable improvement in standards, particularly in relation to the increase in the percentage of pupils with special educational needs. Standards in the knowledge and understanding elements are higher than in the investigative aspect of the subject.
87. Pupils develop a thorough understanding of number, through the daily numeracy lessons, although there was little evidence of pupils being encouraged to apply their knowledge in solving problems in real life situations.
88. In a Year 1 class the teacher involved all the pupils in a game about the recognition of numbers up to ten and doubling, which reinforced the pupils' understanding. In a Year 2 class of high attaining pupils, there was evidence that they were able to count confidently in tens from different starting points recognising the pattern 3, 13, 23. Pupils learn to share their strategies for arriving at a solution and to realise that all methods are acceptable.
89. In a class of lower attaining Year 2, pupils count in ones and tens and are beginning to recognise the pattern between number bonds to make ten and those which make 100. Scrutiny of work shows that pupils in Year 1 have experience and reasonable understanding of money and measures using centicubes. In Year 2 they are use money values to show the difference between larger and smaller sums. In this year group there is evidence of the appropriate understanding of standard measures and estimation. Display shows that pupils in Year 2 draw conclusions about healthy eating drawn from collected data, and much of the mathematical display is linked to other areas of the curriculum. By the end of Year 2, pupils know about two dimensional shapes and straight and curved lines. They become aware of the concept of time and are introduced to the calendar, days of the week, seasons and months of the year.
90. The quality of teaching is satisfactory overall, with good teaching in Year 2. In the last inspection teaching was found to be satisfactory in the majority of lessons, with some unsatisfactory teaching, so this is an improvement on the findings of the last inspection. The implementation of the National Numeracy Strategy has had a beneficial impact on the standards of teaching by raising teachers' expectations of what pupils can achieve and ensuring that there are clear learning objectives. This has had the positive impact of ensuring that pupils have clearer progression in the development of numeracy skills. There is a suitable balance of whole-class teaching, individual and group work involving all pupils. The setting of pupils for mathematics works well, ensuring that there is usually sufficient challenge for all pupils. Teachers usually share lesson objectives with pupils. The quick challenging questions at the start of a lesson improve pupils' understanding of mathematical concepts. Teachers use questioning in an effective way to include all levels of attainment. During the inspection the plenary sessions were sometimes rushed and not used as an effective way for pupils to celebrate success and measure their learning. The pace of lessons was satisfactory overall but in some lessons teachers need to provide further challenge for the higher attaining pupils to select their own resources, giving them the opportunity to use their knowledge and understanding. In a Year 2 class the teacher effectively intervened during the group activities to ensure understanding and promote

learning. Most pupils including those with special educational needs make at least satisfactory progress in lessons.

91. Pupils are taught relevant mathematical vocabulary and most classroom displays reflect a range of appropriate mathematical language. Good use is made of classroom support staff who are aware of the teacher's intentions and provide good support especially for pupils with special educational needs, as well as for those who find mathematics challenging. There is evidence of good relationships between adults and pupils, ensuring well-organised routines in the classroom.
92. Pupils have good attitudes to mathematics and respond well in lessons. They are able to work together in groups sharing ideas and resources well. Behaviour is good and pupils are motivated. However, they are not given enough opportunity to select their own resources to investigate tasks.
93. The co-ordinator, who also has responsibility for the Foundation Stage, has reviewed results of national tests to identify trends and areas for development. Individual tracking of attainment is established in mathematics. During the inspection there was no evidence of formal assessments being used to inform planning for different abilities within the class. However, there was evidence in a Year 2 class of the teacher assessing learning during the lesson and adjusting planning to consolidate the objectives throughout the week. Examples of work in mathematics have been collected as part of the Records of Achievement for each pupil, and this has been assessed for attainment. Marking gives praise but there is no formal evidence of marking for progression, however informal assessments are made when teachers talk to pupils about their work.
94. Teaching has been monitored by the headteacher but at the time of the inspection the co-ordinator had not begun to monitor the effectiveness of teaching throughout the school. In the previous year, some monitoring had taken place. The co-ordinator has given some support to colleagues in the classroom situation. The school is aware that the monitoring of the quality of teaching and learning linked to better use of assessment will have a direct impact on standards. Resources for mathematics are good and help to support pupils' learning.

SCIENCE

95. The national test results in 2001 showed a significant increase in the number of seven year old pupils who achieved a higher than average grade. The standards in science were above average nationally with 97 per cent of pupils achieving the expected level and 29 per cent achieving the higher level. Current standards based on inspection evidence, indicate that standards are broadly in line with expectations, which is the same as at the time of the last inspection, so that overall standards have been maintained. The current cohort includes more pupils with special educational needs, which may explain the difference between current standards and last year's test results. Evidence is based on two lesson observations, a range of work on display, a limited amount of pupils' recorded work, and discussions with a group of Year 2 pupils.
96. By the end of Year 2, pupils have covered a broadly satisfactory range of topics. The school identified that the coverage in life processes and living things was insufficient, which was reflected in the results when compared with similar schools. It has remedied this by introducing a relevant topic at an earlier stage in Year 2. Work on display indicates that pupils can use classifications to sort living things into groups.

Pupils describe the conditions essential for plants and animals to survive. They know that an appropriate diet and exercise are necessary for them to grow and stay healthy. Most pupils know that an electric circuit needs a power source to make it work, such as a battery or a plug socket. Pupils understand the difference between two types of force such as pushes and pulls. They discover that pushes and pulls can change the shape of an object. The recording of their observations, for example by using tables, is not sufficiently developed and pupils lack confidence in this skill. There was little evidence of any pupils achieving higher standards, for example, by being able to explain what would make a fair test. Pupils develop their use of scientific language through useful discussions in lessons and are familiar with a range of correct terminology.

97. In the two lessons observed the teaching was good overall. In the last inspection it was satisfactory. In the lessons observed, teachers had high expectations of attainment and behaviour, which had a positive impact on the quality of learning, which was good. Teachers make effective use of praise and encouragement to reinforce the learning and develop pupils' confidence. The good teaching was also characterised by effective classroom management, which uses a range of practical resources.
98. The headteacher has taken temporary responsibility for the management of science, in addition to many other duties. This means there is insufficient time for the management of the subject. The scheme of work needs revising and adapting to the specific needs of the school, in order to provide teachers with useful information for their planning. Some short-term planning does not contain learning objectives, which are specific to the lesson. The lack of regular monitoring of teaching and learning in science means that there is too little recorded work to demonstrate clear progression in the pupils' skills, knowledge and understanding. Pupils do not take care with their recorded work and too much of the work is untidy. Assessment in science is not sufficiently developed and teachers do not make enough use of ongoing assessment to inform their planning. The marking of pupils' work is inconsistent and not all work is completed. The school needs to consider the appointment of a permanent science co-ordinator at the earliest opportunity, in order to continue to raise standards. Overall, most pupils, including those with special educational needs and higher attainers, make broadly satisfactory progress in science through the school. The samples of work confirm that most pupils make satisfactory progress overall. Discussion with Year 2 pupils, and the evidence from the lesson observations, indicates that this rate of progress could be higher.
99. The school makes good use of the local community in developing pupils' science skills. They benefit from expertise provided by the local Naval Base; for example, during a science week, naval personnel worked very successfully with a group of pupils on magnetism. Pupils remember and talk about this week with enthusiasm. In lessons, pupils have positive attitudes and they behave well, handling equipment sensibly. There is a good range of resources and this has a positive impact on the quality of learning.

ART AND DESIGN

100. At the last inspection, standards were judged to be in line with national expectations, and the quality of teaching and learning was satisfactory. The standards of work are in line with expectations overall, with some above average work in Year 2. The school has maintained standards, but the quality of teaching and learning has improved.

101. In the two lessons observed, pupils showed enjoyment and motivation in their art activities. The quality of display throughout the school reflects the commitment to the subject and demonstrates the value placed on pupils' work, celebrating their achievement. Displays such as celebration of Chinese New Year raise the awareness of the role of the subject in different cultures, demonstrating a range of materials and experiences. These add to the learning environment of the pupils and show an appreciation of their achievements.
102. The quality of teaching in art is good, and most pupils, including those with special educational needs, make good progress. Teachers support and encourage the development of skills and are confident to demonstrate relevant skills to the pupils. For example, in a Year 1 class when the teacher demonstrated the differences between chalk pastels and oil pastels showing the properties of each medium. The quality of learning is enhanced when pupils concentrate under the guidance of the teacher, showing a willingness to make improvements to their final results.
103. Teachers use questioning effectively. In one lesson the teacher used well-directed questions when pupils were looking for clues in a Victorian picture. They were able to demonstrate well-developed skills of observation when matching colour and line to complete a given picture. The results showed evidence of pupils developing skills of perspective and colour matching. Teachers are effective when offering suggestions for improvement, emphasising the need to return to a piece of work to continue to improve the quality.
104. Pupils' attitudes to the subject are good and they work at their tasks with obvious commitment and concentration. There is evidence that pupils are gaining experience of a variety of media such as pencil, pastel and collage techniques. In one display of work from Year 2, pupils had selected a view through a viewfinder, recorded it using pencil and crayon and then matched this with a photograph taken with the school camera. During the inspection there was some evidence of effective use of the computer to generate pictures.
105. The co-ordination of the subject is satisfactory. The present co-ordinator has other responsibilities as the deputy headteacher, which takes up much of her available time. The QCA scheme of work is used as a basis for planning, with adjustments to suit the needs of the pupils. The co-ordinator has agreed to trial this work in order to feed back results at the end of the term for discussion with teachers to determine future plans for the subject. She is temporarily managing the subject and provides support for other members of staff. The school has identified art as an area for development and the co-ordinator has plans to extend and link the scheme to existing topics.
106. Artwork is linked effectively to other areas of the curriculum. For example, pupils in Year 1 were using their skills with pastel to create a castle linked to their present topic and making clay tiles for the castle. Although the co-ordinator supports colleagues, there is no formal assessment of pupils' work in art through portfolios or use of sketchbooks to show progression. Resources for art are good and have a positive impact on the quality of learning.

DESIGN AND TECHNOLOGY

107. Standards are average, as they were at the time of the last inspection. The issues raised then, of ensuring that learning is based securely on what has already been taught and the content of lessons, have been addressed effectively. More work is

needed to ensure that pupils' attainment and progress are evaluated efficiently, and the information used to adapt planning. All pupils, including those with special educational needs, achieve satisfactorily. There is no difference in standards between boys and girls.

108. Pupils are familiar with the design process and understand the need to consider what will be made, and what will be needed. They also realise that their designs need to be evaluated, even if, as was the case with one pupil and the purple and brown bag they had made, they decide: "I wouldn't change anything". The weakness in pupils' ability to investigate manufactured products has been corrected. Pupils in Year 1 describe features of the design of bicycles, noting, for example, that the stand is used to stop the machine from falling over. Those in Year 2, look closely at designs of photograph frames before making their own.
109. Pupils produce drawings of what they will make and list the materials they will use. Above-average pupils write accounts of how they will proceed. Most pupils, though, do not show in their drawings or written planning how they will join the components. This was true of their model house designs, in which they decided to use hinges for the doors, but did not draw them. Pupils' making skills are appropriately developed. Those observed in Year 1 lesson made finger puppets by sewing, whilst in Year 2 inspectors saw pupils working to create stable structures. Displayed work such as model cars, shows that pupils can combine components such as wheels, boxes and axles successfully in a variety of ways.
110. Only two lessons were seen, one of which was satisfactory and the other very good. In the best lesson, very clear instructions ensured that pupils understood well what to do, and very well chosen tasks met their learning needs. The teacher's very effective questioning enabled pupils to develop their understanding of the design ideas being taught. Where teaching was less effective, pupils' progress was reduced because the introduction was too long and the teacher tended to over direct the pupils, and the quality of learning was reduced. Thanks to the high expectations of the teachers, the pupils behave very well and apply themselves earnestly to their tasks. Pupils have good attitudes to this subject and most pupils, including those with special educational needs make satisfactory progress.
111. Since the last inspection, improvements have been made to the guidance that helps teachers to plan, and the provision of focused practical tasks. Arrangements have been introduced to track pupils' progress. However, no permanent subject co-ordinator has been in post for 18 months. An experienced member of staff has acted as a conscientious 'caretaker' during this period. The school is aware of the need to resolve this situation, but staffing changes and difficulties in recruiting new teachers have made this difficult to achieve. Learning resources are of good quality and enhance the standards that pupils attain.

GEOGRAPHY

112. No lessons were observed in geography during the inspection and no judgement can be made on the quality of teaching. Evidence from scrutiny of display, pupils' work and planning documents shows that standards at the end of Year 2 are in line with those expected for this age. This is a similar picture to that at the time of the last inspection. Pupils are able to identify physical features of places such as signs and signals, they can recognise important buildings and identify shops for different purchases.

113. Younger pupils develop an awareness of the area in school through maps of the playground and location of various rooms within the school building. Older pupils consider real life changes to the local environment through visits contrasting the two environments of Gosport and Peel Common. There has been a conscious decision to focus on developing an understanding of the human features of geography through closer study of the locality. Pupils begin to understand how the environment affects the way we live. Through a study of India pupils develop an awareness of the wider world.
114. Progress in geography is satisfactory, including the progress of pupils with special educational needs. Pupils develop research skills through visits within the local environment, and through research in the library.
115. The headteacher manages the role of co-ordinator, which due to the other management responsibilities as headteacher, limits the time available for monitoring and assessment in geography. Teachers' planning is monitored on a regular basis and evaluation is given. However, there is no monitoring of the teaching of the subject. The co-ordinator has established the topics in the school following consideration of the learning objectives in QCA. Assessment of the standards achieved by pupils is at an early stage of development. The headteacher is enthusiastic about the subject, but owing to her other commitments, has been unable to develop areas of assessment of the subject through monitoring of teaching and development of portfolios. Resources for the subject are good and reflect the school's commitment to teach the subject through cross-curricular links.

HISTORY

116. By the end of the key stage standards in history are generally above those expected nationally and pupils make good progress. This is an improvement on the findings of the last inspection.
117. Across the key stage pupils are developing a good understanding of how things change over time. They are able to make comparisons between then and now. In a Year 1 class pupils are able to sequence photographs of old and new cars to determine differences, identifying 'covers', 'windows', 'lights', 'roof'. By the end of Year 2, pupils are interested in everyday artefacts such as children's toys used in Victorian times, and are developing a good understanding of how people lived. They develop a range of relevant vocabulary such as 'diabolo', 'whipping top', and 'bobbin whizzer'. In one Year 2 class, the teacher linked art and history together effectively by using a picture of Victorian bathing machines as the focus of the lesson. Higher attaining pupils show a good understanding of some of the main changes and events which they have studied. They develop confidence at trying to explain some consequences of these events. In Year 2 pupils become skilled at using sources to gather information.
118. The pupils' learning is good throughout the key stage, including pupils with special educational needs. This is because of the effective teaching and the enthusiastic management of the subject. Pupils' attitudes to the subject are very positive. They enjoy the experiences that the teachers provide and standards of behaviour and participation are good.
119. In the two lessons seen the quality of teaching in history was good. In the Year 2 classes the play corner has been transformed into a Victorian photographic studio with real artefacts and evidence of sepia portraits of pupils dressed in Victorian

costume. Pupils show real enjoyment in handling skipping ropes, spinning tops and building bricks. Photographic evidence shows that history is brought to life through a Medieval day when everyone dresses up in costume and pupils experience the skills of dancing, banqueting, archery and juggling. The school incorporates cross-curricular links, making banners in art using tie-dye techniques and design and technology for creating personalised shields. Real life accounts given by grandparents about their experiences during World War II help to make history come to life.

120. The subject is well managed by a very enthusiastic and knowledgeable co-ordinator. Considerable thought has gone into ensuring that the work enables key skills of enquiry and role play. Effective assessment is in place based on key learning objectives. During the time of the inspection there was no evidence of portfolios of pupils' work. The subject is well supported by good quality resources. Visitors from the Gosport Medieval Village and Bournemouth Symphony Orchestra demonstrate and share their skills, providing vivid experiences for the pupils and making a significant contribution to their progress and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Pupils attain standards in line with expectations in ICT. Although the school makes proper provision for teaching ICT, it was not possible to observe any direct teaching of groups or classes during the inspection. The scrutiny of teachers' plans, pupils' work, and discussions, show that most achieve appropriately as they pass through the school, including those with special educational needs. Boys and girls do equally well.
122. Pupils develop ideas using computers. Above-average attaining pupils at the beginning of Year 1 choose colours, and experiment with different styles including spraying, to produce images such as faces. They print their work independently. Average pupils become more familiar with the keyboard. They use it in conjunction with a word-processing program to write their names. In Year 2, pupils use computers to develop writing skills, for example, producing a few sentences about their 'teddy'. Information and communication technology skills grow as a result of this, with average pupils being able to enter text and change the size, colour and style of the font they use. They find things out. Above-average pupils record the information they gain about World War II, for example, "I found out that German planes flew overhead". Throughout the infant classes they make things happen, by, for example, giving instructions to an electronic toy, Roamer'. The school does not yet have suitable software to allow pupils to experiment with sound, or make music.
123. Some good examples were seen of work in English and mathematics furthering ICT skills. For example, pupils share information by producing a simple picture chart to show the results of a survey of how classmates get to school. However, work in other subjects does not contribute fully to raising standards. Although the teachers have guidance on including ICT in their planning for other subjects, opportunities are missed particularly in science, religious education and music.
124. Since the last inspection the co-ordinator has worked hard and successfully to upgrade and increase resources, and to improve teachers' confidence and expertise. Resources are now of good quality and enhance pupils' learning. They were used a good deal during the inspection. The co-ordinator has also overseen the creation of the school's web-site and monitored the work that pupils produce. Some delay has been experienced in using the Internet fully due to problems upgrading hardware.

Learning support assistants have not yet been trained to allow them to contribute to raising standards.

MUSIC

125. Standards in music by the end of Year 2 are in line with those normally expected at this age. This is based on one lesson observed in Key Stage 1 and also extensive evidence recorded on tape. In the last inspection no judgement was made on standards, as there was insufficient evidence to make a judgement. Good improvements have been made: in the lessons which were observed in the current inspection the teaching was good and pupils were enthusiastic. The evidence indicates that the quality of learning is satisfactory overall. The co-ordinator has developed the role well and developed the teachers' confidence in teaching music. In the previous inspection attitudes were satisfactory whereas they are now good.
126. Most pupils in Year 2 sing tunefully and can maintain the beat in simple patterns and accompaniments. They composed tuneful street cries, linked to their history topic, and played these rhythmically on a range of instruments. They revised and improved their compositions and performed them to each other. The pupils understand the impact of different music in creating moods and developing feelings. In assembly, pupils listened well to the calm music as they entered the hall. For their 'Leavers' Assembly', the older pupils performed their own compositions to their parents, having revised and improved their earlier efforts.
127. The teaching in the lesson observed was good. Planning was clear and effective. The Year 2 lesson linked well with history topic work, which captured the pupils' interest well. In both lessons the teacher's own interest and enthusiasm made the lessons enjoyable for the pupils and this had a positive impact on the quality of learning. Most pupils, including those with special educational needs and higher attainers, made good progress in the lesson. They developed their skills in singing and in composing. The teacher ensured that there is good inclusion, for example, by making sure that boys and girls have equal turns. The high expectations of behaviour, for example, in ensuring everyone is quiet and attentive before the pupils perform, encouraged good progress in the lesson. Effective class management guaranteed that pupils concentrated well and made good progress in the lesson. The lesson had a brisk but appropriate pace, which gave time for consolidation.
128. The good relationships in the school foster positive attitudes and encourage the pupils to feel confident and to want to perform. Pupils behave well and share the instruments sensibly, handling them with care. The subject is managed well by the enthusiastic co-ordinator. Staff are supported well, for example in their planning and by a useful scheme of work, which has been adapted to the needs of the school. Areas for development recognised by the co-ordinator include the monitoring the teaching and learning and the improvement of assessment procedures. The co-ordinator has focused on increasing the confidence of the teachers, and this has succeeded. In assembly a small group of children sometimes accompany the singing, which helps to make it a special time. There is a Year 2 music group, which regularly meets to play hand bells and chime bars. There are regular music events and concerts for the parents. A music and dance week was much enjoyed by the pupils and a forthcoming 'Samba Workshop' is eagerly anticipated. Visits by musicians, including a group from 'The Bournemouth Symphony Orchestra', have a significant, positive impact on the standards achieved. Resources are good and support the learning well, although the school would benefit from more instruments from a range of different cultures, and an increase in ICT resources. The cross-

curricular links, for example with history and music, support effective learning and stimulate high levels of interest.

PHYSICAL EDUCATION

129. Overall, pupils attain average standards in gymnastics and dance. These differ from the last inspection when they were above average. Neither swimming nor games, both of which were judged to be above average, were observed this time. Boys and girls attain equally well. Satisfactory improvement has been made overall.
130. In gymnastic activities, pupils work safely, with appropriate levels of control. They find suitable solutions to the challenges posed by the apparatus. Most explore and practise the use of twists effectively. They incorporate these movements into sequences, which they memorise successfully. Pupils begin to understand the effect of exercise on their bodies.
131. Many pupils work well in dance. They listen carefully and follow instructions effectively. In learning a medieval dance to further their history studies, pupils in Year 1 respond to the music by creating movements of a suitable rhythm. Most can perform simple, three-step repeated phrases accurately. Above-average pupils begin to put their own interpretation on this, for example, by side-stepping and crossing one foot over the other. As in gymnastics, they work with appropriate control.
132. Consistently satisfactory teaching enables all pupils to achieve appropriately. Skilful management of pupils is reflected in the good behaviour of the classes and the controlled way in which they work. Clear instructions ensure that everyone knows what to do and pupils' good attitudes contribute well to the gains they make. In Year 2 gymnastics lesson, good practice was seen when the teacher involved a pupil who was not able to take part in the activity. She asked the boy to evaluate the work of different groups, so that he learned even though he could not take part. Good use of pupils' demonstrations helped others to focus on the main teaching points. Although teachers help pupils to understand the need for quality, for example, in holding a finishing position, they do not always question or instruct them effectively to ensure that they know what next to do to develop their performances fully. The teaching sometimes lacks pace and liveliness. The teachers' firm discipline encouraged the pupils to concentrate well.
133. Since the last inspection, the co-ordinator has updated the policy and continued to extend the range and quality of learning resources. Her monitoring of planning has resulted in improvements in the provision for dance. The involvement of parents and other visitors in providing additional teaching, for example, of ballet, enriches pupils' learning. The school is aware of the need to redraft its programme of work to take account of the revised National Curriculum. The co-ordinator has not monitored the quality of teaching and learning in other classes, but this is planned.

RELIGIOUS EDUCATION

134. Standards of attainment in religious education by the end of Year 2 are in line with the expectations of the locally agreed syllabus for Hampshire and pupils, including those with special educational needs, make satisfactory progress in their learning. Standards have been maintained since the last inspection.
135. By the end of Year 2, most pupils have a satisfactory understanding of Christianity and of Judaism. They consider and reflect on ways to behave and develop their

understanding and empathy with different beliefs. The pupils in Year 2 explore their own feelings, for example by relating when Jesus visited the temple to their own feelings on being lost and found. In Years 1 and 2 they listen well to stories and to the teacher, making relevant and interesting contributions to discussion.

136. Only two lessons were observed during the inspection, with one good lesson and one that was satisfactory. Teachers have good subject knowledge and this has a positive impact on the pupils' learning. The teaching is interesting with lively questions, which capture the pupils' interest. Very good use is made of artefacts, for example in relation to the 'Shabbat'. The practical activity of laying the table interested the pupils and developed their understanding well. In previous lessons there was good use of purposeful play activities to develop the pupils' knowledge and understanding, for example in building a 'Sukkah' in celebration of Succot. Where teaching was less successful, although still satisfactory, the planning was less clear and learning objectives not shared with the pupils. There was no plenary session and the opportunity to reinforce the learning through this session was missed, which impeded the progress made overall. The pace was too slow and this also affected the quality of learning in the lesson. The use of ICT is developing learning in the subject; for example, in relation to Judaism the pupils have a 'virtual tour of a synagogue'. Regular visitors to the school help to enhance learning and pupils also visit the local church. At present they do not visit places of worship from other faiths.
137. The pupils have positive attitudes to religious education, because of the interesting questions they are asked, the very good use of resources and the thoughtful and sensitive handling of issues related to their own thoughts and feelings. The good relationships that exist also support effective learning. Behaviour in the lessons observed was good; pupils were attentive and interested.
138. The management of religious education is satisfactory. The co-ordinator has good subject knowledge and has a clear understanding of how to develop the subject in the school. Useful resource packs, linked to topics such as 'harvest', are being assembled to support the learning. The subject is a focus for development in the coming year, and the long-term planning will then be reviewed. The scheme of work appropriately follows the Hampshire Locally Agreed Syllabus. Assessment is relatively informal with termly comments made in the pupil profiles. The monitoring of teaching and learning by the co-ordinator, to provide evidence about pupils' progress and the quality of learning, is underdeveloped. Resources are generally good, particularly in relation to the two main religions, which are studied, and this has a positive impact on attainment.