

INSPECTION REPORT

WEYFORD JUNIOR SCHOOL

Washford Lane, Bordon.

LEA area: Hampshire

Unique reference number: 116018

Headteacher: Rosalind Langham

Reporting inspector: David James
15162

Dates of inspection: 10 - 13 December 2001

Inspection number: 194220

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	County
Age range of pupils:	7 to 11 years
Gender of pupils:	mixed
School address:	Washford Lane Bordon Hampshire
Postcode:	GU 35 OET
Telephone number:	01420 473142
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. Clem Burford
Date of previous inspection:	28 April to 1 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15162	David James	Registered inspector	Information and communication technology Physical education English as an additional language Equal opportunities	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9588	Anthony West	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
23054	Graham Johnson	Team inspector	English Art Design and technology	Pupils' attitudes, values and personal development
18926	Michael Ridout	Team inspector	Mathematics History Geography	
31029	Peter Thrussell	Team inspector	Science Religious education Music Special educational needs	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

Weyford Junior is a large school for boys and girls aged 7-11 years old. Sixty per cent of the 319 pupils are boys, which is unusual. A hundred and forty-two have special educational needs; this is twice the national average. Three pupils have statements of special educational need. Pupils' attainment on entry to the school is well below the average in the national tests. Over the past two years half of the teaching staff has changed. Twenty-one pupils left and 21 joined the school during the last year. There are few pupils from minority ethnic backgrounds and four who do not speak English as their first language. Twelve per cent of pupils are entitled to free school meals; this is well below the national average. The great majority of pupils live nearby and transfer to the junior school from the adjoining infant school.

HOW GOOD THE SCHOOL IS

Weyford Junior is a good school. Very good leadership and management result in pupils making consistently very good progress. By Year 6, standards in the National Curriculum tests are at least in line with the national averages although on entry to the school pupils' attainments are well below the national average. Very good leadership also consistently emphasises the importance of the quality of teaching and learning and both are good, which explains the progress pupils make. The importance given to the quality of relationships and pupils' personal development is also effective. Both are very good and contribute well to the progress made by pupils. The school is by no means complacent and has a very good plan for improvement with appropriate priorities. The plan is based on wide consultation and detailed analysis of pupils' achievements. The school provides good value for money.

What the school does well

- Pupils make very good progress.
- The headteacher is a very effective leader; she is well supported by staff and governors and this results in a collective determination to succeed and improve.
- Pupils' attitudes to school, their personal development and relationships are all very good.
- The provision made for pupils' moral, and social development is very good and the provision made for their spiritual and cultural development is good.
- The teaching is good.
- Pupils like coming to school, they want to learn and behave well and work hard in lessons.

What can be improved

There are no issues key to the future success of the school. A small number of points for improvement are included in the full report.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the school was last inspected in 1997. Standards in the national tests for Year 6 have risen from below and well below the national average to be at least in-line with the national average and above it. Pupils make very good progress; this has been sustained over the past three years. During this time the school has met its targets for English and mathematics set with the Local Education Authority and is on course to do so again this year. There have been significant improvements in other subjects

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	C	C
Mathematics	D	B	C	D
Science	C	A	B	A

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

The table shows that results for 2001 in English and mathematics are in line with the national average and above in science. It also shows that in comparison with similar schools the results are in line with them for English, below for mathematics and well above in science. The trend over the past three years is of rises in achievement above the national increases. The key thing about the standards achieved is the progress made by pupils, including those with special educational needs, the few who are from minority ethnic groups and those for whom English is not their first language. Pupils come to the school with scores well below the national average at age seven and leave in line with the national average or above it. The Department for Education and Skills has recognised the school's success by granting the school an achievement award. Pupils' writing, their practical work in mathematics and science and their rapid acquisition of skills using computers are important for the standards they achieve.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school and they usually work hard and try their best.
Behaviour, in and out of classrooms	Good; pupils normally behave very well in the classrooms and around the school, but not quite so well in the playground at lunchtime. The school has excellent systems to promote and reward good behaviour.
Personal development and relationships	Very good; pupils work together very well and take responsibility in their classrooms and around the school.
Attendance	Good, it is above the national average. Unauthorised absence is in-line with the national average. Few pupils are late and lessons begin promptly.

The school has very many systems that reward good work, behaviour and attendance. It also expects pupils to take responsibility, to develop good attitudes and gives them numerous opportunities to do so. Teachers expect pupils to behave well and work hard in lessons and they generally match work well to pupils' needs. Almost all pupils respond accordingly, strive to achieve the rewards and take responsibility for themselves and each other. Inevitably, a few find it difficult to do this all the time and occasionally their behaviour is not as good as it should be in classrooms and in the playground. However, relationships are very good and the vast majority of pupils try very hard to please their teachers, willingly take responsibility and work together well.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

Of the 71 lessons seen only one was unsatisfactory and in this lesson pupils behaved well and tried hard. Teachers plan lessons well; they usually make clear to pupils what they are expected to learn and the tasks they have to do. Teachers assess pupils' progress carefully and normally have work for them that matches their needs. Teachers' questioning skills are good and they use them to help pupils understand what is being taught. There is good teaching of the skills of literacy and numeracy and basic skills are well taught in other subjects too. In English there is a good emphasis on the teaching of writing, but a few pupils need to practise their reading skills more. In mathematics there is a good emphasis on problem solving and in science on experiments and practical work. Teachers give good support to pupils with special educational needs, including those who have emotional and behavioural problems. They also give specific help to more able pupils and those who do not speak English as their first language. As a result of good teaching pupils' learning is good, because they know clearly what is expected of them. Sometimes they rely too much on their teachers, especially when teachers focus too much on the work to be done and not enough on how well the pupils understand what they are asked to do. Although they do not accept poor work, teachers do not always insist that pupils present their work as well as they can.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; it meets statutory requirements and pupils have a lot of additional opportunities from music tuition, the many clubs run and visits made.
Provision for pupils with special educational needs	Good; pupils' needs are thoroughly assessed, they have realistic targets, their progress is regularly reviewed and they receive good help.
Provision for pupils with English as an additional language	Good; the few pupils for whom English is an additional language make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; it is particularly good for pupils' moral and social development. Much work is a part of lessons and assemblies so that pupils know what is the right thing to do and why. They cooperate well with each other when they discuss these important issues.
How well the school cares for its pupils	Good, staff know pupils well and apply the school's comprehensive procedures very well.

The curriculum for pupils is well planned and there are good links between the different subjects. This helps to make the work interesting for pupils and enables them to use and apply their knowledge and skills. The many clubs after school give good additional opportunities for pupils. Pupils enjoy using the computer suite and learning new skills. Pupils who have special educational needs receive good support and learning support assistants help them well. Staff know the pupils very well and apply very good systems to record pupils' personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the headteacher is supported well by key staff and governors and there is a collective determination to succeed. There is a consistent emphasis on monitoring the quality of teaching and learning and this promotes the very good progress pupils make
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities well, they are very supportive of the school, are fully involved in planning for improvements and monitor the success of the school well.
The school's evaluation of its performance	Very good; the school development plan is a thorough and effective tool in guiding the work of the school. It is used to monitor success. In addition the school analyses outstandingly well the standards achieved by pupils. Financial planning and monitoring are also very good.
The strategic use of resources	Very good; there are many more pupils with special educational needs than in most schools and the school uses additional funds in their support. This is very effective, as they make good progress. The very good accommodation with specialist facilities supports teaching and learning very well.

Following a period of instability in staffing, owing mostly to teachers taking promotion posts, there is now a team of experienced teachers all of whom have responsibilities for subjects of the curriculum and aspects of the management of the school. The very good leadership focuses on the key areas of the quality of teaching and learning and these are regularly monitored. The progress of pupils is also carefully monitored. Test results are analysed extremely well and used to make changes to ensure that pupils' progress remains very good. A feature of the way the school is managed is good delegation to staff. There is great energy and determination to make further improvements and good progress is being made. The accommodation is very good, has been steadily improved, is well maintained and specialist rooms have been added. This is an example of good, sustained strategic use of resources. The equipment and materials used for teaching are generally good. Governors' financial planning is very good and they ensure that the school gets best possible value from its spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most
<ul style="list-style-type: none"> • That their children like school. • The progress made by their children. • The high expectations the school has of their children to do well. • The good quality of the teaching. • That they feel comfortable about approaching the school. • That the school is helping their children to become mature and responsible. • The information they get about their children's progress. • The good behaviour in school. • The way the school is led and managed.

Parents at the pre-inspection meeting, in their replies to the parental questionnaire and in discussion with inspectors during the inspection were overwhelmingly positive about the school and supportive of it. Inspectors agree with the positive points listed above. The school works very well with parents, provides them with a great deal of relevant information, consults them regularly and includes their views in the school's priorities for the future. The school works hard to involve parents in pupils' learning. However, there are a few pupils who would benefit from greater involvement, especially in reading at home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The standards achieved by pupils in the 2001 National Curriculum tests were at national average levels for English and mathematics and above the national average for science. This is typical of the school's results over the past three years, although there have been variations between mathematics and science from year to year. Overall, the school has improved the levels of achievement in English, mathematics and science from below and well below the national average in 1997 and 1998 to be consistently at the average for English and for the past two years to be sometimes above it or well above it for mathematics and science. This sustained improvement is greater than the average improvements made nationally and has been recognised by the Department for Education and Skills by the granting of an achievement award for the school. When the school's results are compared to those of similar schools, using entitlement to free school meals as a basis for comparison, in 2001 results were average for English, below for mathematics and well above for science
2. Pupils make very good progress. On entry to the school their results in the National Curriculum tests in Year 2 are well below the national average and pupils make greater than the average progress nationally. The school has met or exceeded its targets set with the Local Education Authority (LEA) for the past two years. Inspection shows that the school should also meet the lower targets set for 2002. These lower targets set with the Local Education Authority reflect the levels expected of the particular cohort of pupils, based on careful analysis of their work and capabilities. Half of the pupils in this cohort have changed since Year 3. To achieve the targets the progress made by pupils will have to be good. The large number of pupils with special educational needs also make good progress. Individual education plans have appropriate and manageable targets that pupils are able to meet. More able pupils also make good progress and although there are some variations between the progress of boys and girls from year to year in the levels they achieve in the different subjects there is no overall pattern and no significant difference between their progress and attainment. This is different from the national picture, where girls attain higher than boys in the national tests. The few pupils who are from minority ethnic backgrounds and those for whom English is an additional language also make good progress.
3. Pupils' attainment in the other subjects of the National Curriculum and the progress they make is at least average and in line with what is expected nationally. The exception is religious education, where pupils' achievements are good and they make good progress. Pupils have good knowledge of the Bible and are beginning to understand religious symbolism. They know about the major festivals of other religions and use their literacy skills well when writing in lessons. There have also been good improvements in pupils' attainment and progress since the previous inspection in information and communications technology (ICT) and music. There have been improvements too in art and design and physical education (PE), but the picture for history and geography is much the same as it was for the previous inspection. Pupils' attainment in design and technology is in line with national expectations and their progress is sound. The good progress made by pupils, their attainments in English, mathematics and science, and the improvements in most other subjects since the last inspection, are the result of very good leadership during a time of considerable changes in the teaching staff of the school. Nearly half of the teachers have changed over the past two years.
4. At the time of the inspection, overall standards in English were in line with the national average. This is for all aspects of English except for pupils' listening skills, which are good because of good teaching. The National Literacy Strategy is implemented well to meet the needs of pupils and more time is devoted to English lessons than in most schools. There has been good improvement since the previous inspection. In 1997 and 1998 results in English in the national tests were well below national averages. Standards of writing have improved because the school emphasises writing skills, systematically teaches them and gives pupils the opportunity to write

in different styles for a variety of purposes such as writing play scripts, biographies and poems. Writing skills are also used well in some other subjects, such as when recording science experiments, using word processors to change words in poems to produce specific effects and writing about festivals in religious education lessons. Pupils' standards of reading are in line with the national average and the progress they make is at least satisfactory. Pupils regularly read at times set aside for reading in class and their progress is recorded carefully. Pupils who need help with their reading receive it as a part of the good provision for special educational needs. However, a small minority of pupils do not read enough individually to adults at school or at home for their skills to be further improved. The school is aware of this issue and a group of parents hears pupils read. There are fluent readers in Year 6 who can skim, make notes and use their skills for research but there are also older readers who do not read a wide enough range of texts and their reading could be extended by better monitoring of what they read. Pupils' spelling is in line with the national average. They learn spellings for homework and make satisfactory progress when they apply their skills in written work. Speaking skills are average; pupils are given opportunities to answer questions and to discuss during lessons and also to speak to large groups in assemblies. Pupils make good progress and most teachers are skilled at enabling pupils of differing abilities to participate in lessons. The school met the targets set for success in the national tests for 2001 and is on course to meet those set for 2002. Overall, standards in English have remained at national average levels for the past three years and boys have attained slightly higher than girls. Pupils' progress is good and it accelerates as pupils move up the school.

5. Pupils' attainment in mathematics is in line with the national average and they make good progress. The National Numeracy Strategy is implemented well and pupils' skills improve and accelerate in Years 5 and 6. The school met the target set for pupils' attainment in the national tests for 2001 and is on course to achieve those set for 2002. Although the results for 2001 were lower than the previous year's the overall trend is improvement above the national rate of increase. Pupils enter the school with scores well below the national average by the end of Year 2 and make very good progress to achieve in line with the national average by the end of Year 6. There are no differences between different groups of pupils in the progress they make. There is a good emphasis on practical work, investigations and problem solving, so that by the time pupils are in Year 6 they can tackle challenging problems that involve the use of their number skills. Pupils have a good grasp of fractions, decimals and percentages and can make accurate measurements. They can also collect data, produce graphs and interpret them. Pupils use computers to generate graphs and they also use them to practise number skills by using programs that reinforce their skills of addition, subtraction, multiplication and division. Pupils use their mathematical skills well in science, for example to measure accurately and compare results.
6. Attainment in science has improved significantly and results have been above the national trend for the past three years. However, the school is not on course to repeat its success of 2001, when the results were above the national average and well above those of similar schools. This is because of the current cohort's capabilities and the expected results are lower, which is the same as for the targets set in English and mathematics. Pupils make good progress in their understanding of scientific concepts as the result of a consistent emphasis on enquiry and practical work. Pupils with special educational needs and more able pupils make gains in their understanding through the practical work and thinking about their results. Pupils use their literacy skills to write up their experiments carefully and use computers to record their results in tables of data.

Pupils' attitudes, values and personal development

7. Pupils have very good attitudes towards school. These are even more positive than those reported at the last inspection, reflecting the fact that the school has continued to encourage pupils to try their best and to feel proud of their achievements. Almost all parents report that their children enjoy coming to school, and such positive attitudes are plain both in their good attendance and in the way in which pupils approach their lessons. For example, they listen well and respond readily to teachers' questioning in class discussions and almost always settle quickly to the individual tasks they are set. Enthusiasm for learning is seen across the school, and although this is less evident among a minority of older pupils, almost all respond well to the wide range of interesting

- activities the school offers, both in the course of lessons and after school. For example, after-school activities are very well supported and more than a third of all pupils attended after-school clubs on two afternoons during the inspection.
8. Overall, these very positive attitudes are the result of good teaching. Teachers constantly encourage pupils to do their best, work hard to make lessons interesting and move along at a good pace. For example, in one lesson older boys, at first reluctant to take part in a dance sequence, participated to such good effect that they eventually felt proud of their performance. Teachers work hard to maintain this interest, drive and enthusiasm; in a very small number of instances where these flag, a minority of pupils become more passive towards their learning.
 9. Behaviour in the school is good. All pupils are fully aware of the standards of behaviour expected because the school has extensive, clear and effective systems of rewards and sanctions that are consistently applied. Behaviour in the playground is of a slightly lower standard than that seen in the building, but supervisors apply the school's behaviour policy effectively, and are well supported by the teaching staff. In lessons, teachers deal quickly and firmly with any unsatisfactory behaviour, but are also prompt to reward good behaviour and use praise judiciously. This has a very positive impact on pupils' attitudes towards the school and reinforces their clear understanding of what is acceptable. As a result, instances of oppressive behaviour, including bullying, are unusual; the school deals with these swiftly and effectively. On rare occasions, the school reluctantly resorts to excluding pupils; three were excluded for a limited period in the last school year. The consistent and effective use of the school's behaviour policy means that the school is an orderly community, that pupils learn effectively and that their achievements are valued and recognised. Through its reward systems, pupils are offered many incentives to achieve highly, and they respond accordingly.
 10. The previous inspection found relationships between teachers and pupils to be good. They are now very good. New members of staff quickly establish positive working relationships with their pupils and receive good help. Relationships among pupils are also generally very good and are promoted by the frequent opportunities teachers offer for them to work collaboratively in pairs or small groups. Pupils share materials and equipment sensibly; they often help and support each other's efforts. For example, pupils joining lessons after absence are well briefed on their work, not only by the teacher but by others working with them. Relationships reflect well the very good moral and social provision the school makes for its pupils. As a result, pupils have a very clear understanding of what is right and socially acceptable. This has a very good effect on pupils' learning.
 11. The school is a harmonious community and the few pupils from minority ethnic backgrounds work and play happily with their peers. The school provides well for pupils' cultural and spiritual education, and this contributes significantly towards the way in which pupils value the ideas, beliefs and practices of others. For example, pupils generally listen attentively when others are expressing their views, rarely interrupting them. Pupils like coming to school and attendance is good.
 12. Pupils respond well to the many opportunities they are offered to perform tasks around the school. All are included and pupils take their responsibilities seriously. They carry them out promptly and sensibly. Through their personal and health education, and through the school's citizenship programme, pupils become aware of their wider responsibilities towards the community and the environment. Pupils learn to care for those beyond the school, for example, by supporting local charities. The school council is used effectively as a forum for pupils to take responsibility for representing the views of others and for developing ideas that benefit the whole school community.
 13. There are good opportunities for pupils to work independently and show initiative in lessons, however there is scope for extending this aspect of pupils' personal development. Pupils generally work sensibly in shared areas of the school, for example when working alone on a computer. Older pupils sometimes use the library for independent research. Many make good progress when they are required to work independently, but a minority remain dependent on the teacher's guidance to ensure that their good rate of progress is maintained.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Overall, the quality of teaching and learning are good. It has improved since the previous inspection. Of the 71 lessons observed only one was unsatisfactory and in this physical education lesson the pupils worked hard and behaved well. It was unsatisfactory because there was not enough direct teaching and so too little learning took place. On the other hand two outstanding lessons were seen in religious education and art. Two thirds of the teaching seen was good or better, a third satisfactory, and almost a fifth very good.
15. Teachers plan their lessons well and normally provide tasks that are well matched to pupils' differing abilities. This typically results in lessons that have good introductions when teachers refer to and use pupils' prior knowledge and build upon it during the lesson. The end of lessons are usually good as teachers allow time for the learning to be reviewed and the main points reinforced. These day-to-day assessments of progress are used well to help pupils make progress, particularly in English, mathematics and science. Pupils with special educational needs are almost always given good help and support. Learning support assistants are well used and give good, effective help to pupils. Teachers all expect pupils to work hard and behave well. They give deadlines for tasks to be completed, organise and normally manage lessons well so that they usually flow at a good pace. The tasks set for pupils are very clearly explained. Teachers regularly set homework that is well linked to lessons and this helps pupils to make progress. Teachers frequently share with pupils what they are expected to learn. As they know what they have to do and why, pupils respond accordingly and almost all behave very well, concentrate on their work and want to do well and make progress. Informing parents of targets set for their children also motivates pupils. The very good relationships between teachers and pupils in lessons are a common feature of lessons, sometimes with good use of humour; the great majority of pupils want to please their teachers. In the excellent and very good lessons seen teachers' enthusiasm became infectious.
16. Teachers have good questioning skills. They often use them to test pupils' understanding and in the best lessons they probe pupils' understanding, challenge them to think and help them to understand what is being taught. Questions are well used at the end of most lessons to draw the learning together, consolidate the main points and anticipate a subsequent lesson. Teachers use a good variety of methods, such as demonstration, the use of short discussions to sharpen pupils' thinking, set challenges for pupils and tasks that require pupils to co-operate to succeed. Teachers' knowledge of their subjects is usually good and this enables them to give effective support to pupils who need help and to deepen their understanding. Teaching is good for English, mathematics, science, information and communication technology, physical education and religious education. It is satisfactory in history, geography and music. The teaching of the basic skills of literacy and speaking are good and for reading and spelling are satisfactory. Literacy skills are taught well in other subjects, for example in personal, social and health education and in specific lessons on study skills. The teaching of basic skills of numeracy is good and pupils put their skills into practice well in other subjects such as science. A common feature of teaching is an emphasis on teaching skills and there are good examples in art, information and communications technology, music and design and technology. Teachers use information and communication technology well. They each have a laptop computer which they use to plan lessons and help assess progress and make changes to plans. Good examples of the use of information and communication technology were seen in English, mathematics, science and music; its use is also a part of plans for design and technology and physical education.
17. Teaching does not always exhibit all of the good and very good features so far described. Sometimes lessons do not always run according to plan and the review of learning at the end of the lesson is rushed. On occasions this was because the teacher talked for too long in the introduction and spent too long on the whole-class teaching part of the lesson. Sometimes too much was planned for the time available and now and again the work planned was too difficult for pupils and so further time had to be spent giving more explanations and help. Teachers' control of pupils and their organisation of lessons is nearly always very tight and sometimes this results in pupils being too passive for too much of the time. Then the focus of the lesson becomes the completion of the task at the expense of pupils' independence in their learning, their acquisition of

new skills and extending their understanding. It also limits the effectiveness of the day-to-day assessment of pupils' progress. Although pupils' work is usually completed neatly, teachers do not always insist on pupils taking pride in their work and presenting it as well as possible.

18. Pupils with special educational needs are very well supported in their learning in English and mathematics by learning support assistants. Teachers provide assistants with weekly and daily planning, and record sheets on which they make an evaluation. Teachers, with advice from the special educational needs co-ordinator, consider carefully how the support is to be used to meet pupils' individual learning needs and whether help in lessons or specific help elsewhere would be more appropriate. Learning support assistants give good help to pupils in other subjects as well, notably in information and communication technology, for which the help given is excellent. When there is no additional adult help, pupils are generally supported well through the activities provided and the support that class teachers are able to give them in their learning. Pupils from minority ethnic groups and bilingual pupils also learn well and make good progress as the result of good teaching.

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

19. Since the last inspection there has been good improvement in the curricular and other opportunities offered to pupils. The curriculum has been extensively and regularly reviewed and now all requirements of the National Curriculum and the Agreed Syllabus for religious education are met. The overall provision for pupils' personal development is now very good, with good provision for their cultural development.
20. The school provides a good curriculum that promotes pupils' intellectual, physical and personal development, and prepares them well for the next stage of education. The school has implemented the National Literacy and Numeracy Strategies effectively. The school is quickly developing the use of information and communication technology in many subjects. Further cross-curricular links are being carefully planned in humanities to add interest and relevance to learning. For example, when studying a contrasting area in geography pupils are able to make links with its religious traditions. All pupils are fully included in lessons regardless of gender, ethnic background, first language and ability.
21. The overall provision for pupils with special educational needs is good. Very close links with the infant school provide information on pupils with special educational needs, and enable individual education plans to be drawn up by class teachers, in conjunction with the co-ordinator. An early progress week, when testing takes place, helps to confirm these needs. Realistic and manageable targets are set that are reviewed regularly. Annual reviews of pupils with statements are carried out thoroughly. Senior members of staff teach booster groups from all year groups for one session each week. Able pupils are offered two extension teaching afternoons each term and are given appropriately demanding work to do. Pupils with statements of special educational need receive their entitled tuition from a part-time teacher who plans sessions well to help them in their learning. The provision for pupils with behavioural needs is mostly made within classes by the consistent implementation by teachers of the school's strategies for managing behaviour. The "12.30 Club" provides very good provision to help pupils come to terms with their behaviour and learning support assistants encourage these pupils to play together and to discuss any immediate concerns.
22. There is a good range of extra-curricular activities that enrich and enhance the curriculum. More than a third of the school is regularly involved in clubs that run on Tuesday and Thursday; these include choir, recorders, drama, French, computers, games and quizzes, and gardening. There is also a challenge club that more able pupils are invited to attend. Theatre and music groups visit the school as well as visitors representing local services and charities. Pupils in Years 5 and 6 have the opportunity to take part in residential visits that contribute to studies in history and outdoor pursuits.

23. The contribution made to pupils' learning by the community is satisfactory. The school is involved with the local community through the parents' association and visitors are welcomed into the school and to assemblies. The school takes pupils on at least one outside visit per term and the links with the local churches are strong. Music teachers visit the school and provide instrumental tuition that is offered to all pupils and one of the visiting teachers helps lead the choir. The local librarian visits the school and the school welcomes members of the caring and emergency services to support the school's personal, social, health and citizenship curriculum.
24. Very good relationships with partner schools help significantly when pupils transfer from one stage of education to another. There are very strong and productive links with the neighbouring infants and secondary schools. Pupils who have special educational needs benefit from the close attention given to their needs when transferring to the junior school and then on to the secondary school. The links with the local "pyramid group" of schools have resulted in professional development for staff and additional opportunities for pupils. Older pupils have used specialist facilities at the secondary school to which they transfer. Students on teaching practice are welcomed into the school as are students on work experience schemes.
25. The arrangements for the school's personal, health, social and citizenship curriculum are good. The school's policy is detailed and includes arrangements for pupils' personal development and their drugs and sex education. The school's "Getting it Right" week of activity organised by the subject co-ordinator is very well received by pupils in all classes. During that week the children receive a wide range of information presented by outside agencies and the school staff, on citizenship, health, social aspects and personal safety. This is a very well planned and executed programme. Pupils' personal development is included in the curriculum and pupils in Years 5 and 6 have the opportunity to participate in residential activities. Throughout the school, circle time (when pupils sit together with their teachers to discuss important issues) is used to reinforce the personal development of the pupils. The two sessions seen were expertly and sensitively organised by teachers.
26. The school's provision for spiritual development is good. It is promoted mainly through the planned class, wing and whole-school assemblies, where there are opportunities for pupils to respond sensitively to song, music and prayer. Assemblies create a good sense of togetherness and occasion. The very good relationship between staff and pupils helps pupils to recognise and value their own worth. This is emphasised through the school's comprehensive system of rewards. It is also evident in circle time, when pupils feel that their contributions are valued. Pupils develop some understanding of the beliefs of others through their studies of Christianity and other world faiths. They also talk about the meaning of life, for example the battle between good and evil. Although not planned, there are magic moments in lessons where pupils' spirits are raised, for example when they lit their Christingles and had time to be quiet and reflect in the candlelight.
27. Very good provision is made for pupils' moral development. Assemblies, personal, social, health and religious education often contain moral themes. Issues are also considered in literacy lessons, where, for example, Year 4 pupils wrote their own anti-bullying code. Basic classroom rules are discussed, agreed and referred to. The strongest influence on pupils is the day-to-day dealings between themselves and staff. There are high expectations of behaviour, and clear indications are given to pupils when they misbehave, referring to a list of sanctions. Pupils are also consistently praised and encouraged. Good work, behaviour and attitudes are recognised through a very comprehensive school system of rewards. The staff provide good role models in their dealings with each other.
28. The provision for social development is very good. The organisation of the school into three mixed-age wings provides good opportunities for pupils to become more aware of and responsible for children of different ages. Pupils often work together in literacy and numeracy and in other lessons such as when doing science experiments and performing dances in physical education. All pupils are set personal targets and are encouraged to achieve them. They are given responsibility within the class, for example for giving out materials and tidying up after lessons. A

certificate is awarded for the tidiest classroom. Older pupils have a wide range of responsibilities around school, for example setting out the hall for assemblies, showing visitors around and monitoring outside doors at playtime. Each class elects school council representatives, who are expected to explore and report on any issues raised. The many extra-curricular activities provided add opportunities for social development. Personal and social skills are further promoted through the visits that pupils make, including residential visits for pupils in Years 5 and 6. Pupils take some initiative in charitable fund raising, such as making and selling cakes for Comic Relief. At a concert given in a local church they chose to give the proceeds to a wild life charity. The annual "Getting-it-Right-Week" encourages them to think about citizenship.

29. The school now makes good provision for pupils' cultural development. This is an improvement since the previous inspection. There are clear guidelines for intercultural education through which pupils are helped to develop a positive image of their own and other cultures. Year 5 pupils have recently discussed issues of racism in their reflection time. Relevant links between different subject areas have been identified and have begun to be used. In English they study traditional stories from other cultures and the work of famous authors such as Shakespeare. They look at music past and present and from a variety of cultures; in art and design they use the work of famous artists from the past; they find out about life in the past and of the contribution made by ancient civilisations such as the Greeks and the Romans. In religious education they learn about the cultures traditionally associated with different world religions. In geography pupils study life in an Indian village.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school's provision for ensuring the health, safety, care and protection of its pupils is good. The quality of information kept on each pupil is detailed and comprehensive, members of staff know pupils and their medical and personal needs very well. External agencies including the health professionals and social services are used well to help and support pupils.
31. The school has a detailed health and safety policy and members of staff take their responsibilities seriously. The school's arrangements for regular safety checks and actions are rigorously adhered to. Members of staff are trained to administer first aid and procedures are good for the care and treatment of pupils. The school's policy and procedures follow the guidelines of the local committee for the protection of children. The head teacher is the designated person responsible for child protection and other members of staff understand well the school's arrangements and procedures.
32. The school has excellent procedures for encouraging good behaviour. The school uses a range of positive rewards and sanctions that have resulted in improving standards of behaviour. All members of staff contribute to the design and maintenance of recording systems that result in consistent application of rewards and sanctions. Pupils are encouraged to recognise their responsibility for their actions and to be involved in positively contributing to this strength of the school. The school's arrangements for monitoring and eliminating oppressive behaviour are also excellent. Members of staff know the pupils very well, they keep very good records of the pupils' social and personal profiles and have very good strategies and procedures to deal with incidents. Parents and children confirm that the children feel very safe in the school. Parents also confirm that there are few incidents of bullying or racism and that the school deals with these issues speedily and sensitively.
33. The school has good systems for monitoring and maintaining pupils' punctuality and attendance. The school complies with all statutory requirements for registration and the coding and the recording of attendance. The procedures for analysing, monitoring and following up absences are good and have resulted in the good attendance statistics. As in the previous inspection, pupils' attendance is good. It is above the national average and unauthorised absence for the same period is in line with the national average. The school continues to work with pupils and parents to improve pupils' attendance and timekeeping by rewarding pupils with full attendance. During the inspection there were few instances of lateness. The registration of pupils at the start of sessions

is handled efficiently and pupils settle down promptly, enabling a smooth start to the learning process.

34. The procedures for monitoring and supporting pupils' personal development are very good. The teachers and support staff have good knowledge of pupils' needs, yet they continue to work hard to improve the pupils' personal development. A wide range of rewards and sanctions, the good personal, health, social education and citizenship curriculum support this aspect very well. Pupils are able to join in a range of experiences that contribute to their personal development including residential visits and the annual week-long "Getting it Right" programme.
35. The school works hard to provide opportunities for pupils to take responsibility for their own learning, but these are not as extensive as other ways of contributing individually to the success of the school and the care of fellow pupils. There is a school council, a head boy and a head girl are appointed and team captains and prefects are elected Pupils devise rules for school and class and can act as "buddies" caring for fellow pupils. As well as caring for others, they are taught how to ensure their own well-being and health and safety. Pupils also contribute to the smooth running of the school by being monitors and librarians.
36. The school now has very good procedures for assessing pupils' attainment and progress and that is an improvement since the previous inspection. The new system developed and implemented by the assessment co-ordinator is providing detailed, systematic and consistent data that are enabling the staff to monitor pupils' performance and to provide very good target setting. New planning sheets, assessment files and the use of markers of progress for pupils' work, have all contributed to this scheme's success. Information and communication technology is being used very well for the recording and subsequent analysis of the assessment data. Assessment is being used well for curricular planning; most especially in science, mathematics and English, where analysis of progress and results is outstandingly thorough. The school uses the voluntary national tests and standardised test as part of two "progress weeks", one in the autumn term and one in the summer term, to thoroughly assess pupils' progress in reading, writing, spelling and mathematics. Teacher assessments track pupils' progress between these tests and the information is used to set targets for individuals and groups of pupils. Revised assessment methods for information and communication technology and religious education and in the other subjects are being used to track and analyse pupils' progress. Although there is very good progress in their implementation, the revised assessments in art, history, geography and design and technology and physical education have not been used for long enough for them to be consistently effective.
37. Pupils' records contain personal and social profiles that include pupils' learning, conduct, behaviour and emotional development. In addition they include details from lunch time supervisors and information from teachers on any noteworthy incident, sanctions or rewards involving the pupils. The very good management systems and record keeping enable the staff to support and reward pupils throughout their time in school. Lunch-time supervisory staff and learning support staff regularly meet teachers and the management team to review behaviour and the school's support arrangements. This is very effective.
38. Pupils and teachers discuss and agree targets for curricular and personal development and these are reported to parents at the consultation evenings held in October and February. Parents find this process very helpful and informative.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents' views of the school are very good, the school has established good links with the parents, their involvement with school is satisfactory and the school provides them with good information. Parents were overwhelmingly positive about the school in the meeting with inspectors before the inspection, in their replies to the questionnaire and when talking with inspectors.
40. The contribution of parents to children's learning at home and at school is sound. The parents' association raises money to purchase materials and resources for the school and organises

social events. Parents are invited to attend assemblies, performances, social and curriculum events, consultation and briefing meetings, parents' evenings, and step-up meetings, when they meet their next teacher and discuss progress and sporting events. Parents come into school to hear pupils read and they assist in a variety of ways, helping with visits and trips and when pupils are taken to swimming and other sporting venues. Parents are able to communicate easily with the school by seeing teachers at the end of the school day, by making appointments or by writing in the pupils' homework diaries. The school regularly canvasses parents' opinions through the regular use of questionnaires. The information gained has been used to influence the school's development plans to good effect. The many positive contacts with parents give good practical implementation of the home-school agreement.

41. Many parents support homework projects well, for example the work by pupils making replica human skeletons and compiling holiday record diaries. During the inspection homework was used well by the school to reinforce learning in class. However, parental involvement in hearing pupils read at home is patchy. Inspection shows that while many pupils regularly read at home there are some, including those who need to improve their skills, who seldom do so. A group of parents regularly come into school to hear pupils read.
42. The information provided for parents is good. They confirm that they are well informed by the school of the forthcoming curriculum and all school events and are provided with information on work that can be done at home by newsletters and day-to-day class and school information. Parents have opportunities each term to discuss children's progress with teachers. Parents of all pupils are invited to step-up meetings and to progress meetings when targets for the curriculum and behavioural performance are discussed. The information kept by staff for parents is detailed. It follows the revised assessment system and is of a high quality, particularly for pupils' personal development and their progress in English, mathematics and science.
43. The information in pupils' annual reports is detailed, and shows that teachers know their pupils well. The reports list pupils' curricular achievements and their personal and social attributes plus information on how they have contributed to the smooth running of the school. The annual reports include information on how pupils can make further progress in English and mathematics and in their personal and social skills. This information is also included in the pupils' targets. The school's documentation for parents is informative and fully complies with all legal requirements. Parents are confident that the school will respond positively to any suggestions or complaints made by parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The headteacher provides very good leadership and is very well supported by key staff and the governors. There is a consistent emphasis on maintaining and improving the quality of teaching and the progress made by pupils to achieve as well as they can. Appraisal has been integrated easily with the emphasis on the quality of teaching and good delegation. The school's development plan is a very good practical guide for changes to make further improvements. The whole school community is consulted and the views of older pupils and parents are used alongside the analyses of staff and governors to produce the development plan. This very good process ensures that the priorities of the plan are appropriate to the school's needs and relevant to the school community. Success towards implementing the plan is regularly monitored and so the school is effective in making improvements. Good examples of the thoroughness and practicality of the plan are the audits and analyses for each subject of the curriculum together with plans for improvements. The newly appointed deputy headteacher, who as a class teacher provides a very good role model, has also quickly gained a thorough overview of the curriculum, which is her major area of delegated responsibility. She is working with subject co-ordinators to promote successful change. The school also uses extensively the LEA inspectors and advisers to help monitor the quality of teaching and learning and the progress made by pupils.
45. The school analyses the progress of pupils and the standards they achieve in English, mathematics and science outstandingly well and uses the results to make changes for improvements and set targets for all of its pupils. Some governors are fully involved in this process

and understand the progress pupils make in relation to their past performance and what is expected nationally. Leadership is very good because it also promotes very good values that are shared in the school community and promotes a determination to succeed. The very good relationships between pupils and staff and the maintenance of good behaviour of pupils is the result of consistently very good leadership and effective action by staff.

46. The very good leadership enabled the maintenance of very good progress by pupils and the results they achieved in the National Curriculum tests over the past two years despite the loss of almost half of the teaching staff, most of whom left the school for promotion. Although during this period the emphasis was placed on the core subjects of English, mathematics and science, some of the other subjects also developed quickly, for example information and communication technology. The headteacher and governors are very clear about the need for good staff for the school and during the period of staff changes deliberately waited to appoint appropriate staff. They have now made permanent appointments and a strong team has been established of teaching and support staff. This gave capacity for further improvements and inspection shows that good progress is being made.
47. The school's educational priorities are very well supported through very good financial planning at all levels. Funds are carefully saved for major improvements, the most recent example being the computer suite. The next project is to renovate the playground areas and continue the work already begun on the outside areas of the school and so funds are being reserved. The school has maintained its very efficient practice in the control and administration of finance since the previous inspection. The school has well established monitoring and planning procedures that are used well to review and account for progress and identify further priorities for development. The planning of expenditure is very closely linked to the school's short and medium term objectives within the development plan. Governors fulfil their statutory responsibilities and are fully involved in shaping the direction of the school's work. They receive clear advice on all matters of finance from the head teacher, and the school's administrative officer.
48. The governors consider all budgetary options very well. There are clear procedures to ensure best value when making purchases or letting contracts. Income and expenditure are very well monitored. The school's accounting records are clear and the school fund is independently audited. The day-to-day financial procedures are secure and very well established. The school has an appropriate finance policy and staff are well aware of the details of its provision. The most recent auditor's report indicates that financial management is effective. Some minor adjustments to procedures were recommended and these are being implemented.
49. The pattern of expenditure supports the school's priorities well. The specific grants the school receives, such as funding for pupils with special educational needs, are well targeted and clearly accounted for. The school gives significant priority from its basic budget to increasing the funds available to support pupils with special educational needs by about 20 per cent. This investment provides good value, as the majority of pupils with special educational needs achieve well. Resources for learning support the good teaching and learning. They are at least satisfactory for all subjects of the curriculum and are good for English, mathematics, science, design and technology, information and communication technology and physical education. In history and geography they are being very well organised and improved.
50. The use made of new technology to support day-to-day administration is very good. This extends to the rigorous analysis of attendance and performance data and good progress is being made in using information and communication technology as a regular tool for learning. Teachers each have a laptop computer; they appreciate this and make very good use of them to support their teaching and management roles. The organisation of the school day is efficient and the school runs smoothly.
51. The school fulfils the requirements of the Code of Practice in having a special needs register, consulting with parents and holding reviews. The special educational needs co-ordinator has a clear picture of all the needs within the school and of how they are being met, and provides very good leadership and management of the provision for special needs. She meets with learning

support assistants weekly to discuss the work they are doing. This work is monitored and targets for development are set. The special educational needs co-ordinator trains support staff well. They are currently looking at how children's writing develops so that their support can be more effective.

52. The accommodation is very good and its use contributes positively to the good teaching and learning and opportunities for pupils. It has been steadily improved over the past eight years and is an example of good strategic planning, sustained improvement and very good, effective use of funds by the headteacher and governors. The development and use of three wings, each with a shared work area, a leader and key teacher in the four classes from Years 3 to 6, provides significant benefits. For example, these smaller social and administrative units are used for first-line rewards and sanctions and assemblies and provide opportunities for staff to have delegated responsibilities and for pupils to have a greater range of jobs. The school's specialist facilities as a result of the development of the accommodation include a library, rooms for special needs and music and most recently a computer suite. The administrative offices and staff room have also been remodelled and considerably improved. The very good working environment supports very well the good teaching and learning. The car park has been extended and walkways around the school have also been improved. The outside play space for pupils is satisfactory. For example, there are seating areas for pupils, a quiet area and an adventure area. There are plans to further improve playground space, but the school field is poorly drained and can seldom be used. The whole school is immaculate; the caretaker told inspectors he loves his job and he is quite rightly proud of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. There are no issues key to the future success of the school. There are some minor issues that the school should consider which are:-
1. The reading skills of a small minority of pupils. (Paragraphs 4, 41, 55 and 57 refer).
 2. Giving some more independence to pupils in their learning. (Paragraphs 13, 17, 35, 67 and 74 refer).
 3. Teachers consistently insisting that pupils present their work as well as they can (Paragraphs 17, 59 and 74 refer).
 4. The consistent use of revised systems for assessing pupils' progress. (Paragraphs 17, 36, 76, 84, 91, 95 and 104 refer).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	31	24	1	0	0
Percentage	3	18	44	34	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll	319
Number of full-time pupils known to be eligible for free school meals	26

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	142

English as an additional language	No of pupils
Number of pupils for whom English is an additional language	4

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

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	50	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	34	44
	Girls	40	30	45
	Total	75	64	89
Percentage of pupils at NC level 4 or above	School	79 (78)	67 (74)	94 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	30	42
	Girls	30	26	42
	Total	59	56	84
Percentage of pupils at NC level 4 or above	School	62 (77)	59 (80)	88 (95)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	315
Any other minority ethnic group	0

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	3	0
Other minority ethnic groups	0	0

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.3
Number of pupils per qualified teacher	22.3
Average class size	27

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	190

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	691102
Total expenditure	663976
Expenditure per pupil	1942
Balance brought forward from previous year	42638
Balance carried forward to next year	69764

Recruitment of teachers

Number of teachers who left the school during the last two years	6.7
Number of teachers appointed to the school during the last two years	6.7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 28%

Number of questionnaires sent out	302
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	47	4	1	0
My child is making good progress in school.	36	61	3	0	0
Behaviour in the school is good.	32	52	4	2	10
My child gets the right amount of work to do at home.	26	67	7	2	1
The teaching is good.	38	59	0	0	3
I am kept well informed about how my child is getting on.	39	58	2	0	1
I would feel comfortable about approaching the school with questions or a problem.	53	44	2	1	0
The school expects my child to work hard and achieve his or her best.	54	46	0	0	0
The school works closely with parents.	30	62	5	1	2
The school is well led and managed.	39	50	2	0	0
The school is helping my child become mature and responsible.	35	62	3	0	0
The school provides an interesting range of activities outside lessons.	41	50	6	1	2

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

ENGLISH

54. By Year 6, pupils attain standards in English that are in line with the national average. Overall, standards in the subject are similar to those reported at the last inspection, but are generally better in writing. However, the school's results for English in the National Curriculum tests for pupils in Year 6 have risen a great deal from well below the national average in 1997 and 1998 and for the last three years the school's results in tests have closely mirrored national averages. In 2001 the number of pupils attaining Level 4 and above in the national tests exceeded its target of 72 per cent by six per cent. For 2002 the target agreed with the Local Education Authority (LEA) has been reduced to 60 per cent to take into account the mobility and capabilities of the current cohort. Inspection evidence suggests that the school is on course to exceed its targets again. There is currently no significant difference in the rates of progress made by boys and girls although boys have attained a little higher than girls over the past few years.
55. When they enter Year 3, pupils' standards in reading and writing are well below those expected, but they make increasingly good progress in both aspects of the subject as they move through the school and overall their progress is very good. However, standards in writing by Year 6 are a little higher than those currently seen in reading because the school has made a determined effort to improve its quality in recent years; writing skills have been practised thoroughly and systematically so that pupils are now well placed to write confidently on a range of different themes and for different purposes. As a result, writing is used well to support learning in other subjects, such as science and religious education. Pupils also learn a full range of skills to improve their fluency in reading, but not all of them practise the skills they have acquired with sufficient regularity to consolidate learning. Their individual progress is not always checked often enough to ensure that persistent difficulties are overcome. As a consequence, many pupils make very good progress in their fluency and understanding because they are well motivated to learn, while a small minority only make satisfactory progress in reading.
56. By Year 6, standards in speaking are in line with those expected nationally, and pupils make increasingly good progress in developing oral skills as they move through the school. While teachers in Year 3 sometimes have to work hard to elicit responses from their pupils, older pupils often contribute confidently and at length. Teachers across the school use questioning well, expecting pupils not only to give a full response, but to justify their opinions or to enlarge upon initial statements. Pupils generally respond readily to this approach, and teachers take care to ensure that all are encouraged to take part in class discussions. In many lessons, pupils have ample opportunity to discuss their work and ideas in pairs and small groups. During school assemblies, pupils sometimes have opportunities to speak at greater length to a wider audience; this is a good strategy that helps to increase pupils' confidence and fluency in speaking. Pupils' listening skills are better than those usually seen nationally. They are attentive in lessons, and teachers use good strategies to maintain their concentration, challenging them to contribute their own ideas, ensuring that learning proceeds at a good pace, and sometimes setting deadlines for the completion of discussions, so that pupils are obliged to listen carefully to the views of others. This they generally do well; pupils are tolerant of others' opinions and take them into account when representing the view of a group. Pupils with special educational needs generally make good progress in speaking and listening, and are well supported in their efforts.
57. Pupils generally make very good progress in their reading. Attainment of pupils entering the school is well below the national average, but standards are in line with those seen nationally by the end of Year 6. This good progress is the result of systematic consolidation and extension of skills. Building on previous learning, younger pupils become more confident in their knowledge that certain groups of letters represent particular sounds that may be joined to form words of different length. They begin to recognise patterns in the pronunciation of words, and develop predictive skills that improve their confidence and fluency. Many older pupils develop into expressive readers, recognising that punctuation clarifies meaning, and heeding its importance

when reading aloud. A few higher attaining pupils read rapidly, deriving meaning from text by skimming and summarising effectively the essence of the passage they have read. There are regular class sessions when all pupils read and their progress is recorded carefully. Pupils who need specific help with their reading receive it as a part of the good provision made for their special needs. Teachers also ensure that pupils practise their skills by using appropriate computer programs. However, while progress in reading is generally very good, a few pupils do not move forward as rapidly as they might because they do not practise the skills they have acquired often enough. Pupils in some classes are not heard by a trained adult often enough to read the book they have chosen, with the result that habits may develop which impede progress. As an example, some pupils do not tackle an unknown word with sufficient determination, passing over it as they read on or expecting a better reader to prompt them. Some pupils seldom read at home. While many higher attaining pupils read from a range of authors, they are not always guided well enough towards texts that will increase the breadth of their reading experience, such as adapted classics, criticisms or plays. The progress of those with special educational needs is carefully checked, a group of parents hears pupils read and the school has recently made arrangements for the reading of other lower attaining pupils to be monitored more systematically.

58. Standards in writing are in line with the national average. Pupils make very good progress because they are encouraged to write for different purposes, attempting to imitate a range of styles. For example, those in Year 3 are taught to use short sentences to create a dramatic effect, and to extend the range of adjectives they employ. Pupils in Year 4 practise writing newspaper reports, using a journalistic style to describe personalities in the school and their achievements. Older pupils extend this work, transforming one literary style into another, for example by constructing sequences for a play script derived from a narrative, or writing the biographies of the famous, having researched and made notes on their background. The skills pupils practise are applied well to other areas of the curriculum, writing, for example, a detailed description of the function of the heart for their science work, or recounting the details of the Hindu festival of Divali. In Year 6, for example, pupils are encouraged to write in a range of registers, both formal and colloquial, and attempt to reflect dialect in sequences of direct speech. Pupils practise using different forms of punctuation, most applying the skills they acquire successfully in their own writing. Those in Year 3 generally use full stops and capital letters accurately, while older pupils begin to use punctuation for more sophisticated purposes, employing it to add emphasis or to clarify meaning. Those with special educational needs make equally good progress in the development of their writing skills, and are well supported by both teachers and learning support assistants.
59. By Year 6, standards in spelling are in line with the national average. Across the school, pupils have opportunities to learn spellings systematically, although teaching is not uniform. For younger pupils, there is greater emphasis on the learning of patterns recurring in words that sound similar, while older pupils are tested weekly on a wider range of irregular spellings, learning these words as part of their homework provision. Standards of handwriting are also as expected. All pupils are taught to write in a cursive hand, but this is not employed consistently across the school. For example, some Year 4 pupils already join their writing neatly and fluently, while others in Year 6 still print their letters. In some classes, too, there is insistence on high standards of presentation, but this principle is not universally applied.
60. The quality of teaching and learning across the school is good. No unsatisfactory English teaching was seen in the course of the inspection, and more than 70 per cent was good or very good. Examples of good teaching were seen in all year groups, while very good teaching was also seen in Years 4 and 5. Teachers' questioning skills are a strong feature of their work. These are used both to probe pupils' understanding and to lead their thinking towards new areas of learning. Pupils are constantly asked to justify their opinions and this rigorous approach to class discussions and high expectations of pupils helps to create a productive atmosphere. Pupils have a clear understanding of the skills they are to practise and what the teacher wishes them to achieve. Lessons are well planned and move along at a good pace with clear beginnings, series of tasks for pupils and endings that recap what has been learned. This enables the teacher to assess the progress made. In one very good lesson for example; the teacher deliberately used dramatic effect to create an atmosphere of mystery and excitement that had a clear impact on

the quality of writing that the pupils subsequently produced. Lessons are well managed and teachers deploy a range of successful strategies to engage pupils' attention and ensure good behaviour. The tasks pupils are set are generally appropriate for their aptitude and ability, although occasionally they are too difficult, so that pupils have difficulty in completing them in the way that the teacher anticipates. Teachers monitor and assess pupils' progress well when they are working alone or in pairs, although on occasions they allow them to work for too long before checking what they have done, and so cannot be sure that they are completing the task as intended. Pupils with special educational needs are well supported in their work. Learning support assistants develop a very close understanding of the pupils with whom they work, and the way they question pupils and explain ideas to them makes a very positive impact on the quality of their learning.

61. The English curriculum is broad, with a good range of activities for pupils. The National Literacy Strategy is interpreted imaginatively to ensure that pupils have a good range of speaking, listening and writing experiences. For example, literacy lessons are used to support pupils' understanding of history, or of social and moral issues. However, the curriculum sometimes focuses too closely on providing pupils with more new skills, rather than offering them the opportunity to practise and consolidate those they have learned. The subject is very well led and managed; the school has analysed very carefully the test performances of individual pupils, and is aware of the need to continue to reflect their immediate learning needs in its planning for all pupils. The co-ordinator monitors teaching, offers feedback and suggests areas for improvement.
62. Resources for the subject are good. There are sufficient stocks of good quality fiction and non-fiction books, easily accessible to pupils and teachers, and clearly arranged and stored. The library is regularly used to develop study skills. The English curriculum is enriched by regular theatre visits, a book week and a book club, and by visiting authors and other speakers. Pupils have the opportunity to practise word-processing skills; this work often enhances learning in other subjects.

MATHEMATICS

63. Standards of attainment are broadly in line with the national average by the end of Year 6. The current picture is similar to that found at the time of the previous inspection in 1997. However, on the basis of results of the National Curriculum tests, standards are higher now than in 1997, when they were below the national average and much higher than in 1998 when they were well below it, but this is only part of the picture. Test results in mathematics improved steadily in the three years 1998–2000 and were above average in 2000. The results dipped just below the national average in 2001, but overall the long-term improvement in the school's results is above the national trend. The lower standards in the most recent results are explained by the ability profile of the pupils. The school reduced its target for the proportion of pupils' attaining level 4 and above to 67 per cent in 2001 and to 65 per cent in 2002. This reflects the high incidence of pupils with special educational needs and a significant level of transience in the current Year 6 cohort. This inspection finds that the pupils currently in Year 6 achieve well and make good progress in relation to their capabilities. The picture is similar across the school. There is no significant difference in rates of progress of pupils of different abilities, sex or ethnicity.
64. Pupils in Year 3 have a sound knowledge of addition and subtraction facts to 10 and make increasing use of mental strategies. Some confidently check their answers using a number line or square. Most have a secure knowledge of place value to 100, can order numbers to 100 and recognise number sequences and patterns with the aid of a number square. The more able pupils are becoming increasingly adept at doubling, halving, counting in twos, fives and tens and predicting the next number in the sequence. Some of these pupils show an increasing confidence in explaining their methods, such as tallying to divide 16 by 4. They have a satisfactory understanding of number patterns and often use appropriate mathematical language. The majority of pupils further develop their mental skills and confidently count forwards and backwards in different intervals. They have a developing knowledge of equivalent fractions and most have a secure knowledge of the 2, 5 and 10 times tables. They can quickly recall known

facts and patterns. The more able pupils explore sequences systematically and develop a good understanding of commutative relationships when finding methods for addition and subtraction, using two-digit and three-digit numbers. They have a sound knowledge of two- and three-dimensional shapes. They use measurement appropriately, make reasonable estimates in centimetres, and can tell the time in five-minute intervals.

65. The pupils in Year 4 have a sound knowledge of place value. They use their knowledge of 'doubles' and 'halves' effectively to solve addition and subtraction problems with numbers including thousands. They round numbers to the nearest ten and have a satisfactory understanding of decimal notation when recording amounts to 99 pence. The more able pupils measure and estimate well, give clear explanations of number patterns and use the 'grid method' of multiplication to multiply two- and three-digit numbers by a single digit. The pupils in Year 5 further develop their use of mental strategies when making calculations. They have a secure knowledge of equivalent vulgar fractions and decimal equivalents. They show accurate measuring skills, a sound knowledge of shapes and their properties and can calculate perimeter accurately. The pupils collect a variety of data and most correctly construct, label and interpret simple line and bar graphs.
66. By the end of Year 6, the pupils can solve challenging computations using the four operations. Many work accurately with numbers greater than 1000, they develop a clear knowledge of fractions and successfully simplify them. The more able pupils understand the relationship between fractions and percentages and are confident in calculating percentages. Most have a good understanding of decimal notation. The pupils gain a sound knowledge of measurement, many can calculate perimeter and area accurately, and the more able pupils have a good knowledge of angles and lines of symmetry, and can describe the properties of a range of shapes. They collect information and learn to draw a variety of graphs and can interpret graphical information well. The pupils cover the full range of mathematical topics and the good emphasis on practical applications and promoting mathematical thinking ensures the majority achieve well.
67. The pupils' attitudes to learning are very positive and their behaviour is good. This is a direct reflection of skilled teaching. Pupils of all backgrounds and abilities respond positively to well-organised lessons in the certain knowledge that their teachers value them and their efforts. In most lessons the pupils maintain concentration and work hard to complete their tasks. However, in those lessons where the level of expectation and rapport drops, or the pace and direction of learning slows, attention wavers and the quality of learning becomes uneven. The majority of the older pupils show a good capacity to work independently, and clearly enjoy the challenge of the subject where learning is rigorous.
68. The quality of teaching is good. It is most consistent and effective with the older pupils, for whom progress accelerates. In the lessons observed teaching ranged between satisfactory and very good. Overall, the teachers have a good knowledge of the subject. The good whole-school planning supports them well in preparing lessons. This helps to ensure that the pupils acquire appropriate mathematical knowledge, skills and understanding. The teaching of basic number skills is good. The quality of learning for pupils in Year 4 was very good when they successfully used a very good range of methods to find equivalent fractions. Similarly, the learning was very effective in lessons in Year 6 when the pupils were challenged to investigate square numbers, and to test the rules of divisibility. The key features of teaching in such lessons include clear explanations, challenging questions and the modelling of methods of calculation and how to record. Several teachers are particularly skilful in posing problems at appropriate levels for the different ability groups in the class, and enabling the pupils to use their knowledge to find solutions or identify patterns and rules. The use of practical approaches involves the pupils in learning particularly well, especially when the plenary is used to draw learning together, and the next lesson builds on the pupils' achievements. Where the tasks require the pupils to think, and work hard, they become adept at explaining their methods. However, the pace of working slows where tasks require limited effort and teaching does not extend the use of appropriate mathematical language or build well on the pupils' prior knowledge, such as when investigating strategies for division in Year 3.

69. Teachers use a good range of methods to promote learning and generally manage learning well. This produces good levels of interest and concentration that are maintained well. This was clearly shown in a lesson where pupils in Year 5 demonstrated good recall of number facts. They counted on and back in steps and used strategies such as adding pairs of numbers to make ten, or starting with the largest number to add several numbers mentally. They worked with a high level of involvement to record 'number loops' involving plus and minus. The able pupils worked with numbers including two places of decimals. In such lessons the pupils have a good understanding of the task and show a good level of independence. This results from the effective use of assessment to match the task to the pupils' capabilities and the good use of resources. However, where lesson organisation is less precise and the challenge of work is not maintained the quality of learning is reduced. Several particular strengths distinguish the good and very good teaching. The teachers have good levels of subject expertise and interest that generate high expectations and a clear direction for learning. This also enables them to assess and adjust the course of learning for pupils of different attainments and needs within the class. Their questioning techniques are skilful and rigorous, and they use them effectively to engage all pupils in thinking mathematically.
70. The quality of the curriculum is good. There is a clear whole-school plan for the subject that has been effectively updated to strengthen the teaching of numeracy. This provides effective guidance for teachers and ensures appropriate breadth and balance across all aspects of the subject. The good range of activities is relevant to pupils' learning needs and ensures they make good progress. The provision for pupils with special educational needs is good. The school successfully ensures all groups of pupils participate fully in the learning programme. Boys and girls often work together and the learning needs of pupils of differing abilities are well considered. The organisation of pupils into ability groups is having a very positive impact on standards, as learning is usually closely matched to pupils' needs and this enables them to achieve well. There are very good arrangements to monitor pupils' progress in mathematics. Teachers regularly assess pupils' achievement against clearly defined learning objectives. There are examples of particularly good practice in the older classes where day-to-day assessments are used well to promote progress in lessons and to adapt planning to ensure the next stage of learning is both relevant and challenging. The school makes very effective use of the performance data provided by its well-planned programme of tests, to group pupils, set targets and to ensure that the planned curriculum is sufficiently challenging.
71. The quality of leadership and management provided for the subject is good. The recently appointed co-ordinator is effective in ensuring a clear educational direction. This is evident in the latest review of the subject and the plans for further development. For instance, the current emphasis on developing mathematical skills through problem solving is already having a positive impact. There are well-established procedures to audit the subject and suitable opportunities to monitor teaching and standards across the school are planned. The subject is well resourced and increasingly good use is being made of information and communication technology to reinforce and extend pupils' learning.

SCIENCE

72. Standards in science are in line with the national average. Pupils in Year 6 achieved good results in the most recent National Curriculum tests that were above the national average. Over the past three years the results have risen from being at national average levels to above them and the gains made are above the national rate of improvement. However, the projected levels likely to be achieved by the current Year 6, which the school recognises as a weaker group, show a fall from the previous year for both Level 4 and higher levels. The careful monitoring of the progress being made, supported by a planned revision programme, indicates that the school will meet these targets. There has been good improvement since the last inspection. Standards have risen since then, when national testing showed them to be below average. Teaching and learning are now consistently good and the subject is very well managed.

73. Pupils make good progress throughout the school, particularly in Years 5 and 6. There has been an increased emphasis on learning through enquiry and practical investigation. This hands-on approach is evident during lessons and features well in pupils' books. Pupils in Year 3 investigate materials and their suitability for different purposes. In Year 4 they test how well materials muffle sound, and their insulation properties. Year 5 pupils investigate shadows and their comparative lengths at different times of the day. In Year 6, in their work on forces, pupils investigate how far model cars travel on different surfaces and ramps. This practical work enables most pupils to develop a good understanding of scientific concepts. Pupils with special educational needs benefit especially from trying things out for themselves, and higher attaining pupils are often challenged in the way they are expected to systematically record their work and draw their own conclusions. Pupils make careful measurements using, for example, rulers, Newton-meters and thermometers. They record and compare their findings in tables, charts and line graphs. They make predictions and refer to these when recording what they have found out, and understand the need for fair testing. In Year 6 pupils check their results by retesting, and explain any differences observed.
74. Teaching and learning in science are good. Lessons are well planned across year groups and teachers are clear about what they expect pupils to learn. This is shared with pupils so that they know the purpose of lessons. Both the planning and teaching of lessons show that teachers have good subject knowledge. Introductions to lessons are effective; they refer to previous learning and lead well into new learning. Pupils are questioned well and expected to give full responses, so providing good opportunities for teachers to assess understanding. This was shown in a Year 3 lesson where pupils were investigating materials, and through questioning showed a good understanding of the different properties. Lessons are well prepared, which helps to ensure that they move forward smoothly and quickly, so that pupils do not lose concentration or interest. In a Year 5 lesson on solutions, pupils had all the equipment and materials at hand to carry out their investigation. Pupils with special educational needs are generally well supported in lessons, particularly when learning support assistants are present to talk through tasks with them and to help develop their understanding. In some lessons more is expected of higher attaining pupils in their recording, with lower attaining pupils having guidelines to help them. Pupils are well directed in their practical work, but this does not always allow them to develop the skills of independent learning. This was shown in a Year 6 lesson where pupils were asked to work in groups, to research and prepare a presentation on hinge joints. Although a good method to develop understanding, it showed that they were not used to working in this way, unsure about planning as a group and tending to work on their own. As a result, lower attaining pupils made too little progress. Teachers have good relationships with their classes, which helps to develop very positive attitudes to learning. They manage classes well, using agreed strategies that keep pupils on task without interrupting the flow of the lesson. The presentation of pupils' work varies too much and teachers do not all insist on recorded work of high quality. There is some very good marking that refers directly to the main purpose of the learning, where pupils are told how well they have done and what they need to do to improve, but this is not consistent for all teachers.
75. Pupils have satisfactory opportunities to use their literacy skills in science in their written work, which expects subject vocabulary to be used and developed. There are good opportunities to use numeracy skills in the measurement, recording and comparison of results and literacy skills to write up what was done and conclusions about experiments. The use of information and communication technology is developing well and data handling programs are used to store and compare results; the school is starting to look for programs linked to specific areas of science. Teachers use computer skills well in their planning for the subject.
76. The co-ordinator provides very good leadership and management for science. A scheme of work has been revised and refers to national guidelines. This helps to ensure that pupils cover all topics in a way that builds upon their knowledge and understanding and helps them to make progress. With guidance from a local education authority advisor the co-ordinator has observed lessons, given feedback to teachers and set targets for future development, for example questioning skills, presentation of pupils' work and support for pupils with special educational needs. The results of standardised testing are analysed very thoroughly for strengths and

weaknesses, and inform future planning for the subject. Good revised assessment procedures have recently been introduced; individual progress is recorded against key objectives in all of the areas of science.

ART AND DESIGN

77. By Year 6, pupils attain standards in art and design in line with those expected nationally. Standards have improved since the last inspection. Pupils make satisfactory progress in the subject as they move through the school because skills are now taught much more systematically than they were before.
78. Pupils in Year 3, for example, develop the skill of using pencils of different hardness to create an appropriate effect. Some become adept at using the side of a soft pencil to represent the texture of fabric, and make careful observational drawings in profile and three-quarter view. Pupils experiment in mixing colours to create different shades, sometimes re-creating a detail from a study by a famous artist. In Year 4, pupils make Kenyan masks from papier mâché, using photographs or illustrations as starting-points for their work, and employing their drawing skills to guide them in the completion of their design. Older pupils experiment with clay, making pots in association with their history studies. However, while standards of this work are satisfactory, they would be higher if greater emphasis were placed on the correct techniques for moulding and joining clay. Some examples are below the expected standard because insufficient emphasis has been placed on showing the pupils how to improve on their original model. In Year 6, pupils sometimes use art well to support their English studies, for example by depicting graphically changes in the character of Macbeth. They practise painting facial expression, and imitate well the style of well-known artists and designers such as William Morris, using similar media and techniques to achieve the desired effect. While much of the work of the oldest pupils is at the level expected, some of the portrait work is not in sufficient detail and indicates that pupils have not been encouraged to observe closely enough. However, these portraits use colours that have been carefully mixed to match the skin tones of pupils. Across the school, the progress of pupils with special educational needs is similar that of other pupils.
79. No overall judgement can be made about the teaching and learning as only two lessons were seen. However, sufficient evidence was obtained in those lessons and from analysing and discussing pupils' work to draw some conclusions about their quality. Basic skills are sometimes taught well to younger pupils, and occasionally very well. In one outstanding lesson seen, for example, the teacher imparted her knowledge of drawing skills so effectively that her efforts immediately had a significant impact on the quality of drawing her pupils produced. She reinforced a class lesson on drawing technique by showing each pupil individually how he or she could improve the work, and used some of their finished drawings as good examples of what could be achieved. Teachers plan their lessons carefully, and have adequate subject knowledge, but sometimes they do not insist on a high enough quality of work from their pupils or encourage them to improve their efforts. Lessons seen moved along at a good pace, and allowed pupils enough time to finish the task set. Pupils describe their art lessons with enthusiasm and apply themselves well. As they move through the school, they clearly acquire a range of increasingly complex skills and develop an appropriate appreciation of art and design through their study of the work of recognised artists.
80. The curriculum is sufficiently broad and balanced, and the school has made considerable efforts to overcome the deficiencies identified at the time of the last inspection. The co-ordinator is new to the school, and has not yet had enough time to initiate further development. The school has good plans to assess pupils' performance in the subject. Art is used well to support other areas of pupils' learning; for example, in English and religious education. Although there are plans to increase pupils' access to the works of recognised artists by using the internet, they currently have few opportunities to visit museums or art galleries, or to meet artists in school. Resources for the subject are satisfactory in quantity and quality; they are neatly stored and easily accessible.

DESIGN AND TECHNOLOGY

81. Standards in design and technology are in line with those expected nationally. In the last inspection no judgement was made about standards in the subject. Pupils now achieve the expected level and they make satisfactory progress in the subject as they move through the school.
82. Pupils in Year 3 are introduced to simple aspects of food technology. For example, they examine the packaging and appeal of sandwiches made for commercial purposes and then prepare their own. They learn to pay attention to standards of food hygiene and record ways in which they may improve their efforts. Pupils in Year 4 build on skills previously acquired to design a money container. They again examine commercially made designs and learn to choose appropriate materials for their own requirements. Pupils begin to understand that some joining techniques are stronger than others and to appreciate that these also need to be selected carefully if the design is to be successfully realised. Older pupils experiment with cams to design a moving toy suitable for a younger child or investigate control technology to operate lights and buzzers in specific sequences. Many pupils make realistic suggestions of how to solve the problems they encounter in the design and making processes, relishing the challenges inherent in the tasks they are set. While pupils are set relevant and interesting tasks that encompass all the skills expected in the design process, they are too rarely expected to evaluate their completed work rigorously enough. For example, older pupils confine their evaluation of a finished design to a short statement about its success or failure without explaining in enough detail how that design might be improved. Similarly, pupils' designs sometimes concentrate too much on the appearance of the finished model without giving enough attention as to how it will work. Nevertheless, there is strong evidence that pupils learn from the mistakes they make, acquire an appropriate range of skills as they move through the school and improve their knowledge and understanding. Teachers' plans include the use of computers for control technology using computers specifically set aside in each of the three shared areas of the school.
83. Too little teaching was seen to make an overall judgement on teaching and learning. However, sufficient evidence was gathered to enable some conclusions about their quality to be drawn. Basic skills are taught at least satisfactorily, and although there is sometimes a lack of insistence on sufficient rigour in the processes of design and evaluation, it is evident both from an examination of planning documents and of finished work that teachers possess sound knowledge and understanding of the subject. In both of the lessons seen, teachers used clear explanations to prepare pupils for the task they were offered and planned their work well, anticipating some of the difficulties that pupils were likely to encounter in the design of a moving toy. Questioning was used effectively to check pupils' understanding, and enough time was allowed for pupils to discuss together the purpose and implications of their designs. Pupils enjoy their lessons, and the teaching clearly enhances pupils' enthusiasm for the subject. For example, a group of Year 6 pupils vividly recalled a moment of excitement when the teacher encouraged them to test a wheeled machine for the first time.
84. The newly appointed co-ordinator has a clear understanding of the strengths and weaknesses in the subject and has already revised the scheme of work and prepared documents, suggestions and ideas to support the work of colleagues. A revised scheme of assessment for design and technology has been devised, but its introduction is too recent to have yet a significant impact on the quality of teaching and learning. Resources and accommodation for the subject are good. A good range of materials and equipment is available, easily accessible yet safely stored, and the kitchen area offers good facilities for pupils to learn about food technology.

GEOGRAPHY

85. Standards of attainment are broadly in line with those expected for pupils in this age range. At the time of the last inspection the picture was similar. The school has recently begun work to

review its planning for the subject. The early indications are that the revised programme of topics provides a good basis for further improvement.

86. Pupils of all abilities, including those with special educational needs and those from minority ethnic backgrounds make satisfactory progress. The younger pupils have a developing knowledge of the locality and consider positive and negative features of the environment. They draw maps of their journey to school and use suitable symbols to denote particular features. In the main, they identify human features such as those found in the park. They know that there is a variety of housing in the area near the school, including some shops. They further their knowledge of settlements by studying models and photographs. This work enables the pupils to understand the link between 'looking down' on the model of a settlement, the view provided by an aerial photograph, and the 'plan view' provided by a map. During Year 3, pupils observe and systematically record weather information using suitable symbols. They learn about the 'water cycle' and observe the progress of rainwater on different surfaces. This topic provides a useful link with the science curriculum. The pupils further develop their enquiry and map skills by investigating the features that attract visitors to a variety of holiday destinations in different countries. During Year 4, pupils develop a greater sense of place. They identify Bordon and Hampshire within the United Kingdom, and use a variety of maps to relate where they live to places in Europe and beyond. The study of contrasting areas, such as Chembakoli in India, enables the pupils to consider the influence of climate and land use on human activity. The older pupils satisfactorily extend their knowledge of different localities by identifying and comparing the features of different places including Bordon and the old town of Portsmouth. They have good opportunities to study environmental issues when considering points for and against further development in the local area. By the end of Year 6 the majority of pupils develop a suitable understanding of places and use appropriate geographical terms to describe patterns. They use grid references well to locate places and are beginning to develop an appropriate understanding of the relationship between the geographical features of an area and the activities of the inhabitants.
87. Although only one lesson was seen, accumulated evidence points to the quality of teaching being satisfactory. In the one lesson observed, the planning was thorough and the imaginative use of a 'jumble' of clothes enabled the pupils to sort clothing for different types of holiday. The pupils' initial response was enthusiastic but a significant minority found it hard to sustain interest and concentration. The teacher used questioning well and provided clear instructions for the individual task that followed. This ensured that the pupils made a good start in using holiday brochures, maps, and a globe and atlas, to locate holiday destinations. There was a satisfactory level of co-operation and the teaching enabled pupils of all abilities to make gains in learning. The scrutiny of the pupils' work across the school, over time, reveals that the topics covered are not always studied in sufficient depth and opportunities to promote pupils' enquiry skills are sometimes overlooked. This is a shortcoming the school has recognised. The recently appointed co-ordinator has conducted a thorough audit of the curriculum and the units of work are being revised to ensure that the context for learning is relevant and the pupils' skills are progressively developed. A strong feature of the planning is the identification of links with other subjects, including history and religious education. The impact of leadership on the subject is satisfactory over time. The recent audit of provision, together with a very clear plan for future action, provides a secure basis for further improvement. The subject is satisfactorily resourced. Although satisfactory overall, pupils' use of their literacy, numeracy and ICT skills in the study of geography should be increased to be in line with the way they are used in other subjects.

HISTORY

88. The standards attained are in line with those expected nationally for pupils in this age range. This represents a similar picture to that found by the previous inspection. Since 1997 a large number of staff changes have taken place and the curriculum has been revised to take account of national changes. The latest audit, conducted by the current subject manager, provides a good basis for further improvement.

89. Both the scrutiny of pupils' previous work and the observation of lessons indicate that pupils of all abilities make satisfactory progress. This includes pupils with special educational needs and those from minority ethnic backgrounds. Furthermore, several examples of boys and girls working well together were observed, for example, while comparing the features of maps of the local area from three different periods. Such opportunities contribute well to the pupils' personal development. During Year 3, the pupils study Ancient Egypt and find out about features of Egyptian life and the purpose and significance of the Pyramids. In Year 4, the pupils have a developing knowledge of the different groups of invaders and settlers who occupied Great Britain in the early periods of our history. They know that Boadicea was an early leader and have a basic knowledge of the features of life in Celtic and Roman times. Through using a variety of historical sources they learn that written accounts can be biased. The older pupils have a developing knowledge of the Tudor period and know some facts about monarchs of the period. They are beginning to find out about the lives of rich and poor people and know that paintings are a source of evidence. They make comparisons between life in Victorian times and the present day and extend their knowledge through visits to a museum and to the old town of Portsmouth. By the end of Year 6, the pupils have a satisfactory sense of chronology, they recall key facts from the periods studied and are beginning to relate historical events to the local area and to the places they visit.
90. The quality of teaching is satisfactory. The lessons observed were well planned and appropriately managed. The pupils listened well and showed both interest and curiosity when using maps or texts to research a topic. There was good emphasis on making the learning relevant. For instance, role-play was used well to bring the story of Boadicea 'to life' and the pupils' vividly recalled the visit of a 'Roman soldier' to the school. However, on occasions the pupils are not sufficiently guided to develop their literacy skills when finding out and recording information. The features of effective teaching include good knowledge of the subject, clear guidance for the work and a specific focus for teaching to help the pupils maintain a good level of involvement. Sometimes teachers' plans do not allow enough time for learning and their long explanations do little to focus pupils' learning. Lessons are well supported by a clear framework of topics for the subject. The provision of suitably resourced 'topic boxes' is particularly helpful.
91. Leadership of the subject is satisfactory. The co-ordinator has carefully audited provision for the subject. This work has focused on re-ordering the topics studied, improving their relevance, identifying links with other subjects and ensuring better progress for pupils. The way forward in further developing the subject is clearly set out in a thorough action plan that is regularly reviewed. Overall, the current plans for the subject provide a good basis for ensuring that the potential of the topics studied is fully exploited. This extends to making effective use of the recently introduced assessment records.

INFORMATION AND COMMUNICATION TECHNOLOGY

92. Standards in information and communication technology are average, overall. There is much direct teaching of skills and pupils are acquiring them quickly. Most pupils, working in pairs in the computer suite, can save and retrieve their work in the correct folders and are confident users of computers. Year 6 pupils can use a complex adventure game to make sequences of instructions and then test and refine them to develop their ideas and make things happen. Some Year 6 pupils demonstrated a presentation about the school that uses the software package "Power Point." This involves the use of photographs of the school that are merged with text to make a sequence of pages that runs automatically on a laptop computer. They were able to describe how they had made the presentation and the intended audience. Year 5 pupils can create graphs from a spreadsheet and import them into a document in a word processing package; they can also interpret the graphs generated. In Year 4 pupils use a program to control movements and pupils in Year 3 can use a music program to explore tempo and compose simple tunes. They also replace words in poems to modify and improve the poetry.
93. Pupils also use computers in each of the shared areas of the three wings of the school. There are older machines in each area devoted to control technology and three or four others that are

used mostly for individual pupils to practise their basic skills of literacy and numeracy. These activities are well organised, there is a timetable for the use of the computers for each of the four classes in each wing and pupils use the computers with confidence. The programs are carefully chosen and the use of headphones allows pupils to follow instructions, for example to listen to the sounds of words and then to use the mouse to select the appropriate word to match the one that appears on the screen. Examples of the mathematics skills being reinforced are tables, addition and subtraction and recognition and matching of shapes. Pupils reinforce their skills and learning well, they use the computers responsibly and with confidence and can explain clearly what they are doing and how their use of the computer helps them. However, there are occasions when the computers in the shared areas are not used for tasks directly linked to their work in classrooms. For example, in a lesson that involved writing letters computers available outside the classroom were not used.

94. There has been good improvement since the previous inspection, when standards were below those expected and few skills were taught. Resources and specialist accommodation are good and the school has good capacity to improve further. The teaching of skills has increased throughout the school since the use of the computer suite began. Younger pupils are making particularly rapid progress, so by the time they are the oldest pupils in the school the overall level of skills and their application should improve further.
95. Teaching and learning are good. Excellent support is given by a learning support assistant who also maintains the network and other computers. Teachers have been trained as part of the national programme and use the computer suite effectively and each has a laptop. Their management of pupils is very good, lessons are carefully planned and there is a good mixture of teaching methods. These include clear instructions, detailed teaching of skills, good demonstrations using the large screen, good help for pupils and feedback to them and time at the end of the lesson to review progress and what has been learned. The best teaching uses pupils' own data to teach skills. It also sets new challenges for pupils during the lesson and avoids immediately giving pupils an answer to move them on through the tasks they have been set. There is assessment from lesson to lesson, with changes according to the progress made by pupils. A new formal assessment scheme has recently been introduced and has begun to be used. Learning is good. As the result of teachers telling pupils what they are expected to learn and the tasks being clearly explained to them, pupils are well behaved, work hard and most are enthusiastic. Pupils with special educational needs and those for whom English is an additional language take a full part in lessons and make good progress.
96. Teachers' plans cover the full curriculum and include many good links with other subjects. Some of the good examples seen during the inspection were the use of a spreadsheet for the results of a science experiment, changing the tempo in composing music and the use of a variety of fonts to present written work well. A computer in the library is used for the internet and e-mail and another for controlling the use of the library. This is currently limited in its use. The school has a clear policy for safety of pupils in their use of the internet and e-mail and is waiting for these measures to be installed so the computer suite can be used. Resources are good, well organised and the investment made in them is being successful, as shown in the rapid progress being made by pupils. The subject is led very well. The co-ordinator is enthusiastic and has good and appropriate plans for the further development of the subject.

MUSIC

97. At the time of the inspection the subject focus was on singing, with regard to tempo and dynamics. By Year 6 pupils reach satisfactory standards in this element of music. There has been good improvement since the previous inspection, when standards were judged to be unsatisfactory.
98. By Year 6 pupils sing well, with careful attention to diction. They understand how loudness of voice and varying speed can affect performance. They sing in tune and can maintain their part when singing rounds or when combining different words and music for effect.

99. Teaching and learning in music are satisfactory, although in one lesson poor attitudes adversely affected learning and the progress made. Lessons are generally well prepared across year groups, and good methods used. For example, in a Year 3 lesson pupils listened to two recorded arrangements of "Jingle Bells", and were able to see how the different tempos changed the mood of the song. Little opportunity is given for pupils to discuss their performance with a view to improving it. Pupils are generally well managed, which helps lessons to move forward smoothly with pupils maintaining interest and concentration. This was very apparent in the whole school singing session where pupils were quietly singled out for stickers to reward enthusiasm and performance. Very good management enabled the whole-school to make good progress in learning a new song and performing a lively gospel song in different parts. It also demonstrated very good attitudes to music. Very good use is made of information and communication technology, where the 'Music Box' program is being used. In the lesson seen in the computer suite, Year 3 pupils worked well together in pairs, keying in notation from well-prepared sheets, selecting instruments and varying tempo for effect. This 'hands-on' approach enabled the class to make good progress. Pupils are offered the chance to learn a musical instrument and visiting teachers help some pupils to learn violin, flute, piano and keyboard.
100. The leadership and management of the subject are good. The scheme of work for music has recently been revised and includes all the elements of music. It shows how skills are to be developed progressively throughout the school. A further review is planned following feedback from teachers. There are good assessment procedures linked to each unit of work, which records whether pupils have achieved specific targets. There is a subject plan that shows how music is to be developed and improved, for example by providing new music tapes to aid teaching. The range of musical instruments for use in school is satisfactory, and includes some from different parts of the world. These are kept in the school's music room, where most lessons are taken. A range of music from different world cultures is played in assemblies, with time to listen and to reflect. There are opportunities for pupils to learn to play musical instruments, such as the flute and keyboard, for which a charge is made. The school choir and visiting musicians and workshops, such as one on steel pans, enrich the curriculum.

PHYSICAL EDUCATION

101. Standards in physical education are average and the picture is much the same as at the last inspection except that now pupils know about and understand the effects of exercise on their bodies and the need to warm up before physical activity. Pupils acquire and develop their skills in gymnastics and football, hockey and netball. They practise their skills, apply them in games and are developing awareness of tactics and rules for games as well. Pupils in Year 6 work very hard and with enthusiasm when developing their skills of netball in the playground and Year 5 practise their football skills very well in the hall. Year 6 also devise and improve their dance routines in response to Irish music and watching a video of the Riverdance show. They respond well to the music and the examples and make constructive comments for improvements to their own work and that of others. Year 3 pupils worked hard to improve their gymnastic movements on the floor and when using apparatus they too made positive suggestions for improvement and respond well to criticism and praise. Another Year 3 class practised their football skills with gusto and enjoyment in the playground. All pupils make at least satisfactory progress in relation to their physical abilities.
102. Overall, teaching is good. One very good lesson was observed, but one unsatisfactory lesson was seen. In the unsatisfactory lesson pupils behaved well, worked hard and enjoyed themselves whilst practising their football skills. However, there was not enough teaching to improve pupils' learning and reinforce their skills. All teachers expect pupils to behave well and work hard and as a result almost all pupils try hard and enjoy their lessons. Teachers begin sessions with a warm up and question pupils about the effects of exercise and the need for warm up and fitness. A few lessons end with a cool down and a similar discussion. Very good teaching extends the warm up to include direct links to pupils' work in science about the different actions, joints and muscles. All teachers plan and organise lessons well, pay good attention to health and safety

and make good use of equipment and apparatus. The good and very good teaching includes demonstrations by the teacher and choice of pupils to show their work. Teachers have good control of pupils, but occasionally this results in pupils being inactive for longer than necessary.

103. Pupils' learning is usually good. They respond well to the tasks demanded of them, enjoy their hard work and are pleased to improve their skills. They co-operate well to put out and collect equipment and in pairs and groups. Good examples of co-operation and competition were seen in Year 6 when pupils applied their netball skills in mini-games and when improving their dances to make them more complex. A few Year 6 boys quickly lost their self-consciousness about dancing and became involved in the dance with their group. In the final session of the dance series the pupils' performances will be videoed and discussed. Teachers assess pupils' work and give feedback and encouragement as lessons progress. They also refer back to previous learning and future lessons. As a result, pupils know what they have to do and why, contribute their ideas to the lessons and most have a good idea of the progress they are making.
104. The subject is well led. Teachers' plans cover the curriculum and planning is monitored. Pupils learn to swim at a nearby secondary school. The scheme of work has been revised. Some of it is in place, for example dance and gymnastics, and other parts such as games are still in draft form. This does not prevent the full range of activities being covered now and there is good capacity for future improvement. Portsmouth Football Club will be running coaching sessions in the spring term and there are firm plans to re-introduce school teams as well. Pupils assess their own fitness through termly tests and type up their fitness evaluations. It is planned to enter the data into a spreadsheet during lessons in information and communication technology. Dance is videoed and performances evaluated and assessment sheets have recently been introduced. Resources and equipment are good. There is a clear plan for the future of the subject and good evidence that it is being well implemented.

RELIGIOUS EDUCATION

105. By Year 6 standards are above those expected by the locally agreed programmes of study for Hampshire. This is due to good leadership and management of the subject, a revised policy and subject guidelines, and well-prepared units of study. Improvement since the last inspection has been good.
106. Pupils make good progress throughout the school. By Year 6 pupils have a good knowledge and understanding of festivals such as Christmas, Hannukah and Diwali. They start to understand religious symbolism, for example how light and darkness represent good and evil. This is gained both through looking in detail at the stories and celebrations linked to these festivals and by considering their own thoughts on good and evil in the world. They know that religions have their own special scriptures, which are treated with respect. Their knowledge and understanding of the Bible are good. They know that it contains both Old and New Testaments, and that the gospels contain accounts of the birth, life and death of Jesus written from different viewpoints.
107. Teaching and learning overall are good. Observations included one excellent and two very good lessons. Good lesson plans show that careful research has been done to make them challenging, interesting and relevant. Year 6 pupils looked at the gifts of the Magi and what they symbolised in the coming life of Jesus. The teacher checked pupils' understanding by asking them to suggest a gift for someone known to them that recognised their particular character. One pupil wrote, 'I would give my mum a tiger. She is soft and cuddly but a little on the wild side!' Very good methods are used to enable complex ideas to be studied, particularly by lower attaining pupils. In Year 4 pupils learned about the differences in the Christmas story by sorting Christmas cards into sets that showed features from the different gospel accounts. Lessons are well prepared and managed, so enabling them to move forward smoothly and to maintain pupils' interest and concentration. Teachers use effective questioning to check pupils' understanding. Good opportunities are provided for pupils' personal development. In Year 3 pupils made Christingles. They discussed what they symbolised, and time was provided for quiet reflection when candles were lit. There are good relationships in classes, based on praise and

encouragement, which helps to develop positive attitudes to religious education. When interviewed, pupils said that it was one of their favourite subjects. The standard of presentation of recorded work is variable. Where it is good it is supported by very good marking that refers to learning objectives and tells pupils how well they have done and what they need to do to improve. Where published worksheets are used they do not show pupils' understanding well enough.

108. Pupils have good opportunities to use and develop literacy skills. For example, pupils practise writing play-scripts when learning about the annunciation. These are carefully word-processed. Further use of information and communication technology is being developed; for example, CD-ROM software has been purchased to support pupils' learning and research skills. Teachers make good use of the new technology in their planning for the subject.
109. The co-ordinator provides good leadership and management. She is carefully preparing folders for each unit of study that contain background information and ideas for teaching. These have helped to increase teachers' knowledge and confidence in teaching the subject. The scheme of work is well planned and together with the good procedures for assessing how well pupils are doing helps to ensure that pupils' learning is good and that they make good progress. The co-ordinator monitors pupils' work and the weekly plans of teachers. Visits are made to churches and cathedrals to support the curriculum.