

## INSPECTION REPORT

### **RANVILLES JUNIOR SCHOOL**

Fareham

LEA area: Hampshire

Unique reference number: 116019

Headteacher: Eric Halton

Reporting inspector: David Tytler  
8990

Dates of inspection: 1 – 5 October 2001

Inspection number: 194776

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

© Crown copyright 2001

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Oldbury Way Fareham Hampshire
Postcode:	PO14 3BN
Telephone number:	01329 841679
Fax number:	01329 843877
E-mail address:	<a href="mailto:headteacher@ranvilles-junior.hants.org.uk">headteacher@ranvilles-junior.hants.org.uk</a>
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Susan Baxter
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8990	<i>David Tytler</i>	<i>Registered inspector</i>		What sort of school is it? How high are standards? What should the school do to improve further? How well are pupils taught? How well is the school led and managed?
14066	<i>Gillian Hoggard</i>	<i>Lay inspector</i>		Pupils' attitudes and personal development? How well does the school care for its pupils? How well does the school work in partnership with parents?
7336	<i>Pat Lowe</i>	<i>Team inspector</i>	English; History; Geography.	How good are the learning opportunities offered to pupils?
13307	<i>Ian Hancock</i>	<i>Team inspector</i>	SEN; Mathematics; Design technology; Religious education Physical education.	
1575	<i>Maureen Sinclair</i>	<i>Team inspector</i>	Equal opportunities; Science; Information and communication technology; Art; Music.	

The inspection contractor was:

*Westminster Education Consultants  
Old Garden House  
The Lanterns  
Bridge Lane  
London  
SW11 3AD*

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

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

## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>5</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>8</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>9</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>11</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>13</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>17</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>18</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>22</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Ranvilles Junior School caters for 258 pupils, mostly from the residential area around the school, which is on the western edge of Fareham. About a fifth come from further afield and nearly half come from families connected with the Royal Navy. The percentage of pupils identified as having special educational needs is above the national average, although the percentage having statements is well below. Four pupils have been identified as being exceptionally able in mathematics. The proportion of pupils receiving free school meals is below the national average and there are no pupils from the ethnic minorities or who have English as an additional language. A significant minority of pupils join or leave the school at other than the usual times from various parts of the country. For the last four years the attainment of pupils on entry into Year 3 has been above what is expected nationally for children of their age. The attainment of the current Year 3 is in line with the national average in English and science and above in mathematics.

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

The school provides a very high quality education for all its pupils and has some outstanding features. The personal development of pupils is very good and standards in English, mathematics and science are well above what is expected nationally for children of their age. Standards in other subjects are above national expectations. There is high quality teaching throughout the school and as a result children make rapid gains in their learning. The school is extremely well led and managed by the headteacher, strongly supported by the staff and governors. When account is taken of all these factors, the school provides very good value for money.

### **WHAT THE SCHOOL DOES WELL**

- Well above average standards in English, mathematics and science. Standards in all other subjects are above average.
- Pupils' personal development is very good.
- There are high quality procedures for maintaining good behaviour. Any incidents are dealt with swiftly and sensitively.
- The very good teaching seen in most subjects and in all year groups enables pupils to make good gains in their learning.
- The headteacher's outstanding management is underpinned by a steely determination to raise standards.
- The curriculum is of high quality and is carefully matched to the needs of the pupils, enabling them to make good progress.
- Excellent arrangements for gathering information on what pupils know and can do. The use of the information is seen as the cornerstone of raising standards.

## WHAT COULD BE IMPROVED

There are no significant areas of weakness in any aspects of the school's work, but a small number of points are identified in the full report on which the school could seek further improvement.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. It has very successfully addressed all the key issues. There have also been a number of other significant improvements in, for example, the curriculum, the teaching of basic skills, the arrangements for gathering information on what pupils know and can do, and the use of that information to plan for pupils' individual needs. These changes, together with the significantly improved quality of teaching, have enabled pupils to make good progress and attain high, and often very high, standards.

## STANDARDS

The table below 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	
	1998	1999	2000	2000
English	C	A	B	C
Mathematics	A	A	A	C
Science	A	A	B	C

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Standards continue to rise and pupils, including the significant number having special educational needs, make rapid progress as they move through the school. Inspection evidence shows that attainment in English, mathematics and science is well above national expectations. In all other subjects, including information and communication technology, attainment is above national expectations. Standards in religious education exceed the requirements of the locally agreed syllabus. Analysis of last year's national tests for 11-year-olds, as compared with the results of tests taken when these pupils were seven, indicates that they made good progress in English and very good progress in mathematics and science. Unconfirmed results in this year's tests in English, mathematics and science show that the proportion gaining the national expectations is well above the national figure. The higher Level 5 was gained by a significant number of pupils in all three subjects. With the exception of writing, there is little difference between the performance of boys and girls. To minimise the impact on standards, the school gives extra support to pupils who join it other than at the normal time. The school exceeded realistic but challenging targets for the percentage of pupils to gain the national expectations or above in English and mathematics in the year 2000. This year's targets were exceeded in English, but not met in mathematics.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes and most take full advantage of all the educational opportunities offered to them.
Behaviour, in and out of classrooms	The behaviour of most pupils in and around the school is good and this enables them to learn well. On a few occasions, however, pupils cannot resolve difficulties amongst themselves and behaviour falls below the high standards expected by the school.
Personal development and relationships	Good. Pupils enjoy taking on responsibilities around the school and in lessons. Relationships are good.
Attendance	In line with national averages. Unauthorised absence is minimal.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/A	N/A	Very Good

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

Examples of high quality teaching were seen in nearly all subjects and in all year groups. The majority of lessons seen were either very good or good. These lessons were characterised by high expectations of what pupils can achieve and by work that was carefully matched to what pupils already know and can do. As a result, pupils of all abilities make good, and often very good, gains in their learning. The teaching of English and mathematics, together with the teaching of the basic skills of literacy and numeracy, is very good, enabling pupils to make rapid progress. No unsatisfactory teaching was seen. Lapses of behaviour in a few classes resulted in some pupils making slower progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The high quality curriculum, carefully matched to the needs of the pupils, is enhanced by very good links with partner schools and the community.
Provision for pupils with special educational needs	Good. Pupils make very good progress in line with their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for personal development is of high quality. Pupils' social and moral development is very good, and their spiritual and cultural development is good.
How well the school cares for its pupils	The school has very good procedures for managing behaviour. Outstanding arrangements for gathering information on what pupils know and can do underpin the drive to raise standards. The information is well used to plan for individual needs.

The school has good links with the majority of parents, who support their children's learning

well, particularly in the work they do at home.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher is outstanding. He is given strong support by the school improvement team and other staff with specific responsibilities.
How well the governors fulfil their responsibilities	The governors make a major contribution to the development of the school and work with the staff in reviewing the quality of education provided.
The school's evaluation of its performance	The school is very good at evaluating and improving all aspects of its work. The regular monitoring of teaching and learning has greatly improved standards.
The strategic use of resources	Very good use is made of all available resources, including the skilled teaching assistants, who work closely with teachers and make a significant contribution to standards. The school applies the principles of best value in all aspects of its work.

The school is well staffed with suitably trained teachers and teaching assistants. The accommodation is good and the school is well resourced, with very good resources for information and communication technology.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children are expected to work hard and achieve their best.</li> <li>• Their children enjoy coming to school.</li> <li>• Their children are helped to become mature and responsible.</li> <li>• Parents can approach the school with concerns or suggestions.</li> <li>• The school is well led and managed.</li> <li>• The teaching is good and their children are making good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount and organisation of homework.</li> <li>• The range of extra-curricular activities</li> <li>• The partnership with parents and the information provided to them on how their children are getting on.</li> <li>• Behaviour.</li> </ul>

Inspectors agreed with the positive views of the majority of parents. They also found that homework, whilst demanding of pupils and parents, is making an important contribution to the standards being achieved in all subjects throughout the school. Extra-curricular activities of high quality are well organised and well attended and are a strength of the school. Whilst communication with parents is good, there are some areas in which the school is not making its intentions and reasoning entirely clear so that parents can best understand the work of the school, including its provision for extra-curricular activities. Reports to parents on how well their children are getting on are excellent. Behaviour is well managed but there are times when pupils cannot resolve difficulties amongst themselves and on a few occasions the restlessness of a minority hinders the learning of others.

## **PART B: COMMENTARY**

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

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

1. Standards continue to rise. Evidence gathered during the inspection shows that standards of the current Year 6 are well above what is expected nationally for children of their age in English, mathematics and science. Attainment in all other subjects, including information and communication technology, is above national expectations. Standards in religious education exceed the requirements of the locally agreed syllabus. Pupils, including the significant number having special educational needs and those identified as being gifted or talented, make rapid progress as they move through the school.
2. The results are average when compared with those of schools judged to have a similar intake. The school's performance is, however, affected by the significant number having special educational needs and the number of pupils who start and finish their schooling other than at the normal times. Extra support is given to those pupils who join the school other than at the normal time, to minimise the impact on standards. When account is taken of these factors, the school performs at a high level.
3. For the last four years, the attainment of pupils on entry into Year 3 has been above what is expected nationally for children of their age. Before that it was in line with the expectation. The attainment of the current Year 3 is in line with the national average in English and science and above in mathematics.
4. The school's own analysis of results in the year 2000 national tests for 11-year-olds, as compared with the results of tests taken when these pupils were seven, shows that they have made good progress in English and very good progress in mathematics and science. The unconfirmed results in this year's tests in English, mathematics and science show that the proportion gaining the national expectations is well above the overall national figure. A significant number of pupils gained the higher Level 5 in all three subjects. With the exception of writing, there is little difference between the performance of boys and girls. The school exceeded its realistic but challenging targets for the proportion of pupils to gain the national expectations or above in English and mathematics in the year 2000. In this year's tests, the targets were exceeded in English, but not met in mathematics.
5. Standards in English have risen significantly over the last five years. The emphasis on writing, supported by regular assessment and tracking of pupils' progress, has enabled pupils to make rapid gains in their learning. With the exception of writing, there is little difference between the performance of boys and girls.
6. The school has been very active in monitoring this and taking effective action to reduce the differences. It has been successful in narrowing the gap. Pupils' performance in English at the higher level has risen dramatically over the last three years from 9 per cent to 37 per cent.
7. Inspection findings confirm that standards in the current Year 6 are well above the national expectations in speaking and listening and in reading and writing. This represents very good improvement since the last inspection, when standards in English were generally good. The progress made by all pupils, including pupils with special educational needs, and talented and gifted children, has improved from good to very good. The achievement of all pupils is very good.

8. Pupils make very good progress in developing their speaking and listening skills as they move through the school. In most lessons, teachers place great emphasis on the use of subject-specific vocabulary, thus extending pupils' subject knowledge and general vocabulary.

9. When reading, pupils respond very well to a range of texts in the literacy hour and across the curriculum. They show understanding of significant ideas, themes, events and characters and are beginning to use inference and deduction. They retrieve and collate information from a range of sources.

10. Standards in writing have been raised by focusing on writing in every area of the curriculum. In addition to the daily literacy hour, each class devotes an additional 20 hours each year to extended writing activities. Attention is given to different forms of writing, sometimes related to texts read, or tasks set, during the literacy hour. By the age of 11, pupils can write in a number of forms. They can refer to texts to support arguments and themes and plan and redraft their work in order to improve it.

11. More able pupils can plan their work quickly and effectively. Their use of vocabulary is imaginative and they can use complex sentences to extend meaning.

12. Standards in mathematics have been consistently high during the last four years and have been maintained in 2001. Evidence gathered during the inspection shows that standards in the current Year 6 are also well above average. This represents a significant improvement since the last inspection, when they were judged to be satisfactory or better.

13. By the time they leave school, most pupils can use the correct mathematical vocabulary, discussing problems clearly and demonstrating a good mental recall of multiplication facts. Higher attaining pupils can apply their understanding of number operations to solve complex problems. Most pupils have a good understanding of fractions, using the correct terminology when solving problems and recognising the relationship of equivalent fractions. Many pupils show a clear understanding of decimals, which they can reduce to one or two decimal points. Most pupils have a good understanding of the properties of three-dimensional shapes and can explore rotational symmetry to create designs of regular and irregular shapes.

14. In science, the school has maintained the high standards found at the last inspection. Apart from a small dip in the year 2000, pupils continue to obtain results in the national tests which are well above the national expectation for children of their age. All pupils make very good progress. Inspection findings show a substantial increase in pupils' scientific knowledge as they move through the school. By the time they are 11, pupils have a very good understanding of a range of phenomena and have acquired an understanding of scientific enquiry and language that is well above average for their age group. Pupils in Year 6 demonstrate scientific knowledge which is well above the national expectations. Many can explain the changes in the appearance of the moon over a period of twenty-eight days.

15. The significant number of pupils with special educational needs make very good progress in line with their individual education plans, which are well matched to their needs. Gifted and talented pupils make very good progress.

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

16. Pupils' attitudes and behaviour are largely good, with some individual exceptions. The school has maintained the high standards found at the time of the last inspection, and this is recognised by parents who say their children are very keen to come to school. Pupils are often enthusiastic about learning. In a Year 4 design and technology class, pupils designing a mask for a character in *A Midsummer Night's Dream* responded to the teacher with positive attitudes, maintained concentration, and persevered well. Pupils are often able to work together constructively. In a Year 6 geography lesson, pupils looking at photos of Mali produced intelligent and sensible evaluations of others' work, thereby increasing their own learning.

17. In after-school clubs pupils work well with others of different ages, for example when playing basketball. A significant minority of pupils, mostly boys, do, however, exhibit quite challenging and immature behaviour. They are restless, fidgety and inattentive in class. In a small Year 4 maths group which was working on times tables and divisions, pupils split sharply along gender lines: girls were excitable and immature but tried hard, whereas boys squirmed, sprawled, fidgeted and jostled each other despite the teacher's use of a variety of good teaching techniques. In circle time discussion, where the aim was to listen, take turns and show respect for others, some Year 3 pupils were inattentive and silly. On such occasions pupils' learning does not fully reflect the good teaching.

18. Behaviour in and around the school is generally good, although some pupils do not always maintain the self-discipline they should. When moving around the school they are usually quiet and mature, although there can be jostling in the queue for lunch. Pupils largely understand and follow key school rules. Apart from some litter on the playground, school property and personal belongings are treated with respect.

19. Behaviour in the playground is largely amicable and sociable, and in general pupils get on very well together. There are some incidents of minor unpleasantness and petty name-calling, but pupils are confident these will be dealt with quickly. Relationships at all levels are often good. Boys and girls play happily together, as do older and younger children. Those with special educational needs are well integrated into the life of the school.

20. Pupils make good progress in their personal development over their four years in the school, and as they move through the school they learn to respect the views of others. This was evident in a Year 3 English class, where pupils were describing scenes, and in a Year 5 circle time about friendships. Some pupils, however, find it difficult to accept responsibility for the impact of their actions and behaviour on others, tending to rely on adults to sort out petty disputes. They are much better at evaluating their academic learning and are able with increasing maturity to consider the learning objectives which teachers discuss with them. They are also able to offer sensible and considered evaluations of tasks or activities. Self-evaluation by pupils forms a significant part of the way the school reports to parents.

21. There are a number of opportunities for pupils to demonstrate responsibility. They do various classroom jobs such as taking the register to the office, preparing the hall for assembly and monitoring doors at breaks. Pupils in Year 6 act as 'buddies' to children entering the school in Year 3. The recently-formed school council offers a good opportunity for discussion and democratic decision-making. Pupils are given many opportunities to work independently, for example using reference books or designing their own investigations in science. Pupils are encouraged to pursue projects for weekend

homework.

22. Attendance is slightly above the national average at 95.6%, with minimal unauthorised absence in the last school year. There were four fixed-term exclusions of the same boy.

## HOW WELL ARE PUPILS TAUGHT?

23. There has been a significant improvement in the quality of teaching since the last inspection. Eight out of ten lessons seen were either very good or good, with more of them very good. Examples of high quality teaching were seen in nearly all subjects and in all year groups. In these lessons teachers have high expectations of what pupils can achieve and work is carefully matched to what pupils already know and can do. As a result, pupils of all abilities make good, and often very good, gains in their learning.

24. The teaching of English and mathematics, together with the teaching of the basic skills of literacy and numeracy, is very good. As a result, pupils make rapid progress. No unsatisfactory teaching was seen, although lapses of behaviour in a few lessons resulted in some pupils making slower progress.

25. Teachers' knowledge and understanding is very good and used to good effect in explanations and answers. In a very good Year 3 music lesson, the teacher clearly explained what pupils were going to learn and led a lively discussion on what could be better. As a result, pupils set to work enthusiastically and their confidence grew as the lesson progressed. On a very few occasions, however, some explanations were unclear. In an otherwise satisfactory PE lesson, the teacher gave the names of balls used in different games with very little explanation as to why they were different. As a result pupils were confused and their learning slowed.

26. Teachers' planning is very effective. In a very good Year 6 English lesson on *Macbeth*, the high quality planning led to pupils making good gains in their learning. Clear learning objectives were explained and understood by pupils. The lesson was well structured and encouraged pupils to think about what they were learning. A final review session was well used in which pupils discussed what they had learnt. In an otherwise satisfactory RE lesson, however, the planning was brief and limited and did not support learning or challenge thinking.

27. The very high expectations of what pupils can achieve is a significant strength of teaching. Teachers make it abundantly clear what is expected in terms of behaviour and work. In a very good Year 5 literacy workshop on poetry for a lower attaining group, the teacher's high expectations were used to stimulate discussion and stretched pupils' ideas and understanding.

28. A range of teaching methods successfully gains and maintains the interest of pupils. In a very good Year 6 mathematics lesson, the national numeracy strategy was well matched to the needs of pupils and they moved from activity to activity enthusiastically, trying hard to do well. In an otherwise satisfactory mathematics lesson, however, activities were not always well matched to pupils' prior attainment and some pupils found the work too difficult. As a result, their learning was limited.

29. The management of pupils is good, although on occasions teachers have to work hard to keep all pupils engaged in their work. In a very good Year 3 English lesson, pupils were challenged to obey instructions promptly and to make good use of their time. They rose to the challenge and as a result made good gains in their learning.





30. Good use is made of time and resources, particularly the skilled teaching assistants, who make an important contribution to pupils' learning. In a few lessons, however, a few pupils, usually boys, behave in a silly and disruptive fashion, and time is lost when teachers have to stop teaching in order to bring pupils back to their work

31. Good use is made of ongoing assessment. In a good Year 3 maths lesson, the teacher adjusted her lesson plan to reinforce learning when it became apparent through the pupils' responses that many were having difficulty in halving 16. She brought them back to the carpet and through discussion enabled them to find ways of solving the problem. Higher attaining pupils were challenged to find half of 36. In an otherwise satisfactory English lesson, however, the teaching was not adjusted sufficiently to take account of the pupils' prior knowledge.

32. Homework which is demanding of pupils and parents is very well used and makes an important contribution to the high standards achieved. It is used to build on the work carried out in the classroom and to give pupils opportunities to carry out their own research and investigation.

33. Work is well planned to meet the needs of pupils with special educational needs, in class and when taught individually or in small groups. Teachers are well supported by teaching assistants who help to develop the social skills of pupils as well as their academic progress. Pupils have a good understanding of their targets, which are regularly assessed and reviewed. The quality of teaching for gifted and talented pupils is very good. Their progress is carefully analysed and the work set is suitably challenging.

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

34. At the time of the last inspection, the curriculum was described as rich, broad and balanced. All the key issues were associated with the curriculum, but they were relatively minor and have been successfully addressed. All statutory requirements are met. The curriculum is rich and regularly reviewed, and the range of learning opportunities it provides is of high quality. Curriculum planning is very good, and it ensures an appropriate emphasis on all subjects to secure breadth, balance and relevance whilst reflecting the school's aim to raise standards in English, mathematics and science. The school is concerned to maintain the quality of the whole curriculum and has not reduced the children's curriculum experience in order to achieve its high results in the national tests for 11-year-olds. The time spent on teaching the foundation subjects has been reduced, but care has been taken to ensure that activities are of the highest quality. Whilst focusing on core curriculum basic skills, the school has not neglected the contribution of other key skills towards effective learning. It also endeavours to provide pupils with stronger links between different aspects of learning across all subjects.

35. The recently revised curriculum is planned in single subject units, continuous unit workshops, and integrated themes. The learning policy promotes a broad and balanced curriculum, which includes the development of essential key skills and positive attitudes. Policies and schemes of work take account of recent curriculum changes. Schemes of work identify what should be taught in each year group, ensuring that knowledge, skills and understanding are developed systematically. More responsibility has been placed on the year group teams to decide on ways of presenting study units, and there are strong links between different areas of the curriculum.

36. The school endeavours to make pupils more aware of the purpose and relevance of the curriculum. Learning targets are used to help them appreciate the value of their learning experiences. The curriculum helps pupils to become independent learners. There is a strong emphasis on subject skills, thinking skills and key skills, which are displayed in all classrooms and referred to regularly.

37. The provision for pupils with special educational needs is good. The school gives them a range of opportunities and support to meet their interests and specific needs, and teachers and support assistants work closely together to provide for these. The pupils have full access to the curriculum and extra-curricular activities. The school uses all available data, together with target setting in individual education plans, to set appropriately challenging targets for them. External agencies contribute effectively to the pupils' progress.

38. The school has very effective strategies for teaching both literacy and numeracy. Literacy skills are taught very well and the school provides planned opportunities for pupils to develop their literacy skills in other subjects. Pupils develop their numeracy skills in other subjects such as design technology and science. Whilst pupils use information and communication technology in some areas of the curriculum, the school plans to extend its use across a wider spectrum.

39. The provision for high quality extra-curricular activities is very good. Clubs are organised in six week blocks. Records of attendance are kept to ensure that during their time in school the pupils can benefit from a range of activities. Participation is high, and the school's club scheme has been highlighted as innovative practice in a Hampshire booklet. During the inspection many clubs were observed, some of which catered for 15-20 children. They included a wide variety of opportunities in sport and the arts at beginner and more advanced levels, and attracted more than a hundred children. The school takes part in a wide variety of competitive sports. There is a programme of enriching visits and visitors, which support teaching and learning in the classroom. Visitors to the school include drama groups, musicians, artists and historians.

40. The school's inclusion policy ensures equal opportunities for all pupils. The very good policy aims to promote effective learning opportunities for all pupils, and the setting of challenges which are matched to pupils' prior attainment. As a result, pupils of all abilities, including the able and talented, make good gains in their learning. The provision for pupils with special educational needs is good and as a result they make progress in line with that of their peers.

41. Pupils who have behavioural difficulties receive support to enable them to benefit from the many learning opportunities offered by the school. Where the school does not have the necessary expertise, links are made with appropriate outside agencies. Extra-curricular opportunities promote equal opportunities and are open to boys and girls and pupils of all ages. Within the curriculum, there is a balance of workshops, which are grouped according to attainment, and class-based mixed ability groups.

42. Provision for personal, social and health education, including sex and drugs education, is very good and pupils are well prepared for adult life. There is liaison of high quality with local schools and colleges, which send students to the school for work experience, school practice, or in connection with community programmes. There are careful induction procedures and transfer arrangements from the infant school, and to secondary schools. Heads of department from the secondary schools meet subject leaders at Ranvilles to agree continuity across the key stages.

## **Personal development**

43. The school continues to make very good provision for pupils' personal development, which has a significant impact on the good behaviour, attitudes and relationships of pupils. Very good provision is made for the moral and social development of pupils. Their spiritual and cultural development is good.

44. Spiritual development is promoted through daily acts of collective worship, which are planned and take place in a quiet respectful atmosphere. The headteacher often introduces a theme for the week in assembly and visitors are invited to give an added dimension. The school very successfully provides planned opportunities to develop pupils' sense of enquiry and to make the whole curriculum come alive. These include, for example, thinking and reflecting on aspects of science, music, art and literacy. Older pupils proudly record relevant experiences in their own folders.

45. The pupils' moral development is underpinned by the school's strong ethos, and a high priority is given to equipping pupils with a clear set of moral values. All adults in the school provide good role models. Pupils are given a clear understanding of right and wrong and the need to behave with integrity.

46. Pupils' social development is reinforced through rewards, which are used very effectively to promote learning and good behaviour and are celebrated in assemblies. The golden rules, together with individual class rules, are displayed and continually reinforced. Staff encourage pupils to be polite, friendly, and show consideration to others. The school successfully adds a sense of citizenship by encouraging all pupils to be active members of the community and gain confidence to voice their opinions during circle time. Representatives from each class are elected as members of the school council, where they make decisions regarding school improvement.

47. Strong emphasis is given to personal and social development from the time the pupils start school, and they are given many opportunities to develop their social skills. The promoting of values such as friendships and care for others is an important part of school life and includes a 'buddy' system, where Year 5 pupils visit the infant school to help Year 2 pupils settle into school. Pupils are encouraged to work well together in class and play amicably on the playground. The school offers a very wide range of extra-curricular activities, which are well supported and greatly enhance pupils' social development. Social development is also effectively promoted on visits, including a residential trip, organised to support pupils' learning in the curriculum.

48. Pupils learn to appreciate their own culture through local visits to Titchfield Village and Fareham town centre. Regular visitors include artists and musicians. Good opportunities are provided for pupils to learn of other cultures through religious education and topics such as a project on Mali. This effectively helps pupils develop a real understanding of other cultures.

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

49. The school is a safe, warm and caring environment where pupils' welfare is ensured. Close relationships and a network of caring staff - both teaching and non-teaching- ensure that children are guided and supported to enable them to feel secure and to achieve their best. The school has maintained the high standards found at the time of the last

inspection. Parents recognise this and value the care given to their children.

50. The pupils are encouraged to exercise great care and thoroughness in reflecting on their own learning. The management of behaviour is consistently very good and is a strength of the school. All staff - teachers, support assistants and dinner supervisors - adhere closely to the same procedures, and pupils are very clear about the rules and consequences. Rewards such as verbal praise, certificates and merit marks are eagerly sought after and act as incentives for good behaviour. The staff are quick to manage potentially disruptive pupils and to praise those who behave well. Pupils joining the school sometimes need considerable help to behave appropriately, but extra support is offered to those who experience difficulty, such as the social skills project.

51. All school staff work as a close-knit team to take an informed interest in children's progress and behaviour. Themes are reinforced through whole-school and class assemblies and a range of practical activities such as circle time, school council and after-school clubs. Supervision at lunchtime is very effective despite the large area to be covered. By Year 6 even quite difficult pupils largely behave as they should and this is a tribute to the hard work put in by staff. Pupils with special educational needs are fully integrated into the life of the school.

52. The school offers a caring atmosphere to all its children, but also strongly encourages them to reach their potential. Procedures for assessing pupils' attainment and progress are excellent. Assessment is a strength of the school, as it was at the last inspection and is crucial in raising standards. Teachers know their children well, are aware of their specific needs, and respond to them in a very positive and supportive way. The school's efforts have been recognised in the award of the Basic Skills Quality Mark in 2000.

53. The accurate assessment of how each pupil is learning is a major priority of the school. Assessment procedures have been developed in parallel with curriculum planning, target setting and reporting progress. Pupils are regularly assessed in reading, writing, spelling and mathematics, and class transfer sheets contain detailed records of individual attainment and progress in these areas. Data from statutory and optional national tests in English and mathematics is used to assess future performance and plan accordingly. Pupil performance at seven is used to predict the level that pupils may be expected to achieve at 11. The performance of pupils is analysed through mid-year and end-of-year tests and teacher assessments in all subjects.

54. The results are reported to teachers and governors and used to inform action planning. As pupils progress through the school, the results of formal tests are collated and an academic profile is built up for each child, which is passed on to the next teacher and sent to the receiving secondary school. Progress is tracked from year to year and extra support provided to groups and individuals as required. Discussion with parents and pupils on pupils' progress and standards leads to the setting of targets. As pupils progress through the school, they are increasingly active in setting their own targets and reviewing their progress.

55. The use of assessment information to guide curriculum planning is very good. The marking policy is constructive and its consistent use helps pupils to know how they can improve their performance. Any weaknesses highlighted by self-review, benchmarking and comparison with other schools, such as weaknesses in writing, are vigorously addressed.

56. Analysis by the school's basic skills team results in the identification of priorities for focused support in the core areas and intervention programmes. The school's acceleration programmes are well established and have been supplemented by the Government Year 6 booster programmes. The school has a register of able and talented pupils. Their attainment and progress is monitored regularly and specific groups are identified for more focused support within the core subjects.

57. Assessment information is used very effectively to identify pupils with special educational needs and to monitor their progress. Class teachers and teaching assistants regularly monitor the progress of pupils with special needs and ensure that work is well matched to individual needs. When the need arises, pupils are re-assessed to adjust the level of support required. The school uses its records and assessment procedures well to identify gifted and talented pupils and then provide work to challenge them.

58. The monitoring of attendance is good. There are effective systems and procedures for dealing with latecomers, and the computerised attendance system allows reports and absence patterns to be quickly produced. Registers are filled in according to statutory guidelines and parents encouraged to account for any absences.

59. Procedures for child protection are good. The head teacher is the designated officer, and all staff, both teaching and non-teaching, are encouraged to pass on even seemingly trivial concerns. All teachers new to the school are thoroughly inducted by the headteacher and there are useful notes in the school handbook. The office staff are welcoming and efficient as the public face of the school, and security systems are tight but unobtrusive. All staff have undergone some first aid training, and medical records are kept centrally with an up-to-date accident book. Safe working practices are followed in PE, science and design technology, and there is good attention to security in using computer equipment.

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

60. The school has a good partnership with parents and carers and their views about the school are largely positive. Parents agree that their children are happy at school and they themselves feel very welcome there. In particular, the majority said that they were happy with the progress their children make in school work, and they praised the high expectations seen in teaching and behaviour, the leadership, and the emphasis on helping their children become mature and responsible. A significant minority, however, felt that there was too much homework and said that the need for it to be returned each day caused them problems. Nonetheless, the inspection team found that homework makes a substantial contribution to raising standards. A significant minority felt that the school did not provide a good range of extra-curricular activities, but this view was not supported by evidence gathered during the inspection.

61. A few parents were concerned about poor behaviour whilst acknowledging that it was a problem for only a small number of children. This is confirmed by the findings of the inspection. About a sixth of parents who responded said the school did not work closely with them, but this was not supported in any way by inspection evidence. The school provides a good range of information for parents. There is a well-presented prospectus, with particularly strong sections on teaching and learning. The governors' annual report to parents is broadly satisfactory but lacks some minor statutory details.

62. There are regular parents' evenings and informative regular newsletters, giving an overview of what each class will be studying. The school has also run curriculum workshops in science and ICT. Reports to parents are excellent. As well as an annual report, parents get two interim reports, containing information about the level attained, progress made and the percentage of pupils reaching the expected grade in each subject. Parents value this as it allows them to know how their child's standards compare with those of others. Reports also contain the child's self-evaluation and advice on what he or she can do to improve. In addition, parents are invited to comment on the report.

63. There are a number of good links with parents, who feel that the staff, including the headteacher, are extremely approachable about matters concerning their children. Parents are invited to assemblies to hear their children perform on musical instruments. Some come in to help with reading or supervise on trips. Homework and the diaries sent home regularly have generated strong parental support, which in turn has supported the school's drive to raise standards significantly. Liaison arrangements with both the infant and secondary school are very good. There is close contact with teachers in both institutions and parents are invited to information sessions concerning transfers.

64. The parents of children with special educational needs are fully involved in discussions about their children's individual education plans and the level of homework to be set. Parents of gifted or talented pupils are also fully involved in identifying their children's needs and are kept informed about their progress.

65. Inspection findings suggest that not all parents fully understand or appreciate the very high standards the school achieves in most areas.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

66. The headteacher, strongly and actively supported by staff and governors, provides outstanding leadership, ensuring that all the school's efforts go into providing a high quality education for all its pupils and enabling them to reach good, and often very good, standards of work.

67. The school's clear and specific aims for academic and personal development permeate all aspects of its work and are very largely being met. Most members of the staff have specific responsibilities, which they carry out effectively to meet the school's overarching aim of continuous improvement. The school improvement team, led by the headteacher, is the driving force behind raising standards. Each member has specific areas of responsibility to monitor and evaluate the progress of the school improvement plan.

68. Governors ensure statutory requirements are met and take an active part in shaping the direction of the school through their involvement in the drafting and reviewing of the school improvement plan. They have a very good understanding of the work of the school through visits and reports from the headteacher. They are actively engaged with the staff in monitoring and evaluating the work of the school.

69. Rigorous self-evaluation lies at the heart of the school's monitoring programme. The school has been asked to support other schools in the county and provide best practice case studies. Teaching and learning are monitored by the head, deputy headteacher and core subject leaders on a regular basis. Extra support is offered where necessary. Foundation subject leaders monitor planning and sample work. They also have opportunities to monitor the quality of teaching and learning in the classroom but this is no longer done on a regular basis.

70. The school improvement plan is a useful working document and the focus for all educational priorities and targets. These are identified on an annual basis through a thorough audit of the available performance data and consultation with all members of the school community. The priorities are all designed to raise standards in personal and academic attainment. Targets are carefully reviewed to ensure that they are appropriate and then monitored regularly and thoroughly, for example in comparing the performance of boys and girls. Strategies are reviewed and refined in order to meet the targets. All those involved in the school are committed to improvement and the school is well placed to improve further.

71. The provision for pupils with special educational needs is well managed. The recently appointed co-ordinator has regular formal and informal meetings with class teachers and teaching assistants and has established good relationships with outside agencies. Good records are maintained and reviewed regularly to ensure each pupil gets the correct level of support.

72. The newly appointed manager for able, more able and gifted and talented pupils builds effectively on pupils' past progress. A register is in place and each class teacher has identified pupils who could benefit from extra help. All staff have received training on the able child and are adapting teaching to meet pupils' needs.

73. The promotion of equal opportunities within the school is very good. A variety of teaching and learning styles motivate pupils with varying interests and aptitudes. Teachers select equal numbers of boys and girls to answer questions. These questions are often well structured, with low-level questions leading to more difficult ones. All pupils are involved. Resources are carefully chosen in order to maximise the learning opportunities for pupils. The school has, for example, bought a range of adventure stories to encourage boys to read. All pupils have access to the same curriculum, and extra support is given to those with special educational needs.

74. There is a considerable range of experience among the teachers, from which the school benefits. All have been suitably trained for pupils of this age, and the induction of staff new to the school is very thorough. There are enough teachers to teach the national curriculum well, and teaching assistants have an unusually high profile. After suitable training and experience it is they who lead the social skills project for pupils with behaviour difficulties. Teamwork in classrooms is seamlessly integrated between teaching and non-teaching staff. Those who lead subjects are given plenty of practice and training, firstly as part of year teams and then of curriculum teams. Performance management is well organised and directly targeted to professional needs; professional development of staff is very good and has encouraged a number to gain positions of responsibility.

75. The school budget is carefully constructed to meet the school's educational priorities of maintaining single age classes, ensuring a good number of learning support assistants, and all subjects well resourced. The finance committee regularly reviews the budget. The school is well advanced in applying the principles of best value. The school makes good

use of new technology in its administration and in the curriculum.

76. The modern purpose-built school has a good number of flexible spaces for small-group activities or workshops. It is well adapted for teaching the national curriculum and there are dedicated rooms for music, special educational needs and ICT. The grounds are extensive and have several pieces of outdoor play equipment which are well used at playtimes. However, parts of the building and grounds appear shabby and uncared for; there is some litter and peeling paintwork, and some rooms are poorly ventilated. Resources are good in all areas of the curriculum, and very good for teaching ICT. They make a significant contribution to the standards overall.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- There are no key issues for action, but the governors, headteacher and staff should consider ways of:
- Improving the presentation of work, particularly handwriting\*;
- Providing more opportunities to use information and communication technology across the curriculum\*;
- Actively encouraging co-operative play and behaviour, thereby enabling pupils to resolve difficulties themselves rather than rely so heavily on adults\*;
- Re-establishing regular monitoring of work in the classroom by foundation subject leaders\*;
- Ensuring that parents have a clear understanding of the school's work, in particular the management of difficult behaviour, the purpose and value of homework and the arrangements for extra-curricular activities\*.

*\*These areas have already been identified by the school as being in need of some improvement.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	78

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Number</b>	0	31	26	13	0	0	0
<b>Percentage</b>	0	44	37	19	0	0	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	258
Number of full-time pupils known to be eligible for free school meals		9

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	81

### English as an additional language

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

### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	20

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.003
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:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	43	34	77

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	36	36	42
	<b>Girls</b>	27	27	33
	<b>Total</b>	63	63	75
Percentage of pupils at NC Level 4 or above	<b>School</b>	82 (82)	82 (92)	97 (100)
	<b>National</b>	75 (70)	72 (69)	85 (78)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	31	37	40
	<b>Girls</b>	28	29	31
	<b>Total</b>	59	66	71
Percentage of pupils at NC Level 4 or above	<b>School</b>	77 (79)	86 (93)	92 (98)
	<b>National</b>	70 (68)	72 (69)	79 (75)

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

### Ethnic background of pupils

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	281
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	<b>Fixed period</b>	<b>Permanent</b>
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	4	0
Other minority ethnic groups	0	0

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

**Teachers and classes****Qualified teachers and classes:****Y3 – Y6**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	20
Average class size	26

**Education support staff:****Y3 – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	110.5

*FTE means full-time equivalent.***Financial information**

<b>Financial year</b>	<b>2000-2001</b>
-----------------------	------------------

<b>£</b>
----------

Total income	554,507.00
Total expenditure	550,964.00
Expenditure per pupil	1,975.00

**Recruitment of teachers**

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out  
Number of questionnaires returned

258
135

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	43	49	4	4	1
My child is making good progress in school.	39	47	6	1	7
Behaviour in the school is good.	26	56	11	2	5
My child gets the right amount of work to do at home.	24	46	17	2	11
The teaching is good.	32	54	4	1	10
I am kept well informed about how my child is getting on.	27	47	14	5	7
I would feel comfortable about approaching the school with questions or a problem.	50	36	9	1	4
The school expects my child to work hard and achieve his or her best.	57	40	1	0	1
The school works closely with parents.	27	48	17	2	6
The school is well led and managed.	40	44	8	1	6
The school is helping my child become mature and responsible.	39	48	5	1	8
The school provides an interesting range of activities outside lessons.	38	35	16	3	8

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

### **ENGLISH**

77. The attainment of pupils in the national tests for 11-year-olds in the year 2000 was above the national average at Level 4 or above. The percentage of pupils achieving the higher level was above the national average. Attainment was in line with the average for similar schools. The school's own analysis of the results as compared with results of tests taken when these pupils were seven shows that they made good progress. The unconfirmed test results for 2001, for which there is no detailed national comparison, show that 8 per cent more pupils attained Level 4 or above, than in the 2000 tests. Over the last five years, standards in English have risen significantly, particularly in 1999, when they were well above the national average. In 2000, they were above the national average.

78. Over the last four years, attainment on entry at the age of seven has been above what is expected nationally for children of their age,. Attainment on entry in 2001 is in line with national averages. The emphasis on writing, supported by regular assessment and tracking of pupil progress, has led to very good progress in writing, which is well above that of Hampshire as a whole. During the inspection, some gender differences were apparent with girls performing better than boys. The school has been very active in monitoring this and taking effective action to reduce the differences. It has been successful in narrowing the gap. Targeted action, following a dip in reading progress in 2000 has restored this to previous high results. Pupils' performance in English at the higher level has risen dramatically over the last three years from 9 per cent to 37 per cent. The school's own spelling and reading age test results also show an improvement in achievement.

79. Inspection findings confirm that standards are well above the national average in speaking and listening and in reading and writing. This represents very good improvement since the last inspection, when standards in English were generally good. In reading, they were good and in writing they were very good. The progress made by all pupils, including pupils with special educational needs, and talented and gifted children, has improved from good to very good. The achievement of all pupils is very good.

80. The National Literacy Strategy is effectively in place and teachers are confident in putting it into practice. The strategies for teaching literacy skills are very good. The structure of the literacy hour has a very positive impact on standards in English. There is carefully planned progression for the development of speaking and listening skills, reading, writing and spelling throughout the school. Additional help is provided for small groups within classes during the literacy hour and this is having a positive effect on the raising of standards in all aspects of English. Investment in good resources has also helped to raise standards.

81. The attainment of pupils in speaking and listening is well above national expectations at the age of 11. Pupils make very good progress in developing their speaking and listening skills as they move through the school. In the shared reading sessions, most pupils are attentive and listen well. They respond well to questions and discussions. There are carefully planned opportunities to promote speaking and listening skills throughout the curriculum, and pupils' learning is also enhanced through the use of drama. Visiting drama groups hold workshops to develop history work on ancient Greece, ancient Egypt and Britain since the 1930s. In most lessons, teachers place great emphasis on the use of subject-specific vocabulary, thus extending pupils' subject knowledge and general vocabulary.

82. The attainment of pupils in reading is well above national expectations for children of their age. Pupils respond very well to a range of texts in the literacy hour and across the curriculum. They show understanding of significant ideas, themes, events and characters and are beginning to use inference and deduction. They retrieve and collate information from a range of sources. The well-stocked school library is used for the teaching of library skills and pupils appreciate being able to borrow books to take home. Many older pupils are competent in using the library computer to record the issue and return of books.

83. The school has used its financial resources well to purchase attractive texts for the literacy hour and a range of fiction and non-fiction books for use throughout the school. There are a number of books on tape. Pupils' reading has improved as a result of using these varied resources. Each class studies a particular author, for example, Anne Fine and her books. Thirty-three children took part in the holiday reading scheme at their local library. The gender difference between girls and boys in reading has been largely eliminated as a result of the promotion of books that engage the interest of boys. The regular use of the school library and the study of texts in the literacy hour has helped pupils to attain very high standards. Pupils are expected to read at home for a short period each day. When this practice is supported by parents, as it is in most cases, pupils generally make significant progress. A number of pupils of all ages belong to the local library and read an increasingly wide range of fiction and non-fiction books for pleasure.

84. The attainment of pupils in writing is well above national expectations. Standards have been raised by focusing on writing in every area of the curriculum. In addition to the daily literacy hour, each class devotes an additional 20 hours each year to extended writing activities. Attention is given to different forms of writing, sometimes related to texts read, or tasks set, during the literacy hour. Pupils work in ability groups across the year group during literacy workshops twice a week; this has proved effective in raising standards.

85. In a lesson in Year 6, pupils built on their previous experience of writing a curriculum vitae to produce biographical writing for a school report. In another lesson, when writing a letter in the role of Macbeth and explaining the problems that were troubling him, they showed that they knew the significant events in the play. They understood the planning/drafting process and were able to write in a particular genre. More able pupils discussed the text, *Home from the Sea* by K. C. Holland and moved quickly and effectively to the plot, characters and structure of their own narrative writing. Their vocabulary choices were imaginative and they used complex sentences effectively, to extend meaning. There are many good examples of writing displayed around the school.

86. Teaching and learning is of high quality. In the lessons seen, it was very good in eight, good in five and satisfactory in one. This represents a significant improvement since the last inspection when teaching was good. Teachers' knowledge and understanding are very good and they teach the basic skills well. As a result, pupils make rapid gains in understanding, knowledge and the development of skills. Pupils are generally interested, motivated and keen to meet both their personal targets and the objectives of the lesson. They respond positively well to the demanding expectations of teachers and apply intellectual and creative effort to their work. Teaching methods enable all pupils, including pupils with special needs and gifted and talented pupils, to make very good progress.

87. Challenging work is carefully matched to pupils' prior attainment. The quality and use of teachers' ongoing assessment is very good and is used to inform planning. Pupils assess the extent to which they have met the learning objectives of the lesson, thus

developing their knowledge of their own learning. The management of pupils is good and the good behaviour and relationships promote learning. Time and resources are used well and the pupils' pace of working and productivity is good. Learning support assistants make a very positive contribution to pupils' learning. Information and technology skills are used for drafting, editing and research purposes and there are plans to develop its use further. Marking is of a high standard and helps pupils to know how to make further progress. Homework is used very effectively to promote learning. In order to improve the satisfactory teaching to the level of the good, it will be necessary to engage fully the attention of all pupils, so that they know exactly what is expected of them. Most good lessons would be further improved if pupils settled more quickly, then time could be used strictly for learning without the need to bring pupils back on task.

88. The quality and range of learning opportunities is very good. An enriched curriculum is in place. The scheme of work is based on the National Literacy Strategy and ensures continuous progress for all pupils. The curriculum is enriched by extended time for writing, author studies, drama, literacy workshops and a range of extra-curricular activities, including theatre visits. A number of drama groups, including the travelling Shakespeare Company, visit regularly. Regular book weeks and book sales are held and pupils are encouraged to take part in events and competitions in the community. The school's inclusion policy ensures equality of access and opportunity for all pupils. Links with the community are very good and parents and members of the community assist with reading. There are very good relationships and two-way visits with local secondary schools, and pupils in Year 5 support pupils from the infant school when they join the juniors.

89. The management of the subject, which is led by two experienced and committed co-ordinators, is very good. They have played a significant role in improving standards in writing and in boys' reading in particular. The monitoring of pupils' academic performance is very good. The procedures for assessing pupils' attainment and progress are excellent and the use of assessment to inform curriculum planning is very good. Resources are good, including the availability of books in the library, and very good use is made of them. Accommodation is also good and well used. The match of teachers and support staff to the demands of the curriculum is good. The quality of leadership ensures clear educational direction. The school's aims and values are reflected in the work of the subject. Teaching and learning in the classroom are regularly monitored by the lead literacy teacher. The priorities for development in literacy are excellent and the action taken to meet the school's targets is very good. The shared commitment to improvement and the capacity to succeed is very good.

## **MATHEMATICS**

90. Results in the national tests for pupils aged 11 in the year 2000 were well above the national average. When compared with those of similar schools, standards matched the average. The school's own analysis shows that when compared with their attainment in tests taken at the age of seven these pupils have made rapid progress. Standards have been consistently high during the last four years and have been maintained in 2001. Inspection findings indicate that standards of attainment are well above average again this year. Standards have improved significantly since the last inspection, where they were reported to be satisfactory or better. This is due to the successful implementation of the national numeracy strategy and the high expectations and challenge of many teachers. Good emphasis has been placed on improving mental computation and the retaining of facts as part of numeracy.



91. Pupils are set in ability groups for workshop activities, and these have a major impact on raising standards, especially when work is well matched to prior attainment and supports the needs of individual pupils, including those with special educational needs. The additional mathematics booster groups, springboard programme and early morning club effectively help these pupils make good progress in their learning. All attainment targets are well covered in mathematics, including many practical opportunities to use real life problems as a part of using and applying mathematical skills. This contributes greatly to pupils' standards of attainment throughout the school.

92. By the age of 11, most pupils have learnt to use correct mathematical language and can discuss problems clearly. They demonstrate a good mental recall of multiplication facts. Higher attaining pupils effectively apply their understanding of number operations to solve complex problems through mathematical investigations. Most pupils have a good understanding of fractions, using the correct terminology when solving problems and recognise the relationship of equivalent fractions. Many pupils show a clear understanding of decimals and use these skills well in the context of measurement and money. Higher attainers use their knowledge effectively in real life situations by comparing the daily movement of company shares on the stock exchange. Most pupils have a good understanding of the properties of three-dimensional shapes and can explore rotational symmetry to create designs of regular and irregular shapes. Good opportunities are given for pupils to form their own hypotheses and find solutions when investigating angles of three-dimensional shapes. Higher attainers can use a spreadsheet to formulate the pattern of results.

93. Most pupils, including those with special educational needs, have positive attitudes and are keen to succeed. A small minority of pupils, however, are unable to concentrate for long periods and is easily distracted especially when work is not matched closely to their needs. Whilst most pupils listen well and are eager to answer questions, a few were inattentive and poorly behaved during the inspection. Pupils enjoy mathematics lessons, and are keen to solve problems and complete tasks, particularly during investigations. Behaviour in the classroom is mostly good, and this has a positive impact on the high standards achieved. Pupils work alone conscientiously and collaborate well in groups. They clearly enjoy the competition and pace generated during mental activity sessions.

94. The quality of teaching has improved significantly since the last inspection and is now very good overall, which ensures that all pupils, including those with special educational needs make very good progress in their learning. Of the lessons seen, four were very good, five were good and two were satisfactory. Teachers have very good subject knowledge and use assessment information effectively to help pupils reach their full potential. Teaching assistants offer high quality support and give good attention to the inclusion of pupils with special educational needs.

95. In the best lessons learning is very effective because pupils are well motivated and challenged by the tasks teachers introduce at a brisk pace. Where teaching and learning is less effective in the lessons judged to be satisfactory, weaknesses include ineffective class management and inappropriate tasks set to match the needs of pupils of different abilities. Homework is regularly set and has a positive effect on pupils' learning.

96. Numeracy skills are very well promoted in many curriculum subjects such as science, geography and design and technology. The co-ordinator is enthusiastic and has clear ideas on how to maintain high standards and support colleagues. She has identified the need to embed information and communication technology more firmly in teachers' plans.

## SCIENCE

97. The school has maintained the high standards found at the last inspection. Apart from a small dip in the year 2000, pupils continue to obtain results in the national tests that are well above the average for all schools. They match the average for similar schools. The school's own analysis shows that when compared with their attainment in tests taken at the age of seven these pupils have made rapid progress. Provisional results for 2001 confirm the upward trend in the proportion of pupils obtaining the higher level 5. Inspection evidence shows that these standards will be maintained. All pupils make very good progress.

98. Inspection findings confirm the school's analysis, which shows a substantial increase in pupils' scientific knowledge as they move through the school. By the time they are 11, pupils have a very good understanding of a range of phenomena and have acquired an understanding of scientific enquiry and language that is well above average for their age group.

99. Very good work occurs in each year group, especially when pupils are carrying out scientific investigations. Many Year 3 pupils were able to establish a pattern when considering the results of an experiment on changing shadows. Nearly all could produce appropriate graphs. Pupils in Year 4 wrote a very good report on why a particular material was best at wiping up spills and explained how to make a fair test. By the end of Year 5, pupils are able to plan a simple test to research the effectiveness of elastic bands in propelling toy cars. A Year 6 middle set made very good progress in a lesson about forces. They learnt that air resistance slows moving objects and that when an object falls it acts in the opposite direction to the weight. Some had begun to understand the idea that motion can be explained in terms of balanced and unbalanced forces.

100. The level of scientific knowledge of Year 6 is well above the average. For instance, many pupils can explain that changes in the appearance of the moon over a period of twenty-eight days arise from the moon orbiting the earth once in that period. Pupils with special educational needs make very good progress because of the persistent use of practical activities to underpin understanding.

101. Lesson observations and a scrutiny of work indicate that the quality of teaching and learning is very good. Of the five lessons seen, two were very good, one was good and two were satisfactory. Exemplary schemes of work give precise details as to what should be taught and ensure that pupils progressively build on their scientific knowledge. They are very well structured to allow pupils to revise key ideas as they move through the school. Lesson plans follow these guidelines and are very well implemented by most teachers. Teachers have a very good knowledge of science.

102. Very well planned lessons give detailed descriptions of what the pupils should learn and pinpoint the resources that are required. These are well organised and often include additional materials to challenge the more able children. Classroom assistants work well with the class teacher and make a positive contribution to pupils' learning. In a Year 4 lesson, effective references to previous work engaged the pupils. The teacher was able to maintain this interest by showing them the range of surfaces on which their toy cars would be tested for friction.

103. A Year 6 teacher reacted promptly to the difficulties that some pupils were having in understanding gravity and gave an impromptu demonstration of falling objects which immediately clarified matters, enabling pupils to continue to make good progress. A feature

of the better lessons was the good use of questions and answers to reinforce learning, introduce new ideas, and test understanding. Pupils were encouraged to participate and their learning increased. All teachers continually use scientific vocabulary, and consequently pupils use terms such as conductor and stamen correctly. A satisfactory Year 5 lesson would have been better if there had been stronger focus on important scientific ideas and less on designing a leaflet. In a Year 3 class, the pace of learning had been slower than anticipated because some pupils were still finding it difficult to concentrate. However, this attitude was not typical and in nearly all the lessons, the pupils' response was good or better. Pupils concentrated, making careful observations during their investigations, and collaborated well during group work.

104. The leadership and management of the subject are very good. The science curriculum is well managed and organised in an exemplary manner. A very good scheme of work and precise monitoring of teaching and learning promotes high attainment. Exceptional assessment procedures are a key factor in the very good progress made by pupils. Any difficulties are immediately identified and strategies devised to ensure they are addressed. There is a persistent thrust for improvement. The staff use very good revision strategies, which include a board game that stresses concepts and vocabulary. There is a current focus on challenging the more able, gifted and talented pupils. There should be, however, be more opportunities for pupils to plan their own investigations and to use ICT within science lessons. Good cross curriculum links have been established. For example, pupils consider the Creation and reflect on nature whilst studying animals and plants in the local woods.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

105. Standards attained by 11-year-olds are above those expected for children of their age, an improvement since the last inspection when standards were in line with national expectations. A scrutiny of the computerised Standards Evidence File for last year's Year 5 and 6, and interviews with the current Year 6 pupils, indicates that attainment and progress is good.

106. Concerns that were raised at the time of the last inspection have now been addressed. Teachers received intensive training as part of the national initiative on promoting ITC in schools. There is good use of ICT across the curriculum. In addition, there has been a substantial increase in computers and software, and resources are now very good. A very good scheme of work has been developed. There has been good improvement since 1997.

107. Spreadsheets are used to calculate costs and profits; pupils understand the use of formulae and show an ability to interpret data. They are aware that such software can help them answer "What if" questions. Logo is used to investigate patterns. Pupils researched ancient Rome on the internet and combined text and graphics to produce posters. Different fonts were used and the size print varied. Maths games were designed which indicated an awareness of the needs of Year 3 pupils. Pupils showed that they know about data logging graphs and the multi-media function of computers, producing good presentations on ancient religions. These skills were also extended during a residential visit. Pupils operate scanners and are competent at word processing. They can use a control box and software to control simple devices such as light bulbs and understand how to sequence a set of instructions to create a flashing bulb. Pupils who have a particular aptitude for working with computers can extend their skills during Golden Time. Individual help and the practical nature of the short-term ICT tasks enables pupils with special needs

to make good progress.

108. There are some good examples of class teachers using computers as a tool to aid learning within other subjects, but more opportunities should be provided. Year 6 pupils use a computer as a sensor device when conducting an experiment on the best way to keep baked potatoes hot. Year 5 pupils access the internet to find information on Roman towns. Year 6 pupils use a software package to create pictures in the style of artists such as O' Keefe. Word processing supports the teaching of English and re- drafting skills. A specialist music package helps pupils to hone their composition skills.

109. Of the lessons seen, teaching was very good in two, good in two and satisfactory in one. The staff have a good knowledge of ICT skills and carefully prepare lessons so that they proceed smoothly. They are clear about what pupils are expected to know by the end of the session. The effective use of a multi-media projector to demonstrate the key points in using the internet resulted in good learning in a Year 5 class. This emphasis on the teacher modelling the correct approach was a common feature of the good lessons.

110. A Year 4 teacher effectively demonstrated the function of highlighting to amend text, enabling the class to learn easily. Pupils were able to recognise the many uses for this skill. Teachers are good at getting pupils to explain how they have fulfilled a specific task, and thus to confirm their own learning as well as help others. In one example, all pupils increased their knowledge of how to use a computer to find out about Tudor England. Teachers are particularly adept at asking questions that test understanding, for instance about the function of a database when accessing information. Subject vocabulary is always used. Strengths and weaknesses of specific aspects of programs are pointed out and discussed. This helps pupils to understand that computers are not infallible, but are tools to be controlled.

111. The use of self-help cards would improve learning in those classes where pupils have to wait for help whilst the teacher is engaged elsewhere. Much of the teaching involves pupils working in front of the screen in pairs. At times, this led to a certain lack of concentration. A range of teaching strategies which allows pupils sometimes to work by themselves on the computer should be developed. Independence would be encouraged and the pace of learning for all increased.

112. There have been inconsistencies in the pupils' learning in the past. The subject leader is aware of these gaps and uses every opportunity to ensure that the new skills, such as the use of e- mail, are taught. There are good procedures for gathering information on what pupils know and can do although further refinement is required if it is to support very high attainment. The subject leader has very good plans for ensuring the effective integration of the new classroom based computers into the curriculum, thereby increasing the use of ICT to enhance the teaching of subjects.

113. The subject is well led and managed with a sense of vision combined with very good organising skills. The very good planning focuses on the guidance from the Qualifications and Curriculum Authority and ensures that pupils learn in a systematic fashion.

## **RELIGIOUS EDUCATION**

114. Standards in religious education exceed those expected within the locally agreed syllabus and have been maintained since the last inspection. Time-tabling arrangements during the inspection meant that it was possible to see only two lessons. Evidence is also drawn from teachers' planning, pupils' work and discussions with staff. The school successfully teaches pupils the key features and traditions of Christianity, Judaism and

Islam, where many pupils have a good knowledge of customs and beliefs. Pupils are encouraged to engage in self expression, thinking, and reflection as part of their religious education lessons, where teachers carefully plan work to make it relevant and meaningful to the pupils' own experiences.

115. Younger pupils develop a good awareness of Christianity by listening to parables such as the Good Samaritan and the Prodigal Son. They have good knowledge of Christian festivals and are familiar with the major events leading up to and including Easter. Pupils have good opportunities to compare customs and beliefs of different faiths by contrasting Jewish family life with that of Christians and comparing important feast days such as Easter with the Passover. Older pupils extend their knowledge of world religions by learning of the significance to Muslims of the Five Pillars of Islam. They have good opportunities to explore spirituality in many areas of the curriculum by making their own awe and wonder folder. These contain poems and experiences, in many subject areas, which have caused pupils to stop and reflect. Good links have been established in literacy for challenging extended writing. Pupils are encouraged to explore their feelings by writing the story of the crucifixion entitled the Centurion's Diary. They compare literature such as *The Lion, the Witch and the Wardrobe* with the Easter Story and respond to the power and meaning behind such stories as *The Selfish Giant* by Oscar Wilde.

116. Most pupils, including those with special educational needs, have positive attitudes towards religious education lessons and behave well. They are interested in the stories they hear and many are eager to contribute their ideas. The majority make thoughtful and considered contributions to discussions in lessons and at circle times and can express themselves well. They treat books and artefacts with respect and work collaboratively when asked.

117. The scrutiny of work indicates that the quality of teaching is good overall. Of the two lessons seen, one was good, the other satisfactory. Teachers plan their lessons effectively and have good subject knowledge of Christianity and other world religions. They have a sensitive approach and value pupils' contributions in lessons and circle times. Teachers manage pupils well, encourage them to show respect for other people's feelings, and have high expectations of work and behaviour.

118. Resources, including artefacts, are of good quality and are used well, which greatly supports pupils' learning. Religious education makes a very positive contribution to pupils' spiritual, moral, social and cultural development. The subject leader has given very good support to improve the provision for religious education by planning work for the whole school and providing good assessment procedures to help match work closely to pupils' needs.

## **ART AND DESIGN**

119. Standards in art are above national expectations, as they were at the last inspection. A scrutiny of the pupils' sketchbooks indicates good progress over time, especially in Years 5 and 6. Sketchbooks are well used as a design resource and reference for future art. The evidence of these books, the work on display, and teachers' planning indicates that pupils use a good range of materials and approaches. They learn about line, tone, colour, pattern and texture. Pupils use pastels and crayons well. They paint, print, use textiles and clay.

120. The sketchbooks of Year 3 pupils had a number of interesting ideas for their collage on The Fruits of Life, which they executed well, as demonstrated by the stimulating panel

that greets visitors to the school. Pupils in Year 4 had produced carefully drawn and coloured calligraphy work in the style of the Book of Kells, while those in Year 5 did some good observational drawings of crystals, representing light and shadow well. Year 6 do two tone textile prints. In Year 6 there were colourful and attractive paintings that had been part of a local exhibition. The brushwork was good, as were the representations of the style of various artists, such as O' Keefe.

121. Teaching is good overall, with very good teaching in the upper school. Of the lessons seen, two were very good and two were satisfactory. A Year 6 teacher gave a very good demonstration of how to use different pencils to obtain gradations in shading. This engaged the pupils' interest, which was sustained through good questioning to test understanding. Time targets were used to promote pace and concentration. Consequently, pupils were making very good progress in their tonal sketches of African masks, which promised to be of a high standard.

122. Year 5 pupils also made very good progress in an activity that involved the design and creation of letters and a Roman coin. Teaching was good and pupils had considered well the texture and tactile qualities of a range of materials. The teacher set very high standards for attitudes to learning and most pupils tried to meet these expectations. The teacher used humour to secure attention and made very good use of pupils' strengths, with some given the role of mentor to others, reinforcing their skills and promoting their self-esteem.

123. Lessons judged to be satisfactory would have been better if activities to extend the more able had developed understanding and skills instead of offering more of the same. At times, there was too little opportunity to make independent choices or for pupils to evaluate their work in detail. On occasions, teachers had to work very hard to manage the behaviour of a few pupils. Although they were successful, this caused a temporary blip in the concentration of the class. The majority of pupils enjoy art and try hard to do good work. Where teaching is very good, the pupils respond to the high quality relationships within the class and participate well in the learning process. They strive to reach the very high standards set by the teacher.

124. Leadership and management of the subject is satisfactory. Further work is required if standards in art are to improve significantly. Whilst the concern of the last report on the development of drawing and sculpture skills has been addressed, more work remains to be done. For instance, methods of alleviating technical problems connected with clay work have been tried but found to be wanting. The use of sketch books has been extended to promote drawing skills but the scheme of work does not give detailed guidance on how this should be done. Pupils use subject vocabulary and evaluate their work but both of these could be improved. Although a good large-scale project was seen, these have not been frequent. Pupils are given the opportunity to extend their artistic talents in Golden Time. A group were having great fun doing pyrography while others learned to draw cartoons. There are, however, no visits to art museums and not many examples of visiting artists. Pupils' art development is monitored through the scrutiny of sketchbooks and work on display, but teaching and learning are not monitored frequently through classroom observations. Possible opportunities for the development of spiritual, moral, social and cultural education are not highlighted in the planning.

## DESIGN AND TECHNOLOGY

125. Standards in design and technology are above the national expectations, and pupils are given challenging tasks and achieve high standards of finished products. High priority is given to developing pupils' skills in a variety of techniques, as reported in the previous inspection. Good use is made of assessment to set appropriately matched targets related to themes which capture pupils' imagination. This has a positive impact on high standards of attainment throughout the school. Owing to timetabling arrangements it was possible to see only one design and technology lesson. Evidence is drawn from planning documents, previous work and discussions with staff.

126. Younger pupils use their knowledge of levers to design and make moving Easter cards. They calculate the cost of raw materials and sell the cards at a profit. Good cross-curricular links are established with many subjects, including religious education when making Jewish Passover cakes as part of food technology. Pupils are able to design and make their own mask of one of the characters in *A Midsummer Night's Dream*, to be used for their own production.

127. Older pupils make their own impressive three-dimensional structures on the school grounds, using papier mache, which are then subjected to detailed evaluation. Good multi-cultural awareness is developed when pupils are using sewing, stitching, tie-dyeing and batik techniques as part of a project to study West African culture in Mali. Pupils have good opportunities to disassemble toys to discover more about mechanisms that produce movements, and have the chance to use more complicated gears and motors to make their own model.

128. The quality of teaching in the one lesson observed was good and all pupils, including those with special educational needs, make good progress in their learning. Pupils enjoy the good opportunities and challenges given to them and have positive attitudes towards practical lessons. They generate ideas successfully, using their knowledge of materials and tools well. They are keen to produce a high standard of work, are well motivated and work co-operatively in-groups. Teachers demonstrate good knowledge of the subject, and careful planning ensures that previously learnt skills are built on and extended to support pupils' learning. There is a good balance between independent and teacher-led work, and teachers give constructive feedback about how pupils are progressing. The pace of lessons is brisk and pupils are challenged to think about and consider their responses. The new subject leader gives good informed support to promote design and technology throughout the school.

## GEOGRAPHY

129. As a result of timetabling arrangements, it was possible to observe lessons only in Year 6. Further evidence was obtained from a review of pupils' work, the policy and scheme of work, long-term, medium-term and short-term plans, assessment records, monitoring reports, pupils' reports, resources, photographic evidence and current displays.

130. On the evidence of the four lessons seen, the attainment of pupils at the age of 11 is above that expected nationally for children of their age. All pupils have full access to the curriculum and appropriate support and they make very good progress. This represents an improvement since the last inspection, when attainment was in line with expectations and progress was satisfactory.



131. By the age of 11, pupils have a very good knowledge of the local area and a contrasting area in Africa. During the inspection, pupils in Year 6 learnt the whereabouts of Douentza, Mali, from atlases, maps and photographs. They are beginning to locate places at a continental and national scale, using an index, and at a regional scale, using grid references. They are becoming more proficient at writing clear descriptions, thinking about scale and using the correct vocabulary. In groups, pupils generated geographical questions about photographs of Douentza and each group visited another to evaluate that group's questions. They did this with clarity, observation and relevance.

132. Pupils are beginning to understand the criteria for asking good geographical questions and are gaining experience in evaluating the work of others. They build on the good foundations laid in previous years. On entry to the school, pupils in Year 3 are encouraged to use geographical enquiry skills as they investigate the school grounds, make plans of the school and classrooms, and decide where to locate items such as a bird table. They ask geographical questions on a visit to a proposed development site, and survey the views of a cross-section of the community. They recognise how and why people may seek to manage sustainable environments and identify opportunities for their own involvement. They investigate the local area and offer explanations for the location of shops, services and houses.

133. Pupils in Year 4 locate a local wood on a map, interview a visitor involved in the management, visit the site and report their findings. They visit many local and regional sites, draw comparisons and investigate how sites are managed. Pupils in Year 5 investigate the possible uses for a nearby site through a questionnaire which they later analyse. In Year 6, pupils look at the impact of the River Meon on the environment and on people and carry out fieldwork techniques, such as taking a cross-section and measuring the depth and flow. They also study Greece.

134. The quality of teaching and learning was very good in the four lessons observed, a significant improvement since the last inspection, when it was good. Teachers teach geographical skills well and have very good knowledge and understanding. As a result, pupils make substantial gains in their learning. They respond with enthusiasm, interest and commitment to the very high expectations of teachers. Teachers' planning is very good and engages pupils' interest, with the result that they apply intellectual and creative effort to their work. Teaching methods enable all pupils, including pupils with special educational needs, to achieve well. Work is appropriately challenging for all groups of pupils.

135. Pupils understand what is expected of them and are given the opportunity to assess the extent to which they have achieved the learning objectives, thus developing their knowledge of their own learning. The management of pupils is good and good relationships prevail. The majority of pupils behave well and show independence and initiative. Time and resources are used well and pupils' pace of working and productivity is good. Learning support assistants make a very effective contribution to pupils' learning. The quality and use of ongoing assessment is very good. Homework is used effectively, where appropriate, to extend learning. Pupils apply their literacy skills in discussion, writing and research. Information and communication technology is used for research purposes and the school plans to develop its use further. Marking is of a high standard and helps pupils to know how to make further progress.

136. A rich curriculum is in place, with very good opportunities for high quality fieldwork and an emphasis on geographical enquiry skills. Provision for pupils with special needs is very good. Pupils are given opportunities to reflect on moral issues, such as conservation of the environment. Their learning is extended by the contribution made by the

community, and they explore the local area and talk to local people. They make numerous visits to places of geographical interest, as outlined above, and receive visitors in the school in connection with their local studies. They gain an understanding of other cultures, through their study of Mali, which is enriched through visits of African musicians. Students from Greece, currently in Southampton, talk with Year 6 pupils about life in modern and ancient Greece.

137. The subject is very well led by an enthusiastic and experienced co-ordinator, who has visited Mali and set up e-mail links there. He has introduced an extra-curricular club on Mali, which is attended by pupils from all year groups. In addition, he holds a 'Leading in Open Country' Award and accompanies groups on field trips. He has greatly improved the quality of fieldwork, increased the number of high quality visits and visitors, strengthened provision for the development of enquiry skills, enriched the curriculum and encouraged the use of communication technology in geography. Assessment targets are set for each year group and, in discussion with secondary colleagues, he has produced a folder of moderated work, which provides exemplars of high quality work at each National Curriculum level. This helps both teachers and pupils to know what pupils should be striving to achieve. Good quality resources are used very well to promote learning.

## HISTORY

138. The attainment of pupils at the age of 11 is above national expectations for children of their age. The school's inclusion policy ensures that all pupils, including pupils with special educational needs, have full access to the curriculum and appropriate support, and make very good progress. This is an improvement since the last inspection, when attainment was in line with expectations and progress was satisfactory.

139. By the age of 11, pupils are able to place important events within a chronological framework. During the inspection, pupils in Year 3 ordered different units of time and described family life in their own time and that of their parents and grandparents. Year 4 pupils learn about the Tudors and gain an understanding of family trees. They learn about the kings and queens and what life was like for rich and poor people. They study ships and explorers. Links are made with literacy, through the study of *A Midsummer Night's Dream*, and with design technology as they design a mask for a character in the play. In the role of Tudor chefs, they designed and made Tudor *marchpane* sweetmeats for Henry V111's table and learnt about the different diets of the rich and poor.

140. Pupils in Year 5 used the internet to find information on Roman towns. In studying Boudicca's rebellion in A.D. 60, they learnt that events can be interpreted in different ways and used pictorial and written sources to extract information. The history of writing is also studied. The emphasis in Year 6 is on posing relevant questions in order to seek information. Pupils study the ancient religions and their influence on the modern world. There is a strong emphasis on historical enquiry skills.

141. In the lessons seen, teaching was very good in four and good in two, a considerable improvement since the last inspection, when it was satisfactory. Teachers use their secure knowledge and understanding to teach historical skills effectively. As a result, they make rapid progress in their learning. Teachers' expectations are high and most pupils respond with interest, enthusiasm and involvement. Teachers plan effectively and engage pupils' interest, with the result that most pupils apply intellectual and creative effort to their work. Teaching methods enable all pupils, including pupils with special educational needs, to achieve well. Differentiated work is appropriately challenging for all groups of pupils.

Learning objectives are communicated clearly at the beginning of each session and, where teaching is very good, pupils are given the opportunity to assess the extent to which they have achieved them. The management of pupils is good, and good relationships and good behaviour promote learning. Time and resources are used well and pupils' productivity and pace of working are good. Learning support assistants make an important contribution to pupils' learning. The quality and use of ongoing assessment is very good. Homework is used successfully to reinforce and extend learning. Teachers support the development of pupils' literacy skills through discussion, research and writing. Opportunities to promote learning through communication and information technology were used well in one lesson but are not yet used as fully as they might be. Learning in this lesson was good. It could have been very good, but half the pupils were careless in typing in the website address and could not therefore access the internet until they discovered their mistake. Marking is of a high standard and teachers' spoken and written comments help pupils to know what they have achieved and how they can progress further. Pupils review their own learning at regular intervals and know how well they are doing.

142. The rich curriculum is regularly reviewed. Provision for pupils with special educational needs is good. Opportunities are provided for pupils to consider moral issues in relation to historical events, for example the early invasions of Britain. Their social development is enhanced through discussions with adults about the recent past and through their work in groups and pairs. They gain an understanding of other cultures as they learn about the invaders and settlers of Britain and the ancient Egyptians and Greeks. The contribution of the community to pupils' learning is very good. Pupils explore the local area and talk to local people.

143. The subject is very well led by an experienced and enthusiastic subject leader. The scheme of work provides a secure basis for teachers' planning and, together with high quality assessment and monitoring of pupils' work, ensures continuity and progression. The setting, and regular review, of targets has a positive impact on standards. There is a good emphasis on historical enquiry skills. Plans to raise achievement include the encouragement of independent learning, the setting of more open-ended tasks, increased opportunities to use information and communication technology, and regular monitoring of work in the classroom by the subject leader.

## **MUSIC**

144. By the age of 11, most pupils, including those with special educational needs, have made good progress in their learning, and standards attained are above those expected nationally. This is a similar judgement to that made during the previous inspection. Features of the music provision are now strengths of the school, which were not highlighted as such in the last report. The quality of the singing, for example, is very good.

145. An audio tape of the school's 2001 summer concert showed that dynamics, timbre and pitch were well controlled and the harmony work was of a high standard. A round was sung with precision and musical understanding. Pupils begin to learn their singing skills early as all benefit from the well taught weekly hymn practice. In the practice seen, pupils sang well, tunefully, in unison and with clear diction.

146. Class teachers are good at reinforcing what the children have been taught by the specialist teacher. Lower juniors learnt about how the sounds made by various instruments contribute to a piece of music. Skilful demonstrations by teachers increased the pupils' ability to play them well. Teachers were good at highlighting useful practices by the

children, such as foot tapping as a means of reinforcing the beat, thereby improving the performance of all. Most pupils listened carefully, and were able to use a range of untuned percussion instruments to play along to the music. Throughout the school, pupils have

opportunities to create their own compositions . On occasions, learning by lower juniors would have been better if they had been reminded of the sounds made by various musical instruments before being asked to identify their contribution to a piece of music. There was an insufficient stress on musical and other vocabulary.

147. A Year 6 lesson enabled pupils to understand how a composer can create music that is inspired by words. They listened to Vaughan William's *Lark Ascending*, based on George Meredith's poem. Pupils concentrated hard and responded well to very good guidance by the teacher. They understood that a composer could use music to alter feelings and moods. Musical vocabulary, such as tempo and pitch, were used correctly and pupils were able to explain why the composer had chosen certain instruments. They were able to relate this to specific parts of the music such as the larks and responded sensitively to the music. This was helped by the very good relationships in this class and the teacher's emphasis that reactions to music are very personal. There are many opportunities to listen to live and recorded music and to hear music from other times and cultures, for example the importance of the lute in Tudor music and instruments used by Malian and Indonesian musicians. Music makes a very good contribution to pupils' spiritual, moral, social and cultural development

148. Teaching and learning are good. Of the lessons seen, two were very good, two were good and one was satisfactory. Pupils respond well. They appreciate the opportunity to listen, and good relationships enable them to perform confidently and to express feelings. The school is particularly good at providing an environment that encourages pupils to be involved in music lessons and activities outside the normal curriculum. About two thirds of the school are involved. A quarter take instrumental lessons and the remainder are involved in the choir and recorder groups. The lessons are very popular and there is a long waiting list.

149. The subject leader works closely with local authority teachers, who support the work of the school well. Pupils understand the importance of regular practice and the school thinks it important that all its musicians are given the opportunity to perform. There is a weekly musical assembly to which parents and other adults are invited. During the inspection, two pupils performed solos with confidence and competence. Annual events, such as concerts, Christmas shows and carol concerts in local churches, are very well organised events, which enable many pupils to be part of a team and take responsibility for their own actions. They play a significant part in pupils' personal development

150. Assessment has some good elements, such as a focus on self-review. Recordings of class performances enable teachers to be aware of pupils' earlier learning and to plan accordingly. A well-qualified, enthusiastic and committed subject leader has begun to implement a well-planned music curriculum. A good range of composers and types of music such as reggae are studied. Notation is taught in a systematic manner and there has been an increasing emphasis on using computers to enhance musical skills. Year 6 pupils are involved in a multi -media musical experience as part of a residential visit.

151. The subject leader has been good at identifying strengths and weaknesses. For instance, that there had been too little music from other cultures. There is now a greater emphasis on world music. It was recognised that pupils made uneven progress through the school, and planning is being rewritten to make it more accessible to non-specialist teachers. Very good team teaching, with a specialist teacher supporting a non-specialist, resulted in

very good learning by the pupils. Future targets, such as a greater focus on the use of ICT and more written evaluations, are well chosen. The school consistently aims to extend the pupils' musical education through the wide range of opportunities available within the school, as well as visits to The Bournemouth Symphony Orchestra and involvement in local Youth Theatre Productions.

## PHYSICAL EDUCATION

152. Standards of attainment in physical education are above national expectations, as they were at the last inspection. Timetabling arrangements meant that it was possible to see only a few lessons on games and gymnastics. Further evidence was gained from teachers' planning and discussions with staff. Pupils in Year 3 and Year 5 have good opportunities to swim at a local school and at a local leisure centre, where they receive expert instruction. As a result almost all pupils can swim at least 25 metres and the majority of pupils are confident swimmers, gaining numerous water skill awards.

153. The school provides an extensive range of games, including football, cricket, netball, mini-rugby and hockey. Pupils' skills in these are well developed in both school time and through extra curricular activities, where students and staff from the sixth form college offer their expertise. Pupils' progress is celebrated in the *Ranvilles Highlights* monthly magazine, including match reports when competing with local schools, and their successes are celebrated in assemblies.

154. In gymnastics, younger pupils learn to refine balancing movements and body shapes both on the floor and when using apparatus, to develop a short controlled routine. By the age of 11 most pupils are able to develop and perform fluent sequences of travelling actions, balances and jumps on and off the large apparatus. In games, pupils develop and practise skills of striking, catching, passing and throwing using different sized balls. By the age of 11, pupils use their skills effectively to play games such as mini hockey and tag rugby to develop their marking and dodging skills. They have good opportunities to take part in competitive team matches, tournaments and sports events to develop their skills.

155. Most pupils, including those with special educational needs, participate enthusiastically, work hard and enjoy their physical education lessons. Pupils respond quickly to their teachers' instructions and many persevere to refine and develop movements and skills. Most pupils work effectively together, behave well and encourage each other.

156. The quality of teaching is good overall. Of the lessons seen, teaching was good in six and satisfactory in one. Teachers plan lessons well, with clear objectives based on targets which have a positive impact on pupils' learning. In swimming pupils make good progress as a result of coaching from well-qualified swimming instructors. Pupils' learning is enhanced by teachers' confidence, good subject knowledge and teaching of basic skills based on comprehensive assessment procedures. In many lessons teachers intervene appropriately and use demonstration to draw attention to particularly good work as a form of ongoing evaluation and assessment. Good use is made of the large hall, extensive grounds and good resources to support pupils' learning.

157. The new subject leader hopes to develop dance in the school and intends to invite a dance group to give new ideas. The teaching staff willingly give their time to support the extensive range of extra-curricular activities, and as a result effectively develop pupils' skills. A good range of outdoor pursuits are available as part of the Year 6 residential visit where pupils' social development is enhanced to good effect.