

INSPECTION REPORT

HART PLAIN JUNIOR SCHOOL

Cowplain

Waterlooville

LEA area: Hampshire

Unique reference number: 116244

Headteacher: Mrs C Green

Reporting inspector: Mr L Lewin
22330

Dates of inspection: 20th May – 23rd May 2002

Inspection number: 194779

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Hart Plain Avenues Cowplain Waterlooville Hampshire
Postcode:	PO8 8SA
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Dadd
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22330	Mr L Lewin	Registered inspector	Information and communication technology, design and technology, English as an additional language.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11564	Ms J Mckay	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
18340	Mrs M Phillips	Team inspector	Geography, history, religious education.	
23917	Mr T Clarke	Team inspector	Mathematics, physical education, special educational needs.	
31822	Mrs A Newman	Team Inspector	English, music.	
3942	Mr K Sanderson	Team Inspector	Science, art.	How good are the curricular and other opportunities offered to pupils? Equality of opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hart Plain Junior School is situated to the north of Waterlooville in Hampshire. With 336 pupils on roll, the school is larger than most other primary schools and the number has remained at about the same level over recent years. The boys and girls attending the school are between the ages of seven and eleven. Seventy per cent of the pupils come from families living in private housing and 30 per cent come from local authority housing. About 40 per cent of pupils are drawn from outside the immediate catchment area. Pupils are taught in 12 classrooms by 12 full-time and five part-time teachers. The number of pupils joining or leaving the school during the year is proportionally similar to that in other schools. At eight per cent, the number of pupils eligible for free school meals is below the level found nationally. The percentage of pupils with special educational needs, at 31 per cent, is above the national average. This figure has been increasing over the last few years. The number of pupils with Statements of Special Educational Need is a similar level to the national average. A very small number of pupils attending the school speak English as an additional language. Nearly all pupils come from white ethnic backgrounds, with a small number coming from other heritage backgrounds. The attainment of pupils on entry to school in Year 3 is below average overall. The school has been awarded the DfES Achievement Award in recognition of its results in the national tests. Also, the school is accredited through the Investors in People scheme.

HOW GOOD THE SCHOOL IS

This is a good school that provides a welcoming and caring atmosphere for pupils and parents. It is led and managed effectively and good teaching enables pupils to achieve well by the time they leave. The school provides good value for money.

What the school does well

- Strong leadership and management enables the school to move forward with improvements at a good rate.
- Good teaching enables pupils to achieve well and attain above average standards in science, art and design, design and technology, geography, history, information and communication technology and religious education.
- The school has very good systems for supporting, guiding and caring for its pupils, which result in pupils demonstrating good attitudes and behaviour, developing in a very responsible and mature way and forming very good relationships.
- The school is very good at helping pupils to develop their spiritual, moral, social and culture awareness.
- The school provides good support for pupils with special educational needs.
- Finances are very well managed to ensure that the best use is made of all resources and facilities.

What could be improved

- The use of practical investigations to enhance teaching and learning in mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Areas highlighted for improvement at that time - governors' systems for monitoring the school, school assessment procedures and the management of special educational needs, written reports to parents – are all now found to be of a good standard. In response to the previous report the school now makes appropriate use of its outdoor resources. In addition, the school has moved ahead with the full implementation of all national initiatives and facilities for information and communication technology have been significantly upgraded. Teaching has improved, the school's test results have improved in line with the national trend and standards in many subject areas are now better than was reported last time. The school shows a full commitment towards and a good capacity for further improvement in the future.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	B	D	D	well above average A above average B average C below average D well below average E
Mathematics	D	B	E	E	
Science	B	B	B	B	

The above table shows that Year 6 pupils attained good results in 2000. These results dipped significantly in 2001 due to the number of pupils with special education needs in that particular cohort. When compared to schools nationally and to other ¹similar schools the results were below average in English, well below average in mathematics, but still above average in science. The school notes that a significant number of the pupils in the 2001 cohort displayed difficult attitudes, which impacted negatively upon their learning. Nevertheless, the school's detailed assessment records show that most of these pupils made good progress overall as they moved through the school. The school's results over the last few years have improved in line with the national trend. The school sets challenging targets for pupils' performances in the English and mathematics tests and was successful last year in achieving the target set for English, while pupils did not reach the target set for mathematics. Inspection evidence shows that through consistently good teaching, standards in English and mathematics have improved this year and the school looks likely to achieve the targets set, with pupils currently attaining levels that match the national expectations in English and mathematics. In science, art and design, design and technology, geography, history, information and communication technology and religious education, pupils attain above average standards while in music and physical education pupils reach levels that match the national expectation. Overall, all pupils, including those with special educational needs, make good progress and achieve well by the time they reach the age of eleven in Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils work well together, listen carefully and are enthusiastic and interested in their work.
Behaviour, in and out of classrooms	Good. Pupils respond well to the teachers' high expectations. Most pupils are courteous and move around the school in an orderly manner. A small minority of pupils occasionally show inappropriate behaviour.
Personal development and relationships	Very good. Pupils carry out a range of responsibilities in a conscientious and mature manner. Relationships between pupils, and between pupils and members of staff are very good
Attendance	Good. Pupils enjoy coming to school.

¹ Similar schools are banded – for the purposes of comparison of test results - by the number of pupils deemed eligible to receive free school meals.

TEACHING AND LEARNING

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

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

Teaching and learning throughout the school are good. Teachers have a good rapport with their pupils and a clear understanding of pupils' individual needs. The school has clear procedures to ensure the effective management of pupils' behaviour and these procedures are followed in a very consistent manner by all staff. Teachers plan their lessons well and select tasks that match precisely to the needs of pupils. They are also careful to choose tasks that are interesting so that pupils' enjoyment in the work is heightened. However, within the overall planning for mathematics, there are not enough extended practical investigations to help pupils fully consolidate their understanding of different mathematical concepts. Lessons are well prepared, with teachers ensuring that all resources are carefully laid out and readily available so that no time is wasted. Teachers use questioning well and sometimes very well to encourage all pupils to join in and, in this way, they ensure that all pupils, including those with special educational needs, are fully incorporated into discussions and activities. Generally, teachers show good subject knowledge in all of the areas they teach and, in particular, they show a confident approach towards teaching literacy and numeracy skills. As a result, English and mathematics lessons are well taught and all pupils make good progress with their learning in these areas. Learning support assistants work well to support teachers and pupils. In particular, the support staff who work with pupils with special educational needs are very successful in boosting the confidence and self esteem of these pupils. Overall, the teaching throughout the school caters well for the needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities offered to pupils are good and these make a significant contribution to the standards attained by pupils. The school offers a very good range of interesting extra-curricular activities.
Provision for pupils with special educational needs	Good. The school provides a good range of worthwhile opportunities that are well matched to the interests and aptitudes of pupils with special educational needs. Very good provision is made for those pupils who have statements of special educational need.
Provision for pupils with English as an additional language	The school has only a very small number of pupils in need of support in this area. Where required, appropriate intensive support is provided to enable the pupils concerned to gain full access to all areas of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Good provision is made to promote pupils' spiritual awareness whilst social, moral and cultural development are very well promoted. All aspects are promoted in such a way as to give pupils a good awareness of the world around them.
How well the school cares for its pupils	The school has very good systems for supporting, guiding and caring for its pupils. Staff have a good knowledge of the needs of individual pupils. The school has developed good systems to assess pupils' attainment and progress.

The school has developed a strong partnership with the parents. Parents are kept very well informed and all opportunities are utilised to involve parents in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides particularly effective leadership. She is ably supported by the current acting deputy headteacher and all members of the senior management team. All subject managers and co-ordinators carry out their roles well.
How well the governors fulfil their responsibilities	Overall good. The governors are fully informed about and involved in the management of the school. They provide strong support for the headteacher and the staff. Generally, governors fulfil all of their statutory responsibilities. However, the governors recognise that an external adviser should have been used in the last round of performance management and have taken the necessary steps to rectify the situation for the current round.
The school's evaluation of its performance	Good. The school has good procedures for monitoring teaching, learning and the curriculum. Governors usefully participate in the monitoring programme. The school carefully analyses the performance of pupils in all tests carried out.
The strategic use of resources	Very good. The school makes the best possible use of all available grants and funding. A prudent approach is adopted towards all budget matters and governors have a clear awareness of applying the principles of best value within all areas of school spending.

The school has an appropriate number of suitably qualified staff, all of whom are effectively deployed. Overall, there is a good level of resources to support teaching and learning. The school has satisfactory accommodation overall and staff make good use of all available space in the building. The new information and technology suite is a valuable addition to the school facilities, but the room is poorly ventilated and becomes quite stuffy and oppressive during lessons.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents have a high regard for the school. In particular they feel that: The school is well led and managed and staff are approachable. Good teaching coupled with high expectations helps the pupils to progress well. 	<ul style="list-style-type: none"> A very small number of parents do not agree that behaviour is good or that their children get the right amount of homework.

The pre-inspection meeting for parents was attended by 25 parents and 87 parents returned the questionnaire sent out prior to the inspection. Inspectors agree with the very positive views expressed by the parents. In the opinion of the inspection team the behaviour of pupils is good overall and the provision of homework throughout the school is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment on entry to the school is below average overall. The school has good procedures for assessing pupils' attainment and tracking their progress as they move through the school. This information provides clear evidence that, as a result of good teaching, pupils progress well overall and achieve well by the time they leave.
2. The school's English, mathematics and science test results in the end of Key Stage 2 national tests improved at a good rate up to 2000 when they were above average in comparison with other schools nationally. The school received an award from the DfES to mark this achievement. In 2001 the level of these results was maintained in science but dropped significantly to below average in English and well below average in mathematics, when compared with all schools nationally and with other ²similar schools. This dip in results had been expected by the school, with the cohort of pupils concerned having been carefully monitored as they moved through the school. The cohort contained an above average number of pupils with special educational needs and a significant number of pupils with difficult attitudes that impacted negatively upon their progress. Nonetheless, the school's detailed assessment information shows that this cohort progressed well overall as they moved through the school. The school adopts a determined and proactive approach towards ensuring pupils achieve their full potential with, for example, careful screening of the performance of the current Year 6 cohort across the year to enable targeted boosting of individual performances, especially in mathematics.
3. Looking at the school's results since 1998, including the dip in English and mathematics results in 2001, the overall picture still reflects that results are improving in line with the national trend. The school sets itself challenging targets for pupils' test results. In 2001, the target for English was achieved while in mathematics results fell below the projected level. The school feels that the disappointing mathematics result, in particular, is largely associated with the specific difficulties of the 2001 cohort as mentioned above. Discussions with staff indicate strongly that the school is correct in its analysis of the situation and the inspection evidence raises no other reasons for this low performance.
4. The school's results over recent years show that girls do better than boys. The school monitors gender differences of performance carefully. No significant differences were noted in the performance of boys or girls during the inspection. The school adopts a fully inclusive approach for all groups of pupils and individuals in all activities.
5. Inspection evidence shows that currently by the age of eleven, most pupils are attaining levels that match the national expectations in English and mathematics. Standards have improved in these subjects since last year. In science, information technology (ICT), art and design, design and technology, geography, history and religious education pupils attain levels that exceed the national expectations at the age of eleven and this marks a significant improvement upon standards in these subjects since the last inspection where they were noted as being in line with expectations. In physical education, pupils attain the expected levels (there was insufficient evidence to report on standards in this subject in the last inspection). Overall, in lessons seen during this inspection pupils attain average standards in music as compared to above average standards reported during the last inspection. This difference in standards is linked to the long-term absence through sickness of the

² Similar schools are banded – for the purposes of comparison of test results - by the number of pupils deemed eligible to receive free school meals.

school's music specialist. Nonetheless, the attainment of groups of pupils observed performing in ensembles during the inspection was above average.

6. By the age of eleven, pupils' speaking and listening skills match national expectations. Pupils talk and listen confidently in a range of different situations and most show the ability to take into account and to respect the views of others when they differ from their own. Reading standards are good and pupils enjoy discussing their favourite authors and stories. Generally, standards in writing are in line with the expected levels. Pupils write for a wide variety of purposes and in a wide range of styles. They plan carefully in preparation for writing stories and for writing factual accounts in other subjects. Standards with handwriting, presentation, spelling and punctuation although variable, are in line with the expected levels overall. Many average and below average attaining pupils, up to Year 6 do not always write in a neat, joined script. Overall, pupils show mainly satisfactory skills with drafting and redrafting their written work. However, they do not use ICT facilities frequently enough to enhance and extend their skills in this area of work.
7. The school's effective introduction of the National Numeracy Strategy has had a positive impact upon pupils' computational and mental calculation skills. By the age of eleven, pupils work with suitable speed for their age while making mental calculations and devising strategies to solve simple number problems using the four number operations. They work out simple percentage quantities, use inverse operations to check their calculations, draw two-dimensional and three-dimensional shapes and describe their properties and understand how to draw and use block and line graphs. However, many less able pupils are not confident in multiplication and division and find equivalent fractions difficult. There are some examples of pupils being encouraged to apply their mathematical knowledge in practical situations. However, the analysis of pupils' previous work indicates that pupils do not use and apply their mathematical knowledge enough through carrying out extended investigations. Additionally, pupils do not make enough use of or extend their mathematical skills sufficiently through work in other subjects
8. By the time they are eleven pupils are familiar with carrying out in-depth science investigations and reaching the stage where they can make predictions and conclusions based on their own scientific understanding. They have a good understanding of the life cycles of a range of plants and animals. In discussions pupils use a good range of scientific vocabulary and they have a suitable understanding of the concept of 'fair testing'.
9. In art and design and design and technology pupils produce good quality models, pictures and designs, which are displayed attractively around the school. Pupils plan their work in detail, acquire advanced skills and techniques and use a wide range of materials and equipment.
10. In geography, by the age of eleven pupils have a good understanding of their own locality and of other localities in this country and in other parts of the world. Pupils throughout the school enjoy history and, by the age of eleven, they begin to develop a good understanding of the key people that have shaped history, such as the Greek philosophers and poets.
11. Good teaching and improvements in the school's facilities has enabled significant improvements to be made in ICT standards. Not only is the use of ICT now more widespread, but pupils also show a good range of skills with their use of the Internet, control procedures, data processing and word processing facilities by the time they are eleven.
12. In religious education, by the age of eleven, pupils acquire an appreciation of many of the practices and beliefs of Christianity and of the other principal religions in Britain, such as Islam and Judaism, and become familiar with the main festivals celebrated by these religions. They develop a good awareness of themselves and the world around them, and show sensitivity to the needs and beliefs

of others. As the pupils get older, they show an increasing readiness to discuss and think through important issues and to value the differences that are present.

13. Overall, all different groups of pupils, including those with special educational needs and the very small number for whom English is an additional language, make good progress in relation to their prior attainment. Suitably adapted tasks for pupils with special educational needs are carefully planned in accordance with their statements of special educational need and individual education plans. The teachers, the special educational needs co-ordinator and the learning support assistants know their pupils well and accurately target their learning difficulties.

Pupils' attitudes, values and personal development

14. This aspect of the school was reported on favourably at the time of the last inspection. The school has maintained good standards in pupils attitudes to learning and behaviour, but their personal development is now very good. These positive features have a major impact upon enhancing the quality of learning.
15. Parents believe that pupils have very positive attitudes towards school and are mostly eager to attend. This view is strongly supported by inspection evidence. At the beginning of the day pupils enter their classrooms in an orderly fashion without wasting time. Pupils spoken to during the inspection were clear about the way they should behave. They show a good degree of tolerance and sensitivity to each other. They work well together, for instance sharing resources during an art lesson where they were seen creating border designs, and also in a mathematics lessons where they shared ideas whilst using their newly acquired skills with protractors. Pupils enter assemblies in a quiet and orderly manner. They sit down and wait patiently for their fellow pupils to arrive, listening attentively to the good quality background music. Pupils are enthusiastic and interested in their work and most are keen to join in with all activities. They show great interest in the lives of the many visitors, and respect adults and the thoughts and work of others. Pupils mostly listen carefully and share their own thoughts willingly. For instance, during discussions on behaviour and bullying, they were eager to say how the school had helped them to deal effectively with problems.
16. The behaviour of pupils is good. All staff have high expectations of behaviour and pupils respond well in complying with these expectations. Pupils look after their own classrooms and strive hard to gain house points for swiftly clearing up after lessons. All pupils spoken to during the inspection were courteous. They respond well to the school's rules that are prominently displayed in the classroom and in general areas. Pupils discussed in a very mature way, with the inspection team, how they dealt with matters of bullying, and said they are confident to approach adults if they have concerns. Some pupils, who have been friends since the nursery stage, state that these very much valued and stable relationships helped them to counteract any instances of bullying.
17. There are very occasional incidents where a small minority of pupils show inappropriate behaviour and this is usually linked to occasions when work set for them is not sufficiently challenging. No pupils have been permanently excluded in the last seven years. In the last academic year three children have had short fixed term exclusions and these cases have been effectively handled by the school.
18. As a result of the very effective procedures put in place by the school, personal development is very good. Pupils are given opportunities to take responsibility from an early age, such as when they make written applications to become 'lunchtime leaders'. They are willing to help and act as monitors for various duties, such as clearing away after the Breakfast Club. The older pupils who operate as 'lunchtime leaders' are given the responsibility of organising games and activities for other pupils and they wear yellow coats at break-times so that they are immediately recognizable to different age groups. These pupils take their responsibilities very seriously and help to make

playtimes and lunchtimes a rewarding experience for all. Pupils carry out their extra duties cheerfully and competently. For instance, specially trained 'playground buddies' are assigned to help with the 'friendship stop' in the playground - where any pupil can go if he or she has no one to play with. Also in the playground, pupils were seen to share resources such as balls, and skipping ropes, and boys and girls generally play well together.

19. Relationships between pupils, and between pupils and members of staff are very good. Younger pupils spoken to during the inspection said they would not hesitate to ask adults for help if they had a problem. However older pupils show sensible initiative and say they would sometimes rather sort problems out themselves without involving adults. Pupils mainly show a sensitive awareness of the feelings of other pupils and are quick to support one another where necessary. Older pupils often provide effective help and guidance for younger pupils. In many of the lessons seen, pupils collaborated very effectively with each other. They work confidently with their teachers in a purposeful atmosphere of mutual respect.
20. Parents of pupils with special educational needs appreciate the way the school helps to develop their children's positive attitudes to work. Pupils of all ethnic groups are well integrated and there is no evidence of racism. Classroom assistants enable all these pupils to remain on task and achieve well. They have good relationships with the class teachers and their fellow pupils and this means that they are positively encouraged to succeed. During a lunchtime Karaoke session, classmates of a special educational needs pupil cheered him enthusiastically when he had sung 'Reach for the Stars'. Generally, the attitudes to learning of pupils with special educational needs are good. The behaviour of pupils without specific behavioural difficulties is good, with pupils responding well to their teachers and learning support assistants. Pupils with special educational needs fully integrate with and get on well with all other pupils.
21. Most parents report that their children enjoy coming to school and are happy there. The pupils' rate of attendance is good but despite the school's best efforts a minority of pupils are regularly absent and also some regularly arrive late. The school seeks the help of the educational welfare officer to deal with unsatisfactory attendance. Many awards are presented for full attendance and registers are completed quickly enabling a prompt start to be made to lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. During the inspection 79 per cent of lessons were good or better, 26 per cent were very good, 18 per cent were satisfactory and three per cent were unsatisfactory. This shows a clear picture of consistently good teaching across the school that results in pupils progressing well with their learning so that by the time they leave the school they achieve well. Teaching has improved since the last inspection.
23. A particularly strong feature of the teaching is the very good relationships that exist between the staff and the pupils. In most of the lessons seen, teachers demonstrated that they have a strong rapport with the pupils and a clear understanding of their individual needs.
24. The school has established clear procedures to ensure the effective management of pupils' behaviour and these procedures are followed in a very consistent manner by all staff. This means that the minority of pupils in the school with tendencies towards concentration lapses or occasional inappropriate behaviour are catered for very effectively. Teachers set high expectations for pupils' behaviour and the pupils are given a clear understanding of the classroom behaviour parameters. Pupils respond well to these expectations and therefore make a good effort with all learning activities.

25. Teachers plan their lessons well and select tasks that match precisely to the needs of pupils. They are also careful to choose tasks that are interesting, wherever possible, so that pupils' enjoyment in the work is heightened. For example, in a numeracy session in Year 6, calculations of profit were considered in the context of a fast food burger outlet and this meant the pupils could easily relate to the concepts involved. However, within the overall planning for mathematics across the school, there are not enough extended practical investigations included in the programme of work, to help pupils fully consolidate their understanding of different mathematical concepts in different contexts and in different subject areas. Teachers' planning often makes strong links between subjects so that learning is consolidated in a range of different areas and ways. This was seen, for instance, with links made to science in a Year 3 religious education lesson and links to ICT in mathematics and design and technology work in Year 6. While some instances were seen where ICT was well used to support other subject areas in this way, there is still not an extensive enough use of ICT in many curriculum areas.
26. Lessons are well prepared, with teachers ensuring that all resources are carefully laid out and readily available so that no time is wasted. Teachers often go to a great deal of trouble to ensure that a good selection of resources is made available to pupils. For example, in a Year 6 design and technology session, a very extensive range of equipment, food products and worksheets was prepared prior to the lesson so that pupils were able to progress rapidly with the task of making an attractive and tasty dessert. A satisfactory range of homework provided by teachers suitably enhances lessons.
27. Teachers use questioning well and sometimes very well to encourage all pupils to join in. Teachers use this strategy to ensure that work is carried out in a very inclusive way, with all groups of pupils - including those with special educational needs and those for whom English is an additional language - fully incorporated into all discussions and activities. This was noted in a Year 5 literacy lesson where pupils worked intensively upon a task to perform their poems, and the plenary session featured the class listening to and appraising the performances of the lower attaining group. The fact that these pupils were given every encouragement by the rest of the class is an example of the strong ethos of inclusion that permeates the whole school – with pupils being strongly encouraged to respect and value each other. The good questioning also evokes enthusiastic responses from pupils. Teachers are especially careful to treat pupils' responses sensitively so that pupils do not feel unduly uncomfortable if their answer to a question is wrong, and they remain confident to try again.
28. Generally teachers use a good range of different strategies, with a mostly good balance between teacher exposition and the opportunities for pupils to carry out activities to consolidate their learning. One good strategy seen, for example, was the encouragement given for pupils to use individual mini whiteboards to record their ideas and responses. In a Year 4 geography lesson this clearly enabled pupils to develop an independent approach to the way in which they responded to the teacher's questions. Also, in a Year 4 numeracy session, pupils used these boards well, not only for indicating their responses during a class discussion, but also as a useful means of practising written calculations during the activities part of the lesson. The strategy of setting pupils for mathematics lessons is clearly successful and, in the lessons seen, this approach enabled teachers to match work very well to the needs of individual groups of pupils and to ensure that all groups of pupils were fully extended by the work provided.
29. Teachers show confident subject knowledge in all of the areas they teach. This is indicated through the clear explanations that they provide and through their ability to respond to questions from the pupils. This confidence includes the teaching of ICT and is a firm indication that recent training in this area for staff has been successful. In particular, teachers show a good knowledge of the Literacy and Numeracy Strategies. Planning for these areas is well established and enables pupils to build up their English and mathematics skills, knowledge and understanding in a secure

and progressive way as they move through the school. The clarity of teachers' instructions is a key feature in the way that pupils are fully involved in the work in lessons. For example, in a Year 3 art lesson, the teacher's clear explanation of how to set up a 'clay workstation' gave the pupils a precise understanding of what was expected of them in this session and consequently enabled them to progress rapidly and learn about many important facets of handling clay properly. Teachers are good at ensuring that they use the correct terminology within their explanations so that pupils start to extend the use of their own vocabulary during class discussions and later in their written work. For instance, in a Year 5 science lesson, pupils confidently used terms such as 'carnivore', 'omnivore' and 'predator'.

30. Minor weaknesses, very occasionally noted in teaching across the school, were mainly linked to instances where tasks were not sufficiently challenging or well explained so that pupils did not concentrate fully. The standard of marking of pupils' work varies from class to class. Some examples of good marking are seen, but on other occasions, too little guidance is given to pupils about how they could improve their work. Usefully, individual targets are set for pupils, but in English, in particular, these targets are not always sufficiently clear to enable the pupils to have a full understanding about what they need to do to improve.
31. Learning support assistants work well to support teachers and pupils. They are well briefed by teachers and work intensively with small groups and individuals. The work of these members of staff is an important and valuable attribute of lessons across the school and gives good support to help accelerate the learning of the individual pupils concerned. In particular, the work of support staff who work with pupils with special educational needs is very successful in boosting the confidence and self esteem of these pupils and helping them to progress at a good rate.
32. The teaching of pupils with special educational needs is good. Teachers show patience and understanding and have high expectations of both the academic performance and the behaviour of pupils on the special educational needs register. Teachers are given very good, skilled assistance from the well-qualified, experienced and committed support staff, both in classrooms and in withdrawal situations. The combined attention of teachers and support staff has a most positive impact upon the good progress that the pupils make. All teachers are fully aware of the pupils on the special educational needs register. They make clear reference in planning to providing suitable activities to promote the learning of these pupils. Teachers ensure that this work is appropriate and supports pupils' progress. The special educational needs co-ordinator gives good support to pupils when withdrawn from class to work in small groups. She has good knowledge of the techniques of remedial teaching and her encouragement and praise of individuals results in good learning.

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

33. Overall, the quality and range of learning opportunities offered to pupils are good and these make a significant contribution to standards attained. All pupils have access to a curriculum that is socially inclusive and meets statutory requirements and includes the provision of religious education. The breadth and balance of the whole curriculum are satisfactory overall. At the time of the previous inspection, a key issue involved raising the expectations of more able pupils in foundation subjects through improved assessment and informed planning. This issue has been addressed well and the school is very mindful of the need to provide a balanced curriculum that gives due time to all subjects and due opportunities to all pupils. The curriculum structure is good. The school has effectively introduced the National Literacy and Numeracy Strategies. A good, well planned programme for teaching personal, social and health education (PSHE) has been developed. The subject manager is currently re-writing parts of the programme to usefully include elements on citizenship and to take account of the school's involvement in the 'Healthy Schools' project. The

governors have an agreed policy on sex education, and the school has developed programmes of work for all age groups, culminating in the oldest pupils working with the Portsmouth Health Promotion team. These programmes are suitable for the age and maturity of the pupils. The school organises a good range of activities to ensure that pupils are made aware of the dangers concerning the misuse of drugs; for example, through the 'Getting it Right' programme – written jointly by the Hampshire Personal and Social Education Team and the Hampshire police. The 'Getting it Right' police officer plays an active role in supporting this work. Good, planned provision for PSHE is made through the daily life and routines of the school such as 'circle time' where pupils have opportunities to talk to teachers and friends on matters that are important to them, the 'playground buddies' and 'lunch-time leaders systems and through the School Council.

34. Provision for special educational needs is good and very good provision is made for those pupils who have statements of special educational needs. Reference to the special educational needs register, to individual education plans, school tracking records and discussions with the special educational needs co-ordinator (SENCO), class teachers and teaching assistants indicate that most pupils are making good progress towards meeting their individual learning targets. Good provision is made for those pupils who have specific learning difficulties in English and mathematics. The provision for those pupils who have behavioural and physical difficulties is equally comprehensive and detailed, and these pupils make good progress towards targets set for them. The organisation and the quality of the records collated by the co-ordinator, including the special educational needs register are good. Individual education plans compiled by the co-ordinator in consultation with the class teachers and support staff, are reviewed regularly and learning targets modified accordingly. The overall quality of the individual education plans is good. They are detailed, clear and give precise attainable learning targets.
35. The school maintains a suitable register of more able pupils and is proactive in seeking ways to ensure any pupils that show high level skills are suitably guided and extended by the work provided. The very small number of pupils with English as an additional language are well catered for and provided with suitable intensive support as and when necessary, to ensure that they gain full access to all areas of the curriculum
36. The school's provision for extra-curricular activities is very good, as was the case in the last inspection. The very extensive range across the year includes Latin club, music ensemble, choir, recorders, football, cricket, netball, fantasy football, karate, sports matches against other schools, ball skills, gymnastics, design and technology, a Year 6 ICT club, a Year 5 ICT club (for pupils without computers at home), 'Maths Flyers' club, activities club, craft club, French and Maypole dancing. Pupils and their parents are usefully involved in environmental projects held within the school grounds. Pupils regularly go on visits to places such as the ferry port, the Mary Rose, the local shops, and the Phoenix Theatre has visited to perform at the school. Pupils' experiences are extended through links with local businesses. For example, following a visit made to the ferry port and fruit and vegetable warehousing, a local haulage company visited the school with an articulated lorry and this activity provided pupils with a very useful opportunity to work out the price for a journey delivering goods to Naples. During the inspection, pupils were keen to discuss their forthcoming residential visit to Lyme Regis, and how they would deal with homesickness if it was their first time away from home. The school also makes effective use of visits to the local church and lessons at the swimming pool.
37. The school makes good use of the local community to enhance pupils' learning, for instance, by inviting in local people to talk in history lessons. Many other visitors, such as the police, fire officers, the dog warden, a physiotherapist, speakers on environmental issues and animal sanctuaries, contribute to pupils' awareness of their place in the world. Pupils are taken on regular visits outside school, often in conjunction with their curriculum work, and there is photographic evidence of these visits, for instance the visit to a local haulage depot, a 'fast food' retail outlet and

the Portsmouth Outdoor Centre. The school ensemble is joined by the band from HMS Nelson at Christmas when the whole community is invited to join in carol singing outdoors in the playground. The Waterlooville Marching Band practices at the school on Thursday evenings and Sunday mornings. The school has useful links with a local residential home for the elderly, inviting the residents to the numerous school productions during the year and visiting to entertain them at Christmas.

38. The school is part of a cluster linked to two secondary schools and 20 feeder schools, which link termly to work on curriculum development within subject areas. These links contribute very effectively towards promoting the personal development of pupils. There are suitable induction days for children coming in from the infant school. Clear evidence of this was noted during the inspection week when children from the local infant school were brought in to be introduced to their new teachers for next year. Teachers suitably made this a 'fun' session by using glove puppets and mime to lighten the atmosphere. Year 6 pupils have suitable opportunities to visit and familiarise themselves with their future secondary school. Year 6 pupils spoken to during the inspection were confident about starting the next stage of their education.
39. Overall, as was noted in the previous inspection, the provision for pupils spiritual, moral, social and cultural development is very good. The school makes good provision for pupils' spiritual development. Assemblies are well planned and very thoughtfully delivered and the importance of special moments is celebrated, as a school, and later in smaller class groups, where staff and pupils share important feelings openly. Moments of quietness are provided for pupils to reflect on what they have heard and to consider how they should respond. These meet fully the statutory requirements for collective worship. In assemblies and in religious education lessons, pupils are helped to gain knowledge and insight into their own and other people's values and beliefs and, in particular, they are encouraged to respect and value the opinions of others. Opportunities for spiritual development are also well promoted in subjects such as history, geography and religious education when pupils are encouraged to consider, appreciate and understand the thoughts and feelings of others.
40. Provision for moral development is very good. The headteacher and staff, as well as providing good role models themselves, regularly remind pupils of the correct forms of behaviour and give reasons for them. Discussions often take place in lessons, and rules of conduct are emphasised when necessary. There are clear and positive systems for enabling very good behaviour, in which parents and lunchtime supervisors play a part, and expectations of pupils are high. There are well thought out incentives for good behaviour and Headteacher Awards play an important part in this process. The pupils are praised and rewarded regularly for maintaining very good standards. They are encouraged to develop a clear understanding of right and wrong and to treat staff, visitors and other pupils with courtesy and respect. Generally, pupils have a high degree of self-discipline and show concern should any of them not maintain the expected standards.
41. The school makes very good provision for the pupils' social development. Pupils are encouraged to form very good relationships with each other, their teachers and other adults. As they progress through the school, they are encouraged to take turns, share resources and to work collaboratively; for example, when working together on computers or when preparing presentations to the class in geography or religious education. Older pupils relate well to younger pupils. They work effectively in their roles as 'lunchtime leaders' where they organise activities for groups of pupils. Pupils throughout the school are given opportunities to assist in a very good range of classroom and school routine jobs and responsibilities. The older pupils are trained to carry out more challenging tasks, such as conducting visitors around the school, acting as 'lunch-time leaders', working as 'break time buddies' and in providing support groups for pupils who experience difficulties in relating to other pupils. Responsibilities for Year 5 pupils include assisting with the school breakfast club and sandwich boxes. Pupils carry out the tasks they are given with care and

efficiency. The social development of pupils is further enhanced by the quality of the school's community links, the extra-curricular activities and their involvement in organising fund-raising events such as the sponsored spelling and Charity Fair activities. At the pre-inspection parents' meeting, parents mentioned that they were particularly impressed with the productions staged by the school during the year. Events such as these, as well as the residential visits organised for pupils, are additional examples of the school's strong emphasis upon promoting pupils' social interaction and awareness.

42. Provision for pupils' cultural development is very good. The pupils are taught about aspects of British culture in subjects such as English, art and design, history and music, with much use being made of the local area. During the year, pupils take part in maypole dancing, four play productions and in carol singing with the band of HMS Nelson. A very appropriate emphasis is laid on their knowledge and understanding of other cultures during assemblies and in lessons in subjects such as geography and religious education. Since the previous inspection the school has sought to emphasise positively how intercultural links can make a positive contribution to the learning experience of pupils in a variety of ways. The school makes very suitable provision for making pupils aware of the multicultural society in which they live. African dance modules have been introduced, opportunities in music have been extended, Aboriginal art is studied and African masks are made. The school has had links with the different faith communities, and pupils consider different forms of worship and life-styles.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The overall provision for ensuring pupils are cared for while they are at school is very good. The school has built successfully on the good provision for pupils' personal welfare noted at the time of the previous inspection. Teachers have a very good knowledge of their pupils and use this knowledge effectively to promote the personal development of all individuals. For example, pupils are strongly encouraged by the school's strategy of presenting the 'Headteacher's Award', awards for good work, person of the week certificates, and awards for good behaviour during a 'Celebration Assembly' each week. During the inspection week, this was also used to great effect to demonstrate the musical and dancing abilities of pupils. Class and whole school assemblies are used well to promote pupils' ability to think about other people. Very effective procedures are in place for eliminating intimidating and oppressive behaviour, with activities such as 'circle time', where each pupil's contribution is felt to be important and which builds up a level of trust between pupils and between adults and pupils. Discussions with pupils indicate that they have been provided with clear guidance and have a good understanding of how they would deal with bullying if it were to occur. Parents feel that the school deals effectively with any incidents of bullying. The school updates its bullying policy annually and it keeps well informed about pupils' feelings and opinions by getting them to complete a questionnaire on this subject each year. Issues of behavioural concern are reviewed regularly, and progress is suitably recorded. Behaviour modification programmes are effectively established between school and home, and these are felt by parents to have a positive impact. Outside agencies are also involved in setting up these programmes, as are governors and all staff in school. The behaviour scheme runs very effectively throughout the school and rules of behaviour are prominently displayed in classrooms and in general areas. All staff provide good role models. They are mainly consistent and fair in their promotion of discipline and order. They take every opportunity to praise good effort in work and behaviour. Pupils move around the school quietly and are courteous and friendly to visitors. They display great pride in the school and in the work of their fellow pupils whilst showing visitors (inspectors) around the school.

³ Circle time is a commonly used technique in schools whereby pupils sit in a circle with their teacher and take turns to say what they think or feel about different ideas and issues.

44. The monitoring of pupils' academic performance is good overall. Assessments are made of the pupils' progress in each class, beginning with the initial records made on entry to the school. Useful records are kept in all subjects of the progress pupils make in their learning. This is an improvement since the last inspection when assessment was not fully developed, particularly in the foundation subjects. There are consistent systems throughout the school that record the specific progress made by individual pupils within subjects and track their progress well. The pupils' performance in tests throughout the year is monitored carefully and the teachers are generally confident in assessing levels of attainment. The school sets useful targets for year groups of pupils in terms of the National Curriculum level expected, and generally uses the information gained well. Useful individual targets are set for pupils. However, in English, in particular, these targets are not always clearly defined and understandable for the pupils. In the foundation subjects, planned activities are assessed regularly and pupils achieving higher or lower than the level expected are noted. This is an improved procedure and ensures the school provides well for all pupils, including those who attain highly. The teachers know their pupils well and during most lessons, there is evidence of informal assessment taking place and being used well. The teachers evaluate their lessons regularly and generally use the information well to move the pupils on in their learning. In some lessons, the pupils themselves are aware of their performance, because of the feedback the teachers provide. However, although work is regularly marked, the marking does not always help pupils to improve, particularly in English and sometimes in the other core subjects.
45. The quality of support and guidance for pupils with special educational needs is good. Parents feel that staff are accessible and responsive to the needs of pupils with learning and behavioural problems, and that their children are fully included in all aspects of school life. Comprehensive records and good assessment systems are in place to check and track the progress of all pupils with special educational needs.
46. Informal monitoring of pupils' progress takes place constantly and is effective. All staff, including the caretaker, lunchtime and office staff know pupils well and parents feel that concerns raised with teachers are promptly dealt with. The school supports and promotes the children's personal development and good behaviour very well. Discussions with pupils show that they have been provided with a clear understanding of the school's expectations and pupils said that they thought this helps them to concentrate well and to make good progress. Older pupils who work as 'lunchtime leaders' and other pupils carrying out tasks around the school, take their responsibilities very seriously. Discussions with these pupils indicate that they enjoy the responsibilities given to them. All pupils have a record of achievement folder which follows them through the school and which contains examples of work. It provides a good record of their personal development year on year.
47. Statutory procedures for child protection are fully in place. The school has good first aid procedures. This was noted during the inspection when a pupil's minor accident was swiftly and compassionately dealt with and appropriate action taken by the school's first aid personnel. The school uses a computer program to record pupils' attendance and records are monitored regularly. The educational welfare officer is used to follow up incidents of habitual lateness or absence. Registers are completed efficiently during the morning and afternoon and a prompt start is made to lessons. The school follows the Hampshire County Council guidelines for health and safety and governors, staff, the caretaker and all cleaning staff ensure that the school is kept clean, safe and free of graffiti. Accident and fire drill records are in place and pupils know exactly what to do in the event of a fire in the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has established good links with parents who have a high regard for the work that the school does. This is an improvement since the last inspection where the links with parents were

judged to be satisfactory. Parents feel that the school addresses any suggestions or complaints effectively and that staff are always approachable. Parents also value the informal feedback of the progress of their children that they gain on a day-to-day basis and, through this means, the way that the school ensures that small problems do not become major ones.

49. Parents are encouraged to play an active part in the life of the school, and help in a number of ways, such as hearing reading and in after-school activities. Some help with environmental schemes and on visits. There is also good attendance at special events such as year group performances and sports days. Parents and children feature in the induction programme for new entrants. The school actively promotes the involvement of parents. For example, reading diaries go home every night and most parents add comments before the diaries are returned to school. This is effective in supporting pupils' learning.
50. The school values its partnership with parents and, through the frequent and very good quality of information provided to parents, maintains good relationships with them. The parents appreciate the very good quality information that they receive. The governing body's annual report to parents is informative. The well-produced prospectus is an attractive, useful document for parents, containing detailed, yet relevant information, which emphasizes the importance of home/ school links. Regular and comprehensive newsletters keep the parents well informed, for example, about forthcoming events and 'dates for their diaries'. Annual reports to parents are good, and provide clear details about each pupil's level of attainment in different subjects, descriptions of the areas of work covered and comments on pupils' personal development. Parents very much appreciate the formal teacher consultation opportunities each year to discuss their children's progress. They state that they find curriculum meetings such as those held in connection with the introduction of literacy and numeracy hours to be very useful and informative. The school's Parent Teacher Association is very active and provides valuable support for the school through fund raising; for example, recently paying for some new televisions and video machines.
51. Parents of pupils with special educational needs spoke highly of the good efforts made by the school in dealing with pupils' educational and behavioural problems. Early contact is made with all parents as soon as concerns are noted and they are fully involved in regularly reviewing the progress of their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The school is well led and managed. As noted during the last inspection, the headteacher, in particular provides very effective leadership that has enabled the school to maintain its rate of improvement at a good pace during a period that has involved unavoidable changes in staffing. These changes plus the changes in membership of the governing body have made it difficult for the school to sustain the overall very good leadership and management noted during the last inspection. However, the strong efforts made by the headteacher and staff during this phase, mean that the school is now very well placed to further strengthen and stabilise its position for the future. The headteacher has ensured that the school has a comprehensive strategic plan for improvement, which gives a clear picture of the school's future educational direction. She is ably supported by the acting deputy headteacher who has efficiently taken on and carried out a wide range of extra responsibilities, while the school has been seeking to recruit someone to take up this role on a permanent basis. The headteacher is also well supported by all members of the senior management team. They work effectively with the headteacher as a team, ensuring that all school actions are moved forward in an efficient manner. All subject managers and the co-ordinators for special education needs provision and more able pupils provision carry out their roles well. They ensure that their colleagues are kept fully informed about all aspects of curriculum development and new initiatives in their respective areas. The special educational needs co-ordinator is very experienced, enthusiastic and most diligent in her co-ordinating role. She ensures that all pupils

have access to any necessary support and that their needs are met in lessons and in group withdrawal sessions. The co-ordinator liaises well with fellow teachers and support staff and is in regular contact with external agencies such as the Learning Support Service, Educational Psychology Service, Social Services and relevant medical agencies.

53. Despite recent changes in their membership, the governing body have sustained strong support for the headteacher and staff. They are fully informed about and involved in all aspects of the management of the school and provide an extra layer of wide ranging expertise from which the school benefits – for example in ICT. Governors responded effectively to a criticism in the last inspection of their monitoring role and now have clear systems in place for monitoring lessons. Most of the governors manage to visit the school on a regular basis. Through detailed briefings from the headteacher and briefings from subject managers they have a clear overview of working procedures in the school and understand the key areas in need of development as well as the school's strengths. Governors also have a clear view of the standards attained by pupils across the school and are well briefed in this respect. They are suitably involved in the process of setting targets for the Year 6 pupils. Overall, the governors fulfil all of their statutory responsibilities, but now recognise the oversight from last year of not utilising an external adviser to assist the process of setting the targets for the headteacher within the performance management cycle.
54. The role of the subject managers has developed well since the last inspection and they and the headteacher undertake useful monitoring of teachers' planning. The headteacher undertakes a full programme of monitoring and evaluating teaching and learning across the school and clear procedures exist to provide both verbal and written feedback to teachers after these occasions. Subject managers usefully involve themselves in monitoring lessons to varying degrees depending upon the requirements of the school improvement plan – currently English, mathematics and ICT have been given the priority role in this type of monitoring.
55. The school has a satisfactory number of teaching staff whose qualifications and experience broadly match the demands and range of the curriculum. Effective use is made of year group co-ordinators who ensure that teachers work closely together to create their weekly and termly teaching programmes and discuss all aspects of curriculum provision on a regular basis to ensure continuity and progression in pupils' learning. Curriculum responsibilities are appropriately matched to the interests and specialisms of the teachers. All teaching and support staff have appropriate agreed job descriptions.
56. A good number of experienced learning support staff are employed to cater for pupils with special educational needs. They are well informed, skilled and effective, and are committed to the school and its pupils. They work closely with teachers and provide high quality assistance, particularly when supporting literacy. Day-to-day administration is efficiently carried out by the school secretary and office staff and the conscientious caretaker maintains the school to a high standard of cleanliness. The dining staff, mid-day supervisors and cleaners are all valued members of the school community and they perform their roles in a friendly and capable manner.
57. Within the school's performance management cycle, there are good arrangements for the professional development of all staff, which appropriately reflect both the identified needs of the school and the needs of all individuals. Teaching and non-teaching staff have regular opportunities to attend a wide range of relevant courses. There are good procedures for the induction of new staff to the school and for the training of newly qualified teachers.
58. As part of the arrangements for performance management, the headteacher acts as a team leader for all staff and annually reviews targets set for the teachers as well as the support staff. The inclusion of the support staff in the performance management cycle is above and beyond the statutory requirements and is good practice. It contributes significantly to valuing the work of

these individuals and aiding the progress of school initiatives. The headteacher's role as team leader in this context involves a particularly heavy workload and the school has rightly recognised the need to involve members of the senior management team in participating as team leaders in the future.

59. The school accommodation is satisfactory overall. The spacious grounds are used for lessons in geography, maths and science as well as games. All areas of the internal accommodation of the school are used well by staff. The addition of the ICT suite constitutes a significant upgrade in facilities since the last inspection. However, the ventilation in the ICT suite is poor and, even with the windows open, the atmosphere is oppressive and stuffy from the heat generated by the equipment. All the classrooms are of a suitable size. However, due to the limitations of the building there are no extra areas designed for practical work to take place. The hall is well used by all classes, but lessons there are sometimes disturbed, as it is necessary to pass through the hall to access classes at one or other end of the building.
60. Overall, there is a good range of resources to support teaching and learning throughout the school. Recently, the school has made significant purchases to support information and communications technology and this has had a positive impact on standards. At present there is an inadequate amount of apparatus to deliver the gymnastics curriculum in physical education, though funds have been earmarked to make good this deficiency.
61. The budget is well planned and linked closely to the priorities identified in the school strategic development plan. All grants are spent prudently to the benefit of all pupils and all funds delegated for specific purposes, mainly special educational needs, are spent appropriately. A surplus arising from contingency planning related to the building works, has now been appropriately used to part fund the improved ICT facility. The finance committee of the governing body is most effective in its role and, consequently, financial planning in the school is very good. The school and governing body has addressed satisfactorily the recommendations of the most recent financial audit. Day-to-day administration of the finances is very efficient. As a result, members of staff and governors are able to concentrate on pupils' education. The budget is managed very well and resources are carefully considered before purchase. The school applies the principles of best value very well when seeking services for the school, when comparing standards achieved and when monitoring the effectiveness of its spending. The school's expenditure per pupil is relatively high compared to other schools nationally, but nonetheless, taking account of the good teaching, the fact that pupils achieve well by the time they leave the school and attain standards that exceed the national expectations in many subjects, it is clear that the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. To further develop the effectiveness of the school the headteacher, staff and governors should now:
 - (1) Ensure that a full range of practical investigations is incorporated into the planning of work for mathematics across the school. (*Paragraphs 7, 25 and 81*)
63. In addition to the above areas, the school should include the following less significant points for improvement within its action plan:
 - Improve the quality and consistency of the marking of pupils' work. (*Paragraphs 30, 44 and 73*)
 - Ensure that individual targets set for pupils in English are clearly defined and understandable for the pupils. (*Paragraphs 30, 44 and 73*)

- Ensure that pupils in all classes adopt a consistent approach towards providing neatly presented work. (*Paragraphs 6 and 69*)
- Improve the ventilation in the ICT suite. (*Paragraphs 59 and 110*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	19	40	14	2	0	0
Percentage	1	25	53	18	3	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

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	336
Number of full-time pupils known to be eligible for free school meals	-	27

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	-	103

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

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	19

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	49	45	94

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	26	47
	Girls	38	27	41
	Total	69	53	88
Percentage of pupils at NC level 4 or above	School	73 [85]	56 [82]	94 [96]
	National	75 [75]	71 [72]	87 [85]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	37	39
	Girls	35	34	39
	Total	65	71	78
Percentage of pupils at NC level 4 or above	School	69 [83]	76 [81]	83 [92]
	National	72 [70]	74 [72]	82 [79]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	329
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.26
Number of pupils per qualified teacher	23.56
Average class size	28

Education support staff: Y3 – Y6

Total number of education support staff	16
Total aggregate hours worked per week	242

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7.6
Number of teachers appointed to the school during the last two years	4.6

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.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001 - 2002
	£
Total income	752849
Total expenditure	745555
Expenditure per pupil	2111
Balance brought forward from previous year	57772
Balance carried forward to next year	65066

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	336
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	48	6	1	0
My child is making good progress in school.	51	44	3	2	0
Behaviour in the school is good.	24	62	9	1	3
My child gets the right amount of work to do at home.	28	57	9	5	1
The teaching is good.	46	49	3	1	0
I am kept well informed about how my child is getting on.	38	54	5	2	1
I would feel comfortable about approaching the school with questions or a problem.	57	33	7	1	1
The school expects my child to work hard and achieve his or her best.	64	34	1	0	0
The school works closely with parents.	33	59	5	2	1
The school is well led and managed.	57	38	0	2	2
The school is helping my child become mature and responsible.	44	51	0	3	2
The school provides an interesting range of activities outside lessons.	33	48	5	3	10

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

ENGLISH

64. The school's results in the 2001 Key Stage 2 national assessment tests were below average when compared to all other schools nationally and when compared to other similar schools.
65. As was noted at the time of the last inspection, overall, by the age of eleven, pupils attain standards in English that are in line with national expectations. However, while pupils attain average standards in speaking and listening and writing, reading standards are now above average and have improved since the last inspection.
66. Pupils speak clearly and develop a suitable range of vocabulary by the time they reach the age of eleven. They select a growing variety of interesting adjectives to add emphasis to their oral work, and make informed and articulate contributions to class discussions in subjects across the curriculum. In Year 3, the majority of pupils have sound speaking and listening skills, offering extended answers to skilful questioning, and listening carefully to each other's opinions. Pupils build on these skills as they mature; they are eager to participate in discussions and make good use of subject-specific vocabulary, which they use in the correct context. Teachers' planning includes good cross-curricular references and good opportunities are provided that encourage pupils to speak confidently on a range of topics, for instance, in history and geography. Pupils enjoy discussing their favourite books and authors with adults. By the age of eleven, pupils are increasingly prepared to take into account and to respect the views of others when they differ from their own.
67. Standards of reading are good throughout the school. Pupils show growing proficiency in discussing characterisation and plot and they use prediction, inference and deduction more confidently as they mature. Useful reading records are kept by teachers to track pupils' progress in reading and to identify areas which require further development. By the age of eleven, a significant number of pupils are becoming independent readers with pronounced tastes and preferences for authors and different styles of literature. Throughout the school, pupils explain the purposes of indexes and glossaries and are aware of how to access books in a library. They know the differences between works of fiction and non-fiction and many access information for projects from the Internet and other sources of information and communications technology. The school has a good range of reference and fiction stock in the two libraries and pupils use these resources appropriately. However, there is insufficient emphasis upon the development of information-seeking and research skills, through the use of information and communication technology.
68. Standards in writing are satisfactory overall. Pupils write for a wide variety of purposes and are encouraged to write in styles that are appropriate to these purposes. The strong cross-curricular links that teachers make in their planning help pupils to recognise which styles of writing are suitable and to select the appropriate vocabulary to develop and explain their ideas and opinions. In some classes, for instance, in Year 3, good emphasis is placed upon developing vocabulary through the 'Word of the Day' focus. Good examples of these skills can be found in subjects such as science, design and technology, history, geography and religious education. Generally, pupils record their learning accurately, for instance, in their instructional writing in science and in design and technology. Pupils' creative writing is well focused and there is good evidence to show careful planning of stories and of factual accounts in subjects across the curriculum. Pupils have a secure understanding of sentence structure; they identify the different parts of speech accurately and explain the difference between main clauses and subordinate clauses.

69. Handwriting skills show progress and have improved overall as a result of the school's focus on this area. By the age of eleven, standards overall are in line with the expected level, with pupils producing mainly legible and fluent writing. Too often, however, the writing is not joined. There are examples of unsatisfactory presentation, especially in Years 4 and 5, where pupils are not fully aware of teachers' expectations in this respect. Although pupils generally attain satisfactory standards with drafting and redrafting their writing, not enough use is made of word-processing programs to further advance their skills in this area. Most pupils learn to spell with appropriate accuracy by the time they are eleven.
70. Suitably adapted tasks for pupils with special educational needs are carefully planned in accordance with pupils' Statements and Individual Education Plans. The special educational needs co-ordinator (SENCO) and the learning support assistants know their pupils well and target their learning difficulties appropriately.
71. Teaching is good overall. Lessons are well planned and show that teachers have a confident approach towards using the National Literacy Strategy effectively to plan activities that build up pupils' skills progressively as they move through the school. As a result of this good planning clear lesson objectives are set and carefully explained to pupils at the start of each session. Pupils therefore have a clear idea of what they are expected to learn and achieve. Tasks are well organised with group activities carefully matched to the needs of individuals in each group. A particular feature of the teaching is the good use of cross-curricular links that often help to set literacy work in a context with which pupils are already familiar; for example, utilising topics currently being studied in history and geography. The very good relationships that teachers have with their pupils combined with very precise questioning means that all groups of pupils are fully included in discussion work. This was noted in a lesson where Year 5 pupils practised performing poems and the whole class helped with appraising and encouraging the performance of the lower attaining group. Pupils with special educational needs are well taught in class and in withdrawal sessions where careful attention to improving their skills, for example, in the use of phonics, significantly boosts their confidence and accelerates their overall progress.
72. Pupils respond well to their work in literacy. They work effectively and sustain good levels of concentration. Pupils enjoy lessons where they work together and discuss topics. They work productively and positively. In most of the lessons, pupils are motivated and enthusiastic, listen carefully and try hard with all tasks. As a result, pupils progress well with their learning and develop a confident approach towards completing literacy activities. Very occasionally, pupils lose their concentration and do not work with their best efforts. These instances are unusual and careful monitoring by teachers means that such lapses do not last long.
73. While some good examples are seen of teachers' marking of pupils' work, there is generally an inconsistent approach towards marking. Too often, it does not give pupils enough guidance on what it is that they need to do in order to improve. Teachers usefully set targets for pupils in literacy, but these targets are not always sufficiently clear and understandable for individuals.
74. Resources in English are good. Books in classrooms and in the libraries are attractive and pupils respond well to this provision.
75. The subject is well managed. The literacy manager has produced detailed guidelines to aid her colleagues. She has a good overview of teachers' planning and her scrutiny of pupils' work has helped her to identify and address the variation in standards in writing across the school. Good systems are in place to monitor the quality of teaching and learning in the classroom and written records help senior management to identify areas requiring further development in order to raise standards. For example, speaking and listening skills are usefully being targeted for further development through greater use of role-play and drama.

MATHEMATICS

76. In the 2001 Key Stage 2 national tests, the school's results were well below average when compared to other schools nationally and when compared to similar schools. However, the group of 11-year-olds taking the tests contained a higher than average number of pupils with special educational needs, and unavoidable staff turbulence when those pupils were in Year 5 had a negative impact upon attainment. The dip in the test results was against a rise in standards over the preceding three years.
77. The 2001 group of pupils entered the school with below average mathematical skills. However, assessment records show that as a consequence of good teaching pupils make good progress, particularly in Year 6, and improve in line with the national trend. The results of standardised tests together with inspection evidence indicate that the great majority of pupils currently in Year 6 have made good gains in learning and are on course to attain average levels overall this year. However, the group does contain a significant number of pupils with special educational needs.
78. All groups of pupils, including those with special educational needs, are well supported by teachers and support staff. Assessments are used well to plan appropriate work and they make good progress in relation to their prior attainment.
79. The school's effective introduction of the National Numeracy Strategy has had a positive impact upon pupils' computational and mental calculation skills. Brisk, challenging mental activities are a feature of all lessons. Pupils are readily engaged in this aspect and are eager to respond and consequently they become more proficient at making quick calculations. For example, in Year 6, pupils used loop cards to calculate the hidden number in a formula and in Year 3 whiteboards were used effectively to record hundreds, tens and units calculations. However, currently there are insufficient opportunities provided for pupils to extend their knowledge of using and applying mathematics in other subjects, such as science, design technology and information and communication technology.
80. Throughout their time in school pupils build upon the knowledge and understanding gained earlier, and many lower attaining pupils are able to add, subtract and multiply in tens and units. Older pupils are much quicker at making mental calculations and devising strategies to solve simple number problems using the four number operations. Year 3 pupils recognise simple number patterns and use their understanding of four, five and ten times multiplication tables to count on and back. They understand simple fractions and their understanding of place value is developing with more able pupils confident of the values in four digit numbers. Year 4 pupils use their understanding of the relationship between multiplication and division when solving number problems. Squared paper is used to calculate the areas of simple shapes and their estimation of angles is reasonably accurate. Year 5 pupils use decimals accurately to two places. They create Venn diagrams and competently interpret simple line graphs. Pupils successfully progress in measuring and naming acute, obtuse and reflex angles. Higher attaining Year 5 pupils show good understanding of probability but other Year 5 pupils have difficulty ordering decimals and their understanding of equivalent fractions is insecure. Some exciting work is seen with the more able pupils in Year 6 when using their understanding of percentages to create profit spreadsheets. They draw two and three-dimensional shapes carefully and describe their properties, use negative numbers and use inverse operations to check their calculations. Pupils of average ability recognise improper fractions with mixed denominators and have appropriate experience of drawing block and line graphs. However, many lower attaining pupils are not confident in multiplication and division and find equivalent fractions difficult.
81. There are some examples of pupils being encouraged to apply their mathematical knowledge in practical situations; for example, in a Year 4 class, when the challenge is to use digit cards and all

four operations to make the number 100. Year 6 pupils are encouraged to find as many combinations of drink and food they can buy with £1 and create two-dimensional nets to design three-dimensional food cartons. However, these are the exceptions and the analysis of work indicates that opportunities for pupils to use and apply their mathematical knowledge in extended investigations are limited.

82. The overall quality of teaching and learning is good, with examples of very good and excellent teaching observed. Three quarters of the lessons observed were good or better with almost a half judged very good. Teachers' knowledge of the National Numeracy Strategy is good, and they show confidence in their teaching. Lesson plans contain clear learning intentions based upon the National Numeracy Strategy and provide effectively for the differing needs of all pupils. The teaching of basic skills is good. However, in the group activities there is a tendency to rely too heavily on commercially produced work sheets. This limits the opportunities for more practical strategies, which suit the majority of pupils. Overall, lessons are well organised, lively and proceed at a brisk pace. The National Numeracy Strategy is effectively and consistently implemented and the dynamic mental mathematics introduction is a strong feature of all lessons. The effective use of questioning to focus attention and help understanding, and the constructive use of praise to encourage pupils are regular features of the good teaching. As a result, pupils take part in the activities with obvious enthusiasm and enjoyment and teachers make the most of the sessions to provide opportunities for the practice and consolidation of numeracy skills. Very good attention is paid to encouraging pupils to explain their strategies and calculations. This serves to reinforce their learning and has a positive impact upon the development of literacy skills. Teachers manage their classes well and generally have high expectations of what their pupils might achieve. Time and resources are used well and satisfactory use is made of homework to support learning.
83. The experienced subject manager who has a clear vision of how to improve standards in the subject oversees the good organisation of mathematics. There are very good procedures in place for assessing pupils' attainment and arriving at individual targets for improvement. Standards are improving as a consequence of this focus on individual need.

SCIENCE

84. The results of national tests in 2001 showed standards to be above average, both when compared to national figures and when compared to those of similar schools. Inspection evidence confirms these results. Pupils enter school with broadly average attainments in science and by the age of 11 standards are above the level expected for this age group. The overall quality of teaching in science is good and this helps ensure that, by the time they are 11, pupils have made good progress. Planning for the subject is also good and the previous science subject leader has left a good legacy. At present, the school has been without a permanent subject manager for almost two years. Whilst the temporary managers have done, and are doing, an effective job, the school views the need to appoint a permanent subject leader with suitable urgency so that the present good work in science can be built on and developed. Pupils with special educational needs, and those for whom English is a second language, achieve as well as others due to good planning and support from teachers and classroom assistants.
85. By the time they are 11 pupils have a good understanding of the life cycles of plants and small animals, and they are knowledgeable about food chains. Pupils talk confidently using such terms as 'predator' and 'primary consumer'. They identify and label the major organs of the human body. They understand the effects of a healthy diet and regular exercise when they pose the question 'Are you a couch potato?' Throughout, teachers place an emphasis on developing a wide body of knowledge and understanding, and pupils learn progressively through a series of well planned topics. Year 3 pupils investigate the properties of different materials and use mathematical understanding of Venn diagrams to record some of their results. Year 4 pupils

design an electrical circuit to make Fred the Clown's nose light up and his tie spin round. Pupils in Year 5 undertake a 'mystery powder' investigation whilst Year 6 experiment to find out the rate at which water evaporates. Pupils develop literacy skills through extending their scientific vocabulary and utilise mathematical skills such as when creating line graphs showing careful plotting of data gained from an investigation into sound. Scrutiny of past work shows how teachers strive to provide opportunities for pupils to undertake investigative work. Many pupils are secure in making predictions and understand the rudiments of what constitutes a 'fair test'. However, teachers often direct their classes by telling them exactly what to do and how to do it when undertaking an investigation. This approach sometimes limits the opportunities for pupils, especially the older and more able, to make a full contribution through using their own ideas and strategies and through devising and carrying out their own experiments, using the scientific knowledge and understanding they have gained. Scrutiny of past work, as well as observation of lessons, shows that when topics are studied they are not visited cursorily but teachers encourage an in-depth inquiry. There is also evidence of how the work planned leads to progression in learning. So when younger pupils study plants they talk about 'stem', 'root', 'petal' and 'leaf', while older pupils, in their studies of plants, talk about 'sepal', 'stigma', 'stamen' and 'ovary'.

86. The quality of teaching is good overall. Teachers consistently introduce pupils to the learning objectives at the beginning of lessons, and consequently they are very clear about what it is they are trying to learn. Teachers ensure that the learning programme is balanced and progressive. Other strengths include good organisation and use of the wide range of resources the school has. There is a consistent emphasis on using correct terminology. The use of worksheets helps pupils record neatly and accurately, although it limits pupils' opportunities to organise their own work. Management of pupils is good and where teachers are confident and ambitious they challenge and extend their classes. Some of the older pupils, looking at food chains, were asked to consider a related problem: ... 'The gardener sprays his roses with insecticide ... what might happen?' A number of pupils were quick to track the possible consequences of a poison entering the food chain. In the ensuing discussion one pupil remarked ... 'There are alternatives to using poisons, for instance, you could use broken egg shells around plants instead of using slug pellets'.
87. Relationships are very good between pupils and adults. Generally, pupils have the confidence to answer, knowing that what they say will be valued. Pupils enjoy the subject, especially the practical activities, which are particularly beneficial to those with special educational needs. Pupils show good levels of interest and co-operation.
88. Learning resources are good. They are maintained well and are accessible for teachers. The school has a clear policy statement, an overall planning scheme based on national guidelines and commercial schemes and an effective system of assessments and record keeping. These are part of the legacy of the previous permanent subject manager. Time allotted to the subject is appropriate and the school recognises that there is now a pressing need for a permanent subject manager to evaluate the current provision and to take a lead in planning and implementing future developments.

ART AND DESIGN

89. Standards at the age of 11 are above those expected nationally. This is an improvement since the time of the previous inspection. This is due substantially to good, enthusiastic teaching and a well-planned, progressive curriculum.
90. By the time pupils reach the age of eleven they show good techniques in mixing and blending colours, and in the composition of their drawings and paintings. They learn to draw well by systematically practising a variety of techniques, such as shading, to establish thickness and depth in a drawing. Pupils learn to use a range of media such as pastels, paint and charcoal and, as they

progress through the school, their use of colour becomes both more subtle and complex. Year 5 pupils, exploring 'impressionism' try out different techniques in their art sketchbooks. One pupil recorded the ideas used and wrote: ... 'I am painting the background in Van Gogh's 'impasto' style. The shell is painted using Seurat's 'pointillism'. Pupils use clay confidently and skilfully as when creating detailed, vivid African masks, and they apply their understanding of print making to making their own printing blocks and using them to form repeating patterns. Teachers use other areas of the curriculum as a stimulus for pupils' art work. Paper and paste techniques are skilfully used to create 'rats' from 'The Pied Piper' and older pupils use the same techniques to make a range of detailed figures linking to work on Henry VIII and the Tudors. Pupils employ computer skills in using 'Easel' to create colourful characters from 'The Wind in the Willows'. Underpinning all of this work is the highly effective use of pupils' art sketchbooks. These reveal the efforts pupils make to develop and refine techniques and to express ideas. Pupils' 'African masks' were thoroughly researched, preliminary designs were drawn up and planning stages through to glazing and firing were carefully recorded. Pupils had a very clear idea of what they wanted to achieve. They worked 'as artists' and the end results were very satisfying for all the pupils and adults concerned. Pupils engage in their activities well, concentrate for good periods and are willing to discuss and evaluate their work.

91. The teaching and learning seen ranged from satisfactory to very good. However, evidence from the scrutiny of pupils' sketchbooks, art portfolios and from displays around school, reinforces that teaching and learning are good overall. There is an obvious enthusiasm for the subject and through good organisation teachers create stimulating environments to encourage purposeful learning. When pupils worked to the accompaniment of appropriately chosen music they were enjoying the lesson and striving to give of their best. In one very effective lesson with older pupils, they made very good progress in learning how and why clay is glazed. Comments such as 'It dries very quickly' and 'The colours look different once they have gone onto the clay' showed pupils attentive, keen to learn and responding very well to confident, knowledgeable teaching. Good use is made of praise and encouragement and pupils feel their work is valued.
92. The subject is well led and managed by an enthusiastic and knowledgeable manager who is currently re-writing the already good, detailed medium term plans for each art module 'to freshen them up'. She has developed good links with Key Stage 1 and Key Stage 3 and the progressive development of pupils' skills is good. The school has developed a useful set of assessment criteria for teachers to use when assessing work and, with a wide range of readily available resources, there is good support for both pupils and adults. Individual teachers are supported well in understanding the skills and techniques needed in the subject.

DESIGN AND TECHNOLOGY

93. It was only possible to observe one design and technology lesson with Year 6 during the course of the inspection and so overall judgements on the quality of teaching are not made in this paragraph. However, a wide range of previous work was available for scrutiny and this, along with work seen during the lesson observation, shows that pupils attain above average standards. This is an improvement on the last inspection where standards were noted as being in line with expected levels.
94. A strength of the provision is that each individual pupils' planning and designing work is recorded in an exercise book that they retain as they move through the school. This presents a very clear picture of the good progress they make and also shows how they are given the opportunity to methodically build on previously acquired skills. From Year 3 onwards, pupils make detailed plans listing the materials and tools they will require to complete a task. All pupils acquire the skill of building rigid wooden frames by gluing triangular pieces of card across the corner joints. This well established skill is used in many of the projects throughout the school, from basic well-made picture

frames in Year 3 to complex building structures of a water mill in Year 6. Throughout the school, with all projects, there are clear indications that pupils are taught well so that models are produced that are well finished and attractive and are a true reflection of the original design specification. This was noted in the Year 6 lesson seen, where pupils produced a layered dessert using a wide range of cooking ingredients. They showed much excitement and pride in the good quality of the tasty looking finished products. The work was the culmination of considerable research, with surveys carried out to identify favourite ingredients. Pupils had a clear perception of the need to make their product attractive as a potential saleable item. To this end, they took a great deal of care in arranging the different layers and making the best use of the ingredients to satisfy design specifications of taste and appearance. Throughout the school all projects are carefully evaluated and pupils learn to work with precision using a range of tools. Teachers clearly go to much trouble to ensure that pupils have the chance to design and make a wide range of mechanisms using a good range of materials and tools. Younger pupils concentrate on learning about pivot and lever mechanisms, making for example, creatures with moving mouths, legs and tails. In Years 4 and 5 the focus moves to the designing and making of quite sophisticated wheeled vehicles that incorporate geared pulley transmissions to the wheel axles from a small electric motor. Teachers make an excellent link with ICT at Year 5, with the very well made wheeled vehicles being linked to a simple computer control box set-up to define the movements of the vehicle. In Year 6, the technology moves up a further step, with the construction of complex gear systems to design the working parts of a water mill to include interlocking mechanisms, paddles and a string hoist. Once again the work shows precision and much attention to making items with a high quality finish. Teachers successfully link design and technology work to other curricular areas. For example, in the food technology work, much suitable emphasis was placed upon personal health and safety. Also, strong links are established to support history with pupils throughout the school constructing well made Tudor houses that show increasing attention to detail and skilful use of materials.

95. In the one lesson seen, the quality of teaching was very good. A particular strength here was the attention to detail, very clear explanations and excellent preparation of the materials needed for the work. As a result, pupils progressed rapidly with their learning and showed much enthusiasm. They were motivated to work with their very best efforts. The wide range of attractive models on display around the school and the detailed work in pupils' books is a very strong indication that teaching in other classes throughout the year is of a similar standard to that seen in this particular lesson.
96. The subject is very well managed. The knowledgeable subject manager monitors and supports teachers' work across the school effectively. Good procedures are established to enable teachers to assess pupils' progress. There is a good range of well-used resources and equipment to support teaching and learning and these are neatly stored for ease of access.

GEOGRAPHY

97. Levels of attainment by the time pupils are 11 are above those expected nationally and throughout the school pupils make good progress with their learning. This represents improvement in the subject since the previous inspection when progress and standards were satisfactory. The high quality of teaching has been sustained, with much improvement in assessment. Although it was only possible in the present inspection to observe lessons for Year 6 pupils, it is clear from planning, work already completed and informal discussion, that all pupils, including those with special educational needs and the higher attaining pupils, are making good and sometimes very good progress in their learning throughout the school. By the time they are 11, pupils have a good understanding of their own locality and of other localities in this country, or in other parts of the world such as Ghana. They consider issues of fair trade thoughtfully as they explore the different roles of supermarkets, farmers and trade organisations in providing chocolate for consumers. They see how our choices affect others and develop empathy and understanding. They have a

good appreciation of the significance of key physical features of particular landscapes, as in current work in Year 4 on the course of the River Meon, supported by a colourful display of photographs. Their enquiry skills are good. The emphasis on the use of the correct geographical vocabulary means that most pupils develop a good awareness of the language needed to describe different localities. Their map-work skills are now developing well, although past work has not always developed these skills systematically.

98. Clear progress is seen across the year groups in the pupils' awareness of their environment and of how aspects of it might be improved, as when Year 3 pupils write poems about litter and pupils in Year 5 undertake work on pollution and recycling and produce carefully detailed posters. Pupils show an increasing awareness of world issues. Younger pupils gain a good awareness of the world map as they share in and plot the travels of 'Phileas Frog'. During Years 3 to 6, their familiarity with maps is now developing well, as they pursue a series of geography units, and develop an awareness of the physical and human features of differing regions. The topics covered throughout the school help to build up the pupils' knowledge of their own surroundings and of other areas, countries and cultures, as well as providing opportunities for them to practise their skills.
99. The standard of teaching and learning is good, and sometimes very good. Lessons plans are detailed. The teachers deliver the subject with confidence and enthusiasm, and show very good knowledge. The pupils show good and often very good attitudes to their work, responding very well to the well-organised and imaginative opportunities provided. They show interest and enthusiasm in what they are doing, often working collaboratively. Questions are posed skilfully to develop the pupils' reasoning and encourage the correct use of language. The teachers' classroom management is good and time and resources are used very effectively to develop skills. For instance, in lessons in Year 4, groups of children collaborate well in their use of Ordnance Survey maps to trace the course of the river from source to mouth and to plot places and events along the route, making their own maps. In all lessons the pupils concentrate and work very hard at the challenging activities and lessons move at a swift pace. Pupils' learning is often reinforced valuably in impressive summary sessions. A Year 3 visit to the local shops was postponed because of bad weather, but thorough preparations had been made to question shopkeepers and conduct a safety survey.
100. The subject makes a good contribution to the development of pupils' literacy skills through the opportunities it provides for research and for different sorts of writing. The pupils' speaking and listening skills are developed very well by regular presentations of work to their own or other classes. Their numeracy development is supported by many activities in geography. These often involve measuring, such as in work on the River Meon where Year 4 children dropped dog biscuits into the water and, with great delight, plotted the speed and distance of their journey. The pupils regularly record their findings in tables and graphs and good use is made of information and communication technology in, for instance, work with the CD-ROM atlas and in the use of the Internet for researching images and information. They also use their ICT skills to set up a persuasive presentation using images, photographs and their own written work.
101. The national scheme of work is providing useful guidance, and the subject manager has worked hard to prepare new units of work. The pupils' progress in aspects of the subject is assessed at the end of units and their progression in skills and concepts is tracked across the school. The subject manager is working enthusiastically and effectively to develop the subject and provides useful support to colleagues. She monitors planning and the quality of work, but has yet to monitor teaching. The topics being studied are resourced well and a good supply of reference books is used well for research purposes. Imaginative use is made of the school grounds, in response to a key issue of the last inspection. Very good use is made of the locality of Portsmouth and of visits further afield, such as the annual residential visit to Lyme Regis for Year 5 pupils.

HISTORY

102. Levels of attainment are above national expectations by the time pupils leave the school and the pupils achieve well. There is ample evidence from lessons observed, planning and work already completed that, as pupils go through the school, they make good progress overall in the development of historical skills, knowledge and understanding. This is an improvement from the last inspection when standards and progress were satisfactory. This is largely due to the good quality of the teaching and assessment of the pupils' learning, both of which are much improved. Pupils throughout the school enjoy history. There are many indications in work on, for example, the ancient Egyptians, Greeks and Tudors, that they are making good gains in knowledge of the periods being studied. Older pupils begin to develop a good understanding of the key people and influences that have shaped history, such as the Greek philosophers and poets. Pupils in Years 5 learn much detail about the Tudor period, its kings and queens, the clothes and houses at that time and are able to consider thoughtfully the differing lifestyles of the rich and the poor. In these and other topics, the pupils learn to identify similarities and differences between their life now and life in past times. They enjoy the opportunity to explore many of their own ideas and values.
103. Pupils throughout the school are introduced to a range of historical sources and are encouraged to ask questions about the evidence they provide and about its reliability. Pupils in Year 4 are already familiar with the 'detective' work that goes into the study of history, and enjoy the opportunity to consider why Julius Caesar wanted to invade Britain and how to make a battle plan. Pupils of all attainment levels, including those with special educational needs and higher attaining pupils, make good progress as they become used to dealing with a variety of historical sources. All of the historical topics the pupils study are carefully linked to a clear timeline for the period and the pupils show a developing sense of chronology.
104. Throughout the school, work in history is linked well to other areas of the curriculum, including information and communication technology, religious education, geography and art. Work produced by pupils as a result of their studies is well displayed, helping to create an interesting and stimulating learning environment and celebrating good work. The subject makes a good contribution to the development of literacy through, for instance, opportunities for empathetic and extended writing, such as a letter written by Year 3 pupils about life in wartime. Older pupils are able to engage in independent study or research activities of the kind that will extend learning, particularly for the higher attaining pupils, and there is good evidence of this skill developing well. The pupils enjoy gathering information from the available books, or through their access to CD-ROMs and the Internet, and the finished work they produce is good in terms of its content and presentation, such as information presented by Year 6, in pictures and words about mummifying bodies in Egyptian times. Pupils throughout the school are encouraged to develop a good awareness of the appropriate vocabulary for historical study. The subject also makes a good contribution to their social and cultural awareness. They value the beliefs and values of past civilisations and add to their spiritual and moral development as they interpret these and consider thoughtfully life and times of peoples in the past.
105. It is clear from all the evidence available that the quality of teaching and learning is good and often very good. The teachers' subject knowledge is good, and they convey well to pupils their own enthusiasm for the topics being studied. Each child is fully and actively involved in activities that stimulate their interest and motivation to develop as historians. They use artefacts and weigh up evidence thoughtfully. Higher attaining pupils often complete extra research work on topics. The attitudes of the pupils are good and they respond well, gaining considerable pleasure in the work they do and enjoying the things they learn about the past. Year 6 pupils use high quality extended writing about 'Perseus and the Gorgons' and talk sensitively about the people they encounter. One pupil ends his written work with the phrase 'Live in peace - he will trouble you no more.' Similarly, Year 4 pupils show understanding of the life of a Roman centurion guarding Hadrian's

Wall. The use and adaptation of the national scheme of work is well supported by the school's own planned work. As illustrated by lessons in Year 6, the learning experiences provided for all pupils in the school are very well planned and imaginative. Time and resources are used effectively. A good variety of methods involve the pupils fully, who have opportunities to use their growing historical skills and knowledge independently and imaginatively. A Year 6 pupil, in role as Aristotle, ended his written presentation by urging classmates to 'Vote for me, I'm your man', in their democratic vote into their Greek Hall of Fame. The assessment of pupils' historical knowledge and skills is now more effective, and there is a useful system for recording this progress as the pupils go through the school.

106. The subject is very well established and the present subject manager has clear ideas about the subject's development and has updated the local history unit, to include the use of Park Wood – an area close to the school, which has been recently adopted by a community group that works with the school. The subject manager monitors planning and the quality of work and has made a good start on monitoring the quality of teaching. These are improvements since the last inspection. Good use of other artefacts helps to augment the resources available, which are good in books and other materials and are being improved for the topics now studied. Very good use is made of visits to places of historical interest, which bring the subject alive for the pupils. For instance, pupils in Year 5 visit the 'Mary Rose', and Year 4 pupils learn much about Roman and Celtic life from their visit to Fishbourne and a subsequent visitor to the school – playing the part of a Roman soldier. Parents and other adults are suitably involved; talking about the life of an evacuee to Year 3 pupils, or in providing artefacts. The subject has continued to develop well since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. By the age of eleven, pupils attain above average standards. This is an improvement upon the standards noted in the last inspection where pupils' attainment was in line with national expectations. This improvement has been securely underpinned by the school's very well managed approach to upgrading facilities and resources and ensuring that staff receive appropriate training to boost their own individual skills and confidence. As a result, there is increasing usage of ICT throughout the school with clear evidence that computers are used well in many instances to support teaching and learning in other subject areas such as English, mathematics, design and technology and geography.
108. Year 3 teachers explain ICT tasks well so that work proceeds at a good pace and pupils gain a good knowledge and understanding about how to use databases and spreadsheets. Pupils know how to save data and then use the program to produce different sorts of graphs to show the results of surveys undertaken. They gain a good understanding of the methodology of using the program involved, but a few pupils struggle to see the connection between the survey data and the graph output 'magically' created when they follow the instructions the teacher has given them. Also, the coloured bar chart defaults on the program are potentially confusing for the pupils - with a red bar on the chart, for example representing blue eyes. The work challenges the pupils effectively, with teachers alert to the need to extend individuals with particularly high ability. For example, one higher attaining pupil was asked to find a way of representing the information using a segmented pie chart rather than the usual available graph formats. Year 5 pupils are familiar with the art of designing 'web pages' and confidently download materials from the Internet to help them construct their own web page. They cut and paste and resize pictures competently and move items on the page to make an attractive layout. Through very clear demonstrations by the teacher, one class learned how to use hyperlinks and why these are useful to link different Internet pages. Pupils explore different hyperlinks they identify on websites and learn, in this way, how to track down information they are seeking. They know that it is important to use suitable 'key words' to enable a successful search operation. Although most pupils work at a good pace, a few work too slowly because they do all of their typing with only one finger. Year 6 pupils learn to control events using

ICT and are aware of the need to provide precise procedures to enable this to happen. For example, they successfully wrote a procedure to cause model traffic lights to change colour at the right time, synchronised with the lifting of a model railway barrier. The teachers made a good link here to design and technology work with pupils having made the barrier themselves from construction kit materials. Evidence in books shows that in previous work Year 5 pupils successfully used a simple computer control box to control the movements of wheeled vehicles they had constructed during design and technology lessons. Discussions with a group of Year 6 pupils showed that they have a good knowledge of making and using PowerPoint visual displays, have used computer sensors to detect and record temperature changes, make frequent use of the Internet for research and use word processing facilities well to enhance the presentation of their work. However, while pupils talked about occasions when they have copied work onto the computers in order to present it in an attractive way, they were not familiar with the idea of using word processing as a means of drafting/redrafting pieces of writing.

109. All pupils, including those with special educational needs, progress well with their learning. They usually listen well, work enthusiastically and try their best with all of the tasks provided. The quality of teaching is good and teachers show mainly confident subject knowledge, prepare tasks carefully and ensure that work is interesting and well matched to pupils' current levels of attainment. Explanations are clear and usually delivered succinctly so that time is well used in lessons and pupils therefore progress through tasks at a good rate.
110. Very good management of the subject has enabled a good rate of improvement since the last inspection. Staff training has been well supported and the subject manager has worked especially effectively to ensure that all ICT resources are properly installed and working efficiently. Suitable systems are in place to assess pupils' attainment and progress. Teachers' planning is appropriately supported through the use of the nationally produced guidelines and further usefully supplemented by ICT workbooks where needed. The school has provided appropriate opportunities for pupils to learn to use Email facilities, but recognises rightly that this is an area for further development. The school has made a significant investment in upgrading its computer resources in recent years and the level of this provision is now good. The addition of a computer suite is a valuable asset to the school. However, the ventilation in the suite is poor and leads to a rather oppressive and stuffy atmosphere due to the heat generated by the computers.

MUSIC

111. Standards in music are in line with national expectations. A significant minority of pupils make good progress through the extra-curricular provision, which enables them to develop their instrumental and performance skills. In the last inspection standards were reported as being above average. This difference is linked to the long-term absence through sickness of the school's music specialist.
112. Pupils sing with appropriate expression and clarity during assemblies and many of them become members of the school choir to enable them to extend their activities. In Year 3, a significant number of pupils read simple notation and know that the pentatonic scale is arranged in groups of five notes. They are confident in accompanying recorded music on xylophones and glockenspiels and produce sound patterns to portray the 'Street Cries' that they have been investigating. They work together collaboratively in groups and learn to appraise and improve their performances. Pupils across the Key Stage show pleasure in their singing activities and, during the inspection, were provided with opportunities to explore Latin-American rhythms. Good rates of participation and listening enabled pupils to hold the melody well and to concentrate effectively on their diction. Pupils clap a pulse beat accurately and they follow notation well, so that they successfully accompany their singing with maracas. By Year 5, pupils clap a syncopated rhythm and identify ascending and descending notation. Most pupils demonstrate appropriate skills in using drums and

tambourines. In Year 6, pupils have a sound understanding of musical vocabulary. They make good use of the story of Theseus and the Minotaur to compose simple rondo rhythmic patterns of eight beats duration and work together effectively to determine the appropriate emphasis needed for their chants and to amend their compositions to suit the characters they are portraying. Most groups perform their compositions confidently and are prepared to appraise their work in order to achieve improvements. Pupils generally listen attentively to recorded music and some are developing preferences for composers and musical styles.

113. Pupils have positive attitudes to performance and composition and they make satisfactory progress across the Key Stage. Where pupils take up the opportunities to perform as part of the school ensemble or the recorder groups, they make good progress. The school has a good reputation for its annual musical productions and for the performances pupils give for the local community.
114. Teaching is satisfactory overall and some good teaching was observed. Where teaching is good, lessons have a brisk pace, tasks set are appropriately challenging and teachers have high expectations for pupils' behaviour and involvement. Where teaching is less effective, pupils are not fully involved in their learning, they lose concentration and some move off task.
115. The school has a good range of resources to deliver the music curriculum. A wide variety of instruments provide pupils with good opportunities to develop their musical skills and interests and to experiment with different combinations of sounds.
116. At the time of the inspection, the specialist music teacher was on sick leave and another member of staff is working hard to ensure that the subject maintains the high profile it has in the school. A comprehensive scheme of work is in place and teachers plan together in year groups to ensure that skills are developed. However, the acting co-ordinator recognises that provision for listening to music is underdeveloped and this has been identified rightly as an area for focus in the future.

PHYSICAL EDUCATION

117. During the week of the inspection pupils were observed in dance and games lessons. Inspection evidence is drawn from the observation of these lessons and from observations of pupils engaged in extra-curricular activities and at play.
118. Standards in physical education are in line with those expected at the end of Key Stage 2. Pupils make satisfactory progress in developing control and co-ordination in running and jumping and in developing games and dance skills. Most pupils reach the expected standard in swimming during Year 5. Pupils with special educational needs, particularly those with statements, are encouraged well by the learning support assistants and achieve results that enhance their self-esteem. For example, one pupil with considerable physical difficulties made good progress in hitting and bowling a ball as a result of patient, good-humoured help. Also, two other Year 4 pupils who have difficulty integrating into a whole class situation are withdrawn and given suitable alternative activities by a learning support assistant.
119. Older pupils move well in the playground with increasing control and demonstrate an expected range of passing, catching and evasion skills. In competitive situations they show appropriate understanding of attacking and defending techniques in rounders and soccer type situations. Year 4 pupils show much interest and enthusiasm when creating and refining sequences in an 'Umbrella' dance. Year 5 pupils co-operate very well and show good skills when moving to an African drumming sequence. The class teacher pays good attention to reinforcing the links with other subjects such as music, geography and art.

120. Pupils work with enthusiasm, enjoyment and commitment in physical education. Pupils are willing to share ideas, make constructive comments, work co-operatively and take the opportunities to practise their skills. Pupils' behaviour is good. Apparatus is sensibly and responsibly used and, in competitive situations, pupils show due regard for rules and fair play.
121. The quality of teaching is satisfactory. Teachers are enthusiastic about physical education and most dress appropriately when teaching. This has a positive effect upon pupils' attitude to the subject. Teachers manage pupils well during the indoor dance sessions and when engaged in activities on the playing field and playgrounds. Pupil performance is used effectively to demonstrate correct techniques and good quality movements. The best practice sees teachers introducing a range of appropriate skill practices and encouraging pupils to observe and evaluate their own actions and those of others to improve performance. However, teachers' knowledge of skill techniques and effective games practices is limited and, consequently, the progress that pupils make is restricted. The subject is managed effectively with an appropriate policy and a scheme of work, currently being up-dated to comply with Curriculum 2000.
122. Accommodation is satisfactory overall, with a large playground area, ample playing fields and a reasonably sized hall. However, the hall is also the thoroughfare between classrooms and this results in many lessons being interrupted. Resources for the teaching of games, athletics and dance are satisfactory. Resources for gymnastics are unsatisfactory. There are not enough pieces of portable, linkable apparatus. Much of the wooden apparatus is aged and the benches and mats are serviceable but inappropriate for the age groups of pupils using them. The school has recognised the need to update the equipment and it is understood that funding has been approved for this purpose.

RELIGIOUS EDUCATION

123. Standards of attainment by the time pupils are eleven are above the level expected by the local authority's agreed syllabus and many pupils have a good understanding of what it means to take a religion seriously. They make good progress overall, which is an improvement from the satisfactory level of the previous inspection. The pupils acquire an appreciation of many of the practices and beliefs of Christianity and of the other principal religions in Britain, such as Islam and Judaism, and become familiar with the main festivals celebrated by these religions.
124. Good work is going on in all year groups in developing the pupils' ability to reflect on what they are learning and to respond thoughtfully to the ideas and experiences they are encountering. Good examples of this reflective response were evident in the quality of work produced by pupils in Year 3 when using words, such as 'kind', 'honest' and 'truthful' in their writing to describe the qualities they would wish for in the chosen disciples of Jesus. In all of their work, the pupils are encouraged to relate what they are learning to their own feelings and experiences. Pupils develop a good awareness of themselves and the world around them, and show sensitivity to the needs and beliefs of others.
125. Pupils throughout the school, including those with special educational needs, develop a sound awareness of the key ideas, people and practices of the various religious traditions. Pupils of all attainment levels make good progress. There is clear development in the religious education skills, knowledge and understanding as they begin to form their own ideas. This is because of the support pupils receive from teachers and teaching assistants and the careful planning of learning activities. Sometimes, however, there is a need to re-visit key stories briefly, at an appropriate time, in order to develop their significance as the pupils get older. Most pupils in the school are developing the ability to share important feelings with their teachers and other members of the class. Pupils of all age groups develop a willingness to be open-minded and to value a range of beliefs. Teachers work hard to overcome the initial unease shown by some pupils when they

encounter unfamiliar ideas and practices. As the pupils get older, they show an increasing readiness to discuss and think through important issues and to value the differences that are present.

126. The quality of teaching and learning is good and often very good throughout the school. The teachers' subject knowledge is usually good. In lessons, their questioning encourages the pupils to reflect. For example, in Year 5, when the pupils responded to the question ... 'If you could ask God one question on behalf of the world, what would it be?' ... The teachers handle the pupils' questions sensitively and provide interesting and imaginative approaches to learning as when pupils in Year 5 chose a variety of ways of portraying creation stories. The pupils' attitudes to their work are good and at times excellent, as when Year 6 pupils used ICT to research in order to answer challenging questions about Islam and the mosque. They respond very well to the learning opportunities provided and all show interest in what they are doing. Generally, resources are good, augmented by a loan service, and are representative of the range of religions studied although there is a need for more artefacts in school. Very good use is made of local places of worship and of visitors to the school. For instance, Year 4 pupils responded thoughtfully when three visitors talked about how and why they prayed. The subject provides good support for the development of pupils' literacy, through writing tasks that encourage understanding and empathy, such as when Year 3 pupils wrote about the thoughts of the disciples when finding Jesus was not in the tomb. Religious education makes a substantial contribution to the pupils' spiritual development and plays an important part in the work the school is doing to increase awareness of cultural diversity. Good use is being made of ICT, for research and other purposes. Some use is made of displays, in several classrooms and around school, to create a positive atmosphere for learning by showing pupils' work and ensuring they are aware of the colour and variety of living religions.

127. The subject is very well established and the effective work of the subject manager has had a positive impact on learning and also improved the level of confidence in teaching. The teachers are now more confident in trying their own ideas independently and use resources effectively. They are well supported by the subject manager, and careful planning ensures that the subject meets the requirements of the locally agreed syllabus. The high standards of the previous inspection have been maintained and progress has improved. This is largely because the subject manager has written sequenced activities for each term, usefully adding the concepts, skills and attitudes that are to be developed and monitored development of the pupils' thoughts and ideas to check on learning. The systems for assessment are enabling learning to be manageably assessed at the end of each unit and for individual progress to be recorded as the pupils go through the school. The subject manager monitors teachers' plans, but has not yet monitored written work or teaching.