

INSPECTION REPORT

BITTERNE PARK JUNIOR SCHOOL

Southampton

LEA area: Southampton

Unique reference number: 116090

Headteacher: Mrs A Langran

Reporting inspector: Margaret Dickinson
12373

Dates of inspection: 24 June – 27 June 2002

Inspection number: 195187

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Manor Farm Road Southampton Hampshire
Postcode:	SO18 1NX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Adams
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12373	Margaret Dickinson	Registered inspector	Religious education Music	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?
9646	Geraldine Osment	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
27243	Ian Tatchell	Team inspector	Mathematics Information and communication technology Design and technology Special educational needs	Pupils' attitudes, values and personal development
13122	Stephanie Matthews	Team inspector	English Art and design History Equal opportunities English as an additional language	
14997	Val Emery	Team Inspector	Science Geography Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bitterne Park Junior School is a larger than average community junior school on the east side of Southampton. There are 355 pupils on roll and similar numbers of boys and girls. The majority of pupils come from the locality, though around 40 per cent are from beyond the school's catchment area. Pupils come from a range of backgrounds, mostly from areas of owner occupied homes with some from local authority housing. On balance, the socio-economic profile is broadly average. Around 10 per cent of pupils are eligible for free school meals, which is broadly average. Approximately 29 per cent have special educational needs (SEN) which is above average. They have a wide range of additional needs, including literacy and numeracy, emotional and behavioural, speech and language problems, and a few have more complex difficulties. Four have Statements of Special Educational Need. Around 3 per cent of pupils come from a range of ethnic minority backgrounds. At just over 2 per cent, the proportion of pupils who speak English as an additional language is above average though none are in the early stages of learning English. In general, pupils enter the school with broadly average skills although the current Year 3 pupils came to the school with below average attainment.

HOW GOOD THE SCHOOL IS

This is an improving school which is giving pupils a sound education. It is benefiting from the very clear direction and leadership of the headteacher. Over the last two years, she has focused rigorously on crucial areas that have improved the effectiveness of the school. Standards have risen markedly since last year and the pupils' attainment is now meeting the national expectations. The good overall management and the good quality of teaching are having a positive impact upon pupils' achievement, which is satisfactory at present. However, the school is now in a good position to build further upon this to ensure that, in time, pupils' achievement becomes good. The school gives satisfactory value for money.

What the school does well

- The headteacher's vision and very good leadership mean that raising pupils' attainment is at the heart of any developments and there is a shared commitment throughout the staff to improving standards further;
- Pupils' attitudes, relationships and personal development are very good because pupils are very well supported and cared for. The school gives very close attention to pupils' social and moral development;
- There is much good teaching, particularly in English, mathematics and science, and this is helping to raise standards;
- Pupils with SEN are supported effectively and therefore achieve well;
- All pupils in the school are valued and nurtured, irrespective of their ethnicity, backgrounds or any difficulties they may have.

What could be improved

- Standards in English, mathematics and science could still be higher;
- The quality of teaching could be further improved, with a wider range of methods used to help pupils learn to solve problems and think independently;
- The leadership role of the governing body and the subject leaders needs further development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good overall improvement since the last inspection in March 1997. The pace of improvement has been particularly rapid since the appointment of the headteacher just over two years ago. All the key issues in the last report have been addressed well and there have been particularly good strides in improving the quality of teaching and learning. The links with a local Beacon School have been very beneficial and have had a clear impact on the quality of teaching. Standards are being carefully

monitored and have improved over the last year, after falling below the national trend for the previous few years. This year's targets for English and mathematics are likely to be met. The school development plan is much more effective. The provision for ICT and the extent to which computers are used to support pupils' learning are much better. Resources are now adequate. The above average spending on learning support assistants is providing good value for money because SEN pupils are making better progress than they were at the time of the last inspection.

STANDARDS

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

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

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

Pupils' overall performance in English, mathematics and science has been below average for several years but improved considerably this year. National Curriculum test results have not kept pace with the national trend of improvement and the table above shows that performance in all three subjects declined in 2001. The school had, and still has, an above average proportion of pupils with SEN. However, last year, the Year 6 pupils did not achieve as well as they should have done, given their test results at the end of Year 2. Inspection findings show that the situation is very different now. Standards by Year 6 have improved considerably. Pupils are reaching the national expectations in all subjects and their achievement is appropriate. Year 6 pupils entered the school with average attainment and their attainment remains average, which shows satisfactory achievement. The headteacher and staff have been focusing in particular on raising standards in English and mathematics and the steps they have taken have been effective. The school has set appropriate targets for both these subjects, which are likely to be achieved this year. As the good work which has taken place has more time to take effect and have an impact, pupils' achievement is likely to improve further. One aspect which needs further work is the development of pupils' ability to think for themselves, solve problems and carry out independent research tasks. Subjects such as science, history and geography could be having a much stronger impact on developing these important thinking skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils very much enjoy school and they have very positive attitudes to all aspects of school life.
Behaviour, in and out of classrooms	Good. The vast majority of pupils behave well in classrooms and when moving around the school. Pupils are friendly and welcoming.
Personal development and relationships	Very good. Pupils are tolerant and value each other's differences. Boys and girls work well together and treat all pupils, including those from different backgrounds, with respect.
Attendance	Very good. Attendance levels are well above average.

Where there is effective teaching, pupils are very animated, involved and interested. On the few occasions when teaching is less stimulating, some pupils are quick to become mischievous and their concentration wanes. Pupils have many opportunities to take on responsibility and many relish these and show great initiative, for example through organising fund-raising events themselves. Pupils clearly

realise that they themselves play an important role in fostering the cheerful atmosphere which is evident in the school.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good, as it was at the time of the last inspection. In almost seven out of every ten lessons seen, teaching was good or better and approaching one in five lessons was very good or excellent. There were only a few instances of unsatisfactory teaching, which occurred in the lower two years of the school. This represents a much smaller proportion than at the last inspection. The quality of teaching was slightly better in Years 3 and 6 than in the other years. The school was late in implementing the National Literacy Strategy, despite standards being low. However, teachers have worked very hard over the last two years to introduce the new teaching methods, ideas and plans that the strategy requires. It is therefore a credit to the school that teaching is good in both literacy and numeracy and that many of the good or better lessons occurred in English and mathematics. Teaching is also good in science, design and technology and physical education. Where teaching is strong, teachers plan a good range of purposeful activities that motivate the pupils and help them acquire new skills and understanding. They use a good range of methods and resources to keep pupils involved and interested. On the whole, teachers provide for lower attaining pupils more effectively than for the higher attaining ones. Pupils with SEN are well supported, through adapted tasks as well as the additional support they receive from learning support assistants (LSAs). In the less effective, or unsatisfactory lessons, teachers spend a lot of time talking to and instructing pupils when they are not always listening carefully. Occasionally, teachers' explanations are not clear, leaving pupils confused about what they should be doing, or learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well planned and regularly reviewed and adapted. The school organises a very good range of extra opportunities and activities to enliven and enrich the curriculum.
Provision for pupils with special educational needs	Good. They are well supported by the SEN co-ordinator and LSAs. The additional help they receive, in class and through withdrawal groups, is having a positive impact on their achievement in literacy and numeracy and on their personal development and self-esteem.
Provision for pupils with English as an additional language	No pupils require additional help with English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Moral and social provision are very good and are having a positive influence on pupils' attitudes and behaviour. Spiritual provision and cultural provision are both good.
How well the school cares for its pupils	Very good. All pupils are valued and well cared for, regardless of their background and standards. There is a clear commitment to pupils feeling safe and secure so that they are in a good position to flourish and do their best.

The school has very good links with parents and keeps them very well informed. Year teams work together well to plan the curriculum and make sure that all pupils receive the same learning experiences.

There are thorough systems for assessing pupils' attainment in English, mathematics and science. Assessment procedures in the remaining subjects are under developed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a very clear vision for the school and provides very strong leadership. There is a very clear focus on pupils' achieving well and reaching appropriate standards. Subject leaders do not monitor their subjects as fully as they should to establish how the standards could be raised further.
How well the governors fulfil their responsibilities	Satisfactory. Statutory responsibilities are met well. Governors do not have procedures for finding out for themselves how effective the school is and identifying areas that could be improved.
The school's evaluation of its performance	Teaching is very well monitored by the headteacher. Test data is very efficiently collated and organised. This is used well by senior staff to monitor standards. More could be done to check that individual pupils are building steadily upon their prior attainment, as they move through the school.
The strategic use of resources	Funding is used to good effect. SEN funds are deployed well. The spending on LSAs is high but represents good value because these pupils achieve well.

The headteacher works effectively with the deputy headteacher who gives good support. Year leaders and the SEN co-ordinator are also effective. Changes in staffing have led to some disruption in the leadership of some subjects but this is being covered adequately and is not having a detrimental effect upon standards. Staffing and learning resources are satisfactory and the school's accommodation is good. The school applies the principles of best value well. Parents are consulted and asked for their views, which they appreciate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • They feel comfortable about approaching the school with questions or problems. • Children like school and are expected to work hard. • The teaching is good. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • Twenty one per cent of the 93 parents who responded to the questionnaire would like more information on how well their child is getting on. • Twenty five per cent feel the school does not work closely enough with them. • Twenty per cent are not happy with the arrangements for homework.

Inspection judgements support parents' positive views. Inspectors looked into the three main areas of concern and found that the school works hard to build positive links with parents and provides very good information on pupils' progress. Arrangements for homework are satisfactory and there is a clear homework policy.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2001 national tests, pupils' performance was well below average in English and mathematics when compared to all schools nationally and to other similar schools. In science, pupils' performance was slightly better, though still below both the national average and that of similar schools. Around a third of the year group had special educational needs, which was above average. Even so, analysis of the test data shows that this particular year group did not make sufficient progress between their tests at the end of Year 2 and those at the end of Year 6. As a result, their achievement was unsatisfactory.
2. At the last inspection, pupils' attainment was judged to be meeting the national expectations and pupils were achieving satisfactorily. Since then, attainment declined until this year. The pupils' standards have been below average over the last few years and the trend in results has been below the national trend. However, inspection findings show that standards have improved rapidly this year. The attainment of pupils currently in Year 6 is now as it should be. Standards in English, mathematics and science are meeting the national expectations and pupils' achievement is satisfactory. There are several factors that are directly linked to this picture of improvement. Firstly, very soon after her appointment, the headteacher identified that standards needed to improve. Together with the deputy headteacher and year leaders, she focused rigorously and systematically on raising pupils' attainment. Secondly, the headteacher saw the quality of teaching as being paramount in the drive to raise standards. Through links with a local Beacon School and a well-structured programme of monitoring and support, the quality of teaching has improved, thus having a positive impact upon pupils' learning and overall achievement.
3. Standards at the end of Year 6 are average across all aspects of English: speaking and listening, reading and writing. In Years 4 and 5, standards are better than this because there is a slightly greater proportion of pupils with average and above average attainment in these year groups. Pupils read widely and choose from a good variety of books, helped by the improvement in library provision. The majority of pupils write effectively and change their style to suit the purpose of the writing activity. Letter writing, both formal and informal, is being developed well. Overall standards are secure and improving because of the successful introduction of the National Literacy Strategy and the careful focus on what makes teaching most effective.
4. Pupils' numeracy skills are at an appropriate level by Year 6. Pupils are generally secure when making mental calculations. Many know their tables well and use the four rules of addition, subtraction, division and multiplication correctly when solving problems. They are familiar with fractions and percentages and use these to calculate proportions of three-digit numbers. Higher attaining pupils have a good understanding of perimeter and area and know facts about shapes, such as the sum of the angles of a triangle.
5. In all other subjects, pupils are reaching the national expectations by Year 6 and they achieve satisfactorily. At the last inspection, standards in history, music and religious education (RE) were above average and pupils were achieving well. This is not the case now, since the school has, quite rightly, been concentrating on raising standards in English, mathematics and science. As a result, these other subjects have had less attention and standards are not as high as they were five years ago. Standards have improved, however, in ICT and pupils are now meeting the expectations for this subject by Year 6. The new facilities, including the ICT suite and the programme of staff training, have had a positive effect on pupils' attainment in ICT.
6. Although standards are now as they should be, there are areas of strength and weakness within some subjects. More use could be made of ICT to support pupils' lines of enquiry and investigations and to give pupils opportunities to apply their ICT skills across the curriculum. In music, pupils perform well on instruments and a good number of pupils receive instrumental

lessons and play to a good standard. However, pupils' skills in improvising, composing and appraising are not as well established as they should be by Year 6. Another aspect which requires further improvement is developing pupils' enquiry and research skills. Subjects such as history, geography and science have an important part to play in helping pupils to investigate, raise hypotheses and explore different options. These broader thinking skills are not developed fully. In science, for example, work is sometimes too directed when pupils could be expected to think for themselves how they might conduct and experiment and record their findings. Similarly in history and geography, pupils could be given more responsibility to think critically, ask their own questions, and research tasks independently.

7. Pupils with special educational needs who receive support in lessons or who have individual or group lessons achieve well. They reach levels of attainment which are below what is normally the case for pupils of their age, but which are good in relation to their prior standards. They are building steadily and successfully upon what they have already learned, as a result of the well focused support and encouragement they receive in the school. Pupils who speak English as an additional language achieve satisfactorily and some achieve well. None are in the early stages of learning English but they do benefit from the support and resources provided by Southampton Local Education Authority's Bilingual Support Service when needed.

Pupils' attitudes, values and personal development

8. Pupils have very good attitudes to their work. They are keen to attend the school and play a full part in its life, including the good range of extra-curricular activities. Pupils enjoy lessons and, in almost all cases, they listen with interest to their teachers and get on well with the tasks they are given. They have good levels of concentration and are enthusiastic learners. They are keen to answer and raise questions. Parents feel that the school promotes good attitudes to learning and this was certainly the case during the inspection. On the very few occasions when the quality of teaching is unsatisfactory, pupils respond less positively, and become restless and mischievous.
9. Pupils' behaviour, in class and around the school, is good. They are friendly, courteous, thoughtful and welcoming to visitors. They respect the feelings and views of others. Whole school themes are identified, such as good presentation, caring and sharing, and this helps to encourage the good standards of behaviour because pupils feel part of a team. The behaviour at lunchtime is good. Pupils make very good use of the large play areas and the adventure play area. Incidents of bullying are rare. There were six fixed term exclusions recorded in the year prior to this inspection involving two pupils. A small number of pupils do have difficulties in controlling their emotions and behaviour from time to time but this is handled skilfully by the school.
10. Pupils with special educational needs have positive attitudes to learning. When working individually, or in a small group with the support of a teacher or LSA, they show good levels of confidence. They persevere with challenging tasks and enjoy the sessions.
11. Relationships, among pupils and between pupils and adults are very good. Pupils work and play together well in pairs and in groups. They are always pleased to talk about their work and explain what they are doing. They generally listen respectfully when other pupils are talking. Pupils work well in mixed gender groups. They are willing to share and take turns. The school successfully achieves its aim of ensuring that pupils have sympathy and understanding for others and respect their differences. In an English lesson, for example, pupils understood that girls can take a lead in adventure stories just as much as boys. In an assembly, the issue of being different yet equal was explored very effectively through looking at customs and clothes from around the world. Pupils listened respectfully and showed interest, even though some customs differed from their own personal experiences.
12. The personal development of the pupils is very good. They respond well to the opportunities given: for example, they enjoy being 'buddies' to new Year 3 pupils during the autumn term. Pupils respond well to the general ethos of the school, which is very much about co-operating

and helping one another. They carry out a wide variety of responsibilities, which they clearly relish. Older pupils help the younger ones through sharing books with them. In the playground, they help younger pupils during wet playtimes and lunchtimes. The school choir and orchestra perform for parents and members of the school community on a number of occasions throughout the year. The pupils' successes, in and out of school, are reflected in a weekly celebration assembly. Pupils show initiative by organising many fund-raising events for local good causes and local and national charities. They raise funds for the homeless, for example, and support a Kenyan schoolboy. Through this and many other ways, the pupils themselves play a valuable role in helping to make their school a friendly and enjoyable place in which to work.

13. In the previous inspection report it stated that pupils 'show confidence and courtesy in their relationships with staff and other adults and are developing a mature approach to responsibility'. These positive features have been maintained and built upon.
14. Attendance rates are well above the national average, which is better than reported at the last inspection. Registers are taken promptly at the start of the morning and afternoon sessions and lessons start on time. This high rate of regular attendance is contributing positively to pupils' very good attitudes to school and work.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The overall quality of teaching and learning is good, as it was at the last inspection. There have been significant improvements in reducing the amount of unsatisfactory teaching, which is now very small. In almost seven out of every ten lessons, teaching is good or better and approaching one in five lessons are very good or excellent. There is some variation between year groups. The instances of good or better teaching were higher in Years 3 and 6 than in the other years. The school had not implemented the National Literacy Strategy until just over two years ago. Considering the changes that have taken place nationally in the teaching of literacy and numeracy, the teachers have since worked hard to implement both strategies successfully within a relatively short time-scale. The good focus on improving teaching is having a positive impact upon pupils' learning though it will take a little longer to have an effect on how well pupils achieve over a longer time-scale. Teaching in both literacy and numeracy are good and many of the good or better lessons were seen in English and mathematics. Teaching is good in science, design and technology and physical education and it is satisfactory in all other subjects, apart from art where there was insufficient evidence to make a secure judgement.
16. Teachers teach basic skills well. In English and mathematics, most teachers use the information they hold on each pupil's attainment to plan suitable tasks to help pupils of different standards to learn at a good rate. One strong feature is the way that teachers model good speaking, listening, reading and writing effectively for the pupils. In a Year 4 lesson on writing persuasive texts, for example, the teacher used role-play effectively to give an example of a radio advertisement. This gave the pupils a very good flavour of the type of language she was expecting from them later in the lesson. In a lesson in Year 5, again on persuasive texts, the teacher read an extract in an engaging way, which emphasised certain words to give the pupils the idea of how words and phrases can influence the reader. A good feature of many mathematics lessons is the way teachers ask the pupils to explain the strategies they have used to work out various mental calculations. However, in both subjects, there are occasions when the higher attaining pupils could be working on more demanding tasks that teachers plan for them.
17. In many of the successful lessons, teachers used a good range of strategies to enliven learning for the pupils. In a Year 4 mathematics lesson, for example, the teacher used a variety of interesting ways to teach pupils about how angles are measured. By using the idea of a treasure trail, she ensured that the pupils were enthused by finding the treasure, whilst at the same time using their knowledge of right angles and direction. In a successful Year 3 science lesson, a practical activity provided an effective starting point for a new topic on force. Through working in the playground, in pairs, on pushing and pulling tasks, the pupils quickly gained an

understanding of scientific terms, such as 'resist' and 'oppose'. Their learning was all the more secure by the end of the lesson because the teacher asked well focused questions and because pupils were able to experiment with scientific concepts within a practical context.

18. Learning is often good when teachers increase pupils' involvement by asking them to work with a partner or in a small group for part of the lesson. In one English lesson, a quick brainstorming session on ways of increasing tension in writing gave the pupils plenty of ideas and this helped to raise their standards and improve their fluency. In whole class sessions, teachers often use this technique when they sense pupils are becoming restless or less responsive. This worked well in a Year 6 RE lesson. The teacher asked pupils to turn to the person sitting next to them and discuss their thoughts on the spiritual aspects of a range of paintings by well known artists. This prompted far more ideas than had originally been forthcoming. This was also the case in a Year 3 music lesson, when pupils, at first, were finding it difficult to think of sounds they could play to match a poem about 'Our Town'. By asking the pupils to quickly share ideas with a partner, this increased the level of participation as pupils began to think more carefully and come up with suggestions.
19. In many lessons, teachers use questioning techniques skilfully for a variety of purposes. In some cases, they re-cap what has been covered in previous lessons, to remind the pupils what they are learning. In a Year 5 English lesson, for example, the teacher used a range of questions skilfully to target pupils who were at different standards. The questions directed towards the higher attaining pupils expected more of them. She asked, for example, "Is this text information, persuasion or propaganda?" Similarly, pupils with SEN were fully included because the teacher asked them questions at an appropriate level for their understanding. When asking pupils questions, teachers pay careful attention to including all pupils, irrespective of their standards or backgrounds. This is often seen at the end of English and mathematics lessons, for example, where teachers ask pupils to share some of their work. These are occasions when many pupils across the attainment range, boys as much as girls, are encouraged to contribute.
20. Teachers manage pupils' behaviour well. They have high expectations of pupils and make sure they are concentrating and listening. This is often done quietly yet effectively. In a Year 5 ICT lesson, the pupils moved very sensibly from their classroom to the ICT suite and settled down quickly. This was because the teacher had clearly established high expectations of behaviour. As a result, no time was wasted and pupils were quickly under way with their tasks. In a Year 6 mathematics lesson, on reflective and rotational symmetry, the teacher demanded a lot of her pupils. Although she gave praise for good work she was quick to sense when the pupils could put even more effort into their work and urged them to rise to this. Their learning in this lesson was very secure because every minute of the lesson was well used and the tasks were stimulating and challenging. There are some occasions, however, when pupils' learning loses momentum. This happens when teachers spend too much time directing the pupils and talking to them without giving them the opportunity to participate. In a few lessons, pupils soon tired of listening and become restless and, on rare occasions, mischievous. In one unsatisfactory lesson, many pupils started to talk amongst themselves, which meant the teacher had to regularly interrupt the flow of teaching to gain their attention. The pace of learning slowed down considerably as a result.
21. In almost all lessons, teachers explain tasks clearly so that the pupils are clear what they have to do. In many cases, this means pupils quickly settle to work without fuss. They are well motivated, keen to start work and pleased when they have accomplished their tasks. In one unsatisfactory lesson, however, the main learning focus of the lesson was unclear. The teacher attempted to cover too much within one lesson and the pupils lost the threads of the learning. They became confused and soon started to fidget and talk.
22. In most classes teachers match classroom activities to the aptitudes of pupils. Tasks are often adapted for SEN pupils but more demanding activities are not always planned for the higher attaining pupils. In mathematics lessons in Year 4, for example, all pupils were given the same sheet to complete on angles. In Year 6, the same work sheet was used for all in a lesson on calculating angles. For some pupils in this class, who were above average, the task was too

easy. They did not work hard and do the task justice. The analysis of pupils' books shows that in several subjects, higher attaining pupils often do the same tasks as pupils working at lower standards. This means that they are held back because more could be expected of them. There are occasions when lower attaining pupils find the work hard and leave it unfinished. Scrutiny of pupils' work over the year shows that teachers vary in the standard and amount of work they expect from the pupils. In subjects such as history, geography, design and technology and RE, there are some inconsistencies in teachers' expectations. This applies both to the quality and quantity of work as well as to how teachers expect their pupils to present their work.

23. Teachers have begun to benefit from the training they have received on ICT. Several lessons were observed when resources such as the data projector were being used well to enable all pupils to follow what was happening on the computer screen. However, there is limited evidence of pupils using computers to support their learning across the range of curriculum subjects. This is an aspect which is underdeveloped and is an area for further improvement.
24. The standard of teaching of pupils with SEN is good. Pupils are generally given appropriate support within well-planned lessons and when this happens much is achieved. The teachers and LSAs build up good relationships with these pupils and by gentle encouragement take every opportunity to extend their knowledge and understanding. Many successful examples of support were seen during the inspection. One LSA, when working with a Year 4 pupil on an individual basis, knew exactly when to intervene and support and when to allow the pupil to work out things for himself. This meant the pupil achieved a lot in a short space of time and returned to his class feeling pleased, having received praise from the LSA. In a Year 3 English lesson, the LSA sat with two SEN pupils during the whole class session and gave gentle encouragement and support. She had prepared some additional cards to help these pupils understand the main point of the lesson. This meant they were fully included and able to answer the teacher's questions alongside other members of the class. On many occasions, the main learning activities are modified appropriately for SEN pupils so that they can work on the same themes as the rest of their class but at a simplified level, which helps them to succeed and learn.

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

25. The curricular provision throughout the school is good and there has been good improvement since the last inspection. Through constant monitoring, review and good use of assessment information, the curriculum is regularly adapted to meet the needs of the pupils. For example, it has recently been adapted to allow more in-depth work on reading and extended writing. This is appropriate since the school is working hard on raising standards in English. The curriculum overall is broad and balanced and very relevant. It fulfils the requirements of the National Curriculum for all subjects and the requirements of the locally agreed syllabus for RE. There are some areas, however, that require improvement:
- Increasing the use of ICT across the curriculum;
 - Developing pupils' thinking skills, such as research and enquiry skills in history and investigational skills in science;
 - Developing improvising and composing skills in music.
26. A strength of the curriculum is the good enrichment through a wide variety of visits, visitors and events. The arts are supported through visits by drama and opera groups, an Irish dancer, book weeks and book fairs. Other events such as challenge days and sports days enhance the curriculum further. This makes school an exciting place where pupils enjoy coming to school. A significant number of parents do not feel that the school provides an interesting range of activities outside lessons. However, the inspection team found the school organises a good variety of extra-curricular opportunities both at lunchtime and after school. The clubs cover a wide range of interests and include sport, music and art. They are well attended and popular with pupils.
27. The improvements in the management, organisation and planning of the curriculum have contributed to the recently rising standards. There is now good implementation of the National

Literacy and Numeracy Strategies and this has contributed to the good teaching found in English and mathematics lessons. However, the school was later than many schools in introducing this and teachers have not yet capitalised upon the potential for literacy development across subjects other than English. Similarly, the development of numeracy skills outside mathematics lessons is underdeveloped. In design and technology, history and RE, for example, there is insufficient evidence of written work in many classes. Pupils do not have enough opportunities to use and develop their reading skills through independent research in the classroom or in the library.

28. The curriculum for pupils with SEN is good. The SEN co-ordinator and teachers work closely together to set the targets for pupils' individual education plans. Pupils receive good additional support. LSAs are well aware of the teachers' intentions and what they want pupils to learn. They often take the initiative to prepare extra resources to help SEN pupils understand and succeed. This supports their achievement well.
29. As reported at the previous inspection, the school makes satisfactory provision for personal, social and health education (PSHE). The programme is adequately covered both through PSHE lessons and assemblies, whilst aspects of health and sex education are covered in science lessons. The school receives visits from the police, the fire service and road safety officers, to support the programme and broaden pupils' awareness of citizenship.
30. The school has satisfactory links with the local community: for example the local church is used to celebrate Harvest Festival and Christmas. Southampton Airport provided funding to develop a quiet area in the playground to celebrate the Golden Jubilee. Adults from The Volunteer Reading Help organisation work regularly in school, supporting pupils with their reading. Pupils visit well-chosen places of interest, such as a Tudor House, the Mary Rose and the city walls that link to their learning in subjects such as history.
31. The school has satisfactory links with its partner institutions. There are joint meetings for parents of infant and junior school pupils and Year 3 teachers visit the infant school to meet the incoming Year 2 pupils. Secondary school students entertain pupils with a drama presentation and the Year 6 pupils have an opportunity to spend a day in the secondary school prior to transfer. All these opportunities help to secure a smooth transition for pupils as they move from one stage of their education to the next. Teachers from a local Beacon school are working alongside junior school teachers on an intensive programme to develop the quality of teaching and learning throughout the school and provide challenge for able pupils.
32. Overall, the school's provision for spiritual, moral, social and cultural development is good. This is similar to the findings of the last inspection.
33. The provision for spiritual development is good. Assemblies meet statutory requirements for daily collective acts of worship. The whole-school assemblies provide opportunities to sing, join in with prayers and have moments for reflection. In one, for example, pupils were asked to consider and reflect on different people across the world following a story about tolerance. Very good opportunities for spiritual development were also seen in a Year 6 RE lesson on 'faith expressed through art'. Through skilful questioning and prompting by the teacher, pupils appreciated the importance of art as a way of expressing faith and feelings. Several were able to link their own experiences with moments of spirituality. One pupil, for example, remembered with joy the birth of a kitten and another spoke of the pleasure associated with watching a sunset.
34. Provision for moral development is very good and is an important factor in pupils' very good attitudes and good behaviour. The school has effective rules to promote good behaviour in school and in the playground. These are clearly displayed and consistently applied by staff. Teachers, LSAs and other adults in the school are good role models to pupils in terms of courtesy, respect and fairness. RE lessons provide pupils with wider experiences of moral behaviour. For example, a Year 4 class discussed the present conflicts in Israel in relation to how they might feel if their family were involved. Staff promote moral and social development

very well as a natural part of their work. Their calm, caring and positive approach has a favourable effect on pupils. Praise and encouragement are used effectively to build pupils' confidence and self-esteem.

35. The provision for pupils' social development is very good and this, in turn, leads to very good relationships within the school. Year 3 pupils are allocated older pupils as 'buddies' during their first term. Pupils are given opportunities and encouraged to work in pairs and small groups in most areas of the curriculum. Pupils are also encouraged to work co-operatively and share in using equipment and learning resources. They show initiative and responsibility when working together in and out of class. During special events such as the design and technology challenge days they work in mixed year groups in response to an agreed design brief. Fund-raising by pupils for a variety of good causes is a strong feature of the school. This encourages pupils to use their own initiative and prompts them to think of others less fortunate than themselves. In a number of lessons, pupils are given opportunities to share and celebrate each other's work. This is particularly successful in English and mathematics. All pupils, whatever their background, personality or difficulty, are included fully in all activities by adults and other pupils.
36. Provision for cultural development is good. Stories and poems are used well in English lessons to promote an appreciation of literature and to develop pupils' own writing skills. Stories from Africa, India and the Caribbean are used effectively to promote reading skills and an understanding of non-western cultures. In geography and history, Year 3 pupils study ancient and modern Egypt and gain an insight into life in another country. Older pupils study cultural aspects of Indian life through their work in geography, art and mathematical patterns and shapes. Pupils are introduced to a range of music and there are opportunities for pupils to receive instrumental tuition on a range of instruments and be part of the school orchestra. During the inspection, an inspiring dance session was given by a professional Irish dancer which prompted spontaneous applause at the end of the lesson. Through this, pupils gained a valuable understanding of the dance traditions of a different culture from first-hand experience. The works of famous artists such as Matisse, Seurat and Picasso are used well to promote an appreciation of art and help to inspire pupils in painting in a variety of styles. Pupils are taught about the principles of major world religions through RE lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school takes very good steps to ensure pupils' welfare, health and safety. Health and safety procedures are very good. Risk assessments are up to date; fire drills take place regularly and are recorded and there are suitable arrangements in place for first aid and medical support. First floor windows at the front of the school building are hazardous and as result cannot be opened in the music room, which creates a difficult working environment for teachers and pupils, due to poor ventilation. During the inspection, several pupils were feeling overwhelmed by the heat, which was hindering their concentration. This problem was quickly identified by the school and plans were rapidly under way to remedy the situation. The ICT suite, although new, is cramped when filled with a class of pupils and can also become very hot. The school has very good arrangements in place for child protection issues. The headteacher is the named responsible person. She has been trained for this role and keeps staff up to date with procedures. The work of the school is well supported by outside agencies including the educational psychology service, pupil support services, a teacher for the visually impaired and a teacher from the Bilingual Support Service.
38. There are very good relationships throughout the school and all staff work hard to maintain positive relationships so that pupils can learn effectively. The monitor pupils' personal development informally and formally through keeping records of pupils' achievements. The general comments that teachers make on the annual reports to parents show that they have good knowledge of the pupils. Through these very good levels of care and support, the pupils are encouraged to work hard and achieve their best.
39. The attendance rate at the school is very good because there are very good procedures in place to monitor it. Since the previous inspection the school has improved the systems for monitoring

and recording attendance and ensured that statutory requirements are followed rigorously. Teachers check registers daily and report concerns to the headteacher who makes contact with parents and carers if no explanation for a child's absence has been received.

40. The school has very good procedures to monitor and promote good behaviour and for eliminating oppressive behaviour. During the inspection the issue of bullying was discussed with pupils and they produced a range of posters to show why it was wrong and how pupils should deal with it. The school is swift to counter any incident involving verbal abuse and other forms of harassment. This was seen in action during the inspection, when the headteacher dealt promptly and effectively with a racist incident.
41. All staff use the school's rewards and sanctions consistently so pupils know what is expected of them. The very good procedures mean teachers do not have to waste time in lessons sorting out behaviour problems. The relevant use of praise, stickers and certificates, the weekly celebration assemblies and lunchtime rewards all help the pupils to develop social skills and self discipline. Ninety per cent of parents who responded to the pre-inspection questionnaire feel that the school is helping their child become mature and responsible and this was endorsed by those parents who attended the pre-inspection meeting.
42. Pupils with SEN receive good support within the school: from teachers, non-teaching staff and pupils. Systems are in place to enable pupils to cope with difficult situations. Their progress is monitored and specialist support from a variety of external agencies is sought, when needed, and used effectively.
43. The procedures for monitoring and supporting pupils' academic progress are good overall. There are good procedures for assessing pupils in English, mathematics and science. The information is used well to set the school's targets for English and mathematics and to monitor the progress in meeting them. The school has clear and comprehensive policies on setting targets and collecting data and this has resulted in improved use of assessment data since the last inspection. A wealth of information from a range of assessments is readily available to teachers and they use this well to adapt what they plan for pupils, especially in English and mathematics. Pupils also know how their work is judged and how to improve because, in English for example, information is pasted into their books and is clearly displayed. Pupils are involved in assessing their own work and that of others and this is helping to raise standards.
44. All teachers have access to the data from assessments in English and mathematics and this is being well used within year groups to set targets for individual pupils and to pinpoint particular aspects that require further improvement. However, there are limited procedures for assessing pupils in many of the other subjects and this aspect requires further improvement.
45. The information from assessments is used well to adapt the curriculum when necessary. The school ethos is one of improvement and the school is beginning to develop strategies to ensure that all pupils, including higher attaining pupils and those with SEN, fulfil their potential. The senior staff have started to look at how boys are performing as opposed to girls, for example, though this is still at an embryonic stage. Assessment information is used effectively to place pupils in groups for work in English and mathematics. In these subjects, pupils are given a variety of resources, tasks and levels of support to meet their individual needs though higher attaining pupils are not always challenged sufficiently.
46. The school has improved the consistency of its assessment systems since the last inspection. Overall, the use of assessment data has been an important factor in pupils' improving standards. However, there is now a need to find a way of tracking individual pupil's achievement as they move from year to year. This is particularly important as the analysis of the Year 6 results in 2001 showed that the achievement of these particular pupils had been unsatisfactory. As the pupils currently in Years 4, 5 and 6 entered with average skills, it will be important to ensure these pupils are building appropriately upon their previous standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Overall, the school has a very good partnership with parents. The school is doing much to promote a positive partnership with parents but the analysis of the questionnaire shows that some parents have concerns. For example 97 per cent feel comfortable about approaching the school with questions or problems, which is higher than at the last inspection but twenty five per cent do not feel that the school works closely with them. However the inspection findings show that the headteacher has made very good efforts to involve parents in their children's education.
48. A significant number of parents feel that they are not kept well informed about how their children are getting on. In fact the findings of the inspection show that the quality of information provided for parents about the progress their children are making is very good. Annual reports to parents are of a very high quality and provide very good information about what pupils know and can do. They show how children are performing in relation to the National Curriculum levels and set appropriate and measurable targets for improvement. The reports are produced in the spring term so that targets can be discussed with parents and revisited in the summer to show the progress that has been made towards them.
49. Nineteen per cent of the parents who responded to the pre-inspection questionnaire do not feel that their children get the right amount to do at home. The inspection team found homework is regularly set and marked by teachers in line with the school's clear homework policy. The pupils know what is expected of them and this is good preparation for the next stage of their education and for involving parents effectively in their children's learning.
50. Riverside News and regular letters keep parents up to date with the day-to-day life of the school and, each term, teachers write to parents to tell them what their children will be learning. Parents were consulted about the behaviour and anti-bullying policies and, at the pre-inspection meeting, many were impressed with the way they had been involved in this process. Home-school agreements were drawn up over two years ago and are due for review. A number of parents regularly help in school, sharing their skills with the pupils. One parent, for example, runs the Ancient Egypt club. The school has produced a helpful induction booklet for parent volunteers. Parents are invited to curriculum meetings, the Centenary Celebrations and induction meetings; a course in 'Keeping up with the children' in mathematics was well attended. Through the newly formed parent teacher association a small group of parents organise fund-raising events such as discos, tuck shops and competitions. All of these factors show that the school makes positive efforts to build a partnership with parents and carers and include them fully in their child's learning.
51. Parents of pupils with SEN are involved at all stages of their child's assessment and review and are regularly informed about their child's progress. Appropriate contact is maintained at other times on an informal basis. Parents have access to class teachers, who have good communication with the SEN co-ordinator. This maintains a steady flow of information so that parents can feel fully involved in their child's education.
52. Although there are one or two areas where some parents feel there is room for improvement, the school has support from the vast majority. The school has an inclusive ethos and welcomes parents as partners in their child's education, no matter their background or family circumstances. In turn, the commitment of parents in the work of the school is having a positive influence on pupils' achievements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the school are both good. The school is clearly benefiting from the very clear vision of the headteacher. She leads the school very effectively, with rigour and energy, and knows precisely what needs to be done next. There is a determination, which stems from the headteacher herself, that pupils should reach the best possible standards.

54. Since her appointment, two and a half years ago, she has focused sharply on crucial aspects of the school's work that required improvement. Pupils' standards were lower than they should have been and analysis of the data shows that they were underachieving. The National Literacy Strategy had not been implemented in the school and standards in English were below average. Although the leadership of the school was described as 'strong and effective' at the time of the last inspection, over five years ago, some significant weaknesses in relation to pupils' standards and the quality of teaching had developed. Monitoring visits by the LEA advisory staff, shortly after the current headteacher's appointment, showed that not enough progress had been made in improving the quality of teaching, which had been highlighted as a key issue at the last inspection. All the English lessons observed by advisors were unsatisfactory. Clearly, a lot of groundwork had to be made up when the headteacher took up the position. She has tackled the weaknesses in a systematic and determined way. She concentrated on the most important areas and set up a comprehensive programme of support for teachers, to run alongside her monitoring of teaching. As a result, the quality of teaching is much improved and pupils are now working at appropriate standards. Through setting a clear direction for the school, and knowing exactly what needs to be done to bring about and sustain improvement, the headteacher has ensured there is now a good foundation for continued improvement.
55. The teachers and non-teaching staff have clearly had to take on a good deal of change over the last two years. They have had to implement the National Literacy Strategy, for example, within a much shorter time-scale than other schools nationally. Despite the pace of change, there is a strong sense in the school that all are working together effectively as a team, supporting and encouraging one another. The atmosphere in the school is cheerful yet purposeful and all staff and pupils play their part in this. This shared commitment to wanting the school to be even more effective is an important factor in the improving standards. Parents recognise the strengths in the headteacher's leadership and value her work in moving the school forward. This was praised both at the pre-inspection meeting for parents and in the questionnaires that they returned shortly before the inspection.
56. The deputy headteacher works closely and effectively with the headteacher and supports her well in the leadership and management of the school. The deputy headteacher has taken responsibility for collating and analysing the data on pupils' attainment and this is used well by senior management to monitor pupils' standards. The data is not yet used as fully as it could be to check how well each pupil is achieving year on year, from when they first enter the school. The year leaders are effective and provide good leadership. They too are fully involved in monitoring standards within their year group and are using the data from assessment effectively to examine standards within their year groups and establish how they can be improved further.
57. As a result of changes in staffing and staff absence, some subject leaders have only recently taken over responsibility for subjects. In other cases, the headteacher and deputy headteacher are co-ordinating some on a temporary basis. This has led to a hiatus in how some subjects are led and developed. The quality of leadership of subjects is satisfactory, on balance. There are good procedures for monitoring and reviewing the curriculum. For example, the time allocated to each subject was reviewed and adapted during this year when the subject leader for English and the local education authority advisor highlighted some weaknesses in reading. As a result, the time allocated to English was increased. This has had a positive impact upon pupils' achievement in reading. English is being well led and there are strong features to the leadership of science. Even though the science subject leader is a newly-qualified teacher and therefore very new to the role, he has already identified some relevant aspects that could be improved. Nevertheless, all subject leaders now need to develop procedures for monitoring their subjects to check that all pupils are achieving as well as they should as they move from year to year. At present, not all teachers have consistently high expectations of their pupils so the achievement of pupils is not as even as it could be.
58. The governing body fulfils its statutory responsibilities well. Governors are very supportive of the headteacher and the school. They receive good quality information from the headteacher to help them fulfil their role. However, they rely too much on the headteacher to inform them where the school's strengths and weaknesses lie. They do not have clear procedures for monitoring and

evaluating the work of the school for themselves, to help them reflect more objectively upon the effectiveness of the school and take a more proactive role.

59. This is an inclusive school. The ethos of the school is one that values everyone and seeks to promote a culture of achievement for all. It is a harmonious community that celebrates the success of pupils from all cultures and all levels of attainment. This approach to inclusion is apparent as soon as one enters the school as notices are written in a wide variety of African, Asian and European languages. The management of the school has ensured that inclusion is a major priority and it is well placed to meet the new requirements for racial equality.
60. The provision for pupils with special educational needs is well managed. Any pupil who is giving cause for concern is assessed and suitable action taken if necessary. All assessments and reviews are carried out accurately and regularly. The SEN co-ordinator checks that the targets set in pupils' individual education plans are clearly linked to their needs and are addressed by class teachers and LSAs. Her efficient organisation and oversight of special education needs is having a positive impact upon how well these pupils achieve.
61. The school manages its finances very effectively. Since the last inspection the school development plan has been improved in order that appropriate financial planning underpins developments and supports its priorities. Administrative staff provide very good support and carry out the day-to-day duties effectively. All matters relating to income and expenditure are dealt with very efficiently. Regular statements of expenditure are made available to the headteacher, governors and staff. Specific grants are used effectively for their designated purpose, for example the New Opportunities Fund grant has been used to train teachers in the use of ICT. This has helped to improve pupils' standards in ICT although there are still ways that ICT can be used to better effect across different subjects.
62. With guidance from the headteacher, the governors are becoming more involved in making sure they get value for money but their role in asking the school to justify why it is doing what it is doing is underdeveloped. The headteacher has made good efforts to involve parents in development planning through a questionnaire. The school is making good use of new technology. Administration procedures, for example, are very well supported by the use of technology, and a computer program is used well by the deputy headteacher to enter and analyse data on pupils' attainment. Some teachers use ICT effectively to support their teaching. However, the use of computers by teachers and pupils to develop independent research skills and support subjects other than ICT is limited.
63. In the last two years there has been a significant turnover in the teaching staff and turbulence due to illness. This has meant that pupils' achievement, whilst satisfactory on balance, has not been even in all classes. The governors and headteacher have made good appointments and the school is now in a more settled position where all can focus on raising standards further. The school also has a large team of hard-working LSAs. Through close collaboration with the SEN co-ordinator and class teachers, they make a very good contribution to the progress of lower attaining and pupils with SEN. Procedures for staff reviews are good and there are appropriate arrangements for the performance management of teachers that are linked well to the school's priorities. There is good support for new teachers, including those who are newly qualified. The administrative staff, caretaker and cleaners all play a very important role in establishing the happy and secure ethos that is evident throughout the school.
64. The school is undergoing an impressive refurbishment programme, which is having a significant impact on the quality of the learning environment for pupils. Most classrooms are bright and spacious and there are some good displays celebrating pupils' work. The hard play area for the pupils is not very big but, when used together with the field, there is sufficient outdoor play area for the numbers and ages using it. Although the school does not have full disabled facilities, it does cater well for pupils with a range of physical disabilities: for example by allowing them to move from class to class earlier than the rest of the pupils.

65. The overall quality and range of resources to support and enhance teaching and pupils' learning across the curriculum is satisfactory. The ICT suite is an improvement since the last inspection and has greatly enhanced the learning for pupils, so that standards are now in line with the national expectations. For music there is a good range of tuned and untuned percussion instruments, including those from other cultures. These were used effectively during the inspection and were providing a good range of sound sources for pupils' composing. There is a good range of books in the library, an improvement since the last inspection and these are well used by the pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to raise standards of attainment and improve pupils' achievements, the governors, headteacher and staff should:

- (1) Improve standards in English, mathematics and science, through:
 - ensuring that teachers plan suitably demanding tasks for all pupils, based on what they already know, understand and can do;
 - planning how pupils' literacy and numeracy skills can be developed across the curriculum;
 - using ICT more to promote learning in all three subjects;
 - introducing a more structured approach to recording and presenting work in science, particularly work related to scientific enquiry and investigations;
 - ensuring that individual pupil's attainment is tracked carefully from when they first enter the school to make sure all are achieving as well as they should.

(Paragraphs: 6, 22-23, 46, 68-71, 79-82, 86, 88, 111)

- (2) Improve the quality of teaching further, by:
 - ensuring there is more consistency between classes in the same year group in terms of the standards of work and quality of presentation that teachers expect from pupils;
 - using the data the school has on pupils' prior standards to plan work that is suitably challenging for all pupils, especially higher attaining pupils;
 - broadening the range of teaching methods that are used to enliven learning and to develop pupils' thinking skills and capacity for independent learning.

(Paragraphs: 6, 20-22, 47, 81, 90, 99, 102, 107, 116, 124)

- (3) Improve the leadership and management of the school, by:
 - strengthening the role of the governing body so that has a more proactive role in determining the strengths and weaknesses of the school and reflects objectively and critically upon the school's effectiveness;
 - developing the role of all subject leaders so that they have more oversight of and impact on pupils' standards and achievement in their subjects.

(Paragraphs: 46, 58-59, 63, 100, 103, 113, 126)

Other more minor issues for improvement include:

- Ensuring ICT is used to support learning across all subjects and that pupils have a broad range of opportunities to apply their ICT skills in different contexts. (Paragraphs: 24, 111, 113)
- Ensuring procedures for assessing pupils in subjects other than English, mathematics and science are fully developed. (Paragraph: 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	35	18	3	0	0
Percentage	1	15	52	27	4	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

	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	355
Number of full-time pupils known to be eligible for free school meals	35

Special educational needs

	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	98

English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0.2

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

Attainment at the end of Key Stage 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	40	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	31	44
	Girls	28	24	33
	Total	62	55	77
Percentage of pupils at NC level 4 or above	School	70 (74)	62 (68)	87 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	34	32
	Girls	28	28	27
	Total	54	62	59
Percentage of pupils at NC level 4 or above	School	61 (66)	70 (75)	66 (77)
	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	2
Black – African heritage	1
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	4
White	338
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
Other minority ethnic groups	0	0

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

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

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	24.1
Average class size	29.6

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	178

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	798,736
Total expenditure	801,721
Expenditure per pupil	2,232
Balance brought forward from previous year	42,505
Balance carried forward to next year	39,520

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	351
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	3	2	0
My child is making good progress in school.	42	49	5	2	1
Behaviour in the school is good.	24	60	14	1	1
My child gets the right amount of work to do at home.	21	59	13	7	1
The teaching is good.	34	58	3	0	4
I am kept well informed about how my child is getting on.	20	58	16	5	1
I would feel comfortable about approaching the school with questions or a problem.	55	42	2	0	0
The school expects my child to work hard and achieve his or her best.	52	45	2	1	0
The school works closely with parents.	23	49	24	1	3
The school is well led and managed.	47	51	1	0	1
The school is helping my child become mature and responsible.	37	53	3	0	7
The school provides an interesting range of activities outside lessons.	20	63	12	2	2

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

ENGLISH

66. Standards in English in 2001 were well below the national average and the pupils that year did not achieve satisfactorily, given their attainment when they started Year 3. Standards across the school are now as they should be, which shows a rapid improvement in comparison with last year. Improvement since the last inspection has been good, overall, with marked improvement over the last two years due to the school focusing carefully on raising standards in English. In the past boys had performed better than girls but this is no longer the case.
67. At the end of Year 6 standards in speaking and listening are average. In all year groups, speaking and listening skills are developed through discussion activities, presentations and role-play situations. Individual pupils speak confidently to adults. Higher attaining pupils are often very articulate in explaining their ideas in class. When sharing what they have learned, at the end of literacy lessons, most pupils listen carefully. Pupils contribute ideas in brain-storming sessions and participate well in discussions and debates.
68. Skills in reading across the school are in line with those expected and achievement is satisfactory. Reading standards of higher attaining pupils in Year 6 are particularly good and their skills in using the library are well established. Higher attaining pupils in Years 4 and 5 read challenging books from a range of authors. They choose to read classic and children's fiction as well as poetry and reference books. Lower attaining pupils use a weak range of vocabulary and their lack of general knowledge affects their understanding of what they read. For example one pupil did not understand the word 'conserve' and therefore found it hard to participate in a discussion on fox hunting. However many pupils use dictionaries appropriately to check their understanding. Pupils are encouraged to use a variety of books appropriate to their level. They are reading a wider range of quality fiction and non-fiction than was the case at the last inspection because of the improved library facility. Pupils are now well prepared to use the library in a secondary school although they do not yet have sufficient opportunity to use computers for research tasks related to work in English.
69. Standards in writing are in line with the national expectations. Achievement is satisfactory overall. Pupils are able to use joined-up script because skills are taught regularly. The best work is presented well but much work is poorly presented because many pupils do not use skills taught in specific handwriting or spelling sessions in their everyday work. Pupils use word processors effectively although they are not used regularly enough for drafting and redrafting to support class work. In ICT lessons, however, pupils produce some high quality work related to literacy.
70. Average and higher attaining pupils in all year groups often express their ideas well. Many are very creative and they use imagery well, for example in describing Smaug the dragon from The Hobbit. The range of written work is good and pupils understand that formal English is required in writing reports or letters. This type of work is particularly successful because activities are set in a real context. Pupils write about local events and write letters of protest about real issues. Pupils who are learning English as an additional language participate well in class and are proud of their written work when it is put on display. Pupils of average attainment are able to explain the use of commas, speech marks and the apostrophe. However many pupils in all year groups make too many errors in basic spelling and punctuation, especially in the use of capital letters.
71. Lower attaining and pupils with SEN find it difficult to express their ideas clearly on paper and to produce extended pieces of writing but many of them are achieving well because of the quality of support. Pupils in Year 3 clearly benefit from the additional literacy support programme. Pupils with SEN are taught well because tasks and resources are adapted to their needs and they are well supported in class. Not all lessons provided a real challenge for the highest attaining pupils. On occasions, lower attaining pupils find the tasks difficult. In one Year 5

lesson, on persuasive language, these pupils would have benefited from a planning sheet, to help them organise their writing more successfully.

72. The quality of teaching and learning in English is good. The majority of teachers plan lessons carefully, teach basic skills consistently and mark work regularly. This contributes to the good quality of learning for pupils. Teachers have good knowledge of the subject and use this effectively. Teaching is particularly effective in Year 6. In one Year 6 lesson, for example, the teacher used very skilful techniques to explore how authors build excitement into their writing. Pupils soon learned how to analyse text for themselves and identify words and phrases that had a strong impact. In another Year 6 lesson, there was some particularly effective teaching of dramatic writing to help pupils understand how tension can be built up in a story.
73. Teachers monitor pupils' learning well and they set pupils individual targets to help them improve. They are good role models for pupils and read texts in a lively and engaging way. In Year 5, for example, pupils enjoyed hearing the teacher read a persuasive text. They learned that through emphasising certain phrases and changing the inflections in your voice, you can influence the listener. In other lessons, the teachers modelled writing tasks well. This occurred in Year 3, for example, where pupils were able to offer suggestions and consider which words and phrases were most suitable for a formal letter. All pupils benefited from this joint writing activity led by the teacher. Effective questioning is often a feature of the best lessons. In one Year 3 lesson, for example, the teacher directed more difficult questions to higher attaining pupils to make them think about how they could make their writing, about a recent school visit, more effective. In another lesson, the teacher asked good open-ended questions, such as 'How can we take that further?' to prompt pupils to think more imaginatively.
74. Resources for English are good and the number of books and the library provision have been much improved since the last inspection. Resources are readily accessible to teachers and the library is well stocked and managed. This ensures that resources can have a real impact on pupils' learning. Computers are not available in all classrooms and pupils had little opportunity during the inspection to use them as an integral part of work in English lessons.
75. The subject is managed well. Planning is good and the literacy programme has now been implemented effectively. Pupils with SEN are identified early and supported effectively. LSAs play a valuable role in this and often prepare additional resources to help pupils succeed. The main weakness in English is that there are many missed opportunities for pupils to develop their literacy skills, particularly writing, in subjects other than English.

MATHEMATICS

76. In the national tests carried out in 2001, attainment was well below the national average for Year 6 pupils. In comparison with schools serving pupils from similar backgrounds, standards were also well below average. Standards during the previous inspection were judged to be in line with national expectations by the end of Year 6. Standards have varied over the last few years but have been consistently below average.
77. Evidence from the inspection indicates that by the end of Year 6 standards have improved during the current school year, and pupils now reach standards that are in line with the national expectations for Year 6. Pupils' achievement is satisfactory. The improvement in standards is due to the implementation of the National Numeracy Strategy with its structured framework for planning.
78. Most pupils explain confidently how they do mental calculations. They use the four rules of number competently and apply them correctly when solving problems. Many can convert fractions to percentages and calculate fractions and percentages of given numbers. Pupils use and interpret co-ordinates confidently and higher attaining pupils are particularly competent at calculating perimeter and area. Most pupils know their tables well. They have a sound understanding of negative numbers, for example, when plotting co-ordinates. Higher attaining pupils measure angles accurately and know that the sum of the angles of a triangle is 180

degrees. Many pupils interpret graphs correctly: for example, they deduce which chocolate bar is the most popular.

79. Throughout the school pupils with SEN achieve well, and sometimes very well, because of the extra support they receive in lessons. Teachers' planning generally takes account of pupils' individual education plans. The additional help from LSAs is directed to pupils in lower ability groups or sets and those with SEN, and makes a good contribution to their learning. However, higher attaining pupils, although provided with challenging work when in the higher ability sets in Year 6, are not consistently challenged when taught in mixed ability classes.
80. There are some examples of mathematics being used in other curriculum areas. For example, Year 6 pupils develop their use of spreadsheets to work out holiday costs and they interpret mathematical patterns associated with the Indian culture. Pupils in Years 3 and 4 measure the temperatures of liquids in science and put their Egyptian studies into the correct time zone using the class time line. Year 3 pupils carry out a survey of favourite chocolate bars of the class and display their results as a bar graph. All pupils use their measuring skills in designing and making items as part of design and technology lessons. However, overall, there is a lack of planned opportunities for pupils to use numeracy across the curriculum.
81. The quality of teaching is good and often very good. This has improved since the last inspection. Pupils' personal mathematics targets are agreed and often displayed at the beginning of their mathematics books. Teachers plan carefully using the National Numeracy Strategy to match the work to the needs of the different groups. Recently, there have been difficulties due to a significant number of staff changes and short term appointments. The scrutiny of pupils' work from the beginning of the academic year shows this has led to some inconsistency in what is taught and not all teachers have consistently high expectations of pupils.
82. Teachers are effective at helping pupils to explain their methods when doing mental and written calculations. Often this is with the whole class and this helps pupils both to think through what they have done and to reflect on alternative ways of arriving at accurate solutions. However, in a few lessons, the final part of the lesson when all pupils come back together lacks rigour. This is because there is insufficient time for pupils to reflect on their learning during the lesson.
83. Teachers and LSAs use questioning very effectively. This helps to reinforce pupils' understanding of the concepts being taught. This worked well in a Year 3 lesson, where the teacher's and LSAs questions helped pupils to understand fractions of a bar of chocolate. LSAs also make an important contribution to the learning of pupils with SEN, which is good and often very good
84. The subject leader for mathematics was away during the period of the inspection. However, the headteacher and deputy headteacher are providing good interim leadership for the subject. A very detailed review of the subject linked to a mathematics development plan is having an impact on the teaching of mathematics and pupils' learning. The school has established a rigorous system for collecting data on pupils' performance which helps teachers to adapt their planning, when necessary, and to set targets.

SCIENCE

85. Standards in science are average at the end of Year 6 and are as they were at the last inspection. Pupils enter school with average skills and their achievement overall is satisfactory. Currently, standards at the end of Year 6 are higher than those reached in the 2001 National Curriculum tests, which were below average. This particular year group did not achieve satisfactorily in science. The reason for the improvement over the last year is that teachers are more confident in teaching science because their knowledge of the subject has improved and they have been given support with their planning.
86. Most aspects of science are covered well but there is a relative weakness in the way scientific enquiry is taught. This aspect is not taught early or systematically enough and pupils do not

have enough opportunities to think for themselves. In addition, there are insufficient opportunities for higher attaining pupils to devise their own investigations and to work independently. Pupils record their work well by using their numeracy skills to communicate information through tally charts, tables and graphs. More use could be made of using pupils' own writing at an earlier age to record their work independently and at greater length. There is little evidence of the use of ICT in science and this is an under-used resource.

87. Most pupils in Year 3 can carry out an investigation with support and have learned to plan an experiment in terms of objective, diagram, method and results. Pupils record their results in tables and higher attaining pupils use tally charts and bar charts to record their results. They start to learn about the importance of making tests and investigations fair in order for results to be reliable. In Year 4, some predictions are included in investigations. For example, pupils are asked to predict in what order a variety of solids will melt. However, teachers are not consistent enough in asking pupils to predict the outcome of experiments. The idea of fair testing is revisited and explored with the teacher's support but, again, this is inconsistent. In Year 5, pupils still using writing frames to help them to record their investigations and in Year 6 evidence from scrutiny of pupils' work shows that their investigational skills require further reinforcement.
88. By the end of Year 6, most pupils have a sound scientific knowledge. Pupils know the range of scientific language that is expected by this age. For example, Year 6 pupils understood terms such as 'reversible', 'irreversible', 'evaporating' and 'condensing' and used them appropriately.
89. Pupils are enthusiastic about learning new scientific facts, particularly when presented in a practical form. A good example of this was the excitement and enjoyment seen in a Year 3 lesson, when pupils were experimenting with magnets to find out which materials were attracted and which were not. Pupils also responded very well in a Year 4 lesson, when they were looking at various diagrams of circuits to predict whether the bulbs would light up or not.
90. Teaching in science is good and has improved since the last inspection. There is now no unsatisfactory teaching in science and teachers' subject knowledge has improved. The co-ordinator has worked very hard in a short time to produce plans and background reading for all units of science that are being taught in the school. This means that all teachers have good support in planning and teaching science lessons. The management of pupils in lessons is a particular strength of the teaching. This enables lessons to run smoothly and pupils consequently learn well. Relative weaknesses in the teaching are a lack of opportunity for pupils to think for themselves and, in some lessons, a lack of extra challenge for higher attaining pupils. Teachers are well supported by learning support assistants who provide good support, particularly for pupils with SEN and those with English as an additional language. This enables these pupils to learn as well other pupils in the class.
91. The provision for science has improved recently, due to the good management by the subject leader. Although very new to the post, he has achieved much to support teaching and raise standards. A clear plan has been written for the development of science, which is shortly to become a school priority. The plan is particularly helpful in that it takes account of teachers' individual strengths and weaknesses in teaching science.

ART AND DESIGN

92. Only two lessons were observed during the inspection and judgments are therefore based on discussions with teachers and a detailed consideration of the displays, sketchbooks and portfolios of pupils' work. The quality of work observed in classrooms and around the school shows that attainment is in line with the national expectations and pupils' achievement is satisfactory.
93. Pupils make prints using blocks and some of their work is particularly effective, especially where they have experimented with different effects. Pupils produce prints of mythical mini beasts and use motifs in the style of William Morris. They are familiar with the characteristics of the work of other famous artists, such as Picasso. Pupils also undertake three-dimensional

work. In Year 3, pupils produce cats from papier-mâché and decorate them to represent the Ancient Egyptian figure of Bastet and, in Year 4, they make chairs. Pupils in Year 5 know how to use wax relief techniques to illustrate the colour and texture of pottery, linked to their work on Ancient Greece. Pupils experience a good range of work, including observational drawing and work in clay. Pupils' sketchbooks show that they understand about mixing colours and about tone, shade and line effects. However, some sketchbooks are used inappropriately for writing notes about individual artists, as opposed to experimenting with a variety of media and visual ideas.

94. As they progress through the school, pupils steadily develop skills in painting, drawing and in observational work, through a range of practical tasks. Pupils with SEN in Year 5 produced very interesting sketches of facial expressions, using examples from the work of famous artists, and they enjoyed sharing their ideas with others.
95. There is insufficient evidence to make a secure judgement on the quality of teaching as only two lessons were observed. In these lessons, teachers encouraged pupils to think about their work and to use a variety of objects, stories and pictures for inspiration. Teachers focused appropriately on skills and used numeracy to help pupils understand proportion. Art and design lessons are planned to meet the learning requirements of all pupils, including those who have a real talent for the subject. There is a popular art club and older pupils have organised a drawing club for Year 3.
96. The art and design curriculum is rich and varied and makes a good contribution to the spiritual, social and cultural development of pupils. Pupils in Years 5 and 6, for example, have visited Southampton Art Gallery and from this have gained a good insight into the work of artists from different periods. The management of the subject is good. Although standards are not as high as they were at the time of the last inspection, the level of improvement has been satisfactory, as the school has been concentrating more on raising standards in English, mathematics and science. There have been clear improvements in the way art and design is planned and in developing portfolios of pupils' work.

DESIGN AND TECHNOLOGY

97. Standards are in line with the national expectations and similar to those at the time of the last inspection. By the end of Year 6 pupils have worked with a range of materials, using relevant tools. They develop an understanding of mechanisms through designing and making moving toys and simple vehicles with wheels and axles.
98. Pupils in Year 4 design and make torches. Using their knowledge and understanding of electric circuits, they produce annotated sketches of their designs. In small groups they select materials, components and tools and construct their torches. Higher attaining pupils evaluate their work and suggest improvements. Year 6 pupils plan and make paper slippers, using their own templates, before attempting the final textile product. They use a range of textiles including felt, card and various decorative fabrics and use appropriate cutting and joining techniques in making the slippers. Year 6 pupils are aware of the importance of evaluating processes and products, and of reviewing their progress while designing and making. They recall times when they have identified improvements they needed to make. Pupils in Year 5 design and make musical instruments, including drums, harps and guitars. They produce plans from their designs and select appropriate materials, tools and techniques for the construction. Whilst pupils encounter a reasonable range of materials, tools and mechanisms, discussions with them show there is a lack of opportunity for older pupils to work with pneumatics or controllable vehicles.
99. The quality of teaching is good and pupils make good gains in designing, making and evaluating. Lessons are well planned and the teachers share with the pupils what they going to learn. Good instructions and explanations promote learning well. In one lesson, however, diagrams were used to show pupils a circuit but these were too small for all pupils to see clearly. Nevertheless, analysis of pupils' books shows there are variations in what teachers expect of pupils. In some classes, work is not recorded well or systematically and pupils are

allowed to produce work that is poorly presented. LSAs support pupils with SEN well, for example by demonstrating cutting and joining techniques so that pupils understand what to do. Pupils are given regular opportunities to work collaboratively, which support their social development. Safety issues are promoted well and pupils are consequently responsible when using tools. Pupils are well managed and this leads to positive attitudes and good behaviour. In Year 6, pupils were highly motivated as they designed their slippers. The lesson had a clear sense of enjoyment as pupils co-operated and worked well together. There is little evidence of ICT being used to support teaching and learning in the subject and, in turn, the subject is not supporting pupils' writing effectively enough.

100. The subject leader provides effective leadership. Improvements in planning have helped to ensure that pupils learn in a steady and systematic way and provided a good basis for teachers to plan their lessons and this is an improvement since the last inspection. However, the arrangements for assessing pupils' attainment in design and technology are not well developed.

GEOGRAPHY

101. Standards in geography are at the expected level by the end of Year 6. Pupils' achieve satisfactorily overall. These findings are similar to those of the last inspection. Year 3 pupils study maps and plans of the school and the local neighbourhood. They identify shops and services on a local map and plot their route to school. Year 4 pupils comment successfully on environmental issues, such as the effects of the railway. Pupils in Year 5 have sound knowledge of oceans and rivers in Europe and use six-figure grid references in their map work. Year 6 pupils contrast life in Bitterne with that of life in the village of Keshapur in India, in terms of landscape, networks, language and occupations. They have sufficient knowledge to debate local issues with confidence, such as the effects that a loss of rainfall would have on a local community. This was carried out well and gave good evidence of the sound knowledge of environmental issues and how it would affect the locality in a variety of geographical ways.
102. Teaching is satisfactory overall and varies from good to occasionally unsatisfactory. There is a good focus on helping pupils gain appropriate knowledge of geographical facts. Aerial photographs, local and world maps of different scales are used throughout the school, which is an improvement since the last inspection. Objectives for the lesson are always planned and shared with the pupils, enabling them to know what it is they are to learn. A weakness in some lessons, however, is the lack of focus on geographical skills. Pupils answer geographical questions that are posed by the teacher but they rarely raise their own questions or find answers through independent research. Pupils' attitudes to geography are good. They are well behaved and generally concentrate well if the teacher's management is effective. Very good levels of co-operation between boys and girls were observed in lessons. They worked well together, for example, to plan and prepare for a debate.
103. All planning has recently been updated and is appropriately based on the National Curriculum. Assessment systems for geography are not yet in place and the use of ICT in the subject is not established. These are the weaker aspects, though both have been identified by the subject leader as in need of action.

HISTORY

104. Few lessons were observed during the inspection but discussions with pupils and teachers and analysis of pupils' work shows that attainment at the end of Year 6 is in line with the expectations for this age. Standards have dipped since the last inspection, when attainment was above average. However, pupils spend less time on history due to the extra focus on literacy and numeracy over the last few years. Pupils' overall achievement is satisfactory.
105. Most pupils gain a secure knowledge and understanding of aspects of life in the past and a clear understanding of change over time. Pupils know about the reigns of Tudor kings and queens and higher attaining pupils show a good level of knowledge about topics such as the

Armada and the Mary Rose. Pupils devise timelines of important events and eras. Year 5 pupils appreciate the artistic aspects of past cultures, such as Ancient Greece. Although pupils have a satisfactory historical knowledge, there is insufficient emphasis on developing some necessary skills in history, such as enquiry and investigative skills. Pupils' books contain little evidence of research work and show little awareness of how historians find out about the past. The subject is not used for the development of extended writing and many notebooks contain too much photocopied material. Using computers to assist research is also an aspect that is not well developed.

106. Pupils clearly enjoy work in history. They recall the Victorian day, held in the school, in detail and remember what it felt like to be in a Victorian schoolroom. They enjoy the visits from Hampshire Wardrobe, which provides artefacts and clothes for them to look at and there is a flourishing Ancient Egyptian Club.
107. Teaching is satisfactory overall. Teachers use role-play effectively to help pupils find out about religion in Ancient Egypt and the links with art are explored well. However, although pupils with SEN are supported well, lessons do not provide any extra challenge for higher attaining pupils. Opportunities to develop historical skills are missed. In a lesson on Egypt, for example, there was no discussion about why we know so much about Egyptian religion. Teaching over the year has clearly been affected by lack of time and changes of staff. Not all teachers have equally high expectations of the quality and quantity of pupils' work and the amount of written work is unsatisfactory in some classes.
108. The management of the subject is satisfactory and there is a clear enthusiasm for further development of all aspects of work in history. Good use is made of local resources and visits and visitors play a valuable part in extending the experience of pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Standards have improved since the last inspection, when the attainment in ICT was a key issue. By the end of Year 6 pupils attain broadly average standards and are achieving satisfactorily.
110. Pupils in Year 3 know that ICT can be used to amend text and save changes. For example, pupils work in pairs to highlight the word 'nice' in a set paragraph and substitute an alternative adjective using a word list. Higher ability pupils use the thesaurus contained in the word processor to generate substitute adjectives. Pupils in Year 4 use appropriate software to design a simple questionnaire to record numbers, text and choices. They understand that information received from the questionnaire can be stored in a database which they can use for research later. Year 5 pupils use art programs to recreate 'The snail' by Matisse, by moving, rotating and resizing shapes until an image in the style of Matisse is created. Pupils can edit their pictures by changing the colours and use fill effects. Year 6 pupils use a variety of fonts and sizes of fonts in the presentation of their texts and combine text with pictures from the Internet or CD-ROM. In the presentation of work in science, for example, Year 6 pupils use their skills of combining text, graphics and sound in a computer presentation of how various animals adapt to different climates. The school is improving its provision for using computers to collect data and control devices such as robots although, to date, Year 6 pupils have had limited experiences of these aspects of ICT.
111. There is some effective work in ICT lessons which take place in the ICT suite, when pupils develop their ICT skills well. However, the use of ICT across the curriculum is an area that needs further development
112. The quality of teaching seen was satisfactory overall and included some good and very good lessons. Lessons are well planned and make clear what pupils are expected to learn. Teachers use the projector and screen effectively to demonstrate techniques and operations to the class. Clear demonstrations, explanations and instructions enable pupils to practise and develop their ICT skills. In the best lessons, questioning is used well to challenge pupils and check their understanding. Pupils enjoy using computers and the new ICT suite. They are well motivated

and handle the computers with care and respect. Pupils respond enthusiastically to the tasks set and work well in pairs. LSAs are effectively deployed. They provide good help and support for individual pupils, particularly those with SEN.

113. The ICT subject leader was on maternity leave during the inspection and the headteacher was leading the subject on a temporary basis. The way ICT is planned ensures pupils develop knowledge and skills in a steady and systematic way but there is a need to broaden opportunities for pupils to apply their ICT skills across the curriculum. The range and quality of computer hardware and software is good and improved since the last inspection. There are also computers in most classrooms. However, these are not connected to the Internet and were underused during the inspection. As a result of training, teachers are now more knowledgeable and confident in the teaching of ICT, which is another improvement since the last inspection. The school has recently introduced a system for assessing and recording pupils' attainment but this is at an early stage and is not yet fully established. Overall, there has been good improvement in ICT since the last inspection.

MUSIC

114. Standards in music are in line with what is expected by Year 6 and pupils' achievement is satisfactory. By Year 6, pupils use percussion instruments to devise a composition based on 'Jungle Daybreak'. Pupils are familiar with graphic notation and they use this appropriately to record their ideas. Pupils sing with appropriate levels of technique, generally in tune. They use musical terms correctly, such as tempo and texture. One group of Year 6 pupils explored using sudden, random sounds to build the atmosphere in their composition, which was effective. One weakness that is evident from lessons and tapes is that pupils do not have a sufficiently secure understanding of musical structure. They need to broaden their knowledge of how music can be structured and organised so that they can draw on these ideas themselves to support their improvising and composing skills. They have no difficulty improvising basic ideas but lack knowledge of how they can develop and build upon them further, to produce the longer and more varied compositions that are more typical of Year 6.
115. In Year 3, pupils use a poem as a stimulus for exploring some sounds that suggest the atmosphere of a town, at both busy and quiet times. They know that their voices can often produce suitable sounds in the same way as instruments. Several pupils showed a good knowledge of instruments' names, helped by the teacher's own subject knowledge, which was good in this respect. Many pupils in this particular Year 3 lesson found it difficult to distinguish different sounds when a taped excerpt was played to them. The teacher worked hard to encourage them to listen carefully, and used some good techniques, such as re-playing short sections. This helped pupils to focus more specifically on the accompaniment behind the singing track but many pupils still found it hard to listen critically and respond.
116. Teaching is satisfactory though teachers vary in their subject knowledge and expertise. In some cases, for example, teachers ensure pupils are using the correct names of instruments. In other cases, the teachers use general terms rather than the correct names. A good number of pupils in the school receive instrumental tuition on a range of instruments. They are encouraged to use their instrumental skills to enhance their learning in class music lessons. In Year 6, for example, several pupils chose to use orchestral instruments for their compositions and this extended the range of sounds open to pupils and added a different 'colour' to their group pieces. Teachers manage practical tasks well, even when the space available is very restricted. There is a clear expectation that resources will be treated carefully and with respect and pupils respond very well to this. All lessons have a strong practical element, with an appropriate emphasis on performing and composing. However, the equally important appraising skills, such as responding to music, reviewing ideas, and establishing how ideas can be refined and improved, are not well developed.
117. The subject leader was absent during the inspection and there was insufficient evidence to make a secure judgement on the quality and impact of the management and leadership. No observations of music clubs were possible. Pupils' attainment is not quite as high as it was five

years ago, when it was judged above average. This is largely due to the additional emphasis on improving literacy and numeracy skills over the last few years, which has been appropriate. The school has a good range of resources to support learning in music, which means pupils can draw upon varied sounds when performing and composing.

PHYSICAL EDUCATION

118. Standards are average at the end of Year 6 and pupils' achievement is satisfactory. All aspects of physical education are now satisfactory, showing improvement since the last inspection when attainment in dance and gymnastics were below average.
119. Teaching is good for all pupils, including those with SEN, resulting in good learning. Teaching has improved since the last inspection and there is now no unsatisfactory teaching. Lessons are well planned, based on the improved detailed planning provided by the co-ordinator. However, ICT is not yet used to enhance pupils' understanding of ideas in physical education. Relationships with pupils are good, which means that pupils respond well and enjoy learning. A strength of the teaching is the sharing of the learning objectives for the lesson with the pupils, which enables them to know what they are striving to learn. Skills are taught well, for example forehand and backhand strokes in tennis. Consequently, pupils acquire these in a steady way. A good example of a lesson being adapted to meet the needs of the pupils, was a lesson where the teacher had planned for the pupils to make strokes to outwit an opponent. This turned out to be too difficult for the pupils so the teacher adapted the task to hitting gently to a partner in a controlled manner, in order to introduce longer rallies when pupils could get more practice. This immediately had a positive effect on the pupils' learning, which was then good.
120. Many lessons occurred outdoors and a weakness in some lessons was that teachers did not gain the attention of all pupils. This is important in an outdoor environment where there are many more distractions than usual, such as other lessons going on. Good use was made of one higher attaining pupil in one lesson, to teach and organise a group for long jump. Pupils were estimating, measuring and recording their jumps. Not only was this a good link with mathematics, it was also a good example of promoting independence and responsibility. Pupils work well with each other in groups and with partners, where a good level of co-operation exists. Pupils are generally well behaved and enthusiastic about their work and this often comes as a direct result of the teachers' good management of pupils.
121. Leadership and co-ordination of the subject are good. Comprehensive and detailed plans have been written and demonstration lessons have been provided where necessary. A good range of extra-curricular sporting activities is organised, which benefits from the good support of parents. The school's gymnastic club is a good example of this and provides good opportunities for the pupils who have an interest and those who are talented in this area.

RELIGIOUS EDUCATION

122. Standards in RE are in line with the requirements of the Southampton Locally Agreed Syllabus. Pupils achieve satisfactorily. Standards are not quite as high as they were at the last inspection when the school was judged to have above average standards and pupils' achievement was good. The school has been concentrating mainly on raising standards in English, mathematics and science and introducing the national strategies for English and mathematics. This has meant that RE has, understandably, has less focus. However, there have been some good improvements in the way the curriculum is planned, following a review by the subject leader. It is now designed so that pupils learn about fewer religions but in more depth, whilst also developing a more personal response to RE and moral issues. They develop an appreciation of the significance of what it means to have belief and explore some of the underlying questions on a more individual level. This is very appropriate and pupils are clearly benefiting from this in terms of their spiritual, moral and social development

123. By Year 6, pupils have gained knowledge of a number of faiths, including Christianity. They understand that sacred texts and symbols are an important element of many religions. They learn about the beliefs and customs associated with Islam and visit a mosque as part of their studies. They also consider their own perceptions of the kingdom of heaven and outline what they see as the threats to the well-being of mankind. Some very thoughtful responses are evident from pupils' written work. One pupil described prayer as 'talking on a one to one basis (to God) from the heart.' Another had written some carefully considered questions to ask a person who prayed regularly, such as 'Are you upset when you pray?' Several talk readily about the place of religion within their own lives and family traditions. Year 6 pupils reflect on different feelings that people encounter, such as anger, love, sadness and hatred. They understand there are various ways of expressing feelings. One pupil, for example, wrote 'We can express our feelings through poetry, music, paintings and diaries.' All these examples show how well the school is promoting these important aspects of RE which help pupils to form their own personal responses to human experiences as well as to learn more about different religions.
124. Analysis of pupils' work shows that the quantity, quality and depth of their written work varies considerably between classes. In one Year 6 class, for example, pupils write a lot and much of their writing is effective in terms of RE. However, in another class, there is little evidence of written work. In Year 5, pupils complete very little written work and RE is not making a strong enough contribution to developing pupils' breadth of writing experience. The amount of work completed does not reflect the length of time pupils spend on each unit of work, according to the school's planning documents.
125. The quality of teaching is satisfactory overall though it varies widely between very good and unsatisfactory. In the most successful lessons, the teachers ask very effective questions to encourage pupils to think and respond. In one very good lesson, the teacher asked pupils to think of an experience in their lives that was a spiritual moment for them. She then gave them time to think and this prompted several to share moments in their lives that had been special for them. Again, through carefully formed questions, and a sensitive approach, she helped the pupils to begin to appreciate the differences between the meaning of 'sacred' and 'spiritual'. In another successful lesson, the teacher recounted her own experience of a visit to Turkey to give pupils a flavour of Islam and how Muslims worship. Her good knowledge of the subject meant that pupils had gained a good deal of understanding of the customs and traditions associated with this faith. Pupils were very clear what they were learning and were happy to compare their own experiences with those of Muslims. One pupil recounted, for example, the differences between the way she prayed, by lying on her bed and thinking, and the way Muslims prayed. In the one unsatisfactory lesson, the main learning objective was too broad and ambitious and pupils became confused about what they had to do and what they were supposed to be learning.
126. The subject leader provides good leadership. Even though RE has not been a focus for development in the school for some time, she has brought about some appropriate changes and has a clear view of how she sees the provision improving in the future. She provides good support for teachers and has ensured there is a good range of books and objects to add further support for pupils' learning. A relative weakness is that she has not had the opportunity to monitor the quality of pupils' ongoing work and to ensure that all teachers have equally high expectations of their pupils across the school.