

INSPECTION REPORT

GRANGE JUNIOR COMMUNITY SCHOOL

Franklin Road, Rowner, Gosport, Hants. PO13 9TS

LEA area: Hampshire

Unique reference number: 116170

Headteacher: Mr Bryan Oldaker

Reporting inspector: Mr John Stephens
1699

Dates of inspection: 11th – 14th June 2001

Inspection number: 195228

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 to 11

Gender of pupils: Mixed

School address: Franklin Road
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Gosport
Hants

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Andy Lane

Date of previous inspection: 7th July 1997

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11418	Donya Urwin	Lay Inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
2444	Olly Goodden	Team Inspector	Science, Art and Design, Design and Technology	How good are the curricular and other opportunities offered to pupils?
18083	Judith Howell	Team Inspector	Special Educational Needs, Geography, History, Music, Religious Education	Pupils' attitudes, values and personal development
22911	Paul Whittaker	Team Inspector	Equal Opportunities, Mathematics, Information and Communication Technology, Physical Education	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grange Junior School is a mixed school for pupils aged 7-11. It is situated in Gosport, Hampshire, and the pupils come mainly from the surrounding estate, which like the school was originally built for naval families. The decline in naval personnel in recent years has resulted in a change in the nature of the school's intake. Some children come from socially disadvantaged backgrounds, and there is a significant movement of pupils in and out of the school. There are currently 292 pupils in the school, representing an almost equal number of boys and girls. Twenty one per cent of pupils are eligible for free school meals, which is above the national average. Almost all children are of white United Kingdom origin. Forty per cent of the pupils are on the register of special educational needs, which is well above the national average. The number of pupils with specific statements of need is below the national average. Standards of attainment on entry to the school for the current Year 3 were average in mathematics, but just below average in reading and writing. The percentage of pupils achieving the higher levels at the end of Key Stage 1 was below average in both mathematics and English.

HOW GOOD THE SCHOOL IS

Grange Junior School is a very good school, and has improved in almost all areas since the last inspection. Overall standards are at the national average, but when compared with similar schools they are well above average. The pupils are educated in a secure and caring environment, and have a positive attitude towards their learning. Standards of behaviour are very good, and the high quality of personal relationships is based on mutual trust and respect. Teaching is consistently good. The headteacher gives a positive direction to the work of the school. There is skilful management of the school's finances. This is a very effective school which gives very good value for money.

What the school does well

- The headteacher and his deputy provide a positive direction for the development of the school, which is clearly focused on raising standards.
- Pupils achieve well in English, mathematics and science.
- Pupils are keen to come to school, have positive attitudes to their work, respect the feelings and beliefs of others, and behave very well.
- The provision for pupils with special educational needs, and their progress, are good.
- Teaching is consistently good; lessons are planned well, and teachers have high expectations of the pupils; the pupils have good learning skills.
- The curriculum provides a good range of learning opportunities for all pupils.
- Information and communication technology is used effectively throughout the school.
- Provision for the moral and social development of the pupils is very good.
- The school provides a secure and safe environment, and standards of pastoral care are high.
- The accommodation provides an attractive learning environment, and is well cared for by staff and pupils.
- There is very effective financial management, and the resulting quality of the school's resources has a direct impact on standards.

What could be improved

- The arrangements for teaching design and technology.
- Recording the progress of pupils in the foundation subjects (i.e. subjects other than English, mathematics and science).
- The level of monitoring by the managers of the foundation subjects.
- Some aspects of links with parents, including the regularity of newsletters and the home-school contact for reading.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection in July 1997. Standards in English, mathematics and science have risen steadily. There has been considerable improvement in the quality of teaching, particularly in the organisation and pace of lessons, expectations of the pupils and planning for learning. Information technology and art now meet National Curriculum requirements, but the implementation of design and technology schemes of work is not yet complete. The provision for pupils with special education needs has greatly improved, and is now a good feature of the school's work. Assessment and recording of pupils' achievement is now more effective, particularly in English, mathematics and science. The monitoring of teaching by senior managers is more effective, and the monitoring role of the subject managers is being developed. The school improvement plan is now of good quality, and the governors have a greater knowledge of the work of the school.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	E	C	A
mathematics	C	E	C	B
science	E	E	C	A

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

The chart above shows that, despite the dip in 1999, there has been a steady rise in standards since the last inspection, when standards in English and mathematics were below the national average, and those in science well below. All three subjects have now reached national average levels, and English and science are well above average in comparison with schools which take pupils from similar backgrounds, with mathematics being above average.

In 2000 the school exceeded its targets for English and mathematics by a large margin, and in retrospect they were insufficiently challenging. More realistic targets have been set for the 2001 tests, with the mathematics target being particularly challenging. The improvement in the school's standards in English, mathematics and science since the last inspection is in line with the national trend, but much greater than that found overall in Hampshire's schools. The school's success in raising standards has been acknowledged by a national Achievement Award.

The National Literacy Strategy and the National Numeracy Strategy have been implemented well by the school, and both have helped to raise standards. In English the standards of speaking and listening are particularly good, and the pupils speak with confidence in a variety of situations. The extended writing sessions have improved the pupils' writing abilities, and the writing of poetry is a particular strength. In mathematics pupils can perform mental calculations with speed and accuracy, and use mathematical language correctly. They make effective use of correct mathematical vocabulary, and can see alternative approaches to reaching answers. In science standards of investigative work are good, and pupils are able to base their conclusions on a proper analysis of evidence.

Standards in art, geography, information and communication technology and music have improved since the last inspection, and are now in line with the national average. The pupils have good word-processing skills which they use in their other subjects. In history, physical education and religious education standards have been maintained at their average level. Standards of literacy and numeracy are good across the whole curriculum. Pupils, including those with special educational needs, make good progress and achieve well across all subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to come to school, have positive attitudes to their work and respect the feelings and beliefs of others.
Behaviour, in and out of classrooms	Standards of behaviour are very good. It is rare for lessons to be disrupted, and pupils behave in an orderly way around the site.
Personal development and relationships	Pupils respond very well to the wide range of opportunities to take responsibility. Their respect for the feelings of others is excellent.
Attendance	Overall levels of attendance are satisfactory, but slightly above average for unauthorised absence

The attitude of the pupils to school and their lessons, and the quality of their relationships with the adults and each other, is a great strength of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	The overall quality of teaching is good.

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

Teaching was good or better in three quarters of the 67 lessons observed, which is a high proportion. This good quality is consistent across all years, and during the inspection no unsatisfactory teaching was seen. The teachers plan their lessons well, and make sure that the content is suitable for pupils of all abilities. There has been a significant improvement in the teaching of pupils with special educational needs. The teachers make clear to pupils what they should learn, and at the end of lessons they check the learning has taken place. They have high expectations of the pupils, and work well with the very effective support staff. Lessons are managed very well, and there is an ethos of achievement and respect in classrooms. The skills of literacy and numeracy are taught very well. Marking is generally good, but there is insufficient information for pupils on how to improve. The pupils have good learning skills. They concentrate, show interest, and persevere when they encounter difficulties.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning opportunities for all pupils. There is an effective focus on the skills of literacy and numeracy. There is a good range of extra-curricular opportunities, and very effective use is made of educational visits.
Provision for pupils with special educational needs	Provision is very good. Pupils with special needs take part in all learning activities and make good progress.
Provision for pupils with English as an additional language	The only pupil in the school with English as an additional language has made very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall. There is satisfactory provision for cultural development, it is good for spiritual development, and very good for social and moral development.
How well the school cares for its pupils	The school cares for its pupils very well. They are taught in a secure environment, and standards of pastoral care are high. There are very good procedures for monitoring and promoting good behaviour and personal development.

The quality of the partnership with parents is generally satisfactory, with some areas that need development. Questionnaires are used to discover parents' views of issues such as the behaviour policy and the new style of reports. The annual reports are detailed and informative, but the inclusion of personal targets for the pupils is not consistent. There are regular consultation evenings, with an average 60 per cent attendance. Parents of children with special needs are actively encouraged to be involved in their children's learning. The school brochure is attractive, and the newsletters are informative, although irregular in their production. Parents receive insufficient information about helping their children with reading.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy are effective managers, and give a clear direction for the development of the school. There is a clear focus on raising standards. The school is successful in meeting its stated aims. There is a commitment to equality of opportunity for all. The role of the subject managers has been developed, but there is insufficient monitoring of subjects other than English, mathematics and science.
How well the governors fulfil their responsibilities	The governors' involvement with the school has improved since the last inspection. There is insufficient use of classroom visits, but the governors now have a greater knowledge of the school. They are involved in planning and budget setting, and look at all monitoring reports. The chair of governors has a particularly close involvement with the school, and this enables him to be more effective in his role.
The school's evaluation of its performance	The school monitors the progress of pupils through tests taken in Years 3, 4 and 5, and these are compared with the teachers' predictions about the expected progress of pupils. Procedures for evaluating teaching and learning are in place, but do not yet sufficiently cover the whole range of subjects. Progress with the school development plan is reviewed effectively by the senior managers and the governors.
The strategic use of resources	The school's expert financial management has resulted in a good range of resources, and they are used very well. The school applies the principles of best value to all its financial dealings. The two minibuses support the good range of educational visits. The computer network is an invaluable asset, and is improving standards in this area. The computer and resources technicians, and the librarian, provide excellent support for staff. The teaching staff are well qualified, and deployed appropriately. The school building provides both a practical and attractive environment for learning. It is maintained very effectively by the caretaker, and treated with respect by the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are happy at the school. • The standards achieved by pupils. • Setting in mathematics. • Support given by the special needs assistants. • The values promoted by the school. • The teachers' expectations of the pupils. • The good behaviour and the quality of care for pupils. • The family atmosphere. • The quality of the annual reports. • The use of parents' questionnaires. • Support from the office when parents phone. 	<ul style="list-style-type: none"> • Some parents feel that too much homework is set for the younger pupils. <p>(The findings of the inspection support the parents' positive views about the school. No evidence that too much homework is set was found.)</p>

The Ofsted Parents' Questionnaire was returned by 105 parents (36%). The Parents' Meeting was attended by 14 parents (5%).

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2000 Key Stage 2 National Curriculum tests (for 11 year olds) standards in English, mathematics and science were average in comparison with schools nationally. This represents an improvement since the last inspection in 1997, when standards in English and mathematics were below the national average, and those in science were well below. When the school's results are compared with schools which take pupils from similar backgrounds the standards reached by the pupils were well above average in English and science, and above average in mathematics. Girls did better than boys in English, and the boys were slightly ahead in mathematics and science.

2. The improvement in the school's standards is in line with the national trend, but much greater than that found in Hampshire's schools overall. A report, from the county, which compares the school's 2000 results with the levels achieved by the same pupils at the end of Key Stage 1 (age 7), states that in English and science the pupils have made better progress than is the case in Hampshire's schools in general; in mathematics the progress is broadly similar. The school's success in raising standards has recently been acknowledged by a national Achievement Award.

3. In the 1999 Key Stage 2 National Curriculum tests, the levels achieved by the pupils in English and mathematics were well below the national average. The school has worked hard to improve this situation, and succeeded. However, following the disappointing results the school set targets for the 2000 tests which were clearly too low. The aim was for 63 per cent of the pupils to reach Level 4 and above in English, and the final figure was 80 per cent. The equivalent figures for mathematics were 55 per cent and 78 per cent. The school now has more accurate data on the performance of pupils, and has used this for the 2001 targets. The target of 80 per cent for mathematics anticipates an increase in standards with a year group whose prior attainment is not as high as last year's cohort. The target of 66 per cent for English seems low, but the school has based it firmly on the previous performance of pupils in this subject. They also point out that the relatively large numbers of pupils who enter or leave the school each year makes accurate target setting quite difficult, and with small cohorts of pupils even a small number of changes can make a significant difference to the final figures.

4. Overall, pupils with special educational needs make good progress in the light of their previous attainment. This is most apparent in the development of their literacy and numeracy skills. Progress is supported by the use of individual educational plans, which include targets, designed to develop the pupils' key skills in small steps. Although pupils' attainment remains below national expectations on account of their special educational needs, there is clear evidence of good achievement. They consolidate their skills with regular practice and begin to develop more conceptual understanding and acquire a wider range of vocabulary. Consequently by Year 6, many of the pupils with special educational needs are working within Level 3 and some towards Level 4 of the National Curriculum.

5. The National Literacy strategy has been implemented effectively by the school, and has largely been responsible for the improvement in standards reached in English. There

have been improvements in all aspects of the subject. Standards of speaking and listening are always satisfactory, and often very good. The pupils speak confidently in a wide range of situations. The challenging range of speaking and listening opportunities provided in literacy lessons, and elsewhere in the curriculum, enable the pupils to broaden their vocabularies. When talking in pairs or small groups the pupils demonstrate good listening skills, taking turns and justifying their points of view. By the age of 11 overall standards in reading are in line with what is expected for that age. Most pupils read confidently, and with enjoyment. They can talk about their reading preferences, have a personal response to literature, and a good understanding of how language is used for effect in both fiction and non-fiction texts. The school's decision to provide extended writing lessons in addition to literacy sessions has resulted in an improvement in writing standards, which are now in line with expectation. Poetry writing is a particular strength, and many pupils can write in a variety of forms. Pupils can take notes and use dictionaries and thesauruses. Standards of punctuation and handwriting are good, but pupils need more encouragement to check their spelling.

6. Standards in mathematics have risen steadily, and there is no significant difference in the levels reached by boys and girls. Although, as in English and science, standards in mathematics have risen from below the national average to average since the last inspection, the rate of improvement has been slightly less than in the other two core subjects. Nevertheless, all pupils, including those with special needs, make good progress, and the National Numeracy Strategy has been effectively implemented. By the end of Year 6 pupils can apply their learning in mathematics to a range of problems. Pupils of all abilities are confident in talking about their workings in the subject, and can make effective use of correct mathematical vocabulary. They can see the links that can be made between the different areas of mathematics, and the contribution it can make to other subjects. Most pupils can perform mental calculations with speed and accuracy, can see alternative approaches to reaching answers and are able to share their methods of working with others.

7. Standards seen in science during the inspection show that the improvements made since 1997 have been maintained. Boys perform better than the national average in this subject, and girls at about the expected level. Pupils with special educational needs are making good progress through the individual help which they receive. In particular, support for their writing has enabled them to focus on developing their knowledge and understanding. Pupils generally have a good recall of facts and make effective use of scientific vocabulary. The skills of scientific enquiry are well developed across the school. By the end of Year 6 pupils are able to base their conclusions on a proper analysis of evidence. They can make predictions and test their validity. They can identify and classify information in diagrammatic form, and many have a wide knowledge of scientific terminology. Standards in science are well supported by the use of information technology, which is used effectively by pupils to record the results of experiments.

8. In addition to English, mathematics and science, standards in art, geography, information and communication technology and music have improved since the last inspection, and are now at national average levels. Standards in history, physical education and religious education were average in 1997, and have remained so. In art pupils now reach high standards by the end of Year 6, and can use a variety of techniques. In geography the pupils now possess a better understanding of geographical skills and vocabulary. There has been real progress in music, where standards of singing, composing and appraising have all improved during the last four years.

9. The school's imaginative investment in information technology has enabled a clear rise in standards in this area. The pupils have good word-processing skills which they apply across the curriculum. They are increasingly skilled at researching on the internet and using e-mail for communication. Boys and girls reach the same standards in this subject.

10. Standards in religious education meet the requirements of the locally agreed syllabus. The pupils have a good insight into the beliefs and traditions of Christianity, and a satisfactory understanding of the traditions of other world faiths, such as Islam and Judaism. Standards of discussion are very good, and pupils reflect sensitively and express opinions with confidence.

11. Standards of literacy and numeracy are well developed in subjects across the curriculum. In science, writing frames, which give pupils a start with the style of writing they need, are used extensively, and have improved the quality of writing in that subject. In geography pupils write accounts which compare the lives of children in Kenya with their own. The work which pupils have done in literacy in understanding bias and persuasion is used in history when interpreting newspaper reports. In religious education the pupils' well developed oral skills are used when discussing moral issues. Mathematics skills are used in physical education when considering numbers in groups and distances to be covered, and in geography for creating block graphs. The consistent reinforcement of literacy and numeracy skills in these other subjects has played an important part in the raising of standards.

Pupils' attitudes, values and personal development

12. In the previous inspection, pupils' attitudes and behaviour in school were judged to be 'generally good'. In this inspection, these aspects of the school were judged to be very good, and support teaching and learning very well. Throughout the school, pupils, including those with special educational needs, are keen, enthusiastic and eager to come to school. They listen attentively, follow instructions and settle quickly to the task given. Pupils of all abilities concentrate hard, can work independently and in differing group situations. For example, in geography pupils in Year 6 worked well in small groups, sharing views and supporting one another in their map work. In religious education they were seen sharing their feelings openly in a mature way with the class and valuing each other's views. All pupils enjoy contributing to discussions and talk openly to visitors about their experiences in school.

13. Overall, pupils' behaviour is very good. Pupils know the school rules very well and are fully aware of the consequences of their actions. They know right from wrong, are considerate of their peers' right to learn and respect the views of others. Behaviour in the hall at lunchtime, during assembly and while they move about the school is very good. Pupils form orderly queues, wait their turn and open doors for others. No examples of any oppressive behaviour, bullying, sexism or racism were seen during the inspection. Pupils know that it is unacceptable and any incidents will be very firmly and swiftly dealt with. The relatively high number of exclusions during the last academic year is a result of this strong policy, which is applied consistently. This strategy has the approval of parents. When on outside visits, pupils have been praised for their exemplary behaviour. They respect the environment and assist in keeping it free from litter.

14. Relationships and pupils' personal development are excellent and a strength of the school. Pupils are given a suitably wide variety of opportunities to take responsibilities and are actively encouraged and supported to use their initiative. For example, pupils in Year 6 produce their own newsletter, pay the office staff to make copies and sell the paper for 20p

to recoup their money and still make a profit which they put back into the school funds. Pupils take their duties seriously and carry out their responsibilities readily in a mature manner. These include being responsible for giving out and collecting in the lunchtime games equipment, looking after the food trolleys before and after lunch, and acting as door monitors and librarians. There are also 'computer technicians' drawn from Year 6 who help set up and prepare the computer suite each day. For this 'job' they are expected to put in a job application stating why they want to do it, quoting their 'qualifications' for the job, and are expected to sign a pledge of commitment to the job for the year.

15. Relationships throughout the school are excellent and all staff, both teaching and non-teaching, provide extremely good role models to pupils. Pupils' respect for the opinions of others is excellent and when discussing issues relating to their own feelings and beliefs, in lessons such as religious education, they talk openly without fear of ridicule.

16. Pupils with special educational needs have good attitudes to their learning. Both within their own classes and when withdrawn for extra support they work hard. They accept correction well and are willing to practice areas that have been identified as part of their individual educational plans. Pupils listen well in whole-class teaching at the beginning of literacy and numeracy lessons and this forms the basis for much of their individual activities during the rest of the lesson. As they mature they begin to develop more independent learning skills. There is considerable evidence of successful practice in the school in the management of behaviour. The schools' own policy on target setting is complemented by additional observations carried out by the special needs assistants. In many cases improvements in academic standards have helped improve pupils' self-esteem and led to all round improvements in behaviour as well.

17. Pupils' attendance is satisfactory. At the time of the last inspection it was good. Overall, attendance is below the national average due to levels of unauthorised absence being slightly higher than the national average. The school has not had the services of an education welfare officer since the beginning of the year. The registration of pupils at the start of sessions is handled efficiently and pupils settle down to work promptly and with little fuss. This contributes positively to the learning process. There are a few pupils who arrive late.

HOW WELL ARE PUPILS TAUGHT?

18. The overall teaching of all subjects is good, although judgement cannot be made about design and technology, as no teaching of this subject was seen during the week of the inspection. In all years the pupils are taught well. Teaching is a strength of the school and has improved since the last inspection. During the week of this inspection, all sixty-seven lessons seen were at least satisfactory. In three quarters of these lessons teaching was good or better, which is a high proportion. The good quality of teaching is consistent across the school.

19. There are significant strengths in the core subjects of English, mathematics and science, in which the teaching was sometimes excellent. Throughout the school the teaching of basic skills is very good. High priority is given to literacy and numeracy skills and lessons are planned appropriately. For example, in an excellent English lesson in Year 4, the pupils applied strategies taught earlier to attempt previously unknown words when reading "The Secret Ghost", which resulted in a fluent reading. The pupils' reading, writing and listening skills are well developed and are having a positive impact across the curriculum. The pupils' speaking and listening skills were actively encouraged, for example,

in an effective religious education lesson in Year 6, where the teacher promoted a good level of discussion on how Jesus may have looked. The National Numeracy Strategy is having a positive effect in all years. The mental/oral starter to lessons is used well to provide opportunities for pupils to reinforce their knowledge and understanding of tables and number bonds. In an excellent mathematics lesson in Year 6, for instance, the pupils used their mental computational skills to solve challenging calculations, and, in the main part of the lesson, deployed the skills further to problems in a matching card game. Skills are very well taught in information and communication technology and the pupils learn how to apply them to work in other subjects. For example, word-processing skills of highlighting and underlining text were applied to annotating drawings of the Mary Rose in a history lesson in Year 4.

20. Time, support staff and other resources are used very well. Lessons start on time and are conducted at an appropriately brisk pace, which sustains the pupils' interest and application to the work. In swimming lessons, optimum use is made of the time for each lesson, with two groups each having a twenty minute session in the pool while the other one works in the classroom. Teachers very effectively encourage the pupils to prepare and change back after the lessons with no time wasted. Support staff are very effectively deployed. They have access to the teachers' planning, and make a significant contribution to the learning of the pupils, especially those with special educational needs. The teachers make good use of the additional non-class based support staff, such as the computer and resources technicians. The librarian assists pupils locate appropriate books and this saves time, furthers their interest, and gives them confidence to use the library independently.

21. Teachers show good subject knowledge and understanding and they use this well in lessons. For example, in Year 6, in a very good science lesson on sex education, the teacher's knowledge of the subject, and its relevance to pupils of this age, resulted in their acquiring factual knowledge with appropriate understanding. Teachers have high expectations of the pupils, as in a good art lesson in Year 5, in which the pupils were strongly supported and encouraged, so that they worked effectively together, learnt how to apply various paints and showed an appreciation of different textures and colour mixing.

22. Teachers plan well in year groups and this helps with consistency and evaluations. Long-term planning is based on the schemes of work in place for all subjects. Short-term planning is good overall and makes clear what the pupils are going to learn, how the lesson is structured, the pupil groupings and the resources required. Teachers ensure that all pupils have equal opportunities, and make clear in their planning how activities are to be adapted to meet the needs of all pupils. Higher attaining pupils are frequently given additional challenges or extension material.

23. Teaching of pupils with special educational needs is good both in lessons and in small group or individual activities. Teaching is sympathetic and in most cases sufficiently challenging to ensure that pupils' make good gains in their learning. There is substantial evidence across the school of teachers using a range of methods that enable pupils with special educational needs to learn effectively. This is a significant improvement since the school's previous inspection when there were shortcomings in the quality of teaching for these pupils. In particular this related to pupils being withdrawn from classes to receive support. Although this still occurs at times, where there is an identified support programme, the sessions are short, and groups are rotated to ensure pupils are not continually missing the same subject. Setting in mathematics enables smaller groups of pupils to be appropriately supported and in literacy the pupils are very well assisted by the special needs assistants. These assistants know their pupils well and contribute much to their learning.

24. Teachers share the learning objectives with the pupils at the start of lessons so that they know what they should have learnt by the end of the lesson. All lessons have a good balance of activities. In the most successful lessons, introductory sessions are used successfully to remind pupils of their previous learning and prepare pupils for work. At the end of lessons, teachers generally make time to bring the class together to sum up what the pupils have learned so that they may evaluate their learning, as in mathematics with additional mental calculations. However, opportunities in these sessions to involve the pupils more in sharing with others what they have learned are not fully exploited.

25. The management of the pupils is very good and is built on a strong sense of mutual trust and respect. For instance, it is frequent practice for teachers to thank the pupils at the end of lessons for the work they have done. Discipline is very positive, with constant praise, and this has a highly beneficial effect on learning. In nearly all lessons the pupils show interest in their work, sustain concentration and behave very well.

26. Teachers build very well on the pupils' previous work and further their learning through the very effective use of questioning. Very often the teachers will use questions which make the pupils think, or require a personal response, rather than just those which demand a right answer. The pupils' responses and contributions to lessons are valued and effectively channelled to develop further their understanding. Marking is good in most subjects, but there is insufficient use of comments which give strategies for the pupils to improve their work. Homework is set across all years in line with the school policy. At the recent parents' meeting some parents felt that their younger children sometimes had too much homework. However, during the period of the inspection, the level of homework provided was appropriate for the ages and abilities of the pupils.

27. The pupils have very good learning skills. They work at a good pace and concentrate well. A particularly impressive feature is their ability to work productively without the direct supervision of the teachers. They respond well to the encouragement given by the teachers to think for themselves. In pair or small group work they are very good at developing ideas, largely because they listen well and respect each other's views. They persevere when they encounter difficulties, and are effective in their use of reference sources to support their work.

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

28. The school meets the statutory requirements to teach all subjects of the National Curriculum as well as religious education. This is an improvement on the last inspection, when the provision for art and information technology was found to be unsatisfactory. While English, mathematics and science have been the main focus recently, the school is now raising the profile of the other areas of the curriculum. There is a good range of learning opportunities for all pupils. Those with special educational needs are catered for well. More able pupils generally have opportunities to extend their learning through activities that expect more from them in terms of effort and intellectual demands, or allow them to develop their own ideas, for example in writing tasks or art and design activities.

29. There is a strong emphasis on personal, social and health education. A comprehensive scheme of work is in place and the co-ordinator takes a strong lead in developing this aspect of the school's work. The governors have approved a policy for sex education which is mainly taught through the science scheme of work. Older pupils show a

mature attitude to this work, which is encouraged through discussion and the skilful use of questioning by their teachers. A decision has been made to teach the sex education programme in mixed-gender groups which has the beneficial effect that boys and girls discuss issues openly and sensitively. The policy for drugs education ensures that pupils are taught about the dangers to health of drug misuse.

30. Schemes of work are mostly on nationally approved models. These provide a sound basis for teachers to plan their lessons. Lesson planning is consistently good throughout the school, with clear agreement across year groups about what is to be taught in each lesson. Many of the schemes of work have been adopted this academic year and are due for review to judge their effectiveness. Other schemes, for example art, are more long-standing and the staff intend to review them in the light of the new National Curriculum. This will enable any gaps in coverage to be identified. The school effectively follows the locally agreed syllabus for religious education.

31. Numeracy and literacy teaching is based on the recommended frameworks provided by the national strategies. The school has adopted these frameworks well and most pupils show a sound grasp of basic skills. Information and communication technology is used very effectively to enrich subjects. Strong links are made between subjects to allow them to enrich and reinforce one another and for pupils to make connections between areas of learning.

32. Overall, the school's provision for pupils with special educational needs is very good, and the school has a well co-ordinated approach. It meets the requirements of the Code of Practice and complies fully with statutory reporting requirements. Pupils have good access to the curriculum. This is achieved by good use of the special needs assistants, who together with teachers support pupils effectively. Support in class and in withdrawal groups is carefully planned and organised to address the targets set out in pupils' individual educational plans so that it is of maximum benefit to all pupils concerned. Pupils have the benefit of additional support from well-qualified assistants who plan and teach programmes such as 'Teaching Reading Through Spelling', Additional Literacy Support and a phonics programme. Other support offered to the pupils includes speech and language therapy and the school's Co-ordination and Motor Skills support programme. The special needs co-ordinator maintains good links with the class teachers to ensure curriculum continuity and in the use of short-term targets for pupils. Since the last inspection these targets in the pupils' individual educational plans have become more precise and contain the necessary detail to make them fully effective. The needs of pupils with statements of special educational need are met well and their annual reviews provide a good focus for further improvement.

33. The school provides a good range of extra-curricular activities. An after-school club caters for academically able pupils. Children can take part in a range of sporting activities including football, cross-country running, rugby, basketball and athletics. The school competes in sporting competitions against other schools to enable more able pupils to be challenged. The school enters league and cup competitions for football, a team competes in the district primary school athletics event and pupils swim in galas. Tag rugby and cross-country running are featured in area competitions. Drama groups visit the school to enrich pupils' experiences.

34. Good use is made of educational visits to enrich pupils' learning. Regular trips are made to a farm, a local meadow, the caretaker's allotment, nearby rivers, local villages, historical sites and museums to support work in science, history and geography. Parties recently visited the Millennium Dome, and Dorchester museum to see the Tutenkhamun

exhibition. Residential trips are made to Stubbington Study Centre in Year 4 and the Isle of Wight in Years 5 and 6.

35. Provision for pupils' spiritual, moral, social and personal education is good overall. Spiritual development is satisfactory. Assemblies are used to foster spiritual development. For example a story was told about a basket that a bride took to her marital home and told her husband not to open. This was used to illustrate how one copes with new situations, and pupils were captivated by the imaginative way the story was told. Children are given opportunities to reflect quietly in assemblies and in religious education lessons. Another assembly stressed that using the word 'Amen' was an opportunity to say whether they agreed with a prayer affirming the desire to 'do the right thing'. An extended writing lesson in Year 6 showed very sensitive use of language to describe the moods of the sea. Music was used in a religious education lesson to develop a calm atmosphere in which to work.

36. A strong emphasis is placed on moral issues. Good behaviour and attitudes are consistently praised by all teachers, while making it clear that negative conduct will not be tolerated. Good behaviour is strongly promoted through the use of rewards such as special seats in assembly and the earning of reward time at the end of the week. Staff are good role models for pupils, treating them with a respect which is reciprocated. Circle time, in which pupils have opportunities to explore their thoughts and feelings, is beginning to be well established and the impact and effectiveness of this is being closely monitored.

37. Provision for social development is good. Pupils are expected to take responsibility for a range of tasks and enjoy doing so. Computer monitors are appointed for a year, and arrive at school at 8.30 to prepare for the day ahead. All classes have monitors for various tasks such as tidying the cloakrooms and looking after resources and materials. Year 6 pupils look after food trolleys at lunchtimes. Children are responsible for equipment in assemblies and a team of litter-pickers patrols the grounds at breaktimes. Pupils are encouraged to work co-operatively on tasks and do so, responding well to one another in classes. The headteacher encourages three golden rules for pupils in speaking to one another – think what you are going to say, mean it and show respect. These rules are clearly followed.

38. Pupils are provided with opportunities to develop their appreciation of their own and other cultures. Visitors from the local community enrich children's knowledge of their own culture, for example through leading assemblies and inviting pupils to visit the local church for services. Actors have visited the school as Anglo-Saxon, Tudor and Victorian characters. The community policeman visits the school regularly and speak to the pupils on issues such as drug awareness, vandalism and bullying, and a police liaison officer sometimes accompanies classes on residential visits. Pupils take part in a Junior Citizen event at the local police training college. Other cultures are explored in subjects such as history, geography, art and music. A peripatetic music teacher has worked with pupils on Caribbean music, Benin culture is a regular focus in history and the study of American and African totems led to some impressive three-dimensional artwork. Year 6 pupils are given the opportunity to learn some basic French language. Pictures and artefacts, both from the school's own collection and the LEA's loan scheme, are well displayed around the school and used to pose questions and encourage further investigations.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. This is an obvious strength of the school. Pupils receive a very good level of care and are very positive about the support and guidance given to them by all school staff. At

the parents meeting before the inspection there was strong support for the school's practice in this area, and parents reported that their children were happy and secure in the school. The school has worked very hard to build a strong sense of order and security throughout all activities and consequently pupils report that they enjoy coming to school and always feel safe and protected. There are positive relationships between pupils and staff and the standard of pastoral care is very good.

40. The school places strong emphasis on respect, tolerance and 'doing the right thing', and pupils and staff are very clear about why the school aims are important and what makes them work. Consequently thoughtful behaviour and kindness to others are encouraged and achieved. There are supportive arrangements for transfer from the adjoining infants' school. Pupils make visits in the term before they begin, and consequently they are familiar with the school when they start.

41. The school has good procedures for monitoring and supporting pupils' academic progress across the curriculum. A particularly good example is where every term, the whole work from one week, produced by each pupil, is put into a book and sent home to parents, who are encouraged to add their comments. As pupils move through the school these books provide useful evidence of their progress. Marking and guidance comments for pupils are detailed and used consistently to encourage progress, although they do not always inform pupils on what they should do to achieve this progress. Assessment and its use to guide planning and raise standards is well developed in English, mathematics and science, and for those pupils on the special educational needs register. However its use in other subjects is less detailed and records of the pupils' progress are not so clearly developed. There are very good procedures for monitoring and promoting good behaviour and personal development. A simple and straightforward process is used which provides individual certificates of praise awarded daily, together with a system of progressive sanctions which thoughtfully includes the limited option of 'buying back' a mark for bad behaviour for those pupils who temporarily behave out of character. There are good procedures for monitoring and improving attendance and issues are responded to promptly and thoroughly. Annual absence figures are included in the annual report to parents and the school provides rewards for good attendance.

42. The care and support of pupils with special educational needs are very good. Teachers and learning support assistants know the pupils they work with very well. The whole school ethos is well reflected in the way they ensure that pupils with special educational needs have opportunities to take part in all school activities. Their contributions are valued highly and their achievements well recognised. This is particularly true for those pupils who have statements of special educational needs. Pupils' needs are quickly identified when they enter the school and appropriate arrangements are made for the regular review of their progress. The school has an appropriate system to monitor and record the progress for pupils with special educational needs. Effective use is made of agencies outside the school to provide help and support for individual pupils and their specific educational needs.

43. There is a comprehensive working policy on health and safety and there is a prompt response to issues which might cause concern. The Headteacher is the designated person for child protection and close liaison is maintained with relevant authorities concerning the well-being of pupils. School staff know the pupils very well and both teachers and support staff make a significant contribution to the provision of a safe and harmonious environment to support learning in the classroom.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The quality of the school's partnership with parents is generally satisfactory, with some areas in need of development. Information to parents is provided through the attractive prospectus, newsletters, consultation evenings and annual reports and the quality of partnership with parents is satisfactory. Efforts have been made to involve parents further in the life of the school but these have had limited success, and what support does exist continues to be offered by a small, committed group of parents who do some work in the classroom and help on external visits and trips. Questionnaires are used to elicit the views of parents, for example on the behaviour policy and the new format for annual reports. Attempts to sustain a parent-teacher association have failed. Entertainments such as the Christmas Concert are attended by large numbers of parents, but few come to other sorts of meetings.

45. Many of those parents who spoke at the parents meeting, or were interviewed during the inspection, have positive views about the school. Generally they feel that pupils of all abilities make good progress. They share the school's values, and like the respectful way that their children are treated. They feel the school promotes good standards of behaviour, and many speak of a family atmosphere within the school. They were unanimous in the view that parents are treated very well when they phone the school. There was sympathy if their child was ill, and that messages were always passed on and responded to. Disappointingly, contact with the school by parents is most likely to happen when there is a problem. The headteacher encourages parents to raise any worries or concerns as they occur, and complaints are taken seriously and resolved quickly.

46. Annual written reports are detailed, informative and provide a good analysis of pupils' attainment and progress. However personal targets are not consistently included and therefore guidance about future direction and action required is not always as clear as it could be. Reports are supported by regular consultation evenings when parents and teachers can discuss progress and clarify achievement. On average there is a sixty per cent attendance at these meetings. Parent link books are used very effectively to support individual behaviour management programmes. Some parents support their children in shared reading, but they are given insufficient information by the school on how to do this.

47. Parents of pupils with special educational needs are actively encouraged to become involved in their child's learning and are provided with a copy of their child's individual education plan. Regular consultations and reviews of their child's progress are offered to all parents of pupils' with special educational needs but not all parents attend.

48. The pre-inspection questionnaire indicated that parents are critical of some areas of the school's work, notably, homework, information about pupils' progress and the closeness of their relationship with the school. The school has introduced a home-school agreement but commitment by parents continues to be inconsistent. The pre-inspection documentation from the school indicated that the headteacher is aware of the need to seek new strategies in this area.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of leadership and management has continued to improve since the last inspection, and all the issues raised in that report have been addressed. There is now better monitoring of teaching, curricular and assessment policies are more effective, the

school development plan is detailed and practical, the governors play a greater role in the life of the school and the school meets statutory requirements for all subjects.

50. The headteacher provides strong leadership and a clear vision and direction for the development of the school. His priorities, which are clearly focused on raising standards, have been to improve levels of behaviour in the school, to develop consistently good teaching in the school, and to manage the budget efficiently in order that the school can be properly resourced. He has been successful in each of these aims. He has been very well supported by the deputy headteacher, whose effective management skills complement those of the headteacher.

51. The school's explicit aims and values are clearly reflected in the work of the school. The teachers supportively challenge the pupils to make progress, and the quality of interpersonal relationships is high throughout the school. The commitment to equality of opportunity is reflected in all aspects of the school's work, for example in the various policy statements, which are firmly based on the need for inclusion.

52. The co-ordinator for special educational needs carries out her responsibilities effectively and efficiently. Although she is comparatively new to the position she has achieved a great deal in the past year and has initiated a number of useful projects to help with the management of special educational needs. She provides good leadership and support for pupils. A number of special needs assistants are well qualified and those that are new to the position are attending appropriate courses. They are a highly motivated and committed team. All are used to their full potential in lessons across the curriculum. The designated governor is fully involved in the work of the school. Funds allocated for pupils with special educational needs are used to good effect and the school has ample resources to support these pupils' learning.

53. The school's policy document for monitoring standards is a clear and practical document. It outlines the responsibilities of various parties for monitoring, including the senior management team, subject managers, classroom teachers and the governing body. The document is ambitious, and the school has been partly successful in realising its aims. Monitoring of teaching takes place through classroom observation, work sampling and planning, and developing the monitoring skills of the subject managers has been a focus for the last year. The monitoring which has taken place has been effective, and has enabled the school to deal with identified weaknesses. However, the need to monitor the teaching of English, mathematics and science, following the disappointing Key Stage 2 National Curriculum Test results in 1999, has meant that the managers of the other subjects have not yet been able to properly monitor their areas. While there was a clear need to improve standards in English, mathematics and science, the other subject managers have been given too little opportunity to oversee the teaching of their subjects. Their training is now planned for the next academic year.

54. A good model of monitoring was demonstrated by the opportunity given to the English subject manager to look at literacy teaching in the classrooms. Some joint observations with senior managers took place, and the subject manager then observed all staff teaching. Feedback notes, including areas for development, were given to each teacher, and a very good summary report was written. The subject manager was then able to make some second visits to check on progress. In addition to internal monitoring the school receives monitoring visits from the local education authority (LEA) advisers, and their reports have been well used by the school. The governing body has had a limited programme of classroom visits, but receives and comments on all monitoring reports. The school has an agreed Performance Management Policy which conforms to requirements.

55. The inspection findings agree with the most recent LEA report, which describes the school's current improvement plan as 'well-crafted'. It is a realistic and practical document, and directly focused on improvement and the raising of standards. Responsibilities are clearly defined and the plan is carefully costed. The quality of the improvement plans produced by the subject managers is equally good, and they directly link with priorities in the whole-school plan. Staff are very aware of the priorities in the school plan, and there is an identifiable shared commitment to improvement and success.

56. In the report following the last inspection the governing body was judged to have an insufficiently detailed knowledge of the school, and too little involvement in priorities and development planning. There has been a clear improvement in this area, and the involvement is now satisfactory. There is still a difficulty in getting governors to visit lessons, partly because of their time commitments, but also because some members feel a lack of confidence about evaluating aspects of the school's work. In most other respects the governors are properly involved in the life of the school. The minutes of their meetings since the last inspection show an increasing level of responsibility. There is governor input into development planning and budget setting for example. Government data on standards in the school are considered by the governors. The chair of governors meets the LEA link adviser when he visits the school. The chair of the governing body has a particularly close and productive involvement with the school. He regularly drives a minibus when pupils go on trips, and for the last two years he has attended the Year 5 residential trip to the Isle of Wight.

57. The school's management of its finances is exemplary. Great care is taken to make sure that the school receives all the funding to which it is entitled. There is little waste within the school, and resources are re-used where possible. Some minor works are done by the caretaker and parents, and when contracts are awarded the school makes sure that it obtains the best price. An example of the school's flair with its finances is the computer network, which was discovered for sale through the internet, and bought at a bargain price from a school in Ireland and one in Somerset. The school's administrative officer, who acts as the bursar, is very efficient at providing the information which the headteacher and governors need to make secure financial decisions. The most recent LEA audit was in January, and the relatively minor recommendations are being acted on.

58. The result of the very good financial management is not only that the school's priorities are properly funded, but also there is a level of resourcing which gives a high level of support to the pupils and teachers. The school owns two minibuses to use for trips and educational visits, since it was found that many parents were unable to afford the contributions and this was restricting the number of visits. The headteacher has instituted a rolling programme to eventually provide laptop computers for all staff, and currently eight teachers have been given one. The costs of running the excellent swimming pool are partly met by lettings in the summer holidays. The general range and quality of learning resources in the school is good.

59. The school also funds some key resource personnel. There is an information and communications technology resources manager, whose role imaginatively extends beyond that of a technician. She works with pupils in the network room, provides in-service for teachers, and uses resources from the internet to provide teaching material. There is a resources manager, who provides a valuable range of services for staff, including photocopying, making booklets for learning materials, and organising all the centrally held resources. The school also has a librarian, who works every afternoon. As well as creating a well-equipped and attractive library, she supervises the pupils when they change their

reading books. These staff provide an invaluable service, and enable teachers to concentrate fully on their work. The school's use and monitoring of its finances, and the resulting effects on standards, means that it gives very good value for money.

60. The school has a well-qualified staff, who are deployed very effectively. The staff represents a good mixture of experience and more recently qualified teachers. Induction arrangements for staff new to the school are good. There is an informative booklet for supply teachers, which give them essential information about the school. The special needs assistants are fully integrated into the school. There is a degree of joint planning with the classroom teachers, and the assistants' work is highly valued by the teachers.

61. The school is housed in a building which has been made very attractive, and provides an excellent environment for learning. Classrooms are spacious, and communal areas are utilised effectively. There are large grounds, and a number of imaginative landscaping improvements have taken place during the last few years. The buildings are clean and well-decorated, and treated with great respect by the pupils. The caretaker has made a significant contribution to the quality of the environment. He manages the cleaning arrangements, and does the majority of the maintenance. The quality of the school's environment is another expression of the issue of respect which is an important part of the school's ethos.

62. WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The following issues for the school to address are all ones which the school is aware of, and has already started development. The findings of the inspection, therefore, are supporting the school's priorities. The third issue is included with the acknowledgement that the school has previously tried a range of strategies in this area.

In order to further improve the effectiveness of the school, the headteacher, governors and staff should:

(1) Continue to improve the quality of teaching in design and technology by:

- ensuring that the scheme of work is fully implemented;
- monitoring the work done by the pupils to ensure consistency across the school.

(Paragraphs 98, 99, 100)

(2) Provide more support for teaching and learning in subjects other than English, mathematics and science by:

- implementing a programme of classroom monitoring by the subject managers;
- developing further the tracking of the progress of pupils in these subjects.

(Paragraphs 41, 53)

(3) Seek further ways of involving parents in the life of the school, including:

- producing parental newsletters at regular intervals;

- giving parents fuller advice on reading at home with their children, especially when they transfer, and providing a better means of recording the pupils' personal reading, so that parents who wish can more easily communicate with the school.
(Paragraphs 44, 45, 46, 70)

Minor issue

In the marking of pupils' work provide more guidance about what they could do to improve.

(Paragraphs 41, 75)

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	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	22	46	24	0	0	0

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

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)	292
Number of full-time pupils known to be eligible for free school meals	41

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	118

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	26	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	24
	Girls	22	20	23
	Total	41	40	47
Percentage of pupils at NC level 4 or above	School	80 (52)	78 (59)	92 (68)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	23
	Girls	23	22	23
	Total	44	43	46
Percentage of pupils at NC level 4 or above	School	86 (60)	84 (57)	90 (70)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	290
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	36	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	23.2
Average class size	26.5

Education support staff: Y3 – Y6

Total number of education support staff	10
Total aggregate hours worked per week	190.5

Financial information

Financial year	2000
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	£
Total income	617806
Total expenditure	610614
Expenditure per pupil	2063
Balance brought forward from previous year	24912
Balance carried forward to next year	32104

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	291
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	51	2	2	
My child is making good progress in school.	52	42	5	1	
Behaviour in the school is good.	38	50	5	1	6
My child gets the right amount of work to do at home.	27	43	25	2	4
The teaching is good.	51	45	2		2
I am kept well informed about how my child is getting on.	38	44	16	2	
I would feel comfortable about approaching the school with questions or a problem.	49	41	6	4	1
The school expects my child to work hard and achieve his or her best.	54	44	2		
The school works closely with parents.	28	52	15	2	3
The school is well led and managed.	34	42	15	2	7
The school is helping my child become mature and responsible.	44	43	8	1	4
The school provides an interesting range of activities outside lessons.	16	53	10	3	17

Summary of parents' and carers' responses

Other issues raised by parents

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

ENGLISH

63. In the 2000 Key Stage 2 National Curriculum Tests the overall levels reached by pupils in English were in line with those achieved nationally, and well above average when compared to pupils in similar schools. Girls performed slightly better than boys, but the difference was not significant. The findings of this inspection show that standards reached by the current Year 6 are broadly in line with expectations for pupils of that age.

64. There has been a steady improvement in standards in English since the last inspection in 1997. In that year results in English were below the national average, and only eight per cent of the pupils achieved Level 5 or above; in 2000 29 per cent reached the higher levels. All pupils, including those with special educational needs, make good progress in this subject.

65. The school has implemented the National Literacy Strategy very well, and this has been largely responsible for the improvements which have taken place in English. The daily lessons are well planned, and enjoyed by the pupils. A wide range of reading material is used, and there is a proper emphasis on teaching the pupils to use technical terms, such as standard and non-standard English, rhyming couplets, metaphor and simile. Strategies for matching the work to the range of abilities in the class are well developed. All literacy lessons follow the same basic structure, but the school recognises that as teachers become more confident with this pattern there will be opportunities to introduce more flexibility.

66. The last inspection report found that standards in speaking and listening were below average, and that pupils were given few opportunities to use these skills. This is no longer the case, and standards in speaking and listening are now at least satisfactory, and often very good. Pupils with special educational needs make equal progress in this aspect of English. Pupils are encouraged to be confident speakers in a wide variety of situations. They are eager to talk to visitors, and often do this in a way which is both lively and interesting. An important aspect of the school's ethos is that all considered viewpoints should be respected, and the pupils are aware of this. Consequently they speak confidently in whole-class situations, with no fear that mistakes will result in criticism. In this supportive atmosphere pupils are eager to read out their own writing. Standards of listening are also high. As pupils progress through the school they acquire a wider vocabulary, mainly due to the broad speaking and listening experiences which the teachers provide in literacy lessons.

67. A particularly impressive aspect of speaking and listening is the way in which pupils talk in pairs and small groups. When given the task of solving a problem or developing ideas pupils often show skill in listening, taking turns and justifying their point of view. They are supportive critics of each other's work. When writing, pupils will often turn to a partner for advice, or to ask their opinion on something they have just written. In a typical exchange observed during a lesson, one pair of pupils asked another to listen to a new line of poetry they had just written. One of the other pupils suggested they read the whole verse with the new line in it. Having listened carefully the response was that it was 'effective, but not quite there yet'. Such exchanges are not uncommon in lessons.

68. Overall standards in reading are in line with expectations at the end of the key stage. Pupils read confidently and with obvious enjoyment. In literacy lessons they can talk about how authors develop characters and use settings, and they understand the difference between first and third person narratives. They are encouraged to have a personal response to literature, and to become critical readers. In some of the lessons observed there were impressive contributions from pupils, sometimes talking quite passionately about things they liked or disliked in the text which was being read. They have a good understanding of how language is used for effect in literature, particularly in poetry. They can discuss the use of rhythm and rhyme, and why poets vary the length of lines.

69. In the literacy lessons they read a good range of non-fiction texts. They can identify the use of language to persuade, instruct or explain. In a lesson which used a factual piece of writing about animals threatened with extinction' pupils were able to recognise the words which the author was using to shock the reader, and to gain sympathy. When talking about texts pupils can use technical language, such as paragraphs, sub-headings and bullet points. A particular feature of literacy lessons is the willingness of pupils to ask the teacher if they have not understood a word in the text which is being investigated.

70. All pupils have a current reading book, and there are daily opportunities to change this in the school library. Many pupils can talk with enthusiasm about favourite authors and titles. The reading books in the library are colour-coded according to difficulty, and the librarian has this information for each pupil on her computer. Under the teachers' guidance pupils move from one level to another. Fluent readers move out of this system and can choose any books. Many of these pupils had chosen challenging books to read. Pupils take their reading books home, together with a card which is used to record their reading, and it is hoped that they will read with their parents. However, the card is not very substantial, and does not give adequate space for parents to communicate with the school. Although parents are encouraged to listen to their children read, there is insufficient information for them. For example, there is no booklet for parents when their children first enter the school advising how they could read at home with their children. A substantial record book for recording reading progress would encourage more parental involvement in the process. The school does not keep records of how many parents read with their children at home.

71. The school feels that the literacy lessons by themselves offer less opportunity for extended writing by pupils than was previously the case. Therefore all classes now have an extended writing period, with a scheme of work which covers the whole year. This has had a positive effect on overall standards of writing, which are in line with national expectations. A separate book is used for extended writing, and many pupils now have an impressive range of work to look back on.

72. The pupils use a variety of forms for writing, including narratives, poems, reports and opinions, although playscripts are under-represented. The writing of poetry is particularly strong in the school. Pupils are able to use a range of poetic forms, rather than just relying on rhyme, and many can talk about the ways in which they use rhythm to create effects in non-rhyming poetry. In a Year 4 lesson, where pupils were writing poems about water one pupil was able to write a long poem about a river, using an extended metaphor of birth and growing. In a Year 3 class, pupils were able to plan a narrative sequence in note form, and then use the notes to write an extended story. All pupils make good progress in their writing, and this is particularly the case for pupils with special educational needs. In a Year 4 class a pupil with special needs who finds writing difficult was nevertheless able to write a very effective poem, and had the confidence to read it to an audience.

73. In all classrooms dictionaries and thesauruses are used regularly by the pupils. Standards of spelling remain a weakness for some pupils, and in some lessons there is insufficient encouragement for pupils to check their spelling when they revise their work. Standards of punctuation, particularly the punctuation of speech, are good. Standards of handwriting and presentation range from satisfactory to good, and are consistent between the different classes. The good level of computer provision in the school provides a lot of opportunity for word-processing, and the school takes advantage of this. Pupils use computers as a natural part of their writing repertoire, rather than a special event. The effective use of writing in subjects other than English is a strong feature of the school's practice.

74. Standards of learning in the subject are high. The pupils work at a good pace, show interest in their work, and are able to sustain their concentration. Attitudes and behaviour are very good. The pupils behave well in lessons and are keen to answer questions. A particularly impressive aspect of lessons is the ability of the pupils to plan and organise their own work. In the section of the literacy lesson where pupils work in groups they settle very quickly to their tasks, and work very well, rarely requiring intervention from the teacher.

75. The quality of teaching in English is good. No unsatisfactory teaching was seen, and in four out of every five lessons observed the teaching was good or better, which is a high proportion. This is an improvement from the previous inspection. The teachers have good subject knowledge. They are particularly effective in the question and answer sessions at the beginning of lessons, where they skilfully use questions which draw out the pupils' knowledge and make them think. Lessons are very well planned, and proceed at a good pace, which enables the teachers to make maximum use of the time available. At the beginning of lessons the teachers make clear to pupils what they should learn in the lesson, and there are always well-organised sessions at the end to check what learning has taken place. The teachers are appropriately challenging in the way they use language, and have high expectations of the pupils. The pupils respond positively to this. Marking is done regularly and thoroughly. However, while it informs the pupils about how they have done, there is insufficient marking which gives pupils strategies for improvement. Homework is used effectively and appropriately to support work done in the lessons.

76. The teachers are very well supported by the special needs assistants, whose work makes an important contribution to the standards achieved. They are particularly effective with groups of pupils during the literacy lessons, and in their approach they share the characteristics of good teaching which are outlined above. They manage the groups well, use questioning very effectively, and they too have high expectations of the pupils.

77. English is very well managed by the subject co-ordinator. There has been a monitoring programme during which the co-ordinator has seen each member of staff teach a literacy hour at least once. Her observation notes have been very useful in assisting in the development of the subject. The development plan for English is a clear and practical document, properly costed and linked with whole-school priorities. The budget for English has been spent carefully, and the subject is well-resourced. The pupils' writing has been published within the school, and links with the adjoining infants' school have been made through stories written for and presented to the younger pupils, and also board games which have been made for them. There is a clear policy statement for English which covers most areas. There is, however, no mention of the need to include resources which reflect the cultural diversity of our society.

MATHEMATICS

78. The results of the Key Stage 2 National Curriculum Tests in 2000 showed that, on average, the pupils performed as well as those in all other schools nationally but better than those in schools in similar contexts. In 1997, at the time of the last inspection, standards in mathematics were below the national average. Over the four years from 1997, the school has improved broadly in line with the national trend. There is no significant difference between the attainment of girls and boys. The findings of the inspection support the National Curriculum test results and also show that, on average, all pupils, including those with special educational needs, make good progress during their four years at the school.

79. Pupils are provided with an appropriately broad range of mathematical activities. In work on number the pupils develop a good knowledge and understanding of place value and of the four operations for computation. By Year 6, they can apply their learning to a good range of problems, breaking down the more complex ones into simpler steps before they try to reach an answer. The higher attaining pupils are confident in the use of brackets, and in explaining a formula in words using letters as symbols, such as "twice a number, plus three" is $(2 \times n) + 3$ (where n is the number). Pupils make steady progress in work on fractions, and the pupils know and recognise equivalents like $\frac{1}{4} = 0.25 = 25\%$. They understand the value of approximations and state the difference between a guess and an estimate. Work on number extends also to negative numbers and co-ordinates. The pupils see patterns in numbers, and this work which develops well from examining patterns in sequences of coloured squares. The pupils perform mental calculations with speed and accuracy, sometimes with two steps as in " $6 \times 7 + 18$ ". They see alternative approaches to reaching answers and share their methods of working with others.

80. In work on shape, space and measures, the pupils have a secure knowledge of 2D and 3D shapes and of some of their properties, such as in relation to angles, faces and lines of symmetry. They have a satisfactory knowledge of the standard units of length, mass and capacity. They know how to record and read time, as on a railway timetable. The pupils acquire a sound working knowledge of the use and application of data, such as in connection with work in geography where comparisons are made between information on another country and ours, and results are recorded on forms such as pie charts or block graphs. By the end of Key Stage 2 the pupils see links that can be made between the different areas of mathematics, the contribution that mathematics can make to other subjects and the input that information and communication technology (ICT) can make to mathematics, for example in plotting and recording directions. Significantly, by Year 6, the pupils of all abilities are confident in talking about their workings in the subject, making effective use of correct mathematical vocabulary.

81. The quality of teaching mathematics ranges from satisfactory to excellent, and is good overall. This has a clear effect on the pupils quality of learning, which is also good. The best teaching is characterised by very good planning, in line with the recommendations of the National Numeracy Strategy. Work is related meaningfully to the pupils' first-hand experiences; time is used effectively and support staff are deployed to give additional help where needed. There are high expectations of the quality of work which the pupils should produce, and the good management of classrooms is based on positive relationships. In lessons on data handling in Year 3, for instance, with work based on the pupils' differing shoe types, the teachers used flip charts very effectively to show how to sort, classify, tally and record results. The pupils enjoyed the work, collaborated very helpfully with each other, and talked confidently about their findings in a well managed plenary session. As a result, the pupils consolidated well their understanding of recording and interpreting data, and learnt how a symbol on a pictogram may represent more than one unit. Additionally, ICT

was incorporated very successfully with a group of pupils producing block graphs, to show an alternative way of presenting the same information.

82. All teachers have a good knowledge of mathematics and use correct mathematical terms, which equips the pupils with the vocabulary to express themselves clearly and confidently. For example, in a very good lesson in Year 5, higher attaining pupils were successfully encouraged to express in words five digit numbers and, with effective questioning, this reinforced their understanding of place value.

83. Pupils with special educational needs achieve well, the work is appropriately matched to their abilities, and good use is made of resources. This was seen in a well taught lesson for lower attaining pupils in Year 6. The pupils were given matchsticks with which to construct triangles or squares in patterns, to record the numbers of sticks used as the patterns developed and to make a general statement about each of the patterns. With sensitive support the pupils sustained interest and application. They enjoyed the work and were keen to share their findings with each other. In an excellent lesson higher attaining pupils in Year 6 were provided with very challenging work on number which involved algebra. The teacher registered her high expectations of the pupils, and they responded with very well presented and soundly reasoned results. The quality of teaching was less good in lessons where teachers did not exploit the opportunities to use apparatus such as cubes, or teaching aids like number lines, to assist the pupils. In these lessons the pupils were less well motivated, the pace of work was slower and they were not so secure in their understanding. Homework is set on a regular basis and, where this is taken up by the pupils, as in learning tables, it effectively reinforces learning in class.

84. Mathematics is well resourced. Most items of equipment and apparatus are stored centrally, clearly labelled and accessible to the teachers. However, there is insufficient availability of equipment and apparatus in the classrooms, which can result in an inability to meet incidental needs as they arise. In most classrooms there are stimulating displays which incorporate pupils' work.

85. The introduction of the National Numeracy Strategy (NNS) has made a positive contribution to mathematics. The NNS objectives form the basis for the scheme of work in mathematics. This assists the teachers with their planning and ensures there is appropriate coverage of all areas of the subject. Information and communication technology makes a significant contribution to the work and is built routinely into the planning. For example, it is used to support work done on co-ordinates, directions and angles. The use and application of mathematics is well developed and, together with number, is strongly represented in the curriculum. In physical education, for example, pupils consider numbers in groups, distances to be covered and shapes to make.

86. Procedures for assessment, which include a published scheme, are good, and information is used appropriately to guide future planning. The teachers plan well to meet the needs of pupils of all abilities but, in the absence of an effective overview of the whole curriculum, there is some inconsistency in practice between year groups. For instance, a "66 Club" has been introduced in Year 3 to help the pupils with their tables and number bonds, but it is not in the scheme of work for others years. The co-ordinator provides sound leadership. She has monitored the teaching throughout the school, helped by the headteacher and the LEA advisory service. This has been a potentially valuable exercise but the full benefits of this work have yet to be realised.

87. There are many strengths in the teaching of mathematics in the school, and there is now an opportunity to raise standards further. The school improvement plan rightly

identifies the need to further improve the quality of teaching. In the subject action plan the identified priorities are planning, monitoring, ensuring consistency in pupils' progress, and the need to improve the quality of information passed between year groups. The findings of the inspection support the need for these developments.

SCIENCE

88. National Curriculum tests in 2000 showed pupils' attainment to be similar to the average for schools nationally and well above the average for similar schools. There has been a steady improvement in results since 1997 and a significant rise in 2000. Standards seen during the inspection indicate that this progress has been maintained. Boys performance was better than the national average, and girls reached the average level. At the time of the last inspection a significant minority failed to reach national standards. The school now has fewer pupils than the national average who fail to achieve the expected level. This is partly due to the way pupils with special educational needs are given individual support to enable them to make good progress in their scientific understanding. The use of writing frames, which give pupils words and phrases they will need for different styles of writing, also helps less able pupils to record their work effectively, enabling them to focus on developing their scientific knowledge and understanding.

89. The pupils show good recall of facts, and use scientific vocabulary well to describe events. They are able to recall information gained in previous lessons and relate it to new situations. Their scientific enquiry skills are well developed across the school, regardless of ability. In Year 3 there is evidence of pupils already developing a good understanding of fair testing, for example in carrying out investigations into the way light penetrates materials of different densities. They can make a link between cause and effect, understanding that materials change state under different conditions such as a change in temperature. They are able to record the outcomes of their investigations effectively. By the end of Year 4 they are able to provide explanations for their observations, such as how a drop in temperature can be altered by insulation with different materials. In Year 6 an investigation led to pupils understanding that the mass of a candle alters as it burns. Information technology is used effectively to record data in experiments, for example in Year 3 when tracking a plant's growth using a data-logging program and in Year 4 when monitoring a fall in the temperature of water using sensors. The weekly setting of homework in Year 6 helps pupils to revise areas of learning and prepare for secondary school. By the end of Year 6, the pupils' investigative skills are well-developed. Their conclusions are based on the analysis of evidence and the ability to notice patterns, such as the effect of heat on different types of materials. They are able to make predictions and test their validity, as in the investigation of materials which dissolve in water.

90. In studies of life processes and living things, pupils in Year 3 are able to classify foods into categories such as seeds, fruits and roots. They understand that plants need certain conditions to thrive. A study of habitats in Year 4 has helped pupils to understand how a change in environment affects the animals that live there. There is a strong emphasis on the use of scientific terminology, so that by Year 6 pupils are able to name the parts of reproductive organs accurately. By this age there is also a good understanding of keys to enable pupils to identify and classify information in diagrammatic form, for example in grouping animals according to their body parts. In studying materials and their properties, Year 3 pupils are able to classify rocks using overlapping groups, and compare water flow through different soils. Pupils in Year 5 can, through observing different conditions, describe how water changes state through condensation and evaporation. By the end of Key Stage 2 pupils can separate liquids and powders using filters. Physical processes such as the way different fabrics wear out are explored from the youngest age, leading to an

understanding of the effect of friction on movement over a surface by Year 4. By Year 6 pupils know that a change in electric flow can be caused by the nature of a circuit.

91. Pupils' attitudes to science are very good. In a Year 3 lesson on plant growth they were fascinated by the differences in plants grown under different conditions. Very skilful teaching developed this sense of wonder. Pupils are generally very sensible in using tools and materials. They are almost always well behaved in lessons. A rare occasion when pupils were not engrossed in the set activity occurred because of the novelty of using magnifiers, indicating that they have had too few opportunities to use such equipment. Most lessons were characterised by high levels of concentration and interest in what pupils were learning.

92. The quality of teaching is good overall, and no unsatisfactory lessons were observed during the inspection. The best lessons are 'well paced' with very good use of questioning by the teacher to develop pupils' knowledge and assess their progress. In a Year 6 lesson on human reproduction the teacher skilfully developed pupils' understanding while handling their questions in a sensitive manner that removed any tendency to embarrassment. A Year 5 lesson on the parts of flowers was taught at a lively pace that held the pupils' attention throughout. Lessons are always well planned. The scheme of work ensures consistency of content across classes within each year group, and effective progress from year to year. Extension activities are normally planned for those pupils who have completed a task quickly. There is some inconsistency in teachers' expectations of presentation of written work, which leads to some carelessness by pupils. Evidence from the pupils' folders indicates that at the beginning of the year there was a tendency in some classes for worksheets which were over-theoretical and lacked opportunities for practical experience. Work is now consistently based on scientific investigations by the pupils, backed up by good teaching of scientific concepts and vocabulary. Teachers mostly give good support to individual pupils whilst monitoring the work of the whole class. Generally they show good subject knowledge. Any relative weaknesses in teaching are due to this knowledge being less secure, for example in recalling the names of parts of plants.

93. The co-ordinator has a good overview of the subject. Adoption of the new scheme of work has had a significant improvement in teaching, ensuring more effective coverage of the National Curriculum programme of study. Monitoring of teaching has begun to be carried out more systematically through lesson observations and sampling of work. The LEA has provided good support in developing this process. Information and communication technology is used to produce end of year tests which assist teachers' assessments.

94. A training day for teaching staff in the Autumn term has been instrumental in developing aspects of science teaching such as improving pupils' recording of investigations, improving key skills and agreeing levels of achievement. Resources are comprehensive, well organised and linked to units of study.

ART AND DESIGN

95. The school has made good progress since the previous inspection, when standards and progress were judged to be unsatisfactory and there were weaknesses in the teaching of art. Evidence from displays and pupil portfolios indicate that standards are satisfactory across the school, leading to some high attainment by the end of Year 6. Good links are made with other subjects, for example in studying Aboriginal art in Year 6 before creating their own paintings using similar subject matter and colours. In Year 3 pupils were introduced to Aztec pottery before making clay pots using coil techniques. A study of

Ancient Egypt led to the creation of collages using historical imagery. Pupils are given opportunities to study a wide range of artists from a variety of cultures, including French impressionists and post-impressionists and living British artists such as David Hockney and Bridget Riley. Good use is made of artists' work around the school, with thoughtful use of labelling to encourage pupils to look more carefully at the work of others.

96. Teaching is consistently good across the school. Teachers plan together across year groups which ensures that less confident staff are giving their classes the same experiences as their colleagues. Pupils are well trained in the use of a wide range of tools and media. Work was seen in fabric and thread, three-dimensional modelling, oil pastel, pencil, printmaking, batik and watercolour. Paint is used carefully and with increasing skill. Lessons which introduced the use of oil pastels gave pupils good opportunities to practise the blending of colours before creating images based on the study of shells. Computers are used to create images, for example in the creation of greeting cards. Techniques in building clay objects are carefully taught, with resources and materials carefully organised. There is a good range of media and resources to stimulate practical work, with plans to develop the latter further through classifying examples of artists' work and linking them to units of study. Pupils' attitudes to the subject are very good. They are inquisitive and enthusiastic. They respond well to the teaching of skills and show care and thought in their use of materials. They now have many opportunities to work creatively and imaginatively, and to express their ideas and feelings.

97. The art co-ordinator is well qualified and recently has taken on the leadership of the subject with enthusiasm and vision. She has a clear view of the direction needed to develop art further and a good picture of current developments across the school. The school improvement plan addresses priorities well. The policy for art is very thorough and covers all the necessary issues such as health and safety, special educational needs and assessment. The scheme of work effectively describes what pupils should learn as they go through the school, and ensures consistency of teaching across year groups. There are plans to cross-reference the scheme of work with nationally approved guidelines to fill any gaps in the curriculum.

DESIGN AND TECHNOLOGY

98. It is not possible to make a full judgement about standards in design and technology, since no teaching was seen during the inspection and only limited evidence of past work was available. In the last inspection pupils' attainment was judged to be in line with national expectations. The co-ordinator has identified some shortcomings in the level of pupils' designing and making skills and this is reflected in some of the work seen. This shortcoming is in some part due to the lack of regular opportunities to practise skills because of the way design and technology is taught in termly blocks of one week. The school is already aware of this as an issue, and the improvement plan focuses on how the situation can be improved.

99. A scheme of work has been introduced, based on nationally approved guidelines. This replaces one introduced after the last inspection, which was felt by staff to be insufficiently challenging. The new scheme is intended to ensure proper coverage of the National Curriculum requirements for the subject. Evidence from displays and pupils' portfolios indicates that most emphasis is placed on designing and making assignments. There is inconsistency of teaching across the school. Some good skills are evident in Year 6, where pupils have made model shelters which are imaginative in design and well-produced. Work in Year 3 related to the story "The Iron Man" indicates good understanding

of how to make moving models using levers. Sewing skills appear to be under-developed. A recently piloted sheet for pupils to plan and evaluate their work has led to better work in these areas, and is intended to lead to improvements across the school when introduced in all classes. There is little evidence of pupils being given regular opportunities to investigate and evaluate existing products, or practise basic skills through focused practical tasks, although these opportunities are identified in the scheme of work.

100. The co-ordinator is knowledgeable about the subject and well qualified to lead it. His position statement clearly identifies the current situation and the necessary areas for development. The policy for design and technology is clear and concise. The improvement plan identifies the need to collect evidence in order to show progression through the school, and to help teachers to make informed judgements about pupils' attainment. The school has a good range of tools. Teachers' lack of confidence in the subject currently makes it difficult to order consumable materials in advance of teaching some units, which indicates a need for more specific guidance in the scheme of work.

GEOGRAPHY

101. The last time the school was inspected, standards in geography were below the levels expected nationally. Since then standards have improved to average, and the pupils now make good progress. The previous weakness in the pupils' knowledge of the characteristics of rivers and the importance of location in understanding places has been resolved as a result of better teaching and greater emphasis given to the development of geographical skills and vocabulary.

102. The quality of teaching and learning is good, which is an improvement from the previous inspection when it was judged to be 'sound'. In Year 3, the scrutiny of work and the lesson observed, indicate that pupils have a secure knowledge of the local area. In a lesson about the estate surrounding the school, the pupils achieved well when carrying out a survey of businesses in the area, because they had previously been into the locality to investigate for themselves. The teacher encouraged them to devise their own questionnaire about the local transport and economic features and to make decisions on the best questions for the class to use and take home for their parents to complete. The pupils were keen to offer their ideas and the teacher's skilful questioning prompted and developed their thinking.

103. In a very good Year 4 lesson on the features of a river, the teacher used a very good model to demonstrate how water travels from the highest to the lowest point. As the water was poured from a watering can onto the model the pupils were able to see the various stages of the river and consider how the speed of the river affects what it carries with it. The teacher also emphasised and insisted on the correct vocabulary, so pupils used terms such as 'meander' 'tributaries' and 'erosion' accurately. The analysis of work for this year group showed the pupils had a good knowledge of the physical and human features of Kenya. They apply their literacy skills well, for example, when comparing the lives of children in Kenya to that of their own and when writing about the differences and similarities between Gosport and Kaptalamwa.

104. In Year 5, the analysis of work indicates that the pupils' local knowledge is developed well through carrying out a study of the pollution problems in Portsmouth and Southampton. They show good application of numeracy skills, when making block graphs of the waste produced in Hampshire and when sorting and classifying all the rubbish left over from their lunches over two days. By Year 6, pupils have made steady gains in their

knowledge and understanding of places beyond their locality and use a suitable range of geographical skills to undertake a study of Nigeria and of St. Lucia. In the one lesson seen in Year 6, the pupils used maps confidently to locate rivers, roads, mountains and the main settlements on the island of St. Lucia. Through skilful questioning, such as 'What did you notice about the rivers?' and 'Why wouldn't you have many roads in the mountains?' the teacher successfully used the maps to focus the pupils' attention and made sure that they could locate the main physical features.

105. Good cross-curricular links are made with a number of subjects, such as history and science. For example, in history they learn about Egypt and how life depends on the rise of the River Nile and irrigation of the land. Pupils use information and communication technology to extract and present geographical information, for example when Year 6 compared the temperature and rainfall between Britain and Nigeria. They also make good use of Internet sites for any current information from around the world. During the last inspection, insufficient emphasis was given to promoting development in geographical knowledge, understanding and skills in lessons where activities were linked to work in other subjects. This is no longer the case. The learning objectives are clear and referred to at the beginning of lessons by teachers, so that pupils know what they are expected to learn. Geography is now taught as a separate subject and the emphasis in lessons is firmly focused on developing pupils' geographical knowledge, skills and understanding.

106. A good policy and detailed scheme of work supports the teaching and learning in the subject. The subject manager is keen and well-qualified and provides good leadership. She has a clear action plan for the subject, which includes linking content with citizenship and sustainable development. An assessment system has yet to be fully implemented. Resources are adequate overall to support the units covered and include a suitable range of maps, atlases, photographs and CD-ROMs. The school makes good use of field visits in and around the local environment to extend the pupils' geographical knowledge.

HISTORY

107. During the inspection it was only possible to observe the teaching of history in Year 3 and Year 5. Judgements are made on this evidence, also on an analysis of pupils' work, including displays, scrutiny of teachers' planning and discussion with pupils. The indications are that standards in history are average at the end of Year 6, which is similar to that of the previous inspection. All pupils, including those with special educational needs make good progress as they move through the school. This is largely due to the good teaching that places a strong emphasis on bringing history alive, and as a result motivates the pupils. This leads to good learning and the development of their historical skills.

108. No lessons were seen in Year 6 but the scrutiny of pupils' work and the lessons seen in other years indicate that the quality of teaching and learning is predominately good. The history books in Year 6 showed that the pupils have an appropriate knowledge and understanding of Victorian Britain. The pupils have clearly put a lot of effort into their research on the Victorians, including using the Internet to find details of Queen Victoria and her family. They show factual knowledge of some of the great Victorians, such as Charles Dickens, Robert Stephenson and David Livingstone and consider the impact they had on changes to work and travel. The work in Year 5 pupils' history books showed that pupils have had the opportunity to work in depth on Britain in Tudor times. As part of this study they visited the Mary Rose, and in a very good lesson following this visit they showed good knowledge and understanding of what life was like aboard the ship. The teacher's questioning helped pupils to look carefully at various sources, such as newspaper articles,

pictures and books to see what they could deduce from the evidence. This prompted some good discussion on the content of two newspaper articles taken from the point of view of the English and the French on the sinking of the Mary Rose. The pupils then explored the differences and considered how bias in reporting can influence history. They identify Tudor monarchs and the way they shaped history. For example, they learn of the reasons that Henry VIII had for the break with Rome and the effect it had on people and the country.

109. Teachers are enthusiastic about history and present the work in a way that pupils' enjoy and which encourages them to work hard and develop their historical skills. The analysis of pupils' work in Year 4 indicate that they are developing a range of knowledge and understanding of the effects the Second World War had on the lives of people. They produce suitable amounts of work in a range of forms that are often quite thoughtful. For example, they write an 'eye-witness' account of an air raid and as evacuees, write postcards home describing how they feel. The analysis also confirms that pupils have a sound insight into the way of life, beliefs and achievements of the Ancient Egyptians and the legacy of that civilisation.

110. In a good Year 3 lesson observed, the pupils were learning about the Aztecs. Showing good command of the subject, through a mix of questioning, explaining and a lively presentation, the teacher captivated the interest and imagination of the pupils. The pupils looked at pictures of Aztec life and learnt of how they used glyphs to depict a journey. They took full part in discussion of the glyphs and asked questions and gave opinions.

111. Teachers use different sources of information to help pupils investigate the past and are demanding of pupils in their oral responses. The pupils' work shows a good development of chronological understanding. Good links are made between history and literacy to help pupils develop their skills in research and analysing information. In addition information and communication technology is integrated appropriately within the teaching of history.

112. The subject manager is knowledgeable and very enthusiastic about history. His role in classroom monitoring has yet to be developed but good support is provided to colleagues. A good policy and scheme of work supports teaching and learning in the subject. At present, the assessment procedure is based on identifying the pupils' strengths and weaknesses and does not record pupils' progress in acquiring historical skills. Resources are adequate to cover the units taught and the school has access to the loan facilities of the Portsmouth City Museum. Pupils visit many places of historical interest, which includes Titchfield Abbey and the Mary Rose. Visits by people such as the 'Anglo-Saxon' man and local people who experienced life in the 30's effectively bring history to life for the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. At the end of the key stage the attainment of pupils in information and communication technology (ICT) is in line with national expectations and this represents an improvement from the time of the last inspection, when the subject did not meet the requirements of the National Curriculum. The school has invested in this subject, with the provision of an ICT suite and the training of teachers and support staff. The result has been a raising of awareness of the teaching and learning of skills and applications of ICT which has very effectively raised standards. There is no significant difference in the

attainment of girls and boys. All pupils, including those with special educational needs make good progress across all elements of the programme of study.

114. Over the four years the pupils extend their word-processing skills and apply them in various curriculum contexts. For example, in history they access stored files on the Mary Rose, add a picture to illustrate their work and annotate it, combining art and word-processing programs. They access the Mary Rose website to research for information which they print off. The pupils understand that ICT can be used to make things happen. They recognise how control on the screen, deploying a mouse and keyboard, affects events like switching a light on and off. In geography they revise and consolidate mapping skills, route finding and interpreting plans using simulation software. The pupils exchange and share information, for example, in presenting work to others on a display or in a school newspaper. They are starting to see the applications of desktop publishing. The pupils make further exchanges and sharing of information when they deploy e-mail to communicate with an officer on a cruise ship who is known to them.

115. The quality of teaching is good overall, although it ranges from satisfactory to very good. The teachers have undergone recent national training, and are shortly to have opportunities to extend their knowledge. This has equipped them with very good knowledge and understanding of ICT with which to teach the basic skills, which is done very well. The significant expertise of the school's internet manager further assists the teachers with their preparation, so that ICT lessons are planned well with clear learning objectives. As a result, the pupils learn well how to apply their skills to work in other subjects. For instance, in a very good lesson in Year 3, linking with work on the Anglo-Saxons, the pupils imported saved drawings of artefacts to a word-processing program and annotated them, using different font styles and underlining words. The teacher showed very secure knowledge of appropriate terminology when he introduced the topic to the pupils. This gave the pupils further understanding, and the confidence to complete the work well in the time. The internet manager provided excellent support in working with groups of pupils to access the British Museum website, as an example of a "safe" website. At the end of the lesson the teacher very effectively reminded the pupils what they had done, in order to see more clearly the application of their work to history and to have an idea of what work would follow.

116. In the best lessons the teachers make optimum use of their time in the ICT suite to provide the pupils with the skills and understanding of such things as graphs and databases, which also can be applied later to work on the class-based computers.

117. The teachers are alert to the needs of individual pupils by providing, for instance, additional support in spelling for pupils with special educational needs. Equally there is more challenging work with open-ended problems for higher attaining pupils. As a result, all pupils learn well. They enjoy the work on computers and collaborate very effectively in pairs and small groups. This assists with their speaking and listening skills and in their social development. They also show respect for the equipment and behave very well in lessons. The use and application of ICT now permeates much of the work done by the pupils - such as in the library where the pupils check out books by scanning the bar codes of their names and the books borrowed.

118. Since the last inspection a network of computers has been installed, and a scheme of work has been effectively introduced. This has had a positive effect on the pupils' learning. The curriculum provided meets the requirements of the National Curriculum. The co-ordinator is very enthusiastic and knowledgeable, and assists his colleagues well, but has not had the opportunity to formally monitor the teaching. An audit has been conducted

of teachers' perceived needs and this is reflected in the action plan. The co-ordinator recognises the need to monitor pupils' work across the school, and to improve the assessment arrangements, in order to raise further the standards of attainment. Overall, the provision and use of ICT is a strength of the school.

MUSIC

119. Standards are higher now than they were at the last inspection, when they were judged to be below national expectations. Pupils throughout the school attain the standards expected for their age and enjoy their music making activities. Attainment in composing and appraising has improved. Pupils have a good understanding of rhythm and basic musical structure. Most of them sing a good repertoire of songs with accurate pitch, vary dynamics and show their appreciation of rhythm. In singing assemblies, a sense of enjoyment and achievement was clearly shared between the teacher and pupils. They sang 'The Water of Life' with gusto, which contrasts with their sensitivity when they successfully combined the verses of 'This little light of mine'. The opportunity to sing in the choir contributes well to aspects of pupils' performance. By the age of 11, pupils' show a sound understanding of different styles of music and compare and evaluate them using the appropriate vocabulary. All pupils, including those with special educational needs, make good progress in this aspect of music because much of the work is carried out in groups and pupils support each other well.

120. The quality of teaching and learning in the lessons observed was good. Music is taught by all class teachers, and they have sufficient subject knowledge to impart basic musical skills. The scheme of work provides detailed guidance to help teachers plan their lessons and ensure the development in pupils' musical ideas. These findings are an improvement on the judgements of the previous inspection when the quality of teaching was satisfactory overall. The teaching of music is often imaginative and captivating. For example, in Year 4, after the teacher played extracts from 'The Planets', she asked the pupils to close their eyes and explained. 'You are on a frozen planet where everything is stiff and motionless'. Showing very good command of the subject, through the careful choice of percussion instruments and skilful questioning such as 'How many sounds should we hear at once?' - 'What effect will it produce?' and 'Do we need to change anything?' she led the pupils to accompany the images with different sounds. By the end of the lesson the pupils had used a variety of art forms to respond to the character and mood of the music and achieved the impression of light from the sun catching the frozen shapes on the planet. The teachers' confident approach caught the imagination of the pupils and retained their interest throughout the lesson.

121. In Year 3 pupils are taught how to make interesting loud or soft sounds using different objects as instruments. However, they do find it quite difficult when working in pairs to compose some kind of structure that follows the rule of incorporating a musical signal for their partner to stop. Good links are made with other subjects such as history. For example, in a Year 5 lesson, pupils explored and combined suitable sounds to compose a sound picture of the making of the Mary Rose. The teacher recorded the pupils' final compositions and used this well to encourage them to listen, evaluate and consider if the sounds made for the jobs achieved the intended effect. During the week of the inspection, pupils in Year 6 had a very good opportunity to participate in a music workshop run by a member of the Hampshire music service. The pupils listened enthralled to extracts of recorded Caribbean music and to the teacher's trumpet playing. They learnt two new songs, 'Dipidu' and 'Shanti-Man', which they sang with great enjoyment, and with the skilful lead of the teacher the pupils learnt how to add percussion parts. They

performed to the music of 'West Indian Carnival' and learnt how to play rhythm patterns in several layers, maintaining their own part while being aware of other players.

122. Teachers throughout the school use the correct musical terminology in lessons and expect pupils to use them when evaluating their performances. In general, teachers' pace is brisk, engages all pupils and consequently the quality of learning is increased. At times when the pace slows, some pupils find it more difficult to maintain their concentration. Overall, however, pupils enjoy music and their interest enables them to make the best use of opportunities provided by their teachers.

123. The subject manager provides good leadership of the subject. She has the knowledge and expertise to lead the singing in assemblies and teach the cornet to a small group of pupils. The music policy and scheme of work provide very good guidelines to support the teaching. Procedures for assessing and recording pupils' progress are appropriate and involve teachers comparing the level of pupils' work against a breakdown of levels provided by the Hampshire music service. Pupils have the opportunity to join the choir and recorder club and to take part in whole school productions at Christmas. There are no peripatetic instrumental lessons. The school's resources are adequate. There are sufficient percussion instruments, but there are few tuned instruments of good quality. The collection of music for pupils to listen to is good. The subject manager has identified the need to enrich the teaching and learning of music through the use and support of information and communication technology.

PHYSICAL EDUCATION

124. During the week of the inspection it was possible to see only swimming and games lessons. Judgements, therefore, are based also on video evidence of gymnastics and dance. At the last inspection attainment was found to be above national expectations, essentially because of the high standards in swimming. The school retains these high standards in swimming, and overall, in physical education pupils attain standards that are appropriate for their age. There is no significant difference in the standards attained by girls and boys.

125. In swimming, through the programme for the four years of Key Stage 2, the pupils progress well so that, by the end of Year 6, they use recognised arm and leg actions, as in the breast stroke, and most swim unaided for a sustained period over a distance of at least twenty-five metres. The pupils progress satisfactorily in games so that, in Year 6, they understand why warming up first is important and, in rounders they link the skills of throwing, striking and fielding a ball appropriately in a small-sided game. Their performance in gymnastics shows sound control as they create and perform sequences on the floor and apparatus, such as a bench; in dance they perform well to the accompaniment of music, such as recorded English folk tunes.

126. The quality of teaching ranges from satisfactory to good, and is good overall. The pupils learn well. The planning of individual lessons is detailed, builds effectively on previous work and acknowledges the different abilities of the pupils. For instance, in swimming, the pupils practise skills, such as the leg action for the front crawl, to which they have been introduced previously, with the provision of floats or otherwise according to ability. As a result they demonstrate increasing confidence and a growing understanding of how to improve their performance. The teachers pay good attention to the teaching of skills, as in rounders where there is emphasis on practising throwing, catching, batting and retrieving a ball before playing a game in which these skills are applied. They make sure all

pupils are listening when giving instructions and use pupils well to demonstrate so that all know and understand what they have to do. Teachers intervene effectively in these lessons to make particular points, such as the best way to throw a ball a short distance and then a longer distance.

127. Time and resources are used well in lessons. They begin promptly and in ball games, for instance, an appropriate number of bats and balls is used so that all pupils have a full chance to work on the activities. In the better games lessons, good use is made also of the available outdoor areas for the pupils to work in. Teachers are constantly alert to all matters of health and safety, which are shared appropriately with the pupils. For example, in a swimming lesson, the pupils were reminded of the importance of using the footbath and, in games lessons, they are routinely reminded of the need for a warm-up session. Teachers expectations of the pupils are high, and they expect them to apply themselves fully with sustained application. However, where the management of the pupils is less secure, the pupils show less willingness to be fully involved in the planned work.

128. The majority of pupils enjoy physical education and come to school with the appropriate clothing for lessons. In games most pupils co-operate well, share space and show a responsibility towards themselves and others, like when using bats and balls. They respond positively to competition, as in challenges in the pool, such as swimming under water and through a hoop, and in rounders when playing against each other in small teams. They show an understanding of fair play and overall, their behaviour is good.

129. The subject manager has ensured that a policy for physical education and a scheme of work is in place. The subject meets the requirements of the National Curriculum. The programme for physical education sensibly blocks time when certain activities take place, to take full advantage of resources and the time of year. Additionally, a good range of club activities, such as netball, football, athletics and cross-country, gives both girls and boys the chance to develop their interests, skills and abilities further and to represent the school in competitive events, like the County's Mini Youth Games. Physical education makes a valuable contribution to the pupils' social development. Residential visits to the Isle of Wight provide good opportunities for the pupils to take part in outdoor and adventurous activities, like abseiling. However, chances to develop further activities like orienteering and problem-solving at the school are not fully taken up.

130. The scheme of work is due for review at the end of this year. Currently there is no monitoring of the quality of teaching and learning, and as a consequence there are too few opportunities to share the current best practice between the teachers.

RELIGIOUS EDUCATION

131. By the age of 11 pupils' knowledge and understanding of religious education meet the expectations of the locally agreed syllabus. This is the same as the finding of the previous inspection. The caring ethos of the school supports the teaching of religious education well and together with collective worship makes a distinctive contribution to pupils' personal development. Pupils' achievements are closely related to the good quality of teaching in the school. Pupils with special educational needs are involved in all class activities and make good progress, especially when they receive well-targeted support in lessons.

132. The quality of teaching and learning is good, which is an improvement from the previous inspection when it was judged to be mainly satisfactory. The analysis of work

shows that by the time pupils are aged 11 they have a good insight into the beliefs, festivals, symbols, traditions, and literature of Christianity. They have a secure understanding of why the festivals of Easter and Christmas are significant to Christians and show a growing awareness of what Christians believe about Jesus. As a result of the thoughtful teaching in Year 6, pupils enter into discussion openly about what they think Jesus looked like and provide different descriptions of him. For example, 'Jesus cared about people', 'He was quite poor' and one pupil put forward the thought, 'He has a temper, because most people have a bad side'. Their knowledge and understanding of the important festivals and traditions of other world faiths such as Islam and Judaism is satisfactory. They learn how Muslims express their belief through the practice of fasting at Ramadan and study the five Pillars of Islam.

133. Through the study of the Jewish celebration of Sukkot, pupils in Year 5 learn why the celebration is important and significant. They visit a synagogue in Portsmouth and learn about the scroll on which the Torah is written and how it is used in synagogue services. Since the last inspection, the school has placed greater emphasis on reflection, and teachers encourage pupils to express opinions. This was well illustrated in a very good Year 4 lesson in which the teacher successfully created a very good atmosphere of mutual trust and support in which the pupils were confident in voicing their opinions and talking about what is special about being a member of their class. Perceptive questions such as 'How does it feel to be part of a group?' led the pupils to reply 'I feel protected' and 'I feel really happy because there are other people around me'. She then used quiet music to create a delightful atmosphere of calm while the pupils worked. As a result pupils were engrossed in the activity and their spiritual awareness was heightened effectively by the teachers' quiet control as they worked. At the end of the lesson the pupils talked openly about their own thoughts, and listened respectfully to the thoughts of others.

134. Pupils in Year 3 discuss why particular books are important to them and draw on their knowledge of the Bible to consider reasons of why it is important to Christians. Through the teacher's sensitive guidance and skilful questioning, such as 'Why is the Bible special?' and 'How can the Bible help us in our lives?' the pupils' interest was engaged. Their response and replies, such as 'Jesus helps us to do the right thing' were mature and reflective.

135. A strength of the teaching and learning of religious education is the sensitivity and respect that teachers and pupils show towards the feelings, beliefs and opinions of others. Pupils are attentive and thoughtful listeners and teachers effectively value and build on their ideas and experiences to promote learning. Teachers use a wide range of approaches to teach the subject and enable pupils to present their work in a variety of styles. For example, pupils in Year 3 write postcards home about a visit to the place where Jesus was born, while in Year 4 they keep a diary of the events of Easter week. In Year 5 pupils create their own replicas of the Torah and in Year 6 music is used effectively to allow pupils to explore their emotions. For example a pupil wrote, 'A Requiem is a piece of music that eases you at the end of a day after a hard day's work'.

136. This approach also ensures all pupils can participate at their own level of knowledge and understanding. Teachers have sufficient knowledge and understanding of aspects of the subject they are teaching and offer very good opportunities for discussion. They successfully create a climate in which pupils feel secure to reflect on, share their ideas and ask questions. Relationships are always good and the pupils and teachers respect one another's views and ideas.

137. The clear policy and new long term planning based on Hampshire Agreed Syllabus 'Vision and Insights' ensures the progressive development of the pupils' knowledge and understanding. The subject is well led and targets for development are appropriate, including, monitoring the work of pupils and classroom practice. Assessment is linked to the teachers record of the strengths and weaknesses in pupils' knowledge and understanding of the subject. However, these procedures do not enable the teachers to properly record the progress of pupils. This is an aspect that was not in place at the time of the previous inspection. However, the subject manager recently attended a course to help with the development of this aspect and is considering a new approach. The subject is sufficiently well resourced to teach all aspects of the religions studied. Good links are maintained with the local church and the nearby Royal Sailors' Rest. Year 5 pupils have visited a synagogue and there are plans for pupils in Year 6 to visit a mosque. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development of the pupils and to the very good ethos of the school.