

INSPECTION REPORT

PARK VIEW JUNIOR SCHOOL

Basingstoke

LEA area: Hampshire

Unique reference number: 116237

Headteacher: Mrs Janella Thow

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 15 - 18 April 2002

Inspection number: 195804

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Pinkerton Road Basingstoke Hampshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Pamela Matthews
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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21184	Alan Fullwood	Registered inspector	History Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
11096	Margaret Davie	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20097	John Griffiths	Team inspector	Science Design and technology Geography	How good are the curricular and other opportunities offered to pupils?
20007	Trevor Neat	Team inspector	Mathematics Information and communication technology Religious education Equal opportunities	
26514	Amanda Tapsfield	Team inspector	English Art and design Music Special educational needs English as an additional language	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	13
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	17
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	19
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	23
HOW WELL IS THE SCHOOL LED AND MANAGED?	24
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	27
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Park View is an average-sized junior school situated in the town of Basingstoke. There are 264 boys and girls on roll taught in nine mainly single-aged classes. There is also a six-place unit for children with hearing impairment. There are slightly more girls than boys. Most pupils come from the nearby local authority housing estate. There is a lot of movement of pupils to and from the school throughout any one year. Approximately a third of pupils are on the school's register of special educational needs as needing some form of additional support, this is well above the national average. However, there is high employment in the area and the number of pupils entitled to free school meals is much lower and in line with the national average. Seven pupils come from ethnic minority backgrounds and two pupils with English as an additional language are at an early stage in the acquisition of language. The attainment of children on entry to the school, although wide ranging, is generally average. The school has recently gone through an unsettled period with many changes of staff, including the headteacher and deputy headteacher. Six out of nine class teachers were new to the school in September. The school finds it hard to recruit and retain staff due to the high cost of housing in the area and was without a permanent headteacher in one year and a deputy headteacher in another.

HOW GOOD THE SCHOOL IS

Park View is an improving school that is beginning to provide its pupils with a sound quality of education. It is partially successful in encouraging pupils to develop good attitudes to learning but has yet to raise their well below average standards of attainment. The school is led well by the headteacher, who is establishing a positive ethos for learning and an appropriate emphasis on improving pupils' achievements. The school provides satisfactory value for money.

What the school does well

- Is highly inclusive of all pupils, including those with special educational needs or who have English as an additional language.
- Provides very well for pupils with hearing impairment.
- The school maintains a caring, secure environment in which pupils feel valued.
- The provision made for extra-curricular activities is good.
- The quality of educational support staff is good.
- The strong leadership of the headteacher gives a clear educational direction to the work of the school.

What could be improved

- Pupils' attainment in English, mathematics, science, design and technology, geography and history, and the progress they make.
- Pupils' attitudes to learning.
- Teachers' expectations of the work pupils can complete in a given time and the use they make of assessment to inform their planning.
- The organisation and length of the school day and the time allocated for the teaching of some subjects, such as geography and history.
- The role of subject and senior managers in monitoring the quality of educational provision within the school.
- The contribution parents make to pupils' learning.

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 unsatisfactory progress since the time of the last inspection report in June 1997. Until the appointment of the headteacher little effective action had been taken to address the key issues of the last report and standards of pupils' attainment had fallen. Pupils' standards of attainment in mathematics and science have shown a downward trend over the last few years and dropped sharply in English in 2001. Standards in geography and history have also fallen. Good progress has been made in school improvement since the appointment of the headteacher and the many staff new to the school. The governing body is closely involved in the work of the school and is developing its own procedures for monitoring the school's work. Some parents are more closely involved in their children's education and the vast majority feel that staff are approachable when they have any concerns. Many pupils' standards of behaviour have improved and their attitudes to learning are improving. Good procedures for tracking pupils' attainment and progress have been established, and a system of target setting has been introduced. The school now has a shared sense of purpose in raising pupils' levels of attainment. The headteacher and her staff are aware of what needs to be done to improve the quality of learning and raise pupils' achievements. The school is, therefore, well placed to make further improvement.

STANDARDS

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

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

The above table shows, for example, that pupils' standards of attainment in English and science at the end of Year 6 in the year 2001 National Curriculum tests were well below average in comparison with those in all schools and in the lowest five per cent of schools nationally in comparison with those in schools who admit their pupils from similar backgrounds. Inspection evidence indicates that the attainment of the current group of pupils in Year 6 in English, mathematics and science is below average but an improvement on the previous year. Standards are not high enough and inspectors share the school's serious concern that a significant number of pupils' attitudes to their learning are preventing them from making the progress they should. At present pupils make unsatisfactory progress in these subjects compared with their attainment at the end of Year 2. Teachers do not always have sufficiently high expectations of what pupils can achieve. The trend in attainment is below the nationally improving trend, and in science and mathematics there has been a downward trend over the last two years. The school's targets for 2001 were not reached and will be difficult to achieve in 2002. By the end of Year 6, pupils make satisfactory progress and attain standards in line with national expectations in art, information and communication technology, music and physical education. In religious education they attain standards in line with the locally agreed syllabus. Standards in design and technology are below expectations.

Furthermore, pupils attain below expected standards and make unsatisfactory progress in geography and history. The main cause of this is that insufficient time is allocated to the teaching of these subjects.

Pupils with special educational needs make similar progress to that of their classmates. Pupils for whom English is an additional language make satisfactory progress. Pupils with hearing impairment make good progress against the targets set within their individual education plans for literacy and numeracy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Unsatisfactory. Many pupils have positive attitudes to learning, but a significant minority fail to involve themselves in lessons and are not learning well enough. Many pupils take far too long to settle to their work, find listening difficult, and have a short concentration span. Some older pupils also give the impression that they do not care about what they may be missing out on in lessons.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave appropriately in lessons and when moving around the school. They are friendly and polite to visitors. However, there is a small group in most classes who do not behave appropriately and affect their own learning and that of others in lessons. A small number of pupils occasionally display very challenging behaviour in lessons.
Personal development and relationships	Satisfactory. Most pupils are happy to take responsibility and carry out jobs around the school or represent their class on the school council. Generally, they work well together when working in small groups and are sympathetic to others who have physical or learning difficulties. Few pupils have developed the skills to plan and organise their own work or to develop their own learning through the use of targets.
Attendance	Satisfactory. Most pupils arrive at school on time and are punctual for lessons.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall, and varies from very good to unsatisfactory. It was satisfactory or better in approximately 19 out of every 20 lessons. Approximately a quarter of teaching was good or better. Four lessons observed were unsatisfactory. The quality of teaching is not as high as at the time of the last inspection.

General weaknesses in teaching are some teachers' low expectations of what pupils could achieve, particularly the amount of work they should complete in lessons, and the use made of assessment to plan future work.

The National Literacy and Numeracy Strategies have been introduced and teachers make satisfactory use of these in planning lessons. Learning objectives are shared with pupils at the beginning of lessons, but it is not common practice to evaluate how well they have achieved them at the end of lessons. Activities are not always interesting enough to engage pupils' attention and to motivate them to give of their best. The use of literacy to support work in other subjects is unsatisfactory.

The quality of teaching and learning in other subjects is satisfactory, but some pupils' unsatisfactory attitudes to learning slows the pace of lessons and prevents pupils making satisfactory progress. This is compounded when the teachers' skills in managing pupils are weak. Insufficient time is given to the teaching of geography, history and religious education, and this limits the progress pupils make and the standards they attain in these subjects.

The quality of the teaching of pupils with special educational needs or who have English as an additional language is satisfactory overall. The quality of the teaching of these pupils by specialist staff is good. The teaching of pupils with hearing impairment is always good and sometimes very good.

Homework is not always used satisfactorily to support pupils' learning, particularly in mathematics and science. Pupils' work is marked regularly but rarely includes comments on how they could improve their work. Insufficient use is made of assessment data to plan work to meet pupils' individual needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. However, although the National Curriculum is being taught, insufficient time is given to the teaching of geography and history. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory. The curriculum is tailored to promote pupils' understanding of the work in classrooms. Learning support assistants work effectively with these pupils. However, sometimes tasks are not sufficiently adapted for pupils to be able to complete them without adult support. A good feature of the provision is that, when pupils are withdrawn from class for more focused teaching, the work covered matches closely the tasks being learned by their classmates. The curriculum for pupils with hearing impairment is good overall.
Provision for pupils with English as an additional language	Satisfactory. Pupils are given effective support to enable them to make sound progress and achieve appropriately for their abilities.
Provision for pupils' personal development, including their spiritual, moral, social and	Satisfactory. A positive and caring ethos is clearly evident in the life of the school and reflects the strong emphasis on mutual respect which permeates the school. The recent appointment of a teacher to co-ordinate the promotion of good behaviour is

cultural development	evidence of the school's resolve to respond effectively to the increase in the proportion of pupils whose conduct is unhelpful.
How well the school cares for its pupils	Good. The strong commitment to pupils' welfare remains a strength of the school. There is a high degree of social inclusion for all pupils. Child protection procedures are fully in place and effective. Procedures for monitoring and promoting pupils' academic performance and personal development are good. Good strategies are in place to monitor and improve attendance. There are good procedures for monitoring and promoting good behaviour. The school has satisfactorily developed comprehensive systems to assess and record pupils' attainment and track their progress. However, these are not used sufficiently to set realistic and precise targets for groups and individual pupils.

The school has a satisfactory partnership with parents but would like to see many more parents more fully involved in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed satisfactorily. Through the clear educational direction of the headteacher, much has been done to improve the school since her appointment. She is aware that much more needs to be done to improve pupils' standards of attainment and their attitudes to learning. The role of subject managers and the senior management team has shown satisfactory improvement this year, but their role in monitoring the quality of teaching and learning is underdeveloped.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive of pupils, parents and staff. There is an appropriate committee structure in place which ensures that the governing body fulfils its statutory duties. The governing body is developing an awareness of the strengths and weaknesses of the school through regular visits to the school to observe classes and talk to staff.
The school's evaluation of its performance	Satisfactory. The management of the school has begun to monitor the school's performance more closely and staff are becoming more involved in identifying strengths and areas for improvement. The school improvement plan identifies appropriate priorities for development. Action to meet these targets has only partially been effective.
The strategic use of resources	Satisfactory. The school makes effective use of its resources to further pupils' education. Educational priorities are supported effectively through financial planning. Governors and members of staff are suitably involved in drawing up the budget. Grants for specific purposes are well used. Systems for financial control and administration are effective. The principles of best value are applied appropriately.

Despite difficulties with the recruitment and retention of staff and the high turnover of staff in recent times, levels of staffing are satisfactory. The school has a number of skilled support assistants who give good support to pupils with special educational needs. The school's accommodation is satisfactory. The building is well maintained and kept to a high standard of cleanliness. The learning resources available in the school are satisfactory overall, and in music they are good.

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 enjoy coming to school and are becoming more mature as a result. • Staff are approachable. • The school expects their children to work hard. 	<ul style="list-style-type: none"> • The behaviour of pupils at the school. • The amount of homework set. • The information they receive about how their children are getting on. • The way the school works in partnership with parents.

Inspectors' judgements generally support parents' positive views. However, although teachers do expect pupils to work hard, in the view of the inspection team they do not consistently make clear their expectations of the amount of work pupils should complete in lessons. The school is making improved efforts to involve parents more fully in their children's learning but are disheartened by the low level of response they receive. The school's procedures for informing parents of how well their children are progressing are satisfactory and similar to those found in most schools. Staff are always willing to talk to parents about their children's progress. However, parents are right to point out that the amount of homework given to pupils is inconsistent and in need of improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of the children on entry to the school is generally average. Evidence from the inspection indicates that, by the age of 11, pupils' standards in English, mathematics and science are below national expectations and they do not achieve well enough. Therefore, between the ages of seven and 11, pupils make unsatisfactory progress in relation to their previous attainment. The school has a higher than usual proportion of pupils with special educational needs and this affects attainment levels. However, the school is aware that pupils' attainment levels are not as good as they should be and is working hard to correct this situation.
2. Inspection evidence indicates that at the end of Year 6, standards of attainment in English are below national expectations. The results of National Curriculum tests in 2001 show pupils' attainment in English to be well below the national average, and in the lowest five per cent of similar schools, based on the number of pupils eligible for free school meals. However, this does not take account of the high level of pupils with special educational needs in each year group. The overall trend in standards has varied from year to year but remained well below national averages. Standards in reading have been maintained since the time of the last inspection but fallen in speaking, listening and writing. Overall, pupils had made unsatisfactory progress when compared with their attainment at the end of Year 2. Inspection findings are that standards attained in the school at the moment are now improving. With the exception of last year, the percentage of pupils reaching or exceeding the expected Level 4 has risen steadily during the last four years. Girls perform better than boys but not significantly so.
3. Pupils make satisfactory progress in speaking and listening, but their standards of attainment are below national expectations. Pupils generally listen to teachers in order to find out what they need to learn but find difficulty in listening to the views and ideas of others. Standards of speaking are below those expected for all year groups in the school. Pupils answer simple questions accurately, but, because of their reluctance to take an active part in class discussions, many lack confidence when they do try to explain their ideas clearly and succinctly. The school has identified this as a very important area for improvement in the school development plan. The standards attained by the majority of the pupils in reading are close to those expected for their ages and they make satisfactory progress in this aspect. Many read accurately and confidently. However, their understanding of what they have read is less secure. Pupils are able to use the library indexing system to find suitable books and make appropriate use of the content and index pages to find relevant information. Most pupils are unable to name a favourite book or author. Standards in writing are below average and progress over time is unsatisfactory when compared to pupils' attainment at the end of Key Stage 1. However, a good proportion of pupils in Year 6 are making satisfactory progress because of the clearly planned and focused teaching, based on a detailed analysis of their performance in timed writing tasks. Year 3 and 4 pupils are attaining standards in line with those expected for their ages, and some have also made satisfactory progress this year. This is because of the good quality of teaching they receive. Pupils are introduced to different writing styles, such as stories, letters, poetry and instructions. Standards of handwriting are satisfactory, but few pupils join their letters. Their spelling is generally weak. Rarely

- does teachers' marking inform pupils why they have been successful or what they have to do to improve their work.
4. In the year 2001 national tests in mathematics at the end Year 6, pupils' standards of attainment were in the lowest five per cent of all schools and of those schools who take their pupils from similar backgrounds. The performance of boys and girls was similar. Standards, as shown by the national tests, have fallen over the last two years. Last year standards of attainment were affected by a number of factors. Pupils had to be reorganised into two rather than three classes part way through the year when a member of staff left and no replacement teacher could be found. The high percentage of pupils with special educational needs also affected results. Inspection evidence broadly reflects the lower than average results of national tests but indicates that improvements made recently are beginning to take effect. However, the school is aware that standards are not high enough. At the time of the last inspection, standards were judged to be satisfactory. Many pupils have made unsatisfactory progress in relation to their prior attainment at Key Stage 1 and their attainment in the Year 5 optional national tests. The scrutiny of pupils' books showed that teachers do not expect pupils to complete enough work, and do not set enough homework tasks to reinforce the work done in lessons. However, the progress seen in lessons is satisfactory and reflects the better identification of the strengths and weaknesses in what pupils know, understand and can do, and this helps teachers to plan more effectively. However, teachers do not consistently expect pupils to produce enough work in lessons and some pupils' poor attitudes to their own learning slows their progress.
 5. The school's targets for English and mathematics were realistic but were not reached in 2001. Evidence from the inspection indicates that targets for 2002 will be hard to achieve as the improvements made in some pupils' attitudes and the clearer focused teaching they receive have not had sufficient time to impact upon standards of attainment.
 6. In science, the results of year 2001 national tests at the end of Year 6 show pupils' attainment to be well below average in comparison with that all schools and in the lowest five per cent nationally when compared to that in similar schools. Girls and boys performed similarly. Results in national tests have steadily fallen since 1998. Inspection evidence indicates that the fall has been arrested and that standards have risen slightly but are still below what is expected nationally. This is due to better use of assessment procedures to track pupils' attainment and monitor their progress. However, the progress pupils' make is unsatisfactory. This is partly due to the attitude to work of a significant minority of pupils and the amount of time that has to be spent by teachers in managing pupils' behaviour effectively. In some lessons it is due to the teachers' low expectations of the amount of work pupils should complete in a given time. Lesson planning takes into account the wide ability range in each class, but no extension tasks are provided for more-able pupils or those who have finished their work.
 7. Pupils' attainment in information and communication technology is in line with national expectations at the end of Year 6. Standards are lower than those noted at the time of the last inspection, but expectations of what pupils should achieve have been made higher. Pupils make satisfactory progress. By the age of 11, they are confident when word processing and demonstrate good data-handling skills. They use digital cameras and make appropriate use of the internet when researching information. However, work on exchanging and sharing information, such as emailing, is underdeveloped.

8. By the end of Year 6, pupils make satisfactory progress and attain standards in line with national expectations in art, music, religious education and physical education. Since the last inspection standards in these subjects have been maintained. Standards in design and technology, geography and history are below expectations and have fallen in these subjects since the last inspection. The main cause of this is that insufficient time is allocated to these subjects for pupils to produce work of any depth or to develop appropriate skills.
9. Pupils with special educational needs make similar progress to that of their classmates. They make satisfactory progress in lessons and achieve well against their objectives for a lesson because of the good level of support they receive. However, pupils do not work well enough when they do not have an adult helping them. They do not make progress against the targets set within their individual education plans because these targets are not sufficiently precise to guide class teachers' planning sufficiently closely for them to make good progress.
10. Pupils for whom English is an additional language make satisfactory progress, both in acquiring and extending spoken and written English and within their class work. This is because they work hard and concentrate closely in lessons.
11. Pupils with hearing impairment make good progress against the targets set within their individual education plans for literacy and numeracy. This is because their work is planned to address their particular individual needs, and their day-to-day progress is monitored closely, with tasks adapted quickly as their needs change.

Pupils' attitudes, values and personal development

12. Many pupils have positive attitudes to learning, but in one in five lessons, despite the efforts of their class teacher to encourage them, their attitudes are unsatisfactory and this has a detrimental effect on their learning. This is a weakness in all year groups, but is particularly prevalent in Years 5 and 6, where a significant number often fail to involve themselves in the lesson appropriately and are therefore not learning enough. Pupils throughout the school are generally most keen when working in small groups; for example, with the co-ordinator for special educational needs, or when involved in activities such as singing or painting. In lessons where the teacher has established clear routines and control, as well as good relationships with them, they also respond more positively. For example, in a Year 4 literacy lesson they responded well and made good progress because the good relationships allowed the teacher to respond flexibly when she noticed that they already understand compound words. She quickly moved them on to a task, inventing and writing down examples, rather than expecting them to sit on the carpet and listen to further explanation, which many of them find difficult to do.
13. Pupils generally take far too long to settle when they come in from breaks or lunch, and often take a long time to change from lesson introductions to their tasks, particularly if their workbooks, pens and pencils have not already been distributed. This means they are wasting too much time and are not as productive as they should be. Many find it difficult to listen to their teachers and concentrate for any length of time, and this results in teachers having to repeat instructions many times over, slowing down the pace of learning. In a Year 6 art lesson, for example, even though they really enjoy painting, their attention span is short and they need constant reminders to listen carefully to learn the required technique. In a Year 3 religious education lesson they listen for a short time while the teacher reads the Lord's Prayer, but chatter and call out consistently during the following discussion about why

people pray. This shows that their listening skills and ability to take turns appropriately are still not well enough developed, which results in a slowing down in the pace of the lesson and learning. In a Year 6 literacy lesson, despite lively teaching, about one half of the pupils were not involved in the lesson. When a pupil who had remained uninvolved throughout was asked a question, her immediate response was, 'I didn't have my hand up', demonstrating an unwillingness to take part. Some of these older pupils also give the impression that they do not care about what they may be missing out on in lessons.

14. Most pupils behave appropriately in lessons and around the school. This makes a positive contribution to their learning. They are friendly and polite to visitors, always making an effort to hold doors and ensuring that a chair is available for them. They move around the school sensibly and quietly, ensuring that they do not disrupt others at their work. Lunchtime is a pleasant social occasion for pupils and adults alike. They respond positively when teachers are firm and remain composed. There are, however, a small group in most classes who still do not know how they should behave to get the most out of their lessons. For example, in a Year 3 literacy lesson a good number of them were restless, fidgeting, muttering and whispering with other children. This meant that they were not listening to their teacher, who had to repeat herself, and resulted in an overlong introductory session. Not only do the pupils find this hard to cope with, but it also significantly reduces the time they spend learning.
15. Pupils with special educational needs have satisfactory attitudes to school. They try hard in lessons when a member of staff supports them. However, a significant minority find it very difficult to concentrate in lessons and do not have sufficient strategies to help them develop self-discipline. Pupils for whom English is an additional language have good attitudes to school. They pay close attention in lessons and work hard. Pupils with hearing impairment have positive attitudes to school. They work hard and behave well in lessons. Other children give good support to their peers with hearing impairment, celebrating their successes generously and taking trouble to include them in group activities. The success of the school's commitment to full integration of these pupils is very clear from the way that the hearing-impaired pupils are rarely together, having their own friends amongst their hearing classmates.
16. All pupils play together well outside, particularly when they are allowed the full use of the very large playing field. Girls and boys play football and imaginary games with one another or just enjoy being outside in the fine weather. They find it more difficult to cope and more incidents of unacceptable behaviour are reported when they are confined to the smaller, hard playing surface. There is also some bad language, particularly if there is an argument. There are occasional reported incidents of bullying, but the pupils are all clear that these are dealt with speedily and effectively. Pupils from different racial/cultural heritages appear to be accepted by other pupils and integrate successfully with them. The behaviour of pupils from different backgrounds is at least as good as that of the majority. The school maintains a log of any racial incidents.
17. A small number of pupils occasionally display very challenging behaviour in lessons. They do not always respond positively to their behaviour-management programmes and cause severe disruption to the learning of all pupils in their class. This was the case in a Year 5 information and communication technology lesson during which there was initially little learning going on because of the poor behaviour of one child. Once the pupil had been sent out, the situation calmed down quickly and the lesson

was able to continue. Four fixed-term exclusions took place last year, all for inappropriate and often violent behaviour.

18. Pupils' personal development and relationships are satisfactory. They are happy to do jobs around the school such as delivering the registers to the office, setting up for assembly or answering the telephone during the lunchtime. They appreciate the opportunity the school council gives them to have a say about what happens in school. Councillors represent their classmates well as they take their responsibilities seriously. They are currently polling fellow pupils to determine how money that has been allocated for outdoor play equipment should be spent. They do help each other readily in lessons when working in their groups and are sympathetic to pupils with special educational needs and those from the hearing-impaired unit, who are very well integrated into mainstream lessons. They are, however, less successful at listening to one another's opinions and ideas, often chatting or not paying attention while others are talking. Few have developed the skills required to successfully plan and organise their own work or to develop their own learning through the use of targets.
19. Attendance and unauthorised absence are both about the same as the national average. The vast majority of pupils are punctual at the start of the day. Little time is wasted putting away coats and bags or calling the register, which means they can make a prompt start to lessons.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is satisfactory overall, and varies from very good to unsatisfactory. It was satisfactory or better in approximately 19 out of every 20 lessons. Approximately a quarter of teaching was good or better. Four lessons observed were unsatisfactory. The quality of teaching is not as high as at the time of the last inspection as many staff are inexperienced in teaching pupils who do not have good attitudes to their learning.
21. General weaknesses in teaching are some teachers' low expectations of what pupils could achieve, particularly the amount of work they should complete in lessons, and the use made of assessment to plan future work.
22. Where teaching is unsatisfactory the content of, or activities in, lessons lack challenge and work is not well matched to the needs of the majority of pupils. Pupils make unsatisfactory progress and little is expected of them.
23. The National Literacy Strategy has been introduced well and teachers have a sound understanding of the literacy framework. Teachers make good use of the literacy framework in planning their work. Learning objectives are shared with pupils at the beginning of lessons, but it is not common practice to evaluate how well they have achieved them at the end of lessons. The use of literacy to support work in other subjects is unsatisfactory. In some lessons activities are insufficiently challenging to meet the needs of all pupils in the class. For example, in a Year 3 literacy lesson when more-able pupils were given a more difficult text to change from the third to the first person rather than varying the task they had to complete.
24. The National Numeracy Strategy has been introduced satisfactorily and the quality of teaching is generally sound. However, there is not always sufficient challenge for pupils to make suitable improvement. For example, in a Year 5 lesson when pupils, including the more-able, only completed three sums and the teacher did not expect

them to do more. Teachers' explanations are not always clear and their expectations of the amount of work pupils complete in lessons are not always high enough. Homework is not used well to consolidate and extend what pupils have learned in lessons. Teaching is not always sufficiently engaging and strategies for managing pupils' behaviour are not effective enough to motivate pupils to give of their best.

25. The quality of teaching in science is satisfactory throughout the school. Teachers plan science lessons thoroughly, identifying what pupils have to learn in the lesson and sharing this with them at the beginning of the lesson. In some lessons teachers use the end of the lesson to see what pupils have learned. Lessons usually start with a reminder of what happened in science last time, but sometimes pupils have forgotten what they learnt in previous sessions. No extension tasks are provided for more-able pupils. Although pupils made satisfactory progress in the lessons observed, their progress over time is unsatisfactory.
26. The quality of teaching and learning in information and communication technology lessons is satisfactory. Teachers have a good understanding of the National Curriculum but do not always allow pupils to think things out for themselves by making good use of questioning rather than just telling pupils what to do.
27. In art, music, religious education and physical education, teaching is generally satisfactory and pupils make satisfactory progress. Teachers demonstrate good knowledge and understanding of the subjects. Where teaching is less successful introductions and demonstrations are too long and teachers find it difficult to get pupils to behave in lessons. This has a detrimental effect on pupils' learning. Sometimes teachers have low expectations of what pupils might achieve, and the behaviour of a few pupils has a negative effect on all pupils' learning. The teaching of history and geography is unsatisfactory in that insufficient time is given to these subjects and this limits the progress pupils make and the standards they attain in these subjects.
28. The quality of the teaching by the specialist teachers of pupils with special educational needs and of those for whom English is an additional language is good, both when they support pupils within their mainstream classes and when they withdraw them for more focused teaching. The special educational needs co-ordinator in particular makes a significant difference to standards and progress made in whole-class lessons. The special educational needs staff know their pupils and their difficulties, and are very patient and caring. They plan work according to the underlying abilities of their pupils, addressing aspects identified with pupils' individual education plans. However, pupils with special educational needs do not acquire basic skills at a satisfactory rate because they do not have sufficient opportunities in lessons to practise what they have learned when withdrawn for small group tuition.
29. Class teachers are careful to ensure that pupils with special educational needs are fully involved in class activities and plan carefully the tasks supported by the learning support assistants so that they mirror those done by the whole class. However, teachers do not find it easy to plan activities that promote the independence of pupils with special educational needs and as a result they do not make satisfactory progress in acquiring basic skills.
30. The teaching of pupils with hearing impairment is always good and sometimes very good. Both the specialist staff and the mainstream class teachers know these children and their difficulties and enjoy their company. They plan work according to their underlying abilities, addressing aspects identified within pupils' individual

education plans. Teachers are careful to ensure that pupils with hearing impairment are fully involved in class activities.

31. Homework is not always used satisfactorily to support pupils' learning, particularly in mathematics and science. Pupils' work is marked regularly and often contains supportive comments. It rarely includes comments on how they could improve their work. From some lessons observed and the scrutiny of pupils' previously completed work, it is clear that insufficient use is made of assessment data to plan work to meet pupils' individual needs and this limits the progress some pupils make particularly the more-able.

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

32. The quality and range of learning opportunities provided by the school are satisfactory. The school's curriculum meets the statutory requirements and includes all the subjects of the National Curriculum, including religious education. The balance of the curriculum is unsatisfactory overall as insufficient time is given to the teaching of history and geography. The adoption of the new planning strategies provides a clear framework for the development of pupils' skills, knowledge and understanding. However, the current timetable arrangements affect some lessons. For example, some literacy lessons are too long. The school is aware of this and is taking steps to review lesson time.
33. There is a whole-school overview for each subject showing the work to be covered. This is planned over a two-year cycle, so that pupils of different ages in the same class do not repeat work. This overview is used by teachers to plan work in more detail each term, using schemes of work based on guidance provided by the Qualifications and Curriculum Authority. Teachers with pupils of the same age in different classes work very closely together to ensure that as far as possible they receive similar lessons. Subject co-ordinators monitor their curriculum to ensure that all aspects of the curriculum are covered. However, this monitoring is not sufficiently rigorous. As a result, the development of pupils' skills, knowledge and understanding as they progress through the school is not being efficiently tracked to ensure that they make the maximum progress.
34. The curriculum for pupils with special educational needs, including those with Statements of Special Educational Need, is satisfactory overall. Pupils' individual education plans in most classes are written by the special educational needs co-ordinator in consultation with the class teacher and the learning support assistants and focus appropriately on reading, writing, spelling and elements of numeracy. The curriculum for pupils with special educational needs within their classes is tailored to promote their understanding of the work addressed. The learning support assistants work effectively with the pupils assigned to them as well as with those close by, promoting the full involvement of their pupils in group activities. However, sometimes tasks are not sufficiently adapted for pupils to be able to complete them without adult support and this limits their progress.
35. When pupils are withdrawn from class for more-focused teaching, the work covered matches closely the essential elements of the tasks being learned by their classmates. This is a good feature of the provision and pupils make good progress as a result.

36. The curriculum for pupils with hearing impairment is good overall. For some pupils literacy and numeracy skills are developed and extended well in withdrawal sessions with the teacher of the deaf. The curriculum within their classes is successfully tailored to promote their understanding of the work addressed. Other pupils are taught for nearly all of the week within their class lessons, when activities are adapted to give a suitable level of challenge. The learning support assistants are effectively and fully involved in the class activity through working closely both with the hearing-impaired pupil and with other pupils close by.
37. Effective links with both the infant and the secondary schools ensure that pupils' needs are well known, minimising the disruption to them when they move to a new school.
38. The National Literacy and Numeracy Strategies are being implemented across the school and are being used systematically in all classes. However, as yet they are not as effective as they could be because of some teachers' low expectations of what pupils can achieve or because of difficulties with getting pupils to behave.
39. The school adds further breadth to its curriculum through personal, social and health education and includes the appropriate provision for sex education and drugs misuse. This programme is in its early stage of development and topics are still in the process of being developed to cover the area. The programme is operated mainly through 'circle time' where pupils discuss a wide range of personal and general issues. It is usually agreed that no interruptions occur and only one person at a time will speak. For some pupils concentration spans are short and they find it difficult to listen to each other. For example, pupils in a Year 4 class that has recently started 'circle time' are only just beginning to learn to listen to one another while stating what their hobbies are.
40. The school provides a good range of extra-curricular activities. These are organised at different times of the day so that all pupils are able to attend if they wish. They have the opportunity to sing, or play the recorder. Pupils can also learn to play a musical instrument, the fees for which are funded by the school. There are clubs for sewing, science, and mathematics. There is also a newspaper club. Sports clubs are generally held after school and include basketball, netball, and football. A range of visits further enriches the curriculum as well as the social aspects of personal development. The choir sing at the local secondary school at Christmas and sing carols to senior citizens. All classes visit Bramley Frith outdoor education centre, where pupils carry out scientific and geographical activities. Years 5 and 6 make a bi-annual day trip to France and visit Boulogne. Visits are made to theatres such as the Anvil Theatre in Basingstoke as well as to museums in connection with history projects. There is a residential trip for the older pupils to Stubbington Study Centre, and those who are unable to go on this trip have a special programme while the others are away. The school pays for all peripatetic music tuition, enabling a much greater than usual proportion of pupils to develop their musical abilities and successfully learn to play a musical instrument.
41. A satisfactory contribution is made to pupils' learning by community links. Representatives of local churches continue to visit regularly to take assembly, as do theatre companies and the Salvation Army. Pupils have learned about fire safety from the local fire brigade and take part in the Getting It Right programme run by the police force to help children learn to cope with dangers. They sing in the community regularly; for example, Christmas carols at a local supermarket, and at Westside, a senior citizens' club. They also sing at the choral festival for Basingstoke schools at the Anvil. A small number of pupils visited a local newspaper office to get tips for their

own school newspaper, and the County Council, where they were able to discuss issues with local representatives. These opportunities promote effectively pupils' knowledge of citizenship.

42. There are close relationships with the adjacent infant school, from which most pupils transfer, ensuring that transition arrangements help to make for a smooth entry to the junior school. Year 6 pupils are given the opportunity to spend time at their new secondary school, and those who transfer to the Richard Aldworth School have the benefit of attending science lessons and cooking sessions, and taking part in combined musical events. The recent change of senior staff in the local secondary school has meant that less liaison work has happened recently but plans are in hand for this to start again soon.
43. There are satisfactory relationships with partner institutions. The infant school now works closely with the school, passing on relevant information about pupils. The school shares its kitchen facilities, and staff rooms are next to each other to allow communication when needed.
44. Well-organised acts of collective worship contribute well to pupils' knowledge of Christianity. The school makes effective provision for promoting all aspects of pupils' personal development. A positive and caring ethos is clearly evident in the life of the school, as it was at the time of the last inspection. Spiritual awareness and understanding are fostered successfully through assemblies. The leading of collective worship by a variety of clergy, and by different members of staff and all classes, adds interest and widens pupils' experience. In the assemblies seen during the inspection, not enough attention was paid to encouraging pupils to reflect on prayers or matters of a spiritual nature. However, trips to Bramley Frith, a nearby woodland area, give pupils opportunities to appreciate the beauty of nature. Relatively little was done in the lessons observed to promote spiritual growth and pupils' social and moral development, but a scrutiny of teachers' planning shows that they deal with a number of faiths that are present in modern British society.
45. The provision for pupils' social and moral development is satisfactory. It reflects the strong emphasis on mutual respect which permeates the school. The recent appointment of a teacher to co-ordinate the promotion of good behaviour is evidence of the school's resolve to respond effectively to the increase in the proportion of pupils whose conduct is unhelpful. A 'behaviour club' is held twice weekly to help such children. Suitable rewards and sanctions are in place to motivate all pupils, including those who behave well. The consistent application of school and class rules ensures that the difference between right and wrong is understood clearly. Each class agrees its own rules at the start of the school year, and both pupils and parents sign a declaration in support of them. The 'Friendly Club' has been set up to help pupils who have low self-esteem and this is having a satisfactory impact on their confidence and behaviour.
46. The provision for pupils' cultural development is satisfactory. The provision to improve pupils' knowledge and appreciation of their own heritage is good. For example, pupils are taken to the theatre in the evening to see productions such as 'James and the Giant Peach'. Bournemouth Symphony Orchestra visits school to contribute to work on a topic about the ancient Greeks. A few members of staff from minority ethnic backgrounds make a valuable contribution to developing pupils' knowledge and understanding of other cultures. Some awareness comes from work in subjects such as geography and religious education, but the provision of

appropriate learning resources, visitors, and links with schools of a different racial composition is unsatisfactory.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The strong commitment to pupils' welfare remains a strength of the school. The staff know all the children well and give them a high degree of personal care. Pupils are carefully supervised at all times during the day. There is a high degree of social inclusion for all pupils, no matter what their ability or needs, which ensures that they all have access to the full range of opportunities provided. Health and safety matters receive the required attention, and fire drills are carried out regularly. Not all classrooms, however, have fire evacuation procedures clearly displayed as is required. The administration of medicines and first aid is well managed by the office staff. However, there is currently only one fully-qualified first aider. Child-protection procedures are fully in place and taken seriously. Meals are well managed by the supervisors, who are well liked by the pupils.
48. Pupils' academic performance and personal development are supported well. However, assessment information is not used effectively to guide curriculum planning and this leads to some pupils not achieving as well as they should. Target setting, particularly in English, mathematics and science, based on pupils' own attainment is not used consistently enough to help move pupils on to the next step in learning. Good links with support services have been maintained. The school nurse is happy to visit whenever required, and organisations such as the police and fire service help to deliver the personal, social and health education programme, talking to children about personal safety and substance abuse. Many strategies are in place to support pupils' personal development. These include taking responsibility for jobs around the school as well as being part of the decision-making process through the school council. A good range of extra-curricular activities as well as visits to places of interest such as Bramley Frith (an outdoor learning environment) and local theatres help to broaden pupils' horizons.
49. The support and care for pupils with special educational needs and for those for whom English is an additional language are good. The provision for pupils with Statements of Special Educational Need, including those with hearing impairment, is very good. Staff are quick to identify needs as they arise and the special educational needs staff monitor pupils' progress well. Class teachers use the general assessment procedures to identify pupils' learning needs, and the special educational needs co-ordinator liaises effectively to make good use of the information gained when planning individual education plans. The special educational needs co-ordinator undertakes more detailed diagnostic assessment of individual pupils as the need arises. The local education authority provides support for the few pupils with English as an additional language, including the services of a Cantonese speaker and this impacts well on these pupils' learning.
50. Good strategies are in place to monitor and improve attendance. Registers are called very efficiently at the start of the morning and afternoon sessions. Parents are clear about what to do if their child is ill. The registers are perused by the headteacher every day to ensure that any family which has not called in to say their child will be absent is contacted. Parents are discouraged from taking their children out of school to go on family holidays and persistent latecomers, of whom there are a small number, are carefully monitored.

51. There are good procedures for monitoring and promoting good behaviour, but many of the strategies are still too new to have had a sustained positive impact, although many successes have already been achieved. Behaviour is reported to have improved significantly since the appointment of the new headteacher and she continues to take a leading role in helping to manage the behaviour of a small number of pupils who are sometimes very challenging. Clear procedures for managing behaviour in lessons and around the school are in place and all staff have an important role to play in ensuring that pupils behave well. Rewards such as praise, stickers, certificates and Neds (the school's own merit award) are used well to encourage good behaviour and are highly appreciated by the pupils. Lunch time and classroom rewards give them all the opportunity to earn merits, no matter what their ability and ensure that those who work hard and behave appropriately all of the time are not overlooked. Agreed sanctions are used consistently, and the pupils themselves feel that in most cases they are successful. There is just a small group with very challenging behaviour whose individual management programmes do not always bring about the desired outcome and this does unfortunately lead to some disruption in lessons.
52. The school has satisfactorily developed and provided comprehensive systems to assess and record pupils' attainment and progress. For the core subjects of English and mathematics nationally recognised tests such as those provided by the Qualifications and Curriculum Authority are given. Analyses of results pupils achieve in tests for English, mathematics and science are satisfactorily used to highlight any weaknesses in curriculum provision.
53. In addition to recording tests, the tracking of individual pupils' attainment and progress is also being developed successfully. These tracking sheets are held currently by the headteacher, who has the overview of all assessments. The results of assessments and tests at the age of seven are entered on the tracking sheets when they are received from the infant school. These assessments act as a good starting point for determining the progress pupils make whilst in the junior school.
54. Teachers and subject managers diligently collect a large amount of data. Results and trends are analysed and are used initially to identify more-able pupils in order that the work provided for them will extend their learning. Some predictions are made of what pupils will attain by the time they reach the end of Year 6. However, the tracking records are not used sufficiently to set realistic and precise targets for groups and individual pupils throughout the school. As a result pupils in each ability group are not made fully aware of how much work is expected of them or what they are endeavouring to achieve. This is a contributory factor to the sometimes slow pace in lessons and the unsatisfactory progress that pupils make. Good marking of work is not consistent across the school. There are examples of marking that consists of just ticks, and occasionally work has not been marked. Pupils are not made sufficiently aware of what they have achieved or what they need to do next in order to improve their standards and this limits the progress they make.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The school's links with parents are satisfactory and most parents are supportive of what the school is trying to achieve. There has been significant improvement in their links with the school since the time of the last inspection. They feel welcome and well informed and are pleased that teachers are accessible and happy to discuss any concerns they may have. They also feel that the headteacher has considerably

improved behaviour, but are aware that there is still some way to go. A very small number of families expressed concern over the way bullying is handled in school, but both written procedures and discussions with the children indicate that incidents are handled swiftly and effectively. A significant number of parents have justifiable concerns about the amount of homework that is set.

56. Regular and friendly newsletters keep parents well informed about school life. Topic information is given to them at the beginning of the school year and reading, mathematics and science targets are printed in the front of pupils' homework diaries. Few of these diaries show, however, that either pupils or parents are using them regularly, and they are therefore not encouraging home-school links. Many parents are justifiably concerned about inconsistencies in the setting of homework. It is not set regularly enough to help pupils to improve their attainment and there is little expectation of parent involvement, as they are not required to sign homework diaries. Annual reports on pupils' progress continue to meet all reporting requirements, but their quality is variable throughout the school. The best give parents a clear idea of the topics covered during the year and what progress their children have made, and precise targets to help children achieve more or move on to the next step in learning. Many targets are too vague and broad to give parents a clear idea of how they can help their children. For example, a Year 3 English target to 'increase work output' gives no indication of how this might be achieved.
57. The involvement of parents in the provision for pupils with special educational needs, including those with hearing impairment and those for whom English is an additional language, is satisfactory. Individual education plans are shared with parents, and pupils contribute to the review of their own targets and the setting of new ones. Parents feel that their children are cared for well, that their difficulties are identified quickly and that effective action is taken.
58. The prospectus is a clear, friendly document which gives new parents a good idea about what to expect when their children enter the school and contains all of the required information. The governing body's last Annual Report to Parents did not contain all the statutory information that it should have. This situation has now been rectified.
59. The school is making improved efforts to involve parents more fully in their children's learning. Parents are, for example, invited to attend class assemblies and they are keen to do so. During the inspection 25 parents of Year 5 pupils came to hear what they had been learning about the Greeks. Parents' views have been solicited by both the governors and the parent-teacher association, who wanted to know what sort of social activities they would like to have provided for them. However, these have elicited little response. Two parent-consultation evenings are provided and parents are encouraged to talk to their child's teacher when annual progress reports have been issued if they have any concerns. There have been open evenings for parents to find out how the school teaches science, literacy and numeracy, as well as an evening to show them what their children do when they visit Bramley Frith. These are generally well supported, particularly if pupils are also invited to attend.
60. Some parents respond positively to the school's encouragement to support their children's learning and this has a positive effect on how well these pupils are achieving. But despite attempts by the school there are only a minority who support their children's school work and this is unsatisfactory. A small number help in the school with reading, art work or the library. The parent-teacher association organises social events, such as fayres and discos, and is able to raise a substantial sum of

additional money for the school because of the good support it receives for these events from parents and the community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The school is led and managed satisfactorily. Much has been done to improve management structures and procedures in the relatively short time since the appointment of the current headteacher. These arrangements are still new and fragile and will take time for their impact to be fully appreciated.
62. The headteacher gives a clear educational direction to the work of the school and has established a shared sense of purpose and optimism about raising pupils' standards of behaviour and attainment. Despite the many changes in teaching staff since her appointment, the headteacher has worked hard and effectively to improve the standards of pupils' behaviour in the school. She is aware that much more needs to be done to improve pupils' attitudes to learning so that they achieve appropriately and make sound progress in their learning. The headteacher has used the expertise of a number of outside agencies to monitor the quality of teaching in English and mathematics. She has carried out regular supportive lesson observations of staff to acknowledge their strengths and identify any weaknesses. She closely monitors pupils' behaviour within classrooms and around the school and is successful in dealing with pupils with emotional and behavioural difficulties. She is supportive of staff, making clear her high expectations and involving all concerned with the school in decision making. She has been partially successful in creating a feeling of community within the school and ensured that pupils' personal development is promoted effectively. Pupils feel valued and supported.
63. The role of subject managers is being developed. Due to the high turnover of staff and problems of recruitment and retention, many staff are new to their roles and have made a satisfactory start to managing their subjects. They have had little time yet to influence the development of their subject, but most are enthusiastic and have already begun auditing the curriculum and resources. In English, mathematics and science detailed tracking procedures have been effectively introduced. Subject managers and senior staff know that pupils are not yet making sufficient progress and achieving well enough. Likewise the role of the senior management team, all new to their roles since September, is developing. However, their role in monitoring the quality of teaching is underdeveloped as yet. The headteacher is giving good support to staff to fulfil their management and teaching roles by providing regular opportunities for them to monitor their subjects and improve their planning during time away from their class responsibilities.
64. School improvement planning is satisfactory. The headteacher involves all staff and governors in development planning. Targets in the plan are relevant, but the action to meet these targets has only partially been effective as there has been insufficient time for this to have raised standards.
65. The governing body is supportive of the school and the staff. Many governors are new to the school and fully support the headteacher in her endeavours to raise the attainment of pupils and improve their attitudes to their learning. The governors have an appropriate committee structure in place and meetings are minuted and presented to full governor meetings. The governing body is developing an awareness of the strengths and weaknesses of the school. Governors regularly visit the school and

observe classes. They fulfil their statutory duties and are becoming more directly involved in monitoring the work of the school.

66. The management of the provision for pupils with hearing impairment is good. The teacher of the deaf is knowledgeable and keen to make a full contribution to the life of the whole school. This is a valuable feature that is very effective in promoting the integration of pupils with hearing impairment into the hearing world.
67. The management of the provision for pupils with special educational needs, and of those for whom English is an additional language, is satisfactory. The co-ordinator completes all the necessary paperwork well and gives good support to class teachers in writing individual education plans and at review meetings. However, because she is in school for only part of each week her close involvement in the writing of individual education plans means that these cannot be reviewed and targets cannot be updated as often as they should. This has an unhelpful effect on pupils' learning. The school has made satisfactory progress with implementing the requirements of the revised Code of Practice for pupils with special educational needs.
68. The school has a number of skilled support assistants who provide a lot of help for pupils with special educational needs. The school's liaison with outside agencies is effective. There is an appropriate range of resources for special educational needs. However, the building is not convenient for wheelchair users.
69. There have been a considerable number of changes in staffing, and recent appointments now mean that the situation is now much more stable. The school's teaching staff now have a wide range of experience and are appropriately qualified to teach the National Curriculum. Teaching staff are deployed satisfactorily and, apart from newly-qualified teachers, each has a curriculum responsibility. Additional responsibility roles include the co-ordinator for special educational needs, lower- and upper-school co-ordinators and the teacher of the deaf in charge of the hearing-impaired unit. Newly-qualified teachers and teachers new to the school are well supported and welcomed by all colleagues. In addition each newly-qualified teacher has a personal mentor. Support staff are also appropriately qualified. Both teaching and support staff have opportunities to develop their expertise. In some instances the school is able to fund the courses they attend. All teaching and support staff work well as a team, continually striving to ensure that the curriculum is taught effectively.
70. The accommodation has improved since the last inspection with the introduction of the suite for information and communication technology. Some classrooms are small for the numbers of pupils in the classes, but where this occurs teachers effectively modify their teaching methods to take account of it. The school enjoys a spacious playing field for recreation and sports facilities. In addition there is a wild area that can be used for science work. The building is well maintained and kept to a high standard of cleanliness.
71. The learning resources available in the school are satisfactory overall and in music they are good. Subject managers are well aware of the resources they have and the need for replacement and updating when necessary. They are responsible for their own budget, and the school improvement plan lists the amount of money available for each subject.
72. The school makes effective use of its resources to further pupils' education, as it did at the time of the last inspection. Educational priorities identified in the school improvement plan are supported successfully through financial planning. Governors

and members of staff are suitably involved in drawing up the budget. The governing body has effective arrangements for monitoring spending. The new chair of the finance committee has increased the frequency with which this is done. A larger than usual contingency fund has been built up over recent years. This will largely disappear when plans to increase staff numbers are implemented. The school uses well the money it is given for specific purposes, such as supporting pupils with special educational needs.

73. The systems for financial control and administration are effective. The recommendations of the latest auditor's report have been implemented successfully. However, procedures for writing off unwanted items of stock are not yet in place. Computers are used appropriately in financial and general administration. Administrative staff members work efficiently in co-operation with the headteacher to ensure that teachers are free to concentrate on their professional duties. The principles of best value are applied appropriately. For example, parents' views of the school's performance have recently been sought through the distribution of a questionnaire, and a school council has been established to take account of pupils' opinions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. The governors, headteacher and staff, with the support of outside agencies as appropriate, should take urgent steps to:
- (1) raise pupils' attainment in English, mathematics and science by:
 - i. improving all pupils' attitudes to learning so that they take a full part in their own education; (Paragraph 12)
 - ii. improving pupils' speaking and listening skills; (Paragraph 79)
 - iii. raising some teachers' expectations of what pupils can achieve and the work they complete in lessons; (Paragraphs 21, 54)
 - iv. making better use of assessment data to match work to meet pupils' needs and set more precise improvement targets for them to aim at; (Paragraphs 31, 54)
 - v. making better and more consistent use of homework to consolidate and extend what pupils learn at school in these subjects; (Paragraph 31)
 - (2) raise pupils' attainment in design and technology, history and geography by:
 - i. reviewing the time devoted to these subjects, particularly in history in Years 5 and 6; (Paragraphs 119, 125)
 - ii. raising teachers' expectations of what pupils of different abilities can achieve; (Paragraph 21)
 - (3) improve the role of subject and senior managers in monitoring the quality of educational provision within the school; (Paragraph 63)
 - (4) review the organisation and length of the taught day so that national recommendations are followed and the length of some lessons is more appropriate for the ages of the children involved; (Paragraph 32)

- (5) continue to encourage parents to be more closely involved in their children's education by: (Paragraph 56)
- i. keeping them well informed about how their children are achieving;
 - ii. providing information on the work their children are currently engaged in; (Paragraph 56)
 - iii. better informing them of what homework has been set and their part in ensuring that it is completed. (Paragraph 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	14	48	4	0	0
Percentage	0	3	21	71	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	264
Number of full-time pupils known to be eligible for free school meals	48
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	89
English as an additional language	No of pupils
Number of pupils with English as an additional language	2
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	36	35	71

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	11	24
	Girls	21	15	22
	Total	39	26	46
Percentage of pupils at NC level 4 or above	School	55 (74)	37 (56)	65 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	24
	Girls	22	20	24
	Total	41	41	48
Percentage of pupils at NC level 4 or above	School	58 (61)	58 (60)	68 (86)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	5
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	257
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	20.9
Average class size	29.3

Education support staff: Y3 – Y6

Total number of education support staff	9
Total aggregate hours worked per week	135

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	13
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000-2001
	£
Total income	596,260
Total expenditure	582,577
Expenditure per pupil	2,104
Balance brought forward from previous year	44,693
Balance carried forward to next year	58,376

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	257
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	50	10	0	0
My child is making good progress in school.	34	55	6	0	5
Behaviour in the school is good.	26	45	21	2	6
My child gets the right amount of work to do at home.	16	52	19	10	3
The teaching is good.	26	63	3	2	6
I am kept well informed about how my child is getting on.	21	44	26	8	2
I would feel comfortable about approaching the school with questions or a problem.	44	52	3	0	2
The school expects my child to work hard and achieve his or her best.	42	52	6	0	0
The school works closely with parents.	18	53	24	3	2
The school is well led and managed.	32	50	6	0	11
The school is helping my child become mature and responsible.	23	68	6	0	3
The school provides an interesting range of activities outside lessons.	34	50	6	5	5

Other issues raised by parents

Parents at the pre-inspection meeting felt that the school is over stretched but that teachers work very hard and want the best for the children. They felt that the reputation of the school in the community was not good.

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

ENGLISH

75. The progress made by this group of pupils since they took the national tests for seven year olds was satisfactory in the development of reading but unsatisfactory in the development of writing skills. This is because staffing difficulties have interfered with pupils building consistently upon their knowledge and skills in English and because the expectations of some teachers of what pupils can achieve have been too low.
76. Inspection findings are that standards attained in the school at the moment are now improving. With the exception of last year, the percentage of pupils reaching or exceeding the standards expected for 11 year olds has risen steadily during the last four years. However, although the school's results have improved over that time, they have not kept pace with the improvements nationally.
77. The inspection found that at the age of 11 most children achieve the expected levels for their age in reading but below that expected in writing. Fewer children than average are achieving at the higher levels. This particular year-group attained standards close to the national average in reading when they were seven and have made satisfactory progress. However, at seven their standards in writing were judged to be close to the national average and therefore their progress has been unsatisfactory. The school is aware of this and has put suitable measures in place. As a result the progress made by most of the pupils currently in Year 6 has been satisfactory during the last six months. Currently pupils in Years 3 and 4 are attaining standards in both reading and writing in line with national expectations. The school had identified a need to focus particularly on developing pupils' writing skills and this has been effective in extending their ability to write at length and in a range of different styles. Pupils' attitudes to learning are satisfactory overall, although most take a rather passive role in the lessons.
78. Over the last four years there have been significant differences between the performance of boys and girls in national tests, with girls consistently performing better in both reading and writing. However, the school has sought to address this with a range of measures, such as purchasing more reading books that appeal to boys. During the inspection no consistent evidence of significant differences between the attainment of boys and girls was found. There is no evidence of significant differences in attainment and progress made by pupils from different cultural backgrounds.
79. Standards in listening and speaking skills are below those expected throughout the school. Pupils listen to teachers in order to find out what they need to learn. However, they do not pay close attention to the ideas and views of their classmates and as a result find it difficult to reflect on the opinions and viewpoints of others. Standards of speaking are below those expected for all year-groups. Although pupils answer simple questions accurately, in many classes they are reluctant to offer contributions in class discussions. The contributions they do make show that they have not reflected carefully on what others have said. They rarely have opportunities to discuss in small groups and when they do so their tentative contributions confirm that this is not a regular feature of their lessons. Nonetheless, in those classes where pupils are given opportunities to talk with their peers and whole-class discussion is characterised by teachers' good use of questioning, they do achieve appropriate levels in speaking skills. The standards of speaking and listening are not as good as

at the time of the last inspection. This is because an appropriate focus on raising standards in writing has reduced the time available to extend pupils' speaking skills. The school has identified this as a very important area to address and plans are in place to promote pupils' speaking skills through an increased focus on drama next term.

80. The standards attained by the majority of the pupils in reading are close to those expected for their ages. Many read accurately and confidently and have sound skills in de-coding text. In conversation with the inspectors, pupils talked positively about their books. Although they read accurately at appropriate levels throughout the school, some older pupils find difficulty in explaining the complexities of a plot, interpreting a story line and making judgements about characters within books they have read. This is because many have few opportunities to talk about their books individually with an adult. However, the structured reading scheme gives pupils experience of a good range of different genre because the scheme is used most of the way through the school. Pupils do not have sufficient practice in choosing books. As a result they lack confidence when discussing their reasons for choosing particular books and what they like about stories by their favourite authors.
81. Pupils throughout the school are able to use both books and the school library to find information, and older pupils demonstrate the effective use of dictionaries and contents, index and glossary pages. Most pupils are able to use the non-fiction classification codes to find books about specific subjects. Their reading skills are sufficiently well developed to enable them to cope with the texts they need for other subjects.
82. Overall, 11 year old pupils attain standards in writing below those expected for their age. However, this does not give a balanced picture of the current teaching of writing in the school. A good proportion of pupils currently in Year 6 have made suitable progress in writing this year because of clearly planned and focused teaching based on a detailed analysis of pupils' performance in timed writing tasks. Year 3 and 4 pupils are attaining standards in line with those expected for their ages, and some of these have also made satisfactory progress this year.
83. Pupils experience a range of styles and forms of writing as they progress through the school. They write stories, letters, character analyses and poems, and are able to alter their style to suit the form. For instance, when writing instructions, such as 'How to make a football goal', they give thought to the characteristics of instructional writing and the need for clarity and sequencing. They write factual accounts, such as of the climatic regions of the world and their characteristics, and show an awareness of the differences between factual and persuasive writing. For example, when pupils wrote about a holiday resort, contrasting pieces were written from the point of view of a holiday company and that of an ordinary customer. In the last six months a regular focus on the planning of extended written work has led to pupils writing stories with strong structure and a broadening vocabulary. Younger pupils write legibly in sentences and are beginning to use simple punctuation accurately. They structure work well, use a balance of accurate and phonetically plausible spelling and write increasingly complex sentences.
84. Handwriting is practised regularly in all classes, but is not developed consistently or practised sufficiently often throughout the school, with the result that pupils are not confidently joining their handwriting by the time they reach Year 6. Similarly, the use of a pen is not developed consistently.

85. Standards of spelling by the time the pupils are 11 are below those expected and this is reflected in misspellings in pupils' everyday work. Nearly all pupils spell monosyllabic words accurately, and they make good use of their knowledge of common spelling patterns to help them spell new words. As they move through the school more-complex patterns are covered. Although some of those in Year 6 apply spelling rules accurately and have secure knowledge of irregular spellings, others remain insecure in applying these rules within their extended writing. The spelling of important vocabulary for other subjects is unsatisfactory. For example, the oldest pupils do not spell words such as 'equator' and 'temperature' accurately in their geography books.
86. The quality of teaching is satisfactory overall, with some good lessons and a small number of unsatisfactory lessons observed. Teachers are making satisfactory use of the National Literacy Strategy to extend and develop pupils' English skills. The school effectively promotes the value of books through using a range of interesting texts in English lessons, including poetry and non-fiction. Teachers share the learning objectives for the lesson with pupils to make sure they know what they have to learn and what they need to improve. They use a variety of teaching methods well to interest and inspire pupils and extend their understanding of the characteristics of different forms of writing. These include the use of big books to improve reading skills, whole-class teaching of spelling and grammar, probing questions to find out how well pupils are learning and praise to make sure pupils feel valued and that their efforts are appreciated. Specific objectives for each piece of writing are given in some classes so that pupils may evaluate their own success against a specific writing target. Other teachers give pupils individual targets to aim for within their written work and when marking evaluate pupils' progress against their personal targets. This has been helpful to those pupils involved, but because all teachers do not carry this out its value in raising standards across the school is lessened. Teachers aim to match assignments to the differing abilities of their pupils. Where teaching was judged to be unsatisfactory, work was not sufficiently well matched to pupils' needs, particularly for those of high ability, resulting in some pupils spending too much time rehearsing basic skills. In these lessons questioning tends to lead pupils' responses too much, curtailing opportunities for them to explore and justify their own opinions and ideas.
87. Teachers use the end of the literacy sessions well to encourage pupils and to share examples of their work. However, it is less common for pupils to be asked to reflect upon their individual success towards a lesson's target, or for teachers to use the time to make informal evaluations of pupils' achievements within the lesson. The quality of marking is varied. All teachers give praise and encouragement generously, but only a few make extensive suggestions as to how pupils can improve future assignments. Sound use is made of homework such as reading and spelling to extend pupils' learning. However, insufficient opportunities are given for pupils to practise research skills within homework tasks.
88. Pupils with special educational needs, or who having hearing impairment, are supported well and many tasks within lessons are carefully focused to address pupils' individual needs. Pupils' learning is enhanced by the good contribution made by the learning support assistants, who fully involve pupils and support them in their individual tasks. However, at times tasks are not sufficiently adapted for these pupils to be able to work unaided.

89. The use of literacy to support work in other subjects is insufficient, and pupils are not given enough opportunities to practise their extended writing skills in a range of subjects on a regular basis.
90. Pupils in most classes are beginning to use computers to draft and edit their writing. This is a very good development and pupils' confidence is growing rapidly. However, examples of word-processed assignments are not common at present and this element of the English curriculum requires more attention.
91. Although there are sound procedures in place for assessing pupils' attainment regularly, the school does not evaluate pupils' extended writing systematically. Some assignments are carefully and accurately assessed against national criteria, but as yet this does not happen sufficiently regularly or in sufficient detail to provide useful information on the ways individual pupils can improve. Some staff are neither confident nor accurate in evaluating pupils' work against national criteria. However, the school has begun to track pupils' progress in English systematically, and this data has effectively highlighted where pupils are not making sufficient progress.
92. The management of English is satisfactory. The subject manager has worked with the local education authority consultant to observe most of her colleagues teaching literacy. They have made appropriate judgements, giving suggestions for future development. They have also evaluated pupils' test scripts closely and given colleagues detailed evaluations of where pupils are being successful or require further work. However, in some classes teachers do not make enough use of assessment information to adapt their planning to address the precise needs of the pupils in their class.
93. Resources for the learning of English are satisfactory. Class libraries contain a range of books of good quality and condition that encourages pupils to successfully try new texts. Big books are used effectively to develop reading skills, to illustrate different forms of writing and to demonstrate grammatical and language elements of their lessons. The library is well organised, with the computerisation of the cataloguing system under way. Non-fiction books are appropriately classified and pupils have a clear understanding of how to use the classification index to find the books they require.

MATHEMATICS

94. Standards are not high enough. The outcomes of the 2001 national tests show this. Compared with those in all schools and in those with similar proportions of pupils known to be eligible for free school meals, the results were in the lowest five per cent attained in the country. At the time of the last inspection, standards were judged to be satisfactory. Since then there has been a significant increase in the number of behaviour problems presented by pupils, and a very large turnover of teaching staff. Standards, as shown by the national tests, have fallen over the last two years. Inspection evidence broadly reflects the picture painted by these tests, but indicates that improvements made recently are beginning to take effect. 41 per cent of the current Year 6 pupils have special educational needs, so the impact of these changes may not be apparent immediately.
95. Boys and girls perform equally well. Pupils with special educational needs and those with English as an additional language make similar progress to the majority.

96. By the end of Year 6, pupils solve problems involving negative and positive numbers in a range from ten to minus 11. They add decimals to two places, but their subtraction skills are weak. For example, some average pupils are not consistently accurate in finding the answer to two-digit subtraction questions. More-able pupils solve addition and subtraction problems involving two steps; for example, subtracting a three-digit number from one with four digits, before adding another. Teachers have increased the extent to which number skills are used and applied, but generally, pupils do not seek solutions by trying out their own ideas enough and lack facility in answering written questions. Average pupils know about the properties of two-dimensional shapes such as the rhombus, kite and parallelogram. They find the area of different rectangles, but some record the answers as centimetres rather than square centimetres. In work on handling mathematical data, pupils construct line graphs, but do not interpret the information they record.
97. The quality of teaching and learning seen in lessons was satisfactory overall. The quality of teaching varies from unsatisfactory to good. Good teaching was seen in all year groups. Only one lesson was unsatisfactory.
98. Teachers expect good behaviour in lessons and some are skilled in ensuring this. They often make good use of the final part of the lesson to reinforce the main points for learning. In the best lessons, teachers inject pace into their teaching and make learning fun. This was the case in a Year 6 lesson for more-able pupils about translating mathematical shapes. Pupils in this lesson were well motivated and showed good attitudes to learning. However, little lively teaching was seen overall, and sometimes explanations were not clear enough, leading to confusion about how to carry tasks out effectively. The scrutiny of pupils' books showed that some teachers do not expect them to complete enough work, and do not set enough homework tasks to reinforce the work done in lessons. This results in many pupils making unsatisfactory progress over the course of the year. The marking of pupils' work is not always done sufficiently often, and frequently does not tell them how to improve. Examples of teachers setting undemanding tasks were also found, with more-able Year 6 pupils asked to complete block graphs usually done by much younger children.
99. Whilst most pupils are interested in learning, the unhelpful behaviour and attitudes of a significant minority adversely affect the progress that is made in some lessons. The teaching is not always sufficiently engaging, and strategies to promote good behaviour are sometimes not diverse enough to counteract the 'low-level' disturbances caused by these pupils. Most pupils do not make sufficient effort to join in lessons. Relatively few ask questions; most are too passive.
100. Numeracy skills are developed satisfactorily in other subjects, such as science; for example, in calculating average times in work on forces.
101. The previous manager for the subject was only in post for one year. The present post holder is relatively new to the job, but realising the importance of gathering and analysing information about pupils' attainment, has made a good start in doing this. The clear identification of the strengths and weaknesses of what pupils know, understand and can do now helps teachers to plan more effectively. The manager is aware of the need to ensure that teachers consistently and effectively use short-term targets for learning to raise standards. As yet he has not had enough opportunities to monitor the quality of teaching and learning in mathematics. A mathematics club has been set up to develop the potential of more-able pupils. The way in which teachers draw up their short-term plans has been improved, and changes have been made to

the system in which pupils of similar ability are taught mathematics in groups and this is having a beneficial effect on standards of attainment.

SCIENCE

102. The results of tests in 2001 were well below the national average and showed that the steadily falling trend in science for recent years has continued. Work seen during the inspection suggests that the fall has been arrested and standards have risen slightly but are still below what is expected nationally. However, the progress all pupils make is unsatisfactory. This is partly due to the attitude to work of some pupils, the amount of time that has to be spent by teachers on behaviour management in some classes and the lack of pace in some lessons. Comparisons with national averages are also affected by the above average number of pupils with special educational needs.
103. The development of investigative and experimental science begins in Year 3 with pupils beginning to make predictions and form a hypothesis when testing magnets. Pupils record their results and plan in a recognised format. In most classes the way in which pupils record their work is adapted to suit their capabilities. The quality of teaching in science is satisfactory throughout the school. Teachers plan science lessons thoroughly, identifying what pupils have to learn in the lesson and sharing this with them at the beginning of the lesson. In some lessons teachers use the end of the lesson to see what pupils have learned and this helps pupils to assess their progress. Lessons usually start with a reminder of what happened in science last time. A class of Year 4 pupils investigating the skeleton can remember that bones harden as they get older and one pupil can remember the word 'ossify' as the term for the process. When given the task of measuring parts of the body, pupils are hampered in explaining their intentions by a lack of speaking skills. Pupils in this class work satisfactorily with one another and share tasks.
104. Pupils enjoy science, particularly the practical aspects when investigating. A group of Year 5 higher-attaining pupils in a Year 5/6 class planned an investigation to explore the conditions for the germination and growth of plants. They worked purposefully and co-operated very well with their partners. They negotiated, discussed and decided on strategies amicably. The teacher, when deciding how best to record their results, set these pupils appropriate challenges. However, only a small proportion of pupils could explain how they would recognise that the seeds had germinated. In contrast another Year 5 class, which contained a very high proportion of pupils with special educational needs, had great difficulty working together or listening to the teacher. The remaining pupils were able to answer the teacher's questions and knew the major features of a fair test in science. In the other Year 5 class, pupils used an appropriate format for recording their investigations and showed that their knowledge of fair testing and investigative science is developing satisfactorily.
105. Year 6 pupils investigate natural decay caused by micro-organisms. Despite satisfactory questioning by the teacher pupils have difficulty in recalling the previous lesson. They have difficulty explaining what happens when natural materials decay. Most are able to remember the terminology in single words such as 'decompose' and 'recycling' but have more difficulty when explaining what happens. Most pupils in the Year 6 classes listen to the teachers because of the high expectations for behaviour that are set. When working at their tasks these same pupils are able to show that they can persevere and sustain concentration and make satisfactory progress in their learning.
106. Whilst lesson planning takes into account the wide ability range in each class there are no extension tasks provided for pupils who have finished work and this limits their progress. Pupils' work is marked, but there is too little indication of how pupils can achieve higher standards. Some work is not dated, making progress difficult to

ascertain. Year 6 pupils record the effects of friction and use the skills learned in mathematics to measure and compare data. Year 4 pupils make good use of the skills learned in science when they investigate and design a toy buggy for a design and technology project. Teachers clearly introduce and explain the terminology of science at appropriate times. However, whilst terms may be remembered, pupils have difficulty in explaining them due in part to their unsatisfactory listening and speaking skills. They have not yet learned the succinct writing skills needed for an investigational report. Some graphs using the skills of information and communication technology are seen on display but seldom in books. The recent arrival of new information and communication technology equipment for classrooms is planned to remedy this. All pupils have the opportunity to visit Bramley Frith twice yearly to carry out practical science investigations. The subject is satisfactorily managed by the new subject manager, who has overseen the adoption of a new scheme of work for the subject and holds lunchtime booster classes so that pupils can revise parts of the syllabus that have not been recently taught and this is improving their attainment.

ART AND DESIGN

107. Standards are close to those expected nationally for 11 year olds and pupils make satisfactory progress. Progress from the good levels of attainment found at the time of the last inspection has been unsatisfactory. This is because at that time there was more time for pupils to improve their skills and to make full use of the very good scheme of work in use at the time.
108. There is no significant difference in attainment and progress between boys and girls and between pupils of different cultural backgrounds. Children with special educational needs and those for whom English is an additional language make satisfactory progress because of the good support they receive.
109. By the time pupils are 11 many are attaining standards in art typical for pupils of this age and their skills, knowledge and understanding match those expected for their age. They mix paint to vary shades and tints successfully. They experiment with a range of techniques such as wax-resist and washes, and use a variety of media such as chalk, pastels and watercolours. As well as making thumb pots with clay, pupils have investigated designing tiles, and the tiger tile mosaic in the library shows well how successful some of these designs have been. The oldest pupils have pencil-sketched very effective still-life observations of everyday objects such as scissors and bottles. The landscape paintings of the more-able artist show a good awareness of perspective. Pupils' knowledge and understanding of the work of other artists are sound. For example, some pupils have looked closely at the work of the Impressionists to investigate how colour and shape can be used to show mood.
110. Where they are used, pupils' sketchbooks show a clear development in the levels of skills used. However, the use of sketchbooks as a permanent record of pupils' development is only just beginning. At present inconsistent use across the school means that much of their value is lost.
111. Art is used well both to support work in other subjects and to extend the school's sense of community. For example, Year 6's project on ancient Greece was enhanced through their study of Greek pots and their designs for their own pots using the scraffito technique. Younger pupils created their own kartouche designs and this was effective in promoting a close observation of elements within ancient Egyptian

art. Displays around the school brighten the environment, and teachers use them well to give pupils information and promote their reflective skills. However, the use of display to celebrate pupils' efforts and achievements is less successful.

112. Pupils are positive about their art and were keen to show and explain their work during the inspection. They concentrate closely throughout lessons and pay attention to teachers' instructions. Conversation during art lessons is about the task in hand. However, pupils do not talk easily about the techniques they have used, or about their responses to the work of other artists.
113. In the lessons observed, teaching overall was sound, with some examples of good teaching. A positive element noted was good questioning that extended pupils' observation. This promoted their consideration of details of shape and colour, and developed their awareness of the composition of a picture. Pupils are encouraged to examine elements of texture as well as colour and shape before starting their own work. Teachers share their own expertise generously to develop and extend pupils' skills. Where lessons were less successful, meticulous demonstration and low expectations of what pupils can achieve combined to dampen pupils' enthusiasm and curtail their learning.
114. The headteacher is acting manager for the subject. Amongst all her other duties it has not been possible for her to be very active in promoting and extending the school's provision for art. Nonetheless, she has considerable enthusiasm for the subject and a good degree of expertise. She monitors standards in art through looking at displays and at children's work, but there have been only limited opportunities to monitor teaching and learning. The school has a good selection of art equipment and materials, which are used effectively to promote pupils' learning. The school library has a good selection of art books and posters, although those about the art from other cultures, such as oriental, African or Eastern European art, are limited.

DESIGN AND TECHNOLOGY

115. No design and technology lessons were seen during the inspection period and, therefore, no overall judgement can be made of the quality of teaching. However, work on display and photographic evidence show that standards in this area of the curriculum are below national expectations. However, they are improving, particularly in Years 3 and 4, through the efforts of a recently-appointed co-ordinator for the subject. Pupils are beginning to systematically go through the design process of planning, making and evaluating. They start the process of evaluation in Year 3. For example, pupils have constructed a maze for a marble. Their making skills do not show enough care when gluing either paper or wood together.
116. Year 4 pupils investigating wheels are able to show a good link with skills learned in science. When carrying out investigations pupils are able to predict which size of wheel will produce the best results if attached to a model buggy. They design and make a buggy that will carry a soft toy safely down a slope. When they evaluate their models they concentrate more on their appearance than the construction and whether the buggy fulfils its purpose and this limits their worth.
117. Year 5 pupils evaluate bought biscuits, tasting and costing the value of each biscuit by calculating the cost, using skills learned in mathematics. They make a good link with mathematics when using their skills to calculate the volume of their boxes. Their displays show the recipes they use.

118. Assessment procedures for design and technology are in the planning stage, as is the progressive development of the skills and knowledge programme through the school. The recently appointed co-ordinator is giving a good lead to this area of the curriculum.

GEOGRAPHY

119. By the age of 11, pupils' overall standards in geography are below national expectations. The progress pupils make, including those with special educational needs, is unsatisfactory. The decrease in the time allocated to teaching the subject has adversely restricted the range and depth of the geography curriculum. Standards have declined since the time of the last inspection.
120. Only two lessons of geography were observed during the inspection period and these were in the upper school. A scrutiny of work in Years 3 and 4 shows that there are links with history when pupils produce a map of ancient Egypt to show the Nile, Cairo and Thebes. These pupils successfully start their mapping skills by drawing a bird's-eye view of their classroom. They begin to develop the idea of using a key to show features on the plan. They have made a comparison between two streets in the locality of the school to record features such as cars, homes, garages and litter. Some successfully tally their records, but others write and record in words. When this information had been collected little evidence was seen of how it will be used.
121. Teachers plan work in geography on a two-year cycle, adapting nationally-produced guidelines to suit the needs of the pupils in the school. Tasks are set to suit the wide range of age and ability in each class. However, there are too few tasks provided to extend the more able pupils. In an introductory lesson on the topic of rivers, Year 5 pupils are introduced to terminology such as 'cascades', 'tributary', 'source' and 'the mouth of the river'. Their literacy skills are unsatisfactory and this limits pupils' progress in the subject. Many pupils have difficulty explaining what a waterfall is. Some do not know what a dam is and are not able to explain its function.
122. In a good Year 6 lesson, pupils were studying St Lucia, but, although this is not the beginning of the topic, not many knew where St Lucia was. The teacher gave good instructions for the task and at the same time reinforced basic skills, such as an understanding of the position of east, west, north and south. During the lesson pupils produced satisfactory colour-coded maps to show roads, centres of population and areas of economic importance. More-able pupils could explain why road links on the island are important.
123. Work is marked regularly, but there is little indication of how a pupil can improve. Sometimes marking is just ticks, with occasional 'excellent' stamps. Work is not always dated, making it difficult to judge the progress pupils have made.
124. Pupils visit the immediate locality of Overton village to make a comparison with Basingstoke, and Bramley Frith Study Centre. In July, pupils in Years 5 and 6 make a day trip to France and this increases their knowledge and understanding of places.

HISTORY

125. Pupils' standards of attainment at the end of Year 6 are below national expectations and progress is unsatisfactory. Standards are lower than at the time of the last

inspection. Insufficient time is given to teaching the subject and promoting pupils' historical skills and understanding.

126. Pupils in Years 3 and 4 make satisfactory progress and achieve standards in line with national expectations. They identify the similarities and differences between Celtic and Roman buildings. They are aware of the good organisation of the Roman army and how it was better equipped for battle than the Celts. No lessons were observed in Years 5 and 6 as history is only taught during the autumn term. However, from a scrutiny of pupils' previously completed work it is clear that standards differ little between pupils of different ability groups and there is a lack of depth in the work completed by average and more-able pupils.
127. The quality of teaching is satisfactory in Years 3 and 4. Teachers demonstrate good subject knowledge about the Romans and Celts and make good use of resources when providing stimulating activities for pupils to carry out. Teachers' planning details the areas to be covered and the historical skills that pupils are to learn and they make satisfactory progress as a result. In Years 5 and 6 no teaching was observed as teaching geography is currently the focus of pupils' work. However, a scrutiny of work completed during the Autumn term shows that pupils cover the planned units of work but not in sufficient depth for standards to be at expected levels for their age.
128. The subject manager, who has only been in position since September and is very new to teaching, monitors the subject from looking at pupils' work to ensure coverage of the curriculum. As yet she has had no opportunity to monitor the quality of teaching in her subject and does not have a secure grasp of the standards attained or how well taught the subject is. Resources for the subject are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. The standards attained by pupils in Year 6 are broadly in line with those expected of their age group. At the time of the last inspection standards were judged to be good, but pupils across the country are now expected to gain a more sophisticated range of skills. A serious problem with the system that operates the machines in the computer room, which occurred immediately before the current inspection, meant that much of the pupils' work stored on the hard disk was lost. Therefore, the judgements are based on work found in pupils' exercise books in a number of subjects, and on discussions with children in Year 6.
130. Girls and boys do equally well. Pupils with special educational needs, and those for whom English is not their home language, make satisfactory progress.
131. Pupils show confidence in their work, especially in finding things out, developing ideas and making things happen using computers. Pupils in Year 6 use their word-processing skill to produce stories such as one entitled 'The Pumping Heart'. Pupils' data-handling skills are developed well. Those in Year 4 produce pie charts showing how many birds they have observed on different days of the week. Pupils in Year 6 chart the climate of London as part of their geography work. Pupils use digital cameras and research topics using the Internet. In a lesson for Year 3, pupils caused a 'screen turtle' to follow a given course. Work on exchanging and sharing information, such as emailing, is underdeveloped. Pupils combine images and text, but do not yet include sound in the presentations they produce. Skills in using the mouse are good, but most are rather slow when working on the keyboard.

132. The quality of teaching and learning is consistently satisfactory. No unsatisfactory lessons were observed. The teachers move around their classes well to ensure that everyone has a chance to succeed. They teach confidently, knowing how to sort out problems that pupils encounter in using the different programs. Some teachers give pupils too much help. They instruct or show pupils what to do and how to do it, rather than asking questions that lead them to find out for themselves. Pupils are very keen to learn. In a lesson for Year 4 they were impatient to get onto the machines. Several were bouncing up and down in anticipation as they waited. Some pupils find concentrating very difficult and others do not respond quickly to instructions to listen and this limits the progress they make.
133. Since the last inspection a computer room has been set up. The completion of government funded training for all the teachers has had a positive impact on their confidence and the quality of lessons. As a result pupils are making satisfactory progress. The newly-appointed subject manager has started to rewrite the medium-term plans to take account of the opportunities presented by the computer room, and has increased the range of software. Effective arrangements for assessing pupils' attainment and progress have been put in place, but are not yet fully established.
134. The week before the inspection began, eight new computers arrived. They were not in use during the inspection. Consequently the number of machines available for use in the classrooms or corridors was too small to allow pupils to develop their skills consistently at times other than in lessons in the computer room. The school is aware of the need to plan structured opportunities to develop computer skills in as many subjects as possible. The additional, new machines will ensure that all classes have at least one, and some, two computers in their rooms. Discussions with pupils and observations around the school show that, currently, not enough use is made of the machines that are available in classrooms and corridors. The school is wisely considering the employment of a technician to maintain the computers and allow the subject manager to concentrate on the quality of pupils' education.
135. The subject manager's work is already helping to improve standards. This is partly due to his very good computer skills, gained in industry. However, his role in monitoring the quality of planning, teaching and learning is underdeveloped.

MUSIC

136. Pupils throughout the school attain the standards expected for their age and enjoy their music-making activities very much. Standards have been maintained since the time of the last inspection. In assemblies pupils sing tunefully and with enthusiasm, with recorders accompanying them.
137. Older pupils create and perform their own compositions and listen to and appreciate those of their classmates. They listen to and can identify the main features of a range of musical forms; for example, during the inspection older pupils identified accurately the pattern of 12-bar blues before singing a familiar song in the style.
138. Younger pupils compose in small groups using unpitched and pitched percussion instruments. They then use their group compositions together to perform a piece of music as a class. For example, during the inspection younger pupils were working on creating and developing chants, moving from simple vocalisation of 'magic spell' words, to adding pitch and accompanying themselves on the xylophone or glockenspiel. As a class they then moved into following a conductor in performing

their chants in combination. Pupils achieve well and develop confidence in performing skills both within school and in the local community.

139. All teaching of music observed during the inspection was at least satisfactory and there were a few examples of good lessons. Teachers manage pupils with challenging behaviour firmly but kindly, and plan imaginative and captivating lessons for pupils to make music. As a result nearly all pupils behave well during music lessons and this contributes effectively to the quality of their learning. Nonetheless, the behaviour of a very few pupils has a negative effect on the learning of the rest of the class in that in some lessons too much time is taken up with maintaining suitable levels of discipline.
140. Last year's 'Music Week' was a very effective way of introducing pupils to a wide range of musical instruments and forms of music, and pupils were very enthusiastic about the experience. This is a regular event which broadens pupils' knowledge and appreciation of music effectively. In addition a group of pupils perform with those from other Basingstoke primary schools in an annual concert in the town concert hall. This gives these pupils valuable experience of performing as part of a large group and extends well their understanding of performance.
141. The subject manager is a knowledgeable musician and gives helpful and enthusiastic support to colleagues. She prepares outline plans for non-specialist colleagues, drawing together good examples of the musical forms being studied within a topic. In addition she takes singing practice with both the lower and upper school each week, and uses these opportunities to teach new songs that tie in with the term's work in class music lessons. There is a simple system for assessing and recording pupils' progress in music from one year to the next and pupils actively contribute to this through taping recording of their performances.
142. Pupils can learn to play the violin, guitar, trumpet, clarinet, flute or recorder in individual and small-group instrumental lessons. This opportunity is available to all pupils who wish to participate because the school pays for it out of the general budget. This is highly unusual and demonstrates very clearly the school's commitment to and success in promoting equality of opportunity for all.
143. Resources for music are good and include a good range of tapes and compact discs of a variety of musical forms and composers. The school has a good range of tuned and untuned percussion instruments, including a good number of keyboards.

PHYSICAL EDUCATION

144. Standards in physical education are in line with those expected at the age of 11. Most pupils reach the standard in swimming expected of pupils at the age of 11. Standards have been maintained since the time of the last inspection. Only work in games skills was observed during the inspection and no judgement can be made of pupils' attainment in gymnastics.
145. Year 5 pupils show satisfactory hand-eye co-ordination skills when striking a ball, and when they listen to instructions they adopt the correct sideways position to be able to keep up a rally of volleys when playing tennis. Year 4 pupils throw a tennis ball with reasonable accuracy and are generally successful when catching with two hands. They learn to adopt the correct sideways stance in cricket and to swing the bat in line with the direction of the ball. Generally, pupils show unsatisfactory attitudes to

learning. Many fail to listen attentively to instructions or to watch demonstrations carefully and show little inclination to improve their performance. Considerable time is wasted while teachers ensure pupils' attention and this slows the pace of learning.

146. Teaching is satisfactory overall and sometimes good. It was satisfactory in two thirds of lessons and good in a third. Where teaching is good, teachers ensure that pupils are motivated well by keeping instructions to a minimum and providing plenty of energetic activity. The pace of lessons is brisk, good attention is paid to correct techniques and praise is used well to motivate pupils to even greater efforts. Most of the teachers observed have satisfactory subject knowledge and demonstrate correct techniques when demonstrating skills.
147. The subject is led and managed satisfactorily. There are a satisfactory range of resources and very good facilities for the development of sport. A wide range of summer sports is offered to pupils.

RELIGIOUS EDUCATION

148. Pupils in Year 6 attain standards that are in line with those set out in the locally agreed syllabus. This was the case at the time of the last inspection.
149. A scrutiny of pupils' recorded work and discussions with them show that their understanding of symbolism in religions is developed well. For example, those in Year 6 recognise the significance of the empty cross for Christians. Acts of collective worship contribute strongly to pupils' knowledge and understanding of Christianity. The work in lessons develops in more detail their recall of stories of Jesus' life. Those in Year 3 know how He acted as a 'fisher of men' to find His disciples. Pupils also study Judaism and Hinduism. Those in Year 5 learn about Jewish festivals. This helps them to explain key features and teachings of different religions. They also describe ways in which religion affects people's lives. Those spoken to referred to the impact of confession on Catholics. Most did not find it easy to identify places or circumstances which might encourage reflection. This arises from the lack of opportunities for quiet thought about deeper matters in acts of collective worship. Some pupils find it difficult to suggest relevant questions they could ask if they were to study a religion new to them.
150. Teaching and learning for all pupils are satisfactory overall. Lessons vary from good to unsatisfactory. In the best teaching the good use of questions encourages pupils to think about what they are doing, such as 'Do trees have a spiritual significance?'. The skilful management and control of pupils promote good levels of involvement and concentration, and the final part of the lesson is used well to revisit the main points for learning. Where teaching is unsatisfactory, not enough appropriate strategies are used to ensure that pupils apply themselves effectively to their tasks, and the teacher spends too much time talking. The unhelpful attitudes of a significant minority of pupils sometimes detract from the progress that is made by the majority. Too many pupils do not work actively to further their learning; for example, by asking questions.
151. Work in religious education does not help pupils enough to develop their writing skills, since too few demands are made on them to write at length. The school acknowledges the need to improve the use of computers in this subject.
152. It is too soon to judge the effects of the subject manager's work on standards. She works only part time and has been in post for a relatively short period. She has done

valuable work to promote better questioning in lessons and has improved the provision made for more-able pupils. The school acknowledges the urgent need to implement effective arrangements for assessing and recording pupils' attainment and progress. This was identified as a weakness at the last inspection.