

INSPECTION REPORT

TROSNANT JUNIOR SCHOOL AND EBD UNIT

Havant

LEA area: Hampshire

Unique reference number: 115911

Headteacher: Mr B Harwood

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 24th – 27th September 2001

Inspection number: 196095

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Stockheath Lane Havant Hampshire
Postcode:	PO9 3BP
Telephone number:	02392 475606
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Butler
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
20865	Mr M S Burghart Registered inspector	Special educational needs; English as an additional language; English; Music; Physical education.	How well are pupils taught? How well is the school led and managed? What the school should do to improve?
9487	Dr F Hurd Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22167	Ms H Carruthers Team inspector	Equal opportunities; Mathematics; Art and design; Design and technology; Religious education.	How high are standards?
20671	Mr D G Jones Team inspector	Science; Information and communication technology; Geography; History.	How are good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trosnant Junior School is situated on the Leigh Park estate in Havant on the outskirts of Portsmouth. The present buildings were completed in 1997 and the school shares a large site with the infant school of the same name. There are 228 children on the school roll aged from seven to eleven. The school has places for seven children with emotional and behavioural difficulties (EBD). All pupils with special needs are fully integrated into mainstream classes with extra support. There are eight classes, two for each year group. There is an average of 28.25 pupils per class. Pupils are drawn from the local surrounding area, mostly from council, rented accommodation. The catchment is recognised as having social and economic hardship and the school forms part of an Education Action Zone (EAZ). As such it receives extra support and funding, some from central government. The headteacher is in his first year at the school and is supported by nine full time and four part time members of staff. Over recent years there have been some significant changes in the school. Seven teachers of a staff of 14 are new to the school in the last two years, including the head, with six teachers in their first year in post. One teacher is in her first year of teaching. Almost 46 per cent of pupils on the whole school roll are on the special educational needs register. This is much above the national average. Eight pupils have formal statements under the terms of the DfES Code of Practice, which is considerably above average for this size school. Sixty-seven children (29.4 per cent) are known to be eligible for free school meals which is well above the national average (20 per cent). No pupils come from homes where English is an additional language. In partnership with a local community group the school runs a breakfast club before school every day and this is very well supported. Pupils' attainment on entry represents a wide range, but in a significant proportion of cases is below average. During the course of the school year 2000 to 2001 16 per cent of the school roll changed. The majority of pupils who joined the school were assessed as having some form of special educational need.

HOW GOOD THE SCHOOL IS

Trosnant Junior is an improving school. Although standards are below, and in the case of English well below, average at the end of Year 6, pupils' attainment and achievements are being systematically improved. The new head leads and manages the school very well. He is now co-ordinating detailed analysis and evaluation of the school's and pupils' performance to set targets and plan for the future. Relationships are good and the school, whilst continuing to maintain its caring philosophy, shows a new determination to raise academic standards. Consequently the school's ethos is judged as good. Pupils of all abilities and those on the register of the EBD unit are fully included in all aspects of school life. This is an obvious strength of the school. The overall satisfactory quality of teaching, with especially good features towards the top of the school, is having positive effects on learning. It is clearly adding value to pupils' achievements and gradually raising standards. In an improvement since the last report the school now gives sound value for money.

What the school does well

- The leadership and management of the headteacher are very good.
- Provision for moral and social development is very good.

- It successfully encourages good relationships.
- It makes very good, inclusive provision for those in the unit and provision is good for the high proportion of pupils with special educational needs.
- Extracurricular provision is very good.
- Behaviour is managed very well.
- The school provides a very good learning environment.
- Some aspects of teaching are very good, notably in mathematics, art, French and music.

What could be improved

- Standards in English.
- The quality of teaching in some lessons and subjects, notably in Years 3 and 4.
- Coverage of the National Curriculum and standards for information and communication technology (ICT) and its use to support other subjects.
- Standards of science, design and technology, geography and music.
- The balance of the timetable to ensure all subjects receive sufficient attention in all classes.
- The leadership and management roles of senior staff.
- Provision to raise pupils' multicultural awareness.
- Curriculum information for parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection of June 1997 identified five key issues for improvement. The school has made satisfactory progress overall since then, with rapid improvements from the appointment of the present head last year. Curriculum planning is now satisfactory and assessment procedures and evaluation of outcomes are improved to good. Opportunities for spiritual development have been raised to satisfactory and the teaching of reading and writing has been improved. With the exception of ICT, where new requirements have yet to be met, the school now fulfils statutory obligations. The school is aware of more work to do in developing still further management and monitoring roles of co-ordinators, but the current situation represents an improvement over the last report. In addition National Strategies for Literacy and Numeracy have been introduced with particular success in the latter. A variety of new teachers including the head have been appointed and after an uncertain period the school now has a stable staff. The quality of observed teaching is better than during the last inspection. Pupils' academic standards are still below average: notably in English, but inspectors judge that new initiatives (including the creation of an Education Action Zone) are having positive impacts. However, in most cases it is still too soon for developments to have had significant effects. With the procedures and staff now established, especially the new headteacher, the school is well placed for future development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores¹ in National Curriculum tests.

	compared with	
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¹ Average point scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

Performance in:	all schools			similar schools	Key
	1998	1999	2000	2000	
English	E	E	E	C	well above A average above B average
Mathematics	E	E	E	D	average C below average D
Science	E	D	E	D	well below E average

The table indicates standards are well below the national average. Early indications are that by average point scores this will still be the case in 2001. However, with 46 per cent of pupils on the special educational needs register, including pupils from the EBD unit, the school has done well to match the performance of similar schools² in English. The school can demonstrate that it has made progress in adding value to pupils' achievements during their time in the school with particular success in mathematics where the proportion of pupils reaching the expected level by the end of Year 6 in 2001 is likely to be close to the national figure. Science results are improving but standards are still below the national average. In all three subjects it is because relatively few pupils achieve the higher level, Level 5, that comparisons with all other schools are below average. In other subjects pupils' performance by the end of Year 6 is good in French and satisfactory, being in line with national expectations in physical education, art, history and religious education. Standards are below expectations in design and technology and geography. In ICT and music standards of work undertaken are satisfactory but because Year 6 have not covered all required elements of the National Curriculum, and in some classes these subjects have been underemphasised, overall standards and performance are currently below expectations.

Inspection evidence confirms that the school is now effective in improving standards and that this is its main aim. Pupils are making progress and the school is not underachieving.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: most children enjoy coming to school and, although some have short attention spans, they are usually keen and interested in work when it is presented to them appropriately.
Behaviour, in and out of classrooms	Satisfactory overall with good features from the majority of children, notwithstanding those who can and do present problems. Most problems are overcome swiftly.
Personal development and relationships	Good: most pupils show initiative and are willing to take responsibility. Pupils show respect for each other and the

² Schools with more than 20 per cent and up to 35 per cent of pupils entitled to free school meals.

	school. Relationships are good.
Attendance	Satisfactory: in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Satisfactory with a variety of strengths (notably with older pupils) and some weaknesses

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

The overall quality of teaching is satisfactory based on a combination of observations from actual lessons, teachers' plans and records and a review of pupils' work. Lessons range from excellent to unsatisfactory with the majority being satisfactory. The overall profile is considerably better than at the last inspection. There are clear strengths particularly towards the top of the school with significant effects on pupils' learning in mathematics, science, art and an introduction to French. Extra teaching and support for pupils with EBD and special educational needs is good and often very good. As a result pupils make good progress in personal development and progress well academically. The school is aware that although teaching in Years 3 and 4 does have strengths and is satisfactory overall, there are weaknesses to overcome. These feature techniques to manage class activities, a lack of pace, a lack of knowledge and understanding of physical education, and inappropriate expectations. Literacy teaching is at least satisfactory throughout. Numeracy is generally sound, and good or better in many lessons particularly for older pupils. Strengths in teaching across the school are in relationships and the management of behaviour. Areas for development include using a wider variety of teaching strategies, improving marking and the quality of day to day planning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and relevant but not all subjects are given sufficient time to maintain balance. Not all requirements are met for ICT and music. Very good provision for extracurricular activities. Homework is used effectively.
Provision for pupils with special educational needs	Good overall with very good provision for those in the EBD unit. All children are fully included in school life as part of mainstream classes. Learning support staff make a very good contribution to pupils' development, personal as well

	as academic. The school meets the requirements of the DfES Code of Practice ³ .
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: with very good provision for moral and social development. Spiritual and cultural development opportunities are satisfactory overall, but there is a need to raise pupils' multicultural awareness.
How well the school cares for its pupils	Good care for pupils' physical well being. Very good procedures and a committed calm approach for monitoring and promoting good behaviour. Assessment procedures satisfactory with good evaluation in English, mathematics and science; more to do in other subjects. Overall the school's ethos is good.

The school is working hard at its relationship with the community through the Education Action Zone and in providing facilities for the local area. The school's partnership with parents is currently satisfactory and is to improve through better communications with regard to the curriculum and an 'open door' policy. Ninety-nine per cent of parents responding to the Ofsted questionnaire think the school is approachable.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and the management of the head are very good. More to do to develop the leadership roles of the deputy head and senior staff to improve monitoring of provision, standards of pupils' work and coverage of the curriculum. Good educational direction and a very good collective commitment to raising standards. The school's management of behaviour and EBD is very good.
How well the governors fulfil their responsibilities	Good: much improved. Governors are well informed and contribute effectively to the management of the school, statutory requirements for ICT and music planned for, but

³ The DfES Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

	not yet met.
The school's evaluation of its performance	Very good analysis by the head assisted by co-ordinators for the core subjects. Good school development plan as a result of good analysis of strengths and weaknesses.
The strategic use of resources	Best value principles followed well, resulting in good resources. Good staffing, very good accommodation and resources used satisfactorily. Efficient management of the budget for the school and EBD provision. All monies spent for designated purposes. Good links between finance and curriculum needs. The school gives sound value for money and its learning environment is considered very 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"> • The school's leadership and management. • The school is approachable. • High expectations. • Extracurricular activities. 	<ul style="list-style-type: none"> • Behaviour. • Homework. • How the school works with parents.

The clear majority of parents have positive views of the school. Inspectors are pleased to support these views. With regard to behaviour standards are satisfactory and behavioural management is very good, particularly of pupils with EBD. Levels of homework are considered appropriate for this school and age group. The school is working towards a closer partnership with parents over the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry for a significant proportion of pupils is well below average. Just over half the pupils in Year 3 have special educational needs and this is the case in nearly all year groups. This number includes any pupil being taught in the

year group as part of the school's inclusive policy for pupils on the roll of the EBD unit.

2. Throughout the school just under half the pupils have special educational needs and although the overall standard of work seen was below average, the performance of the majority of pupils, particularly those in Years 5 and 6, is good.

3. The pupils' achievements are reflected in National Curriculum assessments. Results for 2000 when compared with all schools nationally for eleven year olds who have now left the school were well below the national average in English, mathematics and science. However, when compared against schools in a similar context to Trosnant Junior School the results were better, being average in English, and below average in mathematics and science.

4. When these National Curriculum assessments are broken down into levels they remain well below average at the expected Level 4 or above and at the higher Level 5 or above in comparison to all schools nationally. However, against schools in a similar context English and mathematics results were average at the expected level, and science results below average. At the higher level, results were average in English, but were well below average in mathematics and below average in science.

5. Teachers' assessments of pupils' work did not reflect the National Curriculum assessments, being substantially different in English, but with a slightly better match in mathematics and science. This is an area identified for improvement by the school, which the new headteacher is developing well alongside a recently appointed assessment co-ordinator.

6. The trend in National Curriculum assessments over time shows a below average, but improving (if somewhat fluctuating) trend from year to year. This fluctuation is reflected in the 2001 National Curriculum assessments, which show a slight dip in results in English, but mathematics and science were maintained in comparison to similar schools.

7. However, the school is meeting the targets set for improving standards, and although these are below the national average, they are rising each year. The key aim of the school is to raise standards further in English, mathematics and science and in all the other subjects of the curriculum.

8. The inspection judged that although standards in English by age eleven are below average overall, pupils are making satisfactory progress in achievement. Standards in speaking and listening are below average and in writing well below average, but in reading standards are average. Pupils are given good opportunities to develop their speaking and listening skills through discussions, such as comparing poems and stories in Year 6.

9. Pupils write for a wide range of purposes, but the content is below what is expected for their age. However, spelling and the standard of letter formation are unsatisfactory. Pupils read a wide range of books and can say what they like about them. Many pupils read with fluency and expression and show sound comprehension skills. Standards in mathematics by age eleven are below average, but about half the pupils are working at the expected level by age eleven, with a few

above that. This is a considerable improvement. Strengths are in the use of numbers and mental mathematics sessions at the start of all lessons. Pupils are making satisfactory progress in their achievements in mathematics. In science, standards by age eleven are unsatisfactory, due to limited opportunities for investigative work. However overall, pupils are making good progress in their learning and achievements in science. The use of the literacy hour and numeracy strategy is beginning to benefit 'working English' and is making a big impact on helping to raise standards in mathematics. However, in all three subjects the use of information and communications technology (ICT) is insufficiently developed.

10. The last inspection report judged standards in English, mathematics and science to be average, although National Curriculum assessments were below average. However, although this inspection judged standards to be below average, pupils' progress is satisfactory, as are their achievements when set against their attainment at entry.

11. Pupils' attainments in ICT are below the expected levels of the National Curriculum. Progress is unsatisfactory in the subject, as is its use in other subjects. Insufficient time is given to the subject, although some examples of use were noted during the inspection. For example, pupils in Year 5, with the class teacher's support, were putting simple data into the computer, and were printing simple graphs. Standards were judged unsatisfactory at the last inspection, although provision has improved since then.

12. In art, history and physical education pupils' attainments are as expected for their age in relation to the requirements of the National Curriculum. These judgements are the same as those made at the last inspection, although then standards in art were judged good. However, in art pupils experience a broad curriculum and have a good range of provision. They use sketchbooks to record work in and around the school. In history pupils take part in theme days, such as dressing up as school children in days gone by. In physical education, pupils take part in a wide range of activities, both indoors and outdoors and learn to co-operate and work together as part of teams in team games. In these subjects, pupils make satisfactory progress in their achievements.

13. In design and technology, geography and music pupils' attainments are below what is expected for their age in relation to the requirements of the National Curriculum. In design and technology, insufficient time is given to developing and using skills, although pupils take part in a wide range of activities. This makes progress unsatisfactory. In geography, pupils make satisfactory progress, but the topic approach used gives insufficient time to the subject over the longer term. In music, rapid progress has been made recently but this is insufficient over time for the learning of skills. Attainment in design and technology and music was unsatisfactory at the last inspection, but in geography this was as expected for pupils' ages.

14. In religious education, pupils' attainments are in line with the expectations of the locally agreed syllabus. This is an improvement since the last inspection when standards were below expectations. Pupils now experience a rich and broad curriculum and take part in discussions and drama work which results in satisfactory progress made in pupils' understanding and knowledge of Christianity and other faiths, such as Islam.

15. Pupils, including those with special educational needs are given good opportunities to take part in all lessons. The school is inclusive in all its activities. Pupils in Years 5 and 6 make rapid gains in learning due in part to the organisation of lessons and pace of teaching. However, pupils with special educational needs and EBD make good progress, responding well to the good level of support provided.

16. Since the last inspection, improvements have been made to standards in English, mathematics and science. However, there is still work to do on improving standards further in these, and all other subjects.

Pupils' attitudes, values and personal development

17. Pupils show good positive attitudes towards their school. All pupils, including those attached to the unit, generally enjoy being at school, and respond particularly well to creative activities such as music and art. Pupils are polite and welcoming to visitors, and were eager to talk about their work and their school. They treat school equipment with care and nearly always put it away sensibly. However, in classes where an activity continued for too long, was insufficiently challenging, or was not clearly explained, pupils lost concentration, and ceased to pay attention to their work.

18. Pupils' behaviour is satisfactory overall. There were five fixed period exclusions during last year, all boys. Although a few pupils have difficulties in forming relationships with other children, no evidence of bullying or oppressive behaviour was seen during the inspection. Those who find playtimes particularly difficult to deal with know that they can arrange to work in the library or on the computers instead of going outside. The attitudes and behaviour of pupils were judged unsatisfactory in only three lessons during the inspection. However, in each case it was the attitudes and behaviour of the whole class which were graded: in other lessons individuals displayed less satisfactory behaviour or failed to concentrate properly on their work. On every day of the inspection, a few pupils ran out of class, hit walls, shouted at staff or threw equipment about. The behaviour of pupils attached to the unit can be disruptive, but so can that of others. Some pupils find it particularly difficult to behave appropriately in discussions. Some can become too excited and keep calling out, ignoring the need to take turns and listen to others, whilst others withdraw completely. Nevertheless, all pupils responded to good teaching and showed the ability to concentrate and behave well when they were totally absorbed in a task. This was particularly well demonstrated in an art lesson for Year 6 pupils when the entire year group concentrated in complete silence for half an hour as they did life drawings.

19. Pupils' personal development and relationships are good. Examples of very good relationships were seen between some of the adults and children in the school community. All the teaching and the non teaching staff work hard to win the trust and respect of the pupils, and the relationships they establish with them are crucial aids both in class and in supporting children's personal development. Pupils feel confident that they can turn to adults for help and advice, and try hard to win their approval. They ask eagerly if they can show particularly good pieces of work to the headteacher. Relationships between pupils are generally good. Those supported by the unit are completely accepted by their peers as members of their year group. On

some occasions pupils found it hard to work co-operatively in groups because they could not agree on a division of tasks (for instance in a Year 3 numeracy session). Pupils have to write formal letters of application to their class teachers for posts such as library or lunch monitors. They take this very seriously and carry out their responsibilities well, although some choose not to apply for any of these positions. Every term each class votes for a representative on the School Council.

20. In the school year 2000 to 2001 attendance was well below the national average; unauthorised absence was below the national average; and authorised absence was well above the national average. This represents a sharp increase in authorised absence since 1997 to 1998, but there are indications of improvement to date. This apparent increase can be explained by a fault in the computer software used to record absence. A minority of pupils regularly arrives between five and twenty minutes late for school and this can delay the start of lessons in some classes. Overall attendance is judged to be satisfactory, with room for improvement in punctuality.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The overall profile of teaching substantiated by sampling of pupils' work, scrutiny of plans and records as well as observed lessons is satisfactory. This is an improvement since the last inspection when 18 per cent of lessons were unsatisfactory compared with 6 per cent this time. Currently one in six lessons is very good against one in ten in 1997. Improvements are the result of:

- Better planning especially for literacy and numeracy;
- The introduction of new staff;
- More rigorous monitoring of teaching by the new head linked to staff appraisal and performance management;
- Much improved analysis of pupils' performance in order to set targets and modify future plans;
- A greater number of learning assistants who are better skilled to support teachers;
- A developing programme of staff training to address weaknesses: for example in ICT;
- The school's renewed commitment to raising academic standards;
- The introduction of specialist music teaching.

22. Strengths in teaching are in provision for special educational needs and EBD, where provision is very good and staff have a good understanding of how to set targets and support pupils at their own levels. Relationships are good throughout and this allows staff to interact with pupils constructively, and pupils to learn from their mistakes without fear of ridicule. This has particularly good effects on the quality of circle time⁴ and on pupils' personal development. Staff make good use of resources and space, but support staff, teachers and learning support assistants are too often passive during introductions and reviews. Behaviour is managed very well across the school with all staff consistently applying the very good procedures for dealing with children. Although a small minority of parents disagree, staff make

⁴ In these lessons, pupils sit in a circle and through agreed rules, have the opportunity to speak and listen to each other talking about issues, which touch them all.

appropriate use of homework relative to the age and ability of pupils and it is used effectively to enhance the curriculum.

23. Highlights in teaching are in:

- Specialist music provision;
- Mathematics in Year 6 (where the year leader serves as an example of very good teaching to teachers from other schools);
- Year 6 art where teaching observed was excellent and learning was very good;
- Years 5 and 6 physical education where teachers make very good use of pupils as examples of good practice;
- French where Year 6 receive a particularly good introduction to the subject;
- Year 5 science; where very good use of support staff means that pupils are effectively taught in small groups at a variety of ability levels.

Some good lessons were observed in Year 4: for example in art and personal, social and health education, encouraging pupils to express themselves.

24. Weaknesses in teaching include:

- Teaching which too often focuses on large groups of children and features the same approach;
- A lack of pace: for example in some Year 3 and Year 5 mathematics lessons explanations were too long and expectations of pupils' work were too low; resulting in too little progress;
- Gaps in teachers' knowledge and understanding: notably in games for Year 3;
- Marking which seldom identifies how pupils can make improvements;
- Some teachers' inexperience of class management and control techniques: for example negatively affecting Year 4 lessons: notably in geography, mathematics and in circle time.
- Too little use of ICT to support other subjects as part of classwork: for example in word processing, data handling and research;
- Timetable organisation which does not always ensure that the school's stated proportion of time is spent on each subject: for example in topic work, and a lack of ICT.

25. Inspection evidence indicates that teaching is strong for older pupils, but is in need of improvement in a variety of lessons in Years 3 and 4. The four unsatisfactory lessons were in these year groups. The head and leadership team have a good understanding of the school's strengths and weaknesses and their effects on pupils' learning. Planning is being developed to improve the quality of teaching accordingly.

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

26. The school offers a broad and relevant curriculum to its pupils. It now fully reflects its aims and aspirations, an improvement since the last inspection. It contains all elements of the National Curriculum, although currently the programme for ICT does not yet fulfil all the requirements. Issues raised at the last inspection about standards and coverage of the National Curriculum for music have only very recently been addressed. As a result, recent good progress in music, at the hands of

the part time music specialist, still has some way to go before all issues are covered in raising standards throughout the school. The school provides an introduction to French for its Year 6 pupils, which is of a very high quality. Pupils seen during the inspection, in only their third week of term, had made tremendous progress in their learning about France and its language. Later this is well supported by a residential visit to France, photographs of which from the previous year show it to be well planned and very supportive of pupils' understanding of the lives of our nearest continental neighbours.

27. The balance of the curriculum is unsatisfactory. A large proportion of time is spent on literacy and numeracy work. Whilst this is very important, the extra time spent on spelling, handwriting and story lessons, when added to the daily literacy hour, take over a third of the whole time available for all lessons. At the same time, the school's topic approach, which often includes science, history, geography, art, ICT, and sometimes includes design and technology and religious education, provides a very uncertain allocation of time for these subjects. Most importantly, within topics, there are often three 'core' subjects, ICT, science and religious education, fighting for an appropriate section of time in which to be taught. As a result, these subjects too often suffer in terms of time, coverage of the appropriate programmes of study and the presentation of work. The many changes in staff means that there are inconsistencies in approach to the topic work from year to year. The school is now at a point where a more settled staff and a new headteacher could well question some of the former organisation of this work, including the size of groups to which it is taught. These aspects need to more closely reflect the needs of the pupils alongside the requirements of the National Curriculum and its most recent guidance.

28. Planning is now carried out between the two teachers based in each year group. It now places more emphasis on the learning objectives, which in turn helps teachers to give teaching a clearer focus. This is an improvement since the last inspection. Detailed guidance for each of the subjects on the curriculum is not yet complete, although many outdated policies have been revised. The local authority has been of assistance to subject co-ordinators in reviewing their subjects and pointing to where improvements could be made. Subject portfolios, useful in checking standards of work and illustrating the levels of the National Curriculum in order to aid assessment, have only been completed to any degree in English and art. Other subjects have been started, but have yet to have an impact on improving standards or assessment.

29. Curriculum provision for those with special educational needs is considered good overall. Such pupils are fully included in all the activities of the National Curriculum and have their own targets well analysed in individual education plans. Support staff play a vital role in ensuring that these pupils make good progress. Pupils with EBD associated with the unit in the school have full equality of opportunity and join in with all lessons and activities. From this point of view provision for them is very good and the school is very successful in integrating them into everyday life.

30. As a result of the good work carried out with pupils who have educational special needs (almost half of the school's population) the school has engendered a very inclusive attitude to teaching and learning. Teaching and non teaching staff

work very hard to put this vision into practice and do so very successfully. There is clearly no stigma attached to having extended needs.

31. The school makes satisfactory use of the National Literacy Strategy and good use of the National Numeracy Strategy. As a result there is a steady, but slow improvement in these subjects, with better progress being made in mathematics.

32. The school has had success in implementing further progress in personal, social and health education. Following criticism at the last inspection there is now a much clearer plan for promoting these areas of work in the school. Circle time (in which pupils sit in a circle, within a safe and supporting atmosphere in order to discuss personal issues) has been adopted in all classes. However, there is an inconsistency in organisation, which does tend to undermine the ideas behind the work. For example, in a class which can clearly be divided physically into two halves and which has two class teachers, it is not helpful to have one single circle of up to fifty pupils, whose opportunities to contribute are quite naturally reduced by half. The school's sex education programme is appropriate, as is drugs information.

33. The school provides very good extracurricular activities, which give pupils good social and educational opportunities. During a normal week at the school, well over a hundred pupils can be involved in such activities as: a host of major games clubs, art, drama, gardening and a board games club. These are run through the time given freely by almost all teachers at the school. At the same time, the school seeks to enrich the curriculum for its pupils through a wide range of good quality visits and visitors. For example (from a lengthy list) pupils in Year 3 spend a night in school in the role of evacuees. This includes a mock air raid and radio broadcasts and music of the time. In Year 4 a visit to South Harting gives good support for a comparative study between two different settlements. A visit to the Mary Rose for pupils in Year 5 enhances their understanding of the Tudor period, whilst the residential visit to France for Year 6 pupils gives very good support to their work in studying French.

34. The school has good, and improving, links with the community. A fairly recent appointment of a member of staff with responsibility for this area of school life is having a positive effect on progress in making links with groups within the community. Links have been formed with church groups, Havant College, and plans are being formulated to re-use the Scout hut, which has not been used for some time for community purposes because of mice!

35. The good and constructive relationships between Trosnant Junior and its local schools is giving good support to the idea of continuing education and support from infant to higher education. The three schools involved now meet regularly to discuss common problems, together with ensuring that transfer of pupils and information from one to the other is undertaken in away which best supports pupils.

36. The school makes very good provision for pupils' moral and social development and sound provision for their spiritual and cultural development. This is overall, an improvement since the last inspection.

37. At the last inspection the school's provision for spiritual development was unsatisfactory, largely due to the poor provision for collective worship. The school has improved this by having a clear timetable for acts of worship and by keeping

plans for assemblies. Collective worship now meets statutory requirements and during the inspection it was of good quality. Different staff take assembly and there are brief opportunities for pupils to consider the themes during moments of quiet reflection or prayer. It is a pity that pupils do not sing in assemblies in order to support their musical awareness. Not only would this lend support for spiritual development, but it would give them further opportunities to pursue this aspect of music.

38. Within the curriculum, whilst teachers make the most of opportunities, which arise, especially within religious education lessons, in order to point to values and beliefs held by other people, the rest of the curriculum lacks planning for this type of opportunity. There is a lack of planning for spiritual development, although teachers try to 'capture the moment' whenever possible. For example, whilst visiting France, pupils gathered under the Eiffel Tower and marvelled at its size and structure, looking at the achievement of man in constructing such a tower. Equally, when visiting South Harting pupils were given the opportunity to gaze over the rolling hills outside the village in order to see the beauty of God's created world. Art and music do not yet support spiritual development in the same significant way and planning documents do not make notes of possible opportunities for spiritual development to take place. With a profile of strengths and weaknesses opportunities for pupils' spiritual development are considered satisfactory overall.

39. Provision for pupils' moral development is very good. All pupils are taught the difference between right and wrong and both teaching and non teaching staff spend a great deal of their time in discussion with pupils who have difficulties with these concepts, due to their own special needs. The recently revised behaviour policy is supporting development in this area very well. In most classes and at most times, the policies are put into effect with consistency, making good use of both positive rewards and negative sanctions. The school has a very caring ethos in which all pupils are seen to have equal rights to a full education. To this end the school itself provides pupils with very good role models. The work in personal and social education gives good and growing support to moral development.

40. The school provides for pupils' social development very well. Individual pupils take on responsibilities for registers, jobs within the class and at assembly times. After school clubs and activities provide pupils from different classes with opportunities to meet together for sociable activities. The very nature of the 'team teaching' carried out in the school, means that larger numbers of pupils regularly get opportunities to work together on projects and in lessons. The residential visit to France gives the oldest pupils a very good opportunity to gain self confidence and self reliance, away from their parents, but in a secure environment. The recently re-launched School Council gives a number of pupils the opportunity to gather views from their friends and put them forward in a well organised format. Recent work within the local area, and contributed to by the school, has seen much development in providing opportunities for pupils to gain confidence and self esteem within the school's curriculum. The celebration assembly each week provides a further opportunity to meet socially and celebrate each other's successes.

41. Pupils are taught to appreciate their own culture through aspects of both history and geography. Work on evacuees, comparing housing in South Harting and Leigh Park, and looking at life in Tudor England all support the views that pupils have of their heritage. However, the provision of opportunities for pupils to develop

a multicultural view of life is unsatisfactory. Although the school looks at France and St Lucia within its curriculum plans and examines a small number of other faiths within religious education lessons, there is little evidence around the school of a range of multicultural art, music or books. As both the school and its surrounding area show a predominantly white culture, it is of great importance that the school re-examines its provision for multicultural development in order that pupils can take their rightful place in a national picture of great diversity of cultural influences. This has not improved enough since the last inspection.

42. The local community makes a good contribution to pupils' learning. The school makes good use of the local area to enrich the curriculum, and pupils have visited the historic ships in Portsmouth Dockyard, the seashore, and different sights in the Hampshire and West Sussex countryside nearby. The school choir sings carols in the local church, the shopping precinct and outside Portsmouth Guildhall.

43. The swimming pool is hired out virtually every weekend and many weekday evenings during the summer term for private parties. The Scout hut has been used regularly by Scouts, Cubs, Beavers and Venturers. It is currently being completely refurbished, and once this is done the school intends to advertise it more widely in the hope of letting it out to other organisations. The school has not yet been able to establish links with local businesses, but has plans to develop this through the Education Action Zone. There is only a limited programme of visits from local artists, musicians and theatre groups.

44. The school has a good relationship with partner institutions. These are particularly good with the nearby secondary school, where pupils are regularly invited to performances and have specialist teaching, for example in home economics. The two schools have co-operated to run a New Opportunities Fund after school club. The school uses the sports facilities at the local sixth form college. Parents feel that the transition to the secondary school is very well handled. Links, which were previously limited with the infant school on the same site, are currently being improved. The two schools have co-operated over the introduction of a minibus to collect pupils before school, and over the establishment of a mother and toddler group. Discussions are just beginning over curriculum liaison. The school is in the early stages of discussions with other schools in the Education Action Zone over co-operation in various ways.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Procedures for child protection and for ensuring pupils' welfare are satisfactory and improving. There is a child protection policy, as well as very clear written instructions provided for staff, which follow local authority guidelines. The headteacher is the child protection liaison officer, and the deputy head will shortly undertake training. A day training session for all staff on this topic is planned. Two members of staff were not aware that they should only discuss child protection issues with the child protection liaison officer. There is a small dedicated medical room, with a fold-up bed which forms a seat for sick pupils. This houses the main first aid post, although there are small ones in each year group area. The administrative assistant has completed the four day first aid training course, and all the non teaching staff have attended a one day course. The school ensures that all qualifications are updated at the start of the school year. All non teaching staff as well as the teachers involved have had epipen training so that they can support

children vulnerable to anaphylactic shock. The school office holds a full list of the children with specific medical needs and each class has one relating to its pupils. These are regularly updated as necessary. Prescription medicines are administered following parental requests in writing, and a record is kept of all the occasions on which staff administer medicine. The school has a good awareness of day to day safety issues. Pupils are not permitted to wear jewellery when involved in physical education or swimming. The school minibus has seatbelts and all its drivers have to pass the relevant driving test. All electrical items are checked for safety annually. A register is kept of pupils attending after school clubs and care is taken to ensure that children are collected afterwards. The security system has recently been updated, and windows replaced with laminated glass. Computers are situated well away from windows. Until recently risk assessment was carried out on an informal basis, but the governors have formed a sub-committee specifically to deal with health and safety issues, whose members all have special expertise in this area. They will be undertaking a rolling programme of risk assessment, with a particular focus for each term. Since May vandals have caused £8,000 worth of damage around the school, principally to the swimming pool and its changing rooms. They have been seen climbing across the roof of the school itself, damaging and dislodging tiles. They have slashed the lining of the pond in the environmental area and damaged fences. Two gates have disappeared. Nevertheless, the school presents an attractive appearance to visitors. The caretaker, who lives close by, is vigilant in patrolling the site and repairing damage as quickly as possible. He has reduced the vandalism recently through liaison with the local community. During the summer term the pool is heavily in demand as a location for private functions in the evening and at weekends, and this again helps to deter vandals. The building is well maintained and the grounds tidy and free from litter.

46. Procedures for monitoring and improving attendance are satisfactory. Absences are followed up immediately if the pupil has a history of unauthorised absence, otherwise after two days if nothing is heard from parents. Most parents do phone on the first day of absence when a written note will be put in the register. A computerised system is used to record attendance, and this is currently recording 'late arrivals' as 'authorised absences', which has created an artificial surge in the authorised absence rate. The fault in the software is under investigation. The school provides a minibus service in conjunction with the neighbouring infant school, which provides transport to school for children from families in particularly stressful situations. This has proved a very successful innovation. Discussions are underway with other schools in the Education Action Zone concerning attendance and punctuality issues. The school has already begun analysing reasons given for lateness. Pupils are awarded a prize for 100 per cent attendance during a term or a full year – three of these were awarded at the end of last year. Parents sometimes want to take their children out of school for holidays beyond the ten day allowance. The school keeps a record of how much holiday each child has already had within school time.

47. Procedures for monitoring and promoting good behaviour, and for monitoring and eliminating oppressive behaviour, are very good. The school has been working hard over the last year in particular to reduce unsatisfactory behaviour to a minimum, and to improve its management, with considerable success. All members of staff consistently apply the system of rewards and sanctions. It is clearly explained to parents in the prospectus, and each year group draws up its own set of rules based on those of the school. The behaviour management system is clearly

understood by all staff and pupils, and staff make every effort to use it consistently. The work of the learning support assistants is invaluable in this respect, and on many occasions prevents minor difficulties becoming major problems. The additional support provided by the unit leader and his assistant, and of the headteacher himself, is vital to the smooth running of the school. Additional support is provided for children from the unit by a variety of different strategies. The lunchtime supervisory assistants are encouraged to give their ideas to improve lunchtimes at a weekly meeting: they reported, for instance, that the introduction of diabolo toys had been very successful in occupying children, and asked for skipping ropes as well. Circle time and the programme for personal, social and health education are both used as opportunities to influence children's behaviour: the Hampshire Police provide an officer to deliver the 'Getting it Right' programme. However, some members of the teaching staff rely too much on their colleagues to enforce discipline, and the organisation of lunchtime could be improved. At present, although children are well controlled, lunch is not a particularly pleasant occasion, and is certainly a noisy one.

48. Procedures for monitoring and improving pupils' personal development are satisfactory overall. The school has adopted a number of strategies to improve pupils' personal development. For instance, each year group has a 'Person or Persons of the Week', nominated by all the staff who work with them, chosen largely for their personal qualities rather than for academic achievement. They act as the class monitor for the next week, and their photograph is displayed on the class noticeboard with a note explaining the reasons for their nomination. At the end of the week they paint their name on a brick painted with their school team colours and at the end of the year the winning house will be the one with the most bricks. A School Council was established last year and the school works hard to involve its members in decisions about the school such as the organisation of playtime and pupils' records of achievement. Assemblies and circle times are used as opportunities to encourage pupils to reflect on their feelings and learn to understand other people's points of view. The assembly theme during the inspection week was 'Feelings', and staff made good use of their own experiences to encourage pupils to talk about topics such as envy and the value of a smile. When the school puts on its annual dramatic performance, all pupils are included in some way and they are given as much responsibility as possible for the organisation of the production, as well as taking part as actors. For instance, this year pupils will be responsible for the lighting for the first time. There are celebration assemblies every week when any adult in the school may nominate pupils for an award. Older pupils have to write formal letters of application to their class teachers for posts such as library or lunch monitor. They can apply to guide visitors round and act as receptionists at lunchtime. All pupils are encouraged to take part in charity fundraising events, for instance for Red Nose Day and Children in Need. There is no formal monitoring of pupils' personal development, apart from those attached to the unit, and the comments on reports are sometimes frustratingly vague and general in nature.

49. Procedures for assessing pupils' attainment are satisfactory. These are suitably established for English, mathematics and science, but are still being developed for ICT, religious education, and the other subjects of the curriculum.

50. The use of assessment information to aid curriculum planning has improved since the unsatisfactory position at the last inspection and is now satisfactory. The new headteacher is providing a good lead to staff in the analysis of data to help

improve standards further and an assessment co-ordinator has been recently appointed to carry on this good start.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school's partnership with parents is adequate and in some ways better than this. The school is now working hard to develop closer and more productive relations with the parents of its pupils. Parents' views of the school, as expressed through returned Ofsted questionnaires, correspondence with the inspection team, and comments made at two parents' meetings, are good. The school is seen as very welcoming and friendly, and parents were particularly impressed with the approachability and leadership displayed by the new headteacher. Most parents were confident that any complaints would be quickly dealt with. Parents greatly enjoy the school's annual productions, and the fact that every child is involved in some way. They feel that the extracurricular provision has improved a great deal since the last inspection. Parents are well aware that pupils' behaviour is not always good, but feel that the school works hard to manage it. They felt well informed about what is going on at school.

52. The school has very effective and well organised links with parents. A single form, completed when a child joins the school, allows parents to give blanket consent that they and their child will abide by behaviour and uniform provisions, allow the child to go off site on school visits, and allow school staff to check children's hair for headlice. Every effort is made to keep the list of contact numbers up to date and to ensure that all those with responsibility for a child's care are given details of what is going on. The school has held the first of what is intended to be a series of parents' coffee mornings: this one was for Year 3 parents and specifically focused on the issue of bullying. Twenty parents came. The introduction of family film shows has been very popular. The first meeting of a parent-toddler group took place at the school during the inspection. This is a joint venture with the infant school to encourage prospective parents to get to know both schools. There is a 'Meet the Teacher' session at the start of each school year for every class.

53. Parents have a satisfactory involvement with the work of the school. Parents are invited to help with visits off site, with repairing books, and with cookery activities. Social and fundraising activities of the 'Friends of Trosnant' are organised by the school, primarily by the learning support assistants: this group raised about £1,800 last year. The summer and Christmas fairs are always well supported by parents.

54. The quality of information provided for parents is satisfactory overall. The prospectus and governors' report now meet requirements, which was not the case at the last inspection. Regular newsletters give full details of school activities (there are extra ones twice a year on school sporting life). There are two parent consultation evenings a year, and the school has held curriculum workshops, for instance a mathematics day with a mathematics trail laid out through the grounds. The parents of pupils attached to the unit are sent a weekly record of progress. The prospectus gives clear guidance on the school's expectations about homework. However, the school does not send out any information on the work pupils will be doing before they do it, or ask parents to support their studies in specific ways: for instance by providing artefacts, suggesting elderly relatives who could talk about the past, and so on.

55. Information about the curriculum covered is provided in annual reports, but this is too late for parents to make any contribution to it. Reports are inconsistent in the use of targets, give little idea of attainment in subjects other than mathematics, English and science, and often give more information about the curriculum covered than about the progress of the individual pupil.

56. The contribution of parents to children's learning at school and at home is satisfactory. There is a home-school agreement, which most parents have signed and returned, and about 90 per cent of parents attend parent consultation evenings. Most homework set gets done, which means that parents are ensuring that their children do it. However, there are no reading diaries where parents could record when they hear their children read, and since parents have little idea what their children are currently studying, this limits the ways in which they can help.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The positive situation described in the last report was followed by a period of instability in management when one head was replaced by another who subsequently left. The present head was appointed last September in a temporary arrangement which was made permanent at Easter 2001. Consequently, and in the light of many staff changes, the development of the school has not been continuous since the last inspection. Most progress has been achieved during the last school year with rapid improvements over the past term.

58. The leadership and management of the new headteacher are very good. He has established a vision for the school which provides worthwhile aims, maintains its caring ethos and has added clear commitment to raising standards. The head's analysis of data and the school's performance is sharp and translated into meaningful action plans. He has created a school development plan which brings together co-ordinators' action plans and highlights the link between finance and curriculum needs. This is a good document which details timescales, costs, allocates responsibilities and identifies criteria for success. With good job descriptions this forms an effective basis for the management of the school. The plan takes into account the views of the governors and staff, and is well communicated. Already regular reviews by head and co-ordinators are providing a good guide to the school's effectiveness. However, as the school is aware, there is a need to redefine some of the responsibilities of co-ordinators to obtain a better balance: for example to avoid literacy and numeracy being co-ordinated by the same person; and to clarify the role of the deputy head as part of the leadership team. Currently the leadership of provision for the EBD unit is strong but there is an overlap in the interpretation of some duties of senior staff. The result is that some efforts are duplicated and some monitoring opportunities are missed because management roles are not clear.

59. The school has addressed all five key issues from the last inspection. Improvement is judged satisfactory overall, but many initiatives are so recent as to have not had full effect. More work is still needed to overcome deficiencies in ICT, design and technology, monitoring, and provision to encourage multicultural awareness.

60. The role of the governors has been strengthened considerably since the last report. Governors, through much closer contact with the school, are better informed. They now have a good understanding of strengths and weaknesses and are becoming proactive in providing support and managing strategic developments. This is especially effective in staffing and finance and with regard to special educational needs. However, governors have not met statutory obligations to ensure that all curriculum requirements are fulfilled, notably in ICT and music, and in information for parents of pupils on the special educational needs register. Recent developments in planning are set to address this.

61. Strengths of the school's management are in its behaviour policy, and consideration for special educational needs. Staff consistently apply school procedures, work to develop pupils' self esteem and maintain positive relationships. All pupils are fully included in all activities. Considering the very high proportion of special educational needs and the potential for outbursts from pupils with EBD, this is a credit to the school. The effective combination of good relationships and a corporate commitment to improving pupils' academic, as well as personal, development leads to the judgement that the school's ethos is good.

62. The head, governors' finance committee, co-ordinators and administrative officer manage the budget well between them. Best value principles are pursued well and as a result resources are generally good and the learning environment is very good. All grants and funds are used effectively for designated purposes with particular success in providing quality staffing, in terms of quantity and expertise, for EBD and special educational needs. The above average carry forward contingency fund is appropriately earmarked to provide improvements.

63. Management of provision for pupils attending the school as a result of EBD is good. Appropriate attention is paid to targets set in their statements of special educational needs and individual education plans. However, better logging of daily events would improve general understanding of the unit's work. Very good relationships amongst the unit leader, learning support assistants and pupils, make overcoming behavioural problems possible. That the school is able to get pupils and staff back on track soon after outbursts is a credit to its policies and procedures, and to good liaison between teachers throughout the school. The unit leader in partnership with the head makes a good contribution to staff development with regard to behavioural issues. Overall the unit represents good value for money.

64. Following a period of great turbulence within the staff, during which half of the teachers left the school, there is now a much more settled staff working well alongside the new headteacher. Whilst not all teachers who have a co-ordinator's role co-ordinate subjects for which they have had specific initial training, such as in science, information and communication technology, design and technology and physical education, they do their jobs with enthusiasm and commitment. At least one member of staff has a heavy workload, co-ordinating a number of subject areas. There is a good balance of gender, age and experience within the staff with all staff feeling they now have a voice in the affairs of the school.

65. The senior management team, consisting of five members of staff, is a little unwieldy in number, involving half of the full time team of teachers. The deputy headteacher, whose work is much appreciated by the staff, does not have as clearly a defined leadership role in the eyes of the pupils and parents. The role of the co-

ordinators, in its detail, is not always clearly understood by staff. As a result there is some inconsistency in the way they monitor the success of their subjects. This has a negative effect on standards. Strengths from this point of view are in literacy and numeracy.

66. The large number of classroom support staff work closely with class teachers and the leader of the EBD unit. Many of them have had specific training both at school and elsewhere, in order that they might fulfil their roles to the best of their ability. They make a significant contribution to the quality of support given to pupils.

67. The caretaker and his staff keep the school clean and tidy and the school secretary and administrative officer provide a welcoming face for all visitors to the school. At the same time they provide good quality service to both the headteacher and his staff, allowing them to spend maximum time away from clerical tasks.

68. The newly qualified teacher feels well supported by the school, as do teachers new to the school, an improvement since the last inspection. However, in order to improve systems, the deputy head is currently working on a new staff handbook. All members of staff have satisfactory job descriptions and arrangements for staff development are good, with good use made of all available grants for this purpose.

69. The internal accommodation is more than adequate for its purpose, although the design of the building, and problems with vandalism have obliged the school to spend considerable sums of money over the past four years. There are two classrooms for each of the four year groups, internally divided by a partial wall, and all opening off two corridors. The classrooms are all of a good size and with adequate storage facilities. The corridors provide comfortable additional working areas whilst still allowing free passage to those walking past. There are 'quiet rooms' in each corridor. There are dedicated areas for cookery and art (with a secure kiln area), a good sized library with seating, a music room, and a room used both as a base for the unit and as a large meeting room. The school hall is adequate for the number of pupils. Most rooms afford a view of the attractive central courtyard, which provides an additional working area in fine weather. The premises as a whole give a clear message that education is valued, and that the school is a well ordered community with pride in itself. However, this four year old building is not without its problems. The heating system does not work well and costs £3,500 more than the local authority budgetary allowance. Leaks during last autumn resulted in damaged paintwork and a soaked computer, which had to be replaced. There are a great many windows, which have given problems with glare and heat in summer. The school has recently installed blinds to help with this problem. Relatively little use is made of display, and the design of the building, with its many windows, does mitigate against the use of the conventional wall panels. However, more could be done to celebrate children's work and reflect their current curriculum by imaginative use of the unusual nature of the building – for instance, by banners hung from the ceiling.

70. Externally, the school stands in the centre of spacious and attractive grounds. There are two hard court areas, two petanque courts, and a good sized playground with markings. There is ample space for parking. Close circuit television cameras protect the site. Trees have been planted around the playground to provide shade, although they are very young as yet. The school has an extensive field with a separate fenced environmental area within it, which contains a pond with an

observation platform. There are two six-a-side football pitches. A right of way passes through the grounds, which is well used by members of the local community at all times. The only surviving structures from the previous school buildings are a Scout hut and a swimming pool with changing rooms, both of which date from the early 1960s and are in urgent need of the complete renovation, planned for this year. The site is well maintained despite problems with vandalism.

71. The provision for learning resources throughout the school is generally good and supports learning well. This is an improvement since the last inspection. Most are of good quality and have been chosen well by the headteacher and staff in order to support the very good accommodation. There are now consistently good resources in information and communication technology, music and physical education. The central library is always busy and the librarian supports pupils well in showing them how to use the computerised lending system.

72. The last report concluded that the school “just” gave satisfactory value for money. Improving standards especially in mathematics; and good developments to science teaching are examples of greater levels of efficiency. Staff, accommodation and resources are used effectively in the main to enhance pupils’ learning. When standards and provision are considered in the light of high levels of special educational needs and matched against spending, it is evident that the school is now improved to sound value for money. Under the leadership of the new head Trosnant Junior is well placed for future development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to improve the school still further governors, headteacher and staff should:-

- Raise standards in English, as intended, continuing to promote achievement especially in writing; including not only content, quality and quantity, but organisation and presentation of work;

Paragraphs: 3, 4, 6, 8, 9, 16, 27, 74, 76, 78, 85, 96, 113, 115.

- Improve, still further, the quality of teaching by:

- Developing further strategies for pupil management;
- Raising the knowledge and understanding of some teachers in physical education;
- Improving day to day planning, translating it from long term intentions;
- Increasing the pace of some lessons and raising expectations of pupils' work rate;
- Improving marking of pupils' work to identify how pupils can improve;
- Reviewing the way in which pupils are organised in teaching groups, and presenting a wider variety of teaching strategies;

Paragraphs: 24, 25, 27, 32, 47, 76, 77, 83, 85, 88, 95, 96, 109, 114, 115, 120, 124, 128, 131.

- Ensure that all requirements are met for information and communication technology, standards are raised, and that skills are used effectively to support other curriculum areas;

Paragraphs: 9, 11, 24, 26, 59, 60, 79, 89, 96, 99, 108, 113, 117, 118, 119, 120, 121, 122.

- Raise standards in science, design and technology, geography and music: improving teachers' knowledge and understanding; ensuring that sufficient time is committed to the subjects; and that existing planning is implemented;

Paragraphs: 13, 16, 24, 37, 59, 60, 90, 102, 106, 107, 109, 124.

- Review and develop the balance of the timetable to ensure that all subjects are afforded appropriate time in order to fulfil the requirements of the National Curriculum;

Paragraphs: 13, 17, 24, 27, 93, 94, 102, 110, 112, 121.

- Develop the role of the senior management team and co-ordinators, negotiating, defining and allocating responsibilities to further improve their leadership and management, particularly to increase the effectiveness of monitoring and evaluating of pupils' performance, and of teaching;

Paragraphs: 58, 59, 64, 65, 89, 110, 123.

The following less pressing issues should be considered for inclusion in the governors' action plan:-

- Improving opportunities for pupils to become aware of, and appreciate, the multicultural diversity of society in the United Kingdom;

Paragraphs: 41, 59, 133.

- Improving the quality of curriculum and special educational needs information available for parents.

Paragraph: 48, 54, 55, 56.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

65

Number of discussions with staff, governors, other adults and pupils

27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	17	31	4	0	0
Percentage	2	18	26	48	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 almost two percentage points.

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)	228
Number of full-time pupils known to be eligible for free school meals	67

Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	101

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

%

Unauthorised absence

%

School data	8.5
National comparative data	5.2

School data	0
National comparative data	0.5

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

This table shows that the school's absence rate is much higher than the national average, but these figures are distorted as a result of a software problem in the school's computerised system for recording attendance.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	27	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	26
	Girls	18	17	17
	Total	37	36	43
Percentage of pupils at NC level 4 or above	School	62 (57)	60 (52)	72 (71)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	19	17
	Girls	15	14	15
	Total	28	33	32
Percentage of pupils at NC level 4 or above	School	47 (47)	55 (48)	53 (67)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0

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	226
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

White	5	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	11.6
Number of pupils per qualified teacher	19.65
Average class size	28.5

Education support staff: Y3 – Y6

Total number of education support staff	14
Total aggregate hours worked per week	305

FTE means full-time equivalent.

Financial information

Financial year	2000 – 2001
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	£
Total income	553743
Total expenditure	570708
Expenditure per pupil	2526
Balance brought forward from previous year	42418
Balance carried forward to next year	25453

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	228
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	46	7	0	0
My child is making good progress in school.	41	54	2	2	0
Behaviour in the school is good.	34	41	20	2	2
My child gets the right amount of work to do at home.	27	51	15	5	2
The teaching is good.	45	50	5	0	0
I am kept well informed about how my child is getting on.	39	56	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	2	0	0
The school expects my child to work hard and achieve his or her best.	63	32	5	0	0
The school works closely with parents.	39	41	17	2	0
The school is well led and managed.	54	39	5	0	2
The school is helping my child become mature and responsible.	60	35	5	0	0
The school provides an interesting range of activities outside lessons.	56	34	5	0	5

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

ENGLISH

74. Although standards in English remain well below average when compared with all schools nationally the school's performance in Year 2000 National Curriculum tests for eleven year olds was in line with similar schools. Early indications for Year 2001 are of a consistent picture. Considering the very high proportion of pupils with special educational needs (46 per cent: double the national average) this is a positive situation. However, improving levels of attainment, particularly in writing, remains the school's top priority.

75. The school can demonstrate that pupils do make progress during their time at the school. Inspection evidence from work sampling confirms improvements are made year on year. However, the high level of special educational needs (including those on roll who are statemented for EBD which often affects their performance in literacy) has a restricting effect. The school has an above average level of mobility where pupils leave or join at times other than normal. It is clear that most of those who enter the school mid year experience difficulties with literacy skills and this has a negative effect on results in English at the end of Year 6.

76. Since the last inspection the National Literacy Strategy has been introduced in all classes. This has improved planning, the clarity of objectives and the structure of English lessons. Pupils were seen to respond well to literacy sessions, but teaching was hampered in the introduction and review elements (and in circle time) by the policy of bringing the whole year group together. Because numbers are large pupils have less opportunity to participate orally and so practise their communication skills. Throughout the school pupils' speaking and listening skills are below expectations for their age. For example pupils often answer with one word or phrase rather than sentences and are limited by a lack of vocabulary. This is especially true of those with special educational needs, and, as some pupils lack confidence as a consequence, they do not make as much progress as they could.

77. Work on reading is more successful and inspection evidence shows that although the overall profile of reading is below average, standards represent a range which is not far below national expectations. Most pupils show enthusiasm for reading especially in the 'buddy' reading sessions where older pupils pair up with younger ones. Records indicate satisfactory, and in some cases, good progress. However, the lack of pupils' own reading records makes it difficult to track and judge performance. All classes regularly make use of the school's good library and pupils are encouraged to take books home daily. Pupils heard reading by inspectors showed that they know how to use phonics⁵, picture and context clues to read and understand. However, most have a free choice of books and some were found to be too difficult for pupils. There is a need for staff particularly in Years 3, 4 and 5 to make more regular checks.

78. Standards of writing are being steadily improved, but for many children this is slow going. Work samples show that for pupils at the end of Year 6 in 2001 writing was below and in many cases well below average. With much help and as a result

⁵ Phonics refers to a system whereby pupils are encouraged to sound out letters and blends in order to read unfamiliar words.

of drafting and redrafting some work reaches expectations: for example Year 6 writing a guide to the school for new pupils and Year 5 shape poems. However, most pupils do not write in complex sentences, make use of a variety of connectives, demonstrate a wide enough vocabulary; or spell and punctuate work accurately. Except after redrafting and during sessions specifically planned for the purpose, pupils' handwriting is below average and in a variety of cases poor. Writing is not well formed, often shows a lack of cursive links and confuses lower and upper case. In some classes teachers do not set a good enough example in their writing: for example on the board or in worksheets. Many of the pupils' English books contain unfinished pieces of work and the school, having appreciated this, has introduced extra time for writing to address the situation.

79. Too little use has been made of computers to support English. There are too few examples of pupils' word processing what they have written and composing their work directly on to the screen. Opportunities are missed to use ICT to overcome some of the frustration with writing that can affect pupils with special educational needs. However, very good use of computers was observed to support lower achieving pupils: for example using 'Success Maker'.

80. The quality of English teaching is satisfactory overall with good features in planning and in staff interacting with pupils. Teaching for Year 6 pupils was very good in half the lessons observed and good in the remainder. Because of this eleven year olds learn and achieve well for their ability. They are well challenged and most make good progress. However, the strength of current provision has not yet had time to improve the school's performance significantly.

81. The teaching of pupils with special educational needs when they are in withdrawal groups is good both with qualified teachers in additional literacy support and with learning support staff working towards targets from individual education plans. There is appropriate communication between staff responsible for pupils with emotional and behavioural difficulties, class teachers and learning support assistants. Overall provision for pupils with special educational needs, most of which is focused on literacy skills, is good. Very good opportunities are created for pupils with EBD to relate to others, practising and expanding their communication skills. For example a group of pupils were observed listening to music in the music and drama studio sharing their thoughts and feelings. Expectations were high and pupils' learning was very good and pupils achieved very well.

82. Strengths in teaching are in good relationships and good questioning to prompt answers of more than one word where pupils express opinions. For example Year 6 pupils being encouraged to retell the story of 'The Lady of Shalott' in their own words.

83. Weaknesses in teaching feature a lack of pace, expectations which are too low, notably in Year 3 and Year 4; and an insufficient variety of approach with lessons too often presented in the same way, frequently to whole year groups. Marking of pupils' work does not often indicate how children can make improvements and frequently leads to work which is not well presented.

84. English is well co-ordinated currently by a senior teacher as caretaker pending a new appointment. The budget is well managed and resources are good. Documentation for the subject, established by the previous co-ordinator, is very

good and focuses very clearly on areas for development. For example, there was a poor match between teacher assessments and National Curriculum test results in Year 2000. Staff judged the pupils' performance as well below their test scores. Since then a very good portfolio of pupils' work carefully matched by staff against National Curriculum levels is serving as a good prompt to assessment with a resulting better match with test scores in 2001.

85. Planning for the subject is good and staff keep good records. However, provision and marking are not always consistent with school policy and there is a need for more rigorous monitoring of pupils' work, in addition to observing teaching, in order to pin point where improvements can be made. Overall, the subject meets the requirements of the National Curriculum.

MATHEMATICS

86. The standards pupils attain by age eleven at the end of Year 6 in mathematics are below the national average. However, about half the pupils are working within the expected level. A very small minority of pupils capable of higher attainment is working to the expected level or above. This is an improvement on the 2000 National Curriculum tests, which showed standards well below the national average. In comparison to schools in a similar context National Curriculum assessments are better, being below the national average and reflect inspection judgements. The school is continuing to improve pupils' attainment and although the targets set for eleven year olds in Year 6 are below what is expected nationally, it is meeting these and raising them higher each year. There is an improving trend in attainment over time and pupils' achievements are satisfactory overall. Pupils make considerable gains in learning in Years 5 and 6, benefiting from the effective teaching and organisation of lessons with boys and girls achieving equally well. The high proportion of pupils with special educational needs throughout the school is included. These pupils are supported well and make good progress.

87. The implementation of the National Numeracy Strategy is having a good impact on raising standards further, particularly in Years 5 and 6. Work covers the appropriate range in numeracy and the mathematics curriculum, covering investigations, number, shape, space and measurement and data handling. However, the majority of pupils throughout depend much on teachers for support and are less confident at working independently. The school is aware of this and the disadvantage it places on pupils when taking National Curriculum assessments and a key aim is to make pupils more independent in applying what they know. Data handling is included, but the use of information and communication technology in this respect is less well developed and this has a negative impact on standards throughout. Satisfactory links are made to other areas of the curriculum, such as in science in Year 5 pupils' work on graphs linked to seed dispersal. Pupils in Year 3 build up on number skills of addition and subtraction and by Year 4 have progressed to understanding simple fractions and the use of a decimal point. By Year 5, most pupils have a sound understanding of multiplication tables. By the age of eleven about half the Year 6 pupils can work out calculations in their heads quickly but others as less confident and require the support of teachers. There is a wide range of ability throughout the school which reflects the high percentage of pupils with

special educational needs. The organisation of the two year group classes is particularly effective in Years 5 and 6 to cope with this. By age eleven, the more able pupils can use fractions and decimals to three places and other pupils can order them by size.

88. Whilst the quality of teaching and learning is satisfactory overall the strength lies in the rapid learning taking place in Years 5 and 6. Much of the teaching in Years 5 and 6 is good, with a strong pace, high expectations for work and good management of pupils. Throughout, teachers show good knowledge and understanding of the National Numeracy Strategy, but the organisation of lessons and work, pace and management of pupils is less effective in Years 3 and 4. Teachers use resources and learning support staff well to support pupils' learning. Learning support staff move quickly to deal with any unrest from individual pupils who might affect lessons, particularly whole class introductions and plenary sessions, and the learning of others. The day to day use of assessment by teachers is satisfactory in ensuring that pupils are not rushed on to new learning too quickly and that they revisit concepts to get a better understanding if necessary. A strong emphasis is placed on the teaching of basic skills and in developing pupils' mental mathematical skills. Overall, pupils show good attitudes to learning and enjoy oral work when using their mathematical knowledge. Pupils' behaviour is usually satisfactory throughout, and at times good, but in Year 4, some unsatisfactory behaviour went unchecked and impacted in a negative way on pupils' learning.

89. The school has made good improvements since the last inspection, and mathematics meets requirements, although the evidence in the last report judged standards as average. A greater use is now being made of the analysis of National Curriculum assessment data to set targets and to improve standards and pupils' learning. The 2001 National Curriculum assessments show a similar picture of standards in comparison to those for 2000. Those pupils capable of higher attainment are being challenged well in Years 5 and 6, but the use of information and communication technology is underdeveloped throughout. The subject co-ordinator shows good leadership and is an effective teacher of mathematics in Year 6 and is well worthy of being a leading mathematics teacher for the local education authority. Up to now the monitoring of teaching and learning as an overview for consistency has taken place but this has not focused sharply enough on the organisation of lessons in Years 3 and 4.

SCIENCE

90. Results of the national tests for science in the Year 2000 show that by the time they leave the school, pupils reach standards which are well below those achieved nationally and below those achieved by similar schools. The most recent results of the 2001 tests suggest little or no improvement, although national comparative figures are not yet available. Whilst this is a fall in standards since the last inspection, these figures have to be seen in light of the 46 per cent of pupils who were on the register for special educational needs; a figure which is twice the national average. In view of this, even the results set out above, show that a significant majority reach the expected Level 4. However, a quarter of pupils do not reach it and only 12 per cent achieve at a higher level.

91. These figures compare badly with results noted at the last inspection in 1997, when standards were apparently in line with national expectations.

92. Evidence from this inspection shows that whilst a majority of pupils may well reach national expectations by the end of this academic year, there will not be enough pupils achieving at a higher level in order to raise overall scores significantly.

93. In the period between the last inspection and the current one, there have been many changes in staff and headteachers. Until very recently there was no co-ordinator for the subject. As a result, standards fell, parts of the statutory curriculum were covered badly or too briefly and science was part of larger topics, losing its identity and its place on the curriculum as a core subject. This resulted in a lack of balance in this area of the curriculum.

94. Scrutiny of the work produced during the last academic year shows that whilst work was carried out against the four main areas of the National Curriculum for science, the work was not checked in sufficient detail to ensure that all elements of each section were taught. As a result, the school's own good analysis of the results of the national tests clearly shows gaps both in teaching and learning. Equally the level of work produced often fell short of the national expectations, with work in Years 3 and 4 being slightly worse than work in Years 5 and 6. Pupils with special educational needs and EBD are fully included in the same science work as other children.

95. Pupils in Year 6 are able to conduct a fair test, collect data and report their findings. They have a sound understanding of plant life and life cycles. They know that food chains often start with plant life and move through several stages. Given their well below average attainment in Year 3, pupils in Year 6 demonstrate good progress in some aspects of their work. For example pupils in a Year 5 lesson made good progress as they tested plants in order to show the changing effects of transpiration. Here, the good progress was as a result of a well planned and structured lesson, which clearly built on the previously completed work. Activities are set up for three distinct ability groups, bearing in mind the large number of pupils with special needs. Other teaching and non teaching staff, support these activities well. There is great strength in their questioning of pupils and their overriding support for the pupils to make progress. For the vast majority of the class, standards of work were in line with national expectations. The very good attitudes of pupils, including the very high proportion who are on the special needs register, has a very positive effect on their achievements. It is this quality of organisation, direct teaching in specific time set aside for science work that suggests the pattern for future success across the school. For it is not surprising that over the last two years with seven new teachers in the school, their understanding and ability to work within a large topic based approach to include a number of subjects, may well have added to the disjointed teaching and learning of science.

96. Overall teaching of science observed was good. One lesson was very good, one good and one satisfactory. The scrutiny of work showed the following weaknesses in teaching to be: that far too many worksheets were given to pupils, who simply filled in one word answers, rather than be asked to think in order to expand their knowledge and understanding. At the same time, this method of teaching gives very little support for literacy skills, with pupils being asked too infrequently to write at any length. There were very few examples of links with information and communication technology in order to use computers to represent

data graphically or word process written work. Whilst presentation in Years 5 and 6 is sound, teachers in Years 3 and 4 do not show high enough expectations of their pupils to complete work and present it well.

97. The very recently appointed co-ordinator is aware of the deficiencies in the subject and whilst he has not had specialist training in teaching science, he has already begun to get to grips with the weaknesses in the subject. He understands the need to see science with a sufficient allocation of time to cover the prescribed programme, which in itself needs to be checked against the requirements of the National Curriculum. He fully understands the need to monitor teaching against the planning which his colleagues make, and collate a collection of work from each year group matched against the levels described in the National Curriculum. Once this has been accomplished it will provide the school with much needed examples against which class teachers can then compare the standards of work produced in their classes. A new tracking sheet is in place, but has not yet had time to support pupils' individual progress or target setting.

ART AND DESIGN

98. The standards which the majority of pupils attain by age eleven at the end of Year 6 in art are as expected for this age. Standards at the time of the last inspection were judged good. However, throughout the school individual pupils attain above expectations when standards achieved are linked to particular pieces of work. For example, a pupil in Year 5 drew a sketch of a leaf, which was accurate in detail and captured its delicate style to a good standard. Pupils with special educational needs and EBD are included fully in all art lessons and make good progress in line with their abilities.

99. Pupils experience a rich curriculum, which covers two-dimensional and three-dimensional work and includes the study of other artists and different styles. A weekly art club is run by the subject co-ordinator. An occasional artist in residence, plus a visual arts week add to the good quality of provision. Pupils have sketchbooks to record observations and to try out designs. In most instances sketchbooks are used well and form part of lessons on a regular basis. Considerable time is given to work with clay and the school has its own kiln and area to work in for this. Pupils have made an imaginative range of good model figures from clay. However, the use of information and communication technology linked to art and design is less well developed, as it was at the time of the last inspection, but links to other subjects such as literacy and history are good.

100. The quality of teaching and learning is at least satisfactory and in one lesson in Year 6, these were judged excellent. In this lesson, pupils, some with challenging behaviour, were inspired to be totally motivated in their sketching of other pupils acting as models, wearing long dresses and garlands from the past. Links were drawn with the poem 'The Lady of Shallott' being studied as part of literacy. A strong focus was given to the constructive evaluation of each other's work. Overall, teachers work hard to extend pupils' learning, but some pupils find it difficult to apply the skills, which have been learnt to complete a final piece of work. Pupils' attitudes and behaviour are good overall. Pupils are keen to try out different ways of working: for example pupils used pencils to draw in a number of different ways, which showed sensitivity to line and shade.

101. The subject has maintained its strong provision since the last inspection. Art is well managed with in-service training provided by the subject co-ordinator for staff. A good quality file of examples of pupils' work is kept which shows the wide range of attainment covered, from below to above expectations. However, although some display throughout the school is bright and cheerful, this is not always the case and space provided for this is limited. Assessment opportunities for skills are included in planning.

DESIGN AND TECHNOLOGY

102. The last inspection judged standards in design and technology attained by pupils age eleven at the end of Year 6 to be below that expected. Weakness was noted in provision with the lack of a planning framework and pupils had not covered all the requirements for the subject. Since then improvements have been made by the provision of clear planning which meets requirements for the subject. However, standards remain below expectations by age eleven and for all pupils, including those with special educational needs and EBD. A contributing factor to this is that the subject, although it now has a clear plan and sequence of activities, is taught through links to whole school topics. This gives pupils the opportunity to design, make and to some extent to evaluate, for improvements to a range of items linked to these topics. However, it does not give regular opportunities for pupils to apply the skills required and this affects the standards attained.

103. The amount of work has improved since the last inspection and a file showing photographs of what has been covered is being kept. However, a limited amount of work was on display at the time of the inspection, which included simple plans of the classroom in Year 3 and a building project based on the Three Little Pigs story in Year 4. Only one lesson was seen in Year 3, being a formal, themed lesson linked to topic work and based on a craft lesson from schooldays in the past. This lesson showed the girls sewing flowers and the boys making model aeroplanes to a set design. The lesson provided a positive experience for pupils with overall good teaching and learning, although limited to making. The pupils enjoyed this lesson and showed good attitudes to learning.

104. The planning framework covers the use of the school's cookery area for developing the food technology aspect of the subject. For example, pupils in Year 3 make sandwiches, in Year 5 banana bread linked to a topic on St Lucia, and in Year 6 they make a fruit drink as part of a challenge.

105. The improvements in provision since the last inspection are satisfactory with the introduction of a whole school framework and more design and technology being taught. The subject co-ordinator has a sound plan of action and a clear vision for the continued development of design and technology. This is to update the policy and to improve the framework even further with links to the Qualification and Curriculum Authority's guidance. There are plans to work on identified weaknesses through in-service training for staff on the use of control technology, information and communication technology and construction materials. A key aim is to continue to raise standards and develop the assessment opportunities linked to the planning framework.

GEOGRAPHY

106. When the school was last inspected standards were noted as satisfactory in geography. As a result of the subject not being well co-ordinated for a period of time, standards have slipped and are now unsatisfactory. This applies to all pupils including those with special educational needs and EBD. The new co-ordinator who has responsibility for history, has, with support, managed to make improvements to that subject. She has not yet started on the task of improving geography, but has a clear picture of its weaknesses.

107. By the end of Year 6, pupils have a sound understanding of their local surroundings, having studied the River Hermitage, the Leigh Park estate and the village of South Harting. They have made a comparative study of the island of St Lucia. However pupils' mapping skills are too limited and current work gives very few opportunities for pupils to develop these skills.

108. There are far too few opportunities for pupils to use ICT to support their work. Little evidence is seen of writing having been carried out on a computer, or of computers being used to log and display weather information: for example for the different areas studied.

109. Only two lessons were seen during the inspection with one being satisfactory and the other unsatisfactory. In one lesson, the brief weekly input on weather focused on a newspaper cutting. The lesson lacked pace and pupils soon began leafing through their atlases instead of fixing on the location in question. In the other lesson, the class teacher failed to demonstrate high enough expectations for both behaviour and of the pupils' capacity for work. As a result, this lengthy lesson, looking at guidebooks with a view to writing one, showed pupils not readily understanding their tasks, as objectives had not been made clear. As a result unsatisfactory progress was made during the lesson.

110. Once again, the lack of consistency throughout the school, in its approach to topics which include geography, make it difficult to see that sufficient time is given so that the subject can be covered in sufficient depth. The co-ordinator has not had opportunities to monitor work in geography, but has a plan of action through which she hopes to raise expectations and standards.

HISTORY

111. Standards in history are similar to those at the last inspection. By the end of their time in the school, pupils reach standards similar to those seen nationally. This is due to a number of factors:-

- The new, well informed co-ordinator has received good support in reviewing the work in history and making improvements to planning;
- There is good teaching of history in Years 5 and 6;
- Visits and visitors add good support to the work;
- The themes chosen for studying interest all abilities of pupils, with those pupils having special needs receiving good support in order to complete their work.

112. In spite of this there are still a number of weaknesses, of which the co-ordinator is aware. On occasions, the time allocation for the history element of a topic is dissipated within the grouping of other subjects, so that there is an imbalance in the distribution of time. As a result, some aspects of the work are not covered in sufficient depth. However, when history is the main thrust of a topic, such as the Romans or Britain after the 1930s, the standard of work improves due to the more consistent work provided and the way it builds more systematically on previous knowledge and understanding.

113. Work in Year 3 on 'Leaving Home', linked with the Second World War, shows sound links with literacy, giving pupils opportunities to write letters and cards as evacuees together with the opportunity to write a mystery story set at that particular time. However, there are no clear links with information and communication technology, and the presentation of work is of poor quality overall. On the other hand work noted in connection with a Roman topic and a Tudor topic show pupils having a good understanding of the chronology of the periods, of various characters of the time, and some key occasions. These are supported well by visits to the Mary Rose and a visit from a 'Roman' soldier who is able to describe his life and times and answer pupils' questions. This helps to bring the topics alive and support learning well. This is especially important for the very high proportion of pupils with special educational needs who, in the main, make good progress towards their targets.

114. In the three lessons seen and in the scrutiny of previously completed work, teaching was judged satisfactory overall. Teachers have sound plans, which guide their work well. They make good use of support adults to help groups of pupils with special needs. However, the pace of teaching is often too slow and sometimes is the cause of pupils becoming restless. The marking of work is often inadequate and fails to show pupils how they can make their work better.

115. The school has yet to set clear standards for the presentation of work within their topic approach. In some year groups work is written on odd pieces of paper and left loose in a file. In another year group, work in history from one week appears next to work on electrical circuits and then Noah and the Flood. This does not support pupils' progress well enough and does not help them to see continuity in their own learning. Equally it makes assessing progress on a day to day basis very difficult. Whilst the co-ordinator has not yet been able to monitor teaching in the subject, she does see outline planning and has begun to collect photographic information about the subject.

116. The school has recently begun to provide end of module assessments, which seek to check pupils' understanding of the main points of the topic work. These are beginning to be put on tracking sheets, but their recent introduction has yet to have a real impact on target setting or checking progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Standards in information and communication technology (ICT) are below average overall, with the exception of work in the communication strand of the subject, based largely upon word processing skills. The pupils are not being taught all aspects of the subject, thus the school fails to meet statutory requirements in ICT.

Although there are good intentions in current planning, this is a similar situation to that which existed at the last inspection.

118. Since the last inspection, the school experienced many problems with the computers it had in place, with the result that for some considerable time, the school's efforts went into 'trouble shooting' their hardware, rather than raising standards in teaching and learning. Notwithstanding these problems, the school has been slow to respond to the criticisms made and, until recently, slow to improve its teaching and learning in the subject.

119. The school now has a very good selection of hardware with which to support its work. Whilst not having a suite for them, computers are strategically placed through the school so that year groups can benefit from using machines. Some teachers, but not all, are confident in using the computers. One or two non teaching support staff were seen working with confidence, using simple reading and spelling programs with pupils, to good effect.

120. The lack of lesson time set aside for the direct teaching of ICT skills means that pupils are not taken systematically through the step by step skills required for the various aspects of the National Curriculum requirements. At the same time, teachers do not often enough make use of computers when working in other subject areas. Too little evidence is seen of computers being used in literacy, geography or history for example.

121. Within the time available for teaching, there is a pressing need to identify clearly opportunities for both the teaching and the practising of skills in order that pupils can begin to build up their levels of knowledge and understanding. In Year 6, a group of pupils were learning how to use a program to enliven the headings they put on their folders. Progress here was rapid, as the teacher had provided them with an 'Idiot's guide' to the process, so that even if they did not understand fully the explanation, they could refer to their guide. On the other hand, in a Year 4 lesson, the class teacher tried to cover too many skills in too short a time. There was insufficient time for pupils to practise, without the aid of 'help' sheets. In spite of this, teaching overall was satisfactory, but limited to only one part of the programme of study for the subject, that being 'communication'.

122. The school's action plan for the future of ICT is currently inappropriate. The thrust appears to be in making sure that all pupils are able to use the Internet and send e-mails. Considering the gaps in the school's fulfilment of the National Curriculum for ICT, future developments must be seen in conjunction with completing the statutory responsibilities for teaching all prescribed aspects. This should be seen alongside clear support for teachers so that they can understand the progression of skills required within their year groups in order to secure systematic and complete learning of skills, knowledge and understanding.

123. The co-ordinator has not yet had the opportunity to monitor the teaching of the subject and has not been supported enough by colleagues in providing examples of the work they produce. Photographs of pupils working are noted, but evidence of the standards they achieve would be much more useful. A simple form of assessment has been agreed, but has not yet led to a tracking of pupils' progress. Pupils with special educational needs and EBD have equal opportunities with other pupils in the school.

MUSIC

124. The last report criticised provision for music in the school and as a result of a lack of evidence made no judgement about standards. Although developments this term are very good, with a newly appointed music specialist and new planning, insufficient progress has been made since the last inspection. Pupils have not had the opportunity to cover all required elements in sufficient depth. Too little work on notation and composition, and opportunities for pupils to perform and appreciate music, and inconsistency from class to class, have had negative effects on learning. As a result standards, except in singing (where they are satisfactory) are below national expectations when pupils leave Year 6. Because until this term teachers who taught music to their own classes were insecure in their knowledge and understanding of the subject and the scheme of work did not support them enough, pupils did not achieve as well as they should have.

125. Good features of music since the last report have been in the full inclusion of all pupils including those with EBD in all activities; pupils performing in annual school shows; and events such as instrumentalists performing in local music festivals and carol singing in the community. The quality of current music teaching is very good. The new music teacher makes particularly good use of the excellent facilities in the music and drama studio to promote the subject. He has very good knowledge and understanding of music and his enthusiasm is infectious. Both pupils and staff benefit from his teaching and the profile of the subject has been raised significantly in the three weeks since his arrival.

126. Music is very well resourced; supported by a good range of instrumental tuition (woodwind, brass and violin) and will benefit from the newly introduced scheme of work. Pupils now respond very well and the subject is very well placed for future development. Points for improvement include creating opportunities for assessment and establishing a record keeping system.

PHYSICAL EDUCATION

127. Standards of physical education were judged as in line with national expectations in the last report. In gymnastics, games and swimming this is still the case when pupils leave the school at the end of Year 6. There are strengths in gymnastics where both Year 5 and Year 6 pupils were observed demonstrating good awareness of space and body control. Year 6 are able to refine sequences of up to six different movements in floor work and Year 5 have applied their own ideas for travelling to apparatus as well as floor work. In games, seen not only in lessons but in the good range and number of extracurricular activities, older pupils show good respect for rules, co-operate well as a team and make progress as a result of practising. From the school's records all pupils leave being able to swim, with about 75 per cent completing the required 25 metres. The school is aware that the element of dance requires more attention and this forms part of the co-ordinator's good action plan.

128. Some aspects of physical education are taught very well in the upper part of the school with both indoor and outdoor lessons in Year 5 and Year 6 ranging from good to very good. Here staff have good knowledge and understanding of the subject, objectives are made very clear and lessons move with very good pace.

Pupils are well challenged whatever their ability and experience and are made to think and talk about their actions as well as being extended physically. Teaching lower down the school is satisfactory overall but a lack of teachers' expertise means the youngest pupils spend too much time getting ready for games, are not well warmed up, and are insufficiently well challenged. There is a need to improve teachers' knowledge and understanding of physical education teaching in Year 3.

129. Throughout the school pupils enjoy physical education and respond well to it. Despite emotional and behavioural difficulties which sometimes cause problems in other subjects, pupils' behaviour is very good. Pupils join in enthusiastically and work well together. To the school's credit all pupils are fully included in physical education.

130. There are good resources for the subject (with the exception of tennis balls which were recently stolen). In addition the school has good equipment, such as diabolos, for children to practise their skills of throwing and catching during playtimes and this has a good effect on achievement.

131. The co-ordinator manages physical education effectively and is developing a scheme of work based on the Qualifications and Curriculum Authority's guidelines. There is a need to ensure that learning builds systematically on what pupils have achieved in previous years and so avoid what was observed during the inspection, where Year 3 and Year 6 games lessons followed identical planning.

RELIGIOUS EDUCATION

132. During the last inspection, it was not possible to make a judgement on pupils' standards of religious education due to lack of evidence and emphasis given to the subject. Since then, satisfactory improvements have been made, particularly in Years 5 and 6, to increase the profile of the subject and to teach religious education consistently and regularly in all classes. To ensure this happens a move towards planning and teaching specific religious education lessons rather than delivering the subject as part of topics has been started recently in Years 5 and 6. In Years 3 and 4 the subject is still taught through topics with some set lessons taking place as well. For example, pupils in Year 3 thought about their own feelings after listening to a story about a little baby lost and then found due to an earthquake. Pupils build on these experiences and learn about Christianity and other faiths so that by Year 5, they show understanding and tolerance towards the beliefs held by different religions. By the age of eleven in Year 6, pupils' knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus. Pupils with special educational needs are well included in all lessons and make good progress in line with their abilities.

133. The quality of teaching and learning was never less than satisfactory and in the one Year 6 lesson seen, it was good. In this lesson, the teacher used drama effectively to get pupils to act out and understand the similarities and differences between the Christian and Islamic views of Creation. This resulted in some impressive drama interpretations and teamwork from pupils working in groups. Teachers make sound links with literacy through getting pupils to talk about what they know. There is some writing of prayers and accounts of Bible stories and comparisons between faiths throughout, but this multicultural area has still to be developed further. Pupils show sound attitudes to the subject and behaviour is

satisfactory overall, although at times, particularly when pupils find a concept difficult, it is unsatisfactory due to a lack of concentration and inattention. When this happens, teachers adapt lessons and get pupils back on task quickly. Teachers work hard to develop in pupils an awareness and understanding of other peoples' beliefs and feelings. Pupils of all ages show tolerance and understanding of other faiths and beliefs and are able to make comparisons with Christianity.

134. The school has made sound improvements since the last inspection with a higher profile given to the subject. A greater emphasis is being given to planning for progress, and assessment of skills and understanding, as pupils move through the school. The subject co-ordinator has a good plan for continued improvement and the move towards teaching religious education as set lessons is well underway in Years 5 and 6. The subject co-ordinator is not class based, being the manager of the emotional and behavioural difficulties unit. However, he teaches a Year 6 class for religious education and does so effectively. Resources are appropriate, but the use of display to enhance learning and promote links to spiritual, moral, social and cultural development is less evident. There are sound links to collective worship, which suitably reinforce the work that is taking place in religious education lessons. In an improvement since the last report collective acts of worship now meet statutory requirements.