

INSPECTION REPORT

SHAKESPEARE JUNIOR SCHOOL

Eastleigh

LEA area: Hampshire

Unique reference number: 116072

Headteacher: Mr J S Gamble

Reporting inspector: Mr M Thompson
25372

Dates of inspection: 24 – 28 June 2002

Inspection number: 600349

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	St. Catherine's Road Boyatt Wood Eastleigh Hampshire
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Appropriate authority:	The governing body
Name of chair of governors:	Rev P Gilks
Date of previous inspection:	July 1997

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Team members			Subject responsibilities	Aspect responsibilities
25372	Mike Thompson	<i>Registered inspector</i>	Art and design.	What sort of school is it? The school's results and pupils' achievements. What should the school do to improve further?
9121	Heather Danpure	<i>Lay inspector</i>		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22958	Terence Bailess	<i>Team inspector</i>	Special educational needs; English; History.	
20243	David Benstock	<i>Team inspector</i>	Science; Information and communication technology; Design and technology.	How well are pupils taught?
20671	Jon Palethorpe	<i>Team inspector</i>	Mathematics; Music; Physical education.	How well is the school led and managed?
20846	Alan Wilson	<i>Team inspector</i>	Equal opportunities; English as an additional language; Geography; Religious education.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shakespeare Junior School is situated in the Boyatt Wood estate, which is an area of mixed housing on the outskirts of Eastleigh. There are 385 pupils on roll, most of whom are of white, UK heritage. Five per cent of pupils are from homes in which English is not the principal language spoken and 12 per cent are eligible for free school meals. These proportions are about average. Nineteen per cent of pupils are identified as having special educational needs; this proportion is about the same as is found in most schools. Most pupils on the register of special educational needs have learning difficulties and a small number have emotional, behavioural, speech or physical difficulties. Three pupils have statements of special educational needs, which entitle them to extra help. Overall, the social circumstances of the pupils are about average.

The number on roll has declined by almost 100 pupils since the time of the last inspection, but is now stable. The distribution of classes illustrates this change, with four classes for pupils in Year 6, but three in each of the other year groups. Almost all pupils transfer from the adjacent infant school at the start of Year 3. Results of the national tests taken shortly before pupils leave the infant school at the end of Year 2 show that attainment on entry to Year 3 is below the national average overall, but is steadily improving.

HOW GOOD THE SCHOOL IS

This is a good and effective school that gives good value for money. It is very well led and managed and its pupils are well taught. When they join the school at the start of Year 3, pupils' attainment is below average. Teachers are good at making work interesting, and have high expectations of their pupils' behaviour. As a result, pupils are keen to learn and are very well behaved. Pupils make good progress and, by the time they leave at the end of Year 6, their attainment is average or better in most subjects.

WHAT THE SCHOOL DOES WELL

- The very good leadership provided by the headteacher is a key factor in the success of the school. His deputy gives him very good support and the governors play an important part in shaping the direction of the school.
- Pupils are well taught and make good progress.
- Standards in information and communication technology are above average.
- The school's provision for pupils' spiritual, moral, social and cultural development is very effective. As a result, standards of behaviour and of pupils' personal development are very good, and relationships within the school are excellent.
- Pupils' achievements are carefully assessed and their personal development is strongly promoted.
- Overall, the school's provision for pupils with special educational needs is good.
- The school plays a full part in the life of the community, and has maintained effective links with parents.

WHAT COULD BE IMPROVED

- Standards in mathematics.
- The curriculum in art and design, design and technology, geography and history.
- The way in which pupils' targets for improvement are set.
- The roles of most subject co-ordinators.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good progress since its last inspection in 1997. Satisfactory progress has been made in addressing key issues from the last inspection and in the development of the curriculum, particularly in information and communication technology. Standards of pupils' work remain about average, but pupils' attitudes towards school, and their behaviour both in and around the school, have improved. The high standards of pupils' personal development reported at the time of the last inspection have been sustained, and attendance has improved. The school is more successful in developing pupils' spiritual, moral, social and cultural awareness, the quality of leadership is now very good, and the proportion of very good or better teaching has doubled.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	C	C
Mathematics	C	D	D	E
Science	C	C	C	C

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The information shows, for example, that standards in mathematics in the national tests for the year 2001 were below average in comparison with those achieved in all schools nationally and were well below the average of similar schools, with about the same proportion of pupils eligible for free school meals. The school is working hard to improve its performance in mathematics and has implemented a number of strategies to raise attainment, but these have yet to impact in terms of performance in the national tests for Year 6 pupils. When attainment on entry to the school is considered, pupils make good progress in English and mathematics, and satisfactory progress in science, as they move through the school from Year 3-6. When results in English, mathematics and science are taken together over the past five years, the trend in improvement overall is broadly in line with the national trend. The school successfully achieved its performance target in English in 2001 and is likely to achieve its target for English this year. However, its targets for mathematics have been unrealistic.

Inspection findings show that standards in English and science are average, but standards in mathematics remain below what is expected nationally. Standards in information and communication technology are above average. In all other subjects, standards are average. Particularly noteworthy are standards in speaking and listening throughout the school and the

quality of practical, investigative work in science in Years 3, 4 and 5. Overall, pupils achieve well throughout the school. In English, there is no significant difference between the attainment of boys and girls, but in mathematics and science boys generally do better. A greater focus on this issue is needed.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils always try to do their best.
Behaviour, in and out of classrooms	Good overall. This is a tribute to the skills of teachers, who sometimes work in cramped conditions and in temporary accommodation.
Personal development and relationships	Pupils are very helpful, responsible and trustworthy. Relationships within the school are excellent.
Attendance	Good. However, too much time is lost through absences condoned by parents.

TEACHING AND LEARNING

Teaching of pupils	Years 3 to 6
Lessons seen overall	Good

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

About six in every ten lessons observed were good or better and a quarter of all lessons were very good or better. One lesson in every twenty was judged to be unsatisfactory.

The teaching of English and mathematics is good, and basic skills of literacy and numeracy are well taught. The teachers have generally high expectations of their pupils' abilities to perform, and pupils respond well to these expectations by working hard and conscientiously. However, in some instances, higher-attaining pupils are not challenged enough. Teachers' excellent relationships with pupils, and their very good management of their classes, result in a calm and orderly environment in which pupils find it easy to learn. The grouping of pupils according to their prior attainment in English and mathematics, together with teachers' generally good skills in providing achievable challenges for their pupils, ensures that the needs of most pupils are successfully met. In particular, pupils with special educational needs are well taught when withdrawn from lessons for individual or small group sessions. On some occasions, teachers do not manage time well, and as a result lose opportunities to reinforce learning at the end of lessons. Overall, the quality of teachers' marking of pupils' work could be better.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the school gives its pupils a broad education, but planning needs to be better in art and design and design and technology. More time is needed for geography and history. Extra-curricular activities are excellent.
Provision for pupils with special educational needs	These pupils receive good quality help and make good progress. Skilled learning support assistants make a particularly valuable contribution.
Provision for pupils with English as an additional language	These pupils are fully integrated into all activities and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good overall. Particularly noteworthy is the school's excellent work in developing pupils' social skills.
How well the school cares for its pupils	Overall, the quality of care provided is very good. Pupils learn effectively within a happy, stimulating environment.

The school's partnership with parents continues to be very good. Particularly noteworthy is the excellent continuity of care provided as pupils move from the infant school and on to the secondary school. However, pupils need to be more involved in setting their own targets for improvement, and sometimes need to have a clearer understanding of their targets.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and his senior staff share a strong commitment to raise standards. Together, they lead the school effectively and manage it very efficiently. However, in general, co-ordinators for the foundation subjects ¹ need to improve their skills in monitoring provision.
How well the governors fulfil their responsibilities	Governors are well organised, very supportive and are kept well informed. They fulfil their responsibilities well.
The school's evaluation of its performance	There are rigorous systems in place to identify strengths and weaknesses, including effective monitoring of the quality of teaching and learning by the headteacher and senior staff.
The strategic use of resources	The school's development is supported through careful financial planning. The school uses its staff, equipment and accommodation well.

Pupils benefit from the good level of staffing. Overall, the accommodation is good, but background noise is sometimes a problem in many classrooms because of the way in which the building was designed. Governors have a good understanding of the principles of 'best value' and apply these very well when making decisions.

¹ Foundation subjects are those other than the 'core' subjects of English, mathematics and science.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Their children are well taught and make good progress.• Behaviour is good.• Teachers are approachable.• Teachers have high expectations of their children.• The school is well led and managed.• The school helps their children to become mature and responsible.	<ul style="list-style-type: none">• The range of activities provided outside lessons.• Information about how their children are getting on at school.• The amount of homework set.

Inspectors' judgements fully support all of the positive views expressed by parents.

Judgements about areas that some parents would like to see improved do not support their views:

- the range of school visits and clubs available is excellent;
- the school works hard to keep parents fully informed and provides very good quality information about pupils' progress;
- the amount of homework set is similar to what is found in most junior schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Almost all pupils transfer from the adjacent infant school and begin their education at Shakespeare Junior School at the start of Year 3. Evidence from the results of national tests taken by Year 2 pupils in the infant school, shortly before they transfer, shows that attainment on entry to Year 3 is below average overall.
2. The profile of attainment on entry is steadily improving, and pupils in Year 3 attained average standards in the 2001 national tests when they were in Year 2. However, results of the 1998 national tests for Year 2 show that when pupils who are now in Year 6 first joined the school in Year 3 their attainment was below average in reading and well below average in writing and in mathematics.
3. Given this low attainment on entry in 1998, pupils in Year 6 have made good progress in now attaining average standards in English and, even though standards are below average in mathematics, pupils have made good progress in relation to their prior attainment.
4. This good progress has been achieved through the regular and careful assessment and analysis of pupils' performance, which has enabled the school to group them into ability groups or 'sets' for teaching in English and mathematics. Regular movement of pupils between sets, together with teachers' good skills in providing different levels of challenge within each set, means that overall, the needs of pupils are properly met and they achieve well. The school has also ensured that extra teachers are deployed when English and mathematics are being taught in Years 3, 4 and 5, and has created four sets from the three classes in each of these year groups. As a result, the numbers of pupils in most of these sets are generally much lower than in other lessons. In Year 6, pupils from the four classes are divided into four sets.
5. Good teaching is an important factor in pupils' progress in English and mathematics. Teachers are generally accomplished in making work interesting for their pupils, and use a wide range of strategies to do this. The very good attitudes of pupils resulting from teachers' skills in motivating them make a significant contribution to the quality of learning throughout the school. Teachers are also very good at managing their pupils, and create a climate for learning in which pupils work sensibly for sustained periods.
6. From a low starting point, pupils make very good progress in information and communication technology (ICT) as a direct result of the very good leadership and management of the subject. The ICT suite is used well, and pupils receive some high quality teaching so that, by the end of Year 6, standards are higher than those expected nationally. However, the development of pupils' skills is largely focused on the work done in the ICT suite, and work in the subject needs to be more thoroughly integrated into day-to-day teaching in other subjects.
7. Teachers are good at ensuring that all pupils are fully involved in activities, and plan carefully for this. They also use their skilled learning support staff well to help pupils with special educational needs (SEN) and those for whom English is an additional language (EAL), ensuring that these pupils have explanations clarified for them, if necessary.

8. Pupils make satisfactory progress in all other subjects, with the exception of religious education, where progress is good. In religious education, pupils make good progress because they are well taught and because of the close relationship between elements of the subject curriculum and the school's high-quality provision for pupils' personal development.

9. Attainment and progress in art and design, design and technology, geography and history, although satisfactory overall, are undoubtedly affected by weaknesses within the curriculum provided. In many subjects, improvements in the quality of subject leadership are likely to raise standards. Co-ordinators need to monitor the quality of teaching and learning more closely, so that good practice can be identified and shared, and so that weaknesses can be identified and addressed.

10. Another important factor in pupils' achievement is the school's work in target setting. The school has made satisfactory progress in involving pupils in their own learning, and in all classes pupils are given targets to achieve. However, pupils do not always fully understand these targets because they are not always clearly phrased. The individual education plans (IEPs) for pupils with SEN generally contain clear and measurable targets for literacy, but those for numeracy are imprecise. In many cases, however, targets in IEPs do not relate to those in literacy and numeracy set by the class teachers.

11. Pupils with SEN achieve well because they are well taught, both in lessons and when withdrawn from class for individual tuition or for work in small groups. This is because their progress is carefully monitored.

12. Whilst there is no significant difference in the attainment of boys and girls in English, boys generally outperform girls in science and mathematics. At present, no clear reason for this can be found.

Pupils' attitudes, values and personal development

13. Pupils have very good attitudes to school that really help them concentrate on their work and give of their best. They are happy and enthusiastic, and get on with their work even when it is difficult. Pupils' positive attitudes contribute significantly to helping them achieve their individual and group targets. Pupils with SEN also have good attitudes to learning. In lessons, they show interest and a sound motivation to learn. Most are well focused on the tasks in hand and are prepared to take some care with their work. What is planned for them is usually interesting and meets their needs. They respond particularly well in individual and small group sessions for extra help with literacy and numeracy. The school has successfully created a very supportive learning environment, which is clearly valued by pupils.

14. Parents' views about pupils' behaviour in the school are supported by inspection findings. Overall, pupils' behaviour in school is very good. In almost half the lessons seen during the inspection it was very good. It is also good around the school and during play times. For example, in the playground many pupils enthusiastically play football, whilst others use the equipment available or chat amiably. Pupils are trustworthy and sensible, which is important, particularly when they are outside, as the school grounds are extensive and outdoor supervision is not an easy task. The pupils' school council requested the use of detentions, and these are used as penalties for anyone showing repeatedly unacceptable behaviour. Any bullying that is reported is dealt with quickly and effectively. The school has not had to exclude any pupils for many years.

15. Relationships throughout the school are excellent. Staff provide excellent role models for pupils, who respond similarly by showing kindness and consideration to each other, and great loyalty and respect for the staff. Teachers have very high expectations of their pupils, particularly about their behaviour. The excellent quality of relationships has a tremendously positive effect in helping pupils to gain confidence and in encouraging all pupils to do their best. The advice contained in the school code of conduct to *'be happy, enjoy life and think of others'* is followed enthusiastically and sums up the way in which this effective school community operates. Pupils enjoy receiving praise from staff, whether a smile and a *'well done'*, or house points and certificates. Pupils try hard to ensure that their class receives the caretaker's weekly award for the tidiest classroom. This is presented during assembly every Tuesday. Pupils are very co-operative, and relish the opportunity to work together and pool ideas in order to complete their work successfully. They are very sensitive to the needs of others and generally treat others fairly and with great consideration. Pupils are very willing to co-operate, and this means that good ideas are shared, which helps them to learn. There is a strong feeling in the school that everyone is valued and important.

16. Pupils' personal development continues to be very good, a view endorsed by parents. Pupils are very keen to take on positions of responsibility. This is particularly strong in Year 6 from which house captains, 'Shakespeareans' and 'buddies' are selected. Pupils with these responsibilities play an important role in helping the school to operate successfully. Pupils' involvement in the organisation of the school is also evident through the school council, which continues to play an important role in influencing decisions made about the day-to-day life of the school. Very good use is made of opportunities to develop pupils' sense of responsibility. For instance, during the course of the inspection, many Year 6 pupils were challenged to take care of 'flour babies', made from bags of flour wrapped in small blankets. This exercise was based on their literacy work. The 'babies' had to be cared for throughout the day, and helped the pupils to have some understanding of the responsibility that parenthood brings. Pupils display very mature and sensible behaviour. They work very well when not directly supervised by adults and show initiative when opportunities arise. They are also very good at fundraising for charity.

Attendance

17. At the time of the last inspection attendance was below the national average. It has improved steadily since then, reaching a high point in 1999-2000, but falling last year to a below average level. Almost a fifth of absences in 2000-2001 were due to holidays taken in term time. This figure is unacceptably high. A further factor contributing to the lower attendance during this year was the high levels of absence caused by some parents taking their children out of school without good reason.

18. Attendance has improved again this school year and is now above the national average. However, the number of holidays taken in term time, and the level of absence condoned by some parents, is still too high, as is the increase in unauthorised absence.

19. Punctuality by almost all pupils is good, and results in registration tasks following on smoothly and speedily after registers are taken.

HOW WELL ARE PUPILS TAUGHT?

20. Overall, the quality of teaching is good. About six in every ten lessons observed were good or better and a quarter of all lessons were very good or better. One lesson in every 20 was judged to be unsatisfactory. Teaching is now better than it was at the time of the previous inspection in 1997, in that the proportion of good and very good teaching has doubled.

21. The strengths of teaching are:

- the motivation of pupils through clear, well presented explanations;
- teachers' management of pupils' behaviour, creating very good relationships and attitudes to learning;
- well organised and well planned lessons;
- good use of learning support assistants;
- good questioning skills, to involve all pupils.

22. Areas for improvement are:

- occasional lack of challenge for higher-attaining pupils;
- inconsistencies in the quality of teaching of the same lesson in parallel classes;
- teachers' use of the 'plenary' time to consolidate and reinforce learning at the end of some lessons;
- the quality of marking of pupils' work.

23. Teachers' knowledge and understanding of the National Curriculum requirements are good. They use this effectively to give clear explanations and to share the objectives of the lessons with the pupils. This has a strong impact on their pupils' motivation and confidence.

24. Basic skills are delivered well throughout all subjects. Literacy and numeracy lessons are timetabled daily, and skills in information and communication technology (ICT) are directly taught in weekly lessons in the ICT suite. Good use is made of the many opportunities to promote literacy and numeracy skills through other subjects. For example, literacy is developed well through ICT lessons as pupils follow instructions, and numeracy skills are practised as pupils set out the results of their science investigations.

25. Planning is good. Lesson plans are drawn up with care, taking into account resources available, as well as requirements of the National Curriculum. Work is well provided to match the needs of most pupils, and support for those with special educational needs (SEN) is well considered. Teachers expect that pupils will work to their individual capability. However, in some areas, such as science, more demanding tasks are not used enough to stretch the higher-attaining pupils. Teachers within year group teams share planning, and this ensures that all pupils experience very similar lessons. However, on occasions, some teachers use lessons planned by their colleagues without fully adapting them to suit their own style and the precise needs of their pupils. This can lead to insufficient pace and challenge.

26. Teachers use a good range of methods to interest and motivate pupils. Practices vary, but in the best lessons, activities are of short duration, varied in style and clearly related to the learning objectives. The best lessons often contain very good periods of questioning which are used to reinforce learning, ensure participation by all pupils, and provide immediate feedback on individuals' gains in understanding. The plenary session, in which learning is reviewed at the end of lessons, is not always effective, either because it is too short, or because the questions do not focus well enough on the main objectives of the lesson. Teachers use practical activities well, for example in subjects such as science and design and technology, and make good use of a range of artefacts and displays to illustrate their teaching.

27. The management of pupils is very good, and this results in very good attitudes to work and very good behaviour. Relationships are a strength of the school and form the basis of the good learning. Teachers listen well to pupils and explain concepts carefully and sensitively to ensure

that a good understanding is gained by most pupils. Individuals who learn more slowly are supported with kindness and patience, but there is also an expectation that effort must be made to resolve problems independently. Pupils with English as an additional language (EAL) are supported, where necessary, with extra resources.

28. Teachers assess their pupils regularly and carefully keep records of their assessments. However, practice in using the data gained from assessments is variable. In most cases data is generally used to identify underachieving pupils. Marking gives regular encouragement but does not give enough written indication to pupils about how they should improve their work, or raise their level of attainment. Homework is given regularly, although opportunities are missed to use homework to extend and challenge pupils.

29. The small number of unsatisfactory lessons shared three common characteristics:

- teachers generally lacked the depth of understanding needed to enable them to explain tasks clearly to the pupils;
 - activities provided were not well matched to pupils' potential, and so the level of challenge provided was inappropriate;
 - teachers did not manage the use of lesson time properly, and so opportunities to review what had been learned were either rushed or were missed altogether.
- As a result, pupils failed to learn enough.

30. Teaching for pupils with SEN is good. Teachers are aware of individual needs and work is generally adapted appropriately to suit pupils who learn at different rates or have specific difficulties. Pupils with greater learning difficulties receive good additional teaching from the special needs co-ordinator (SENCO) and some visiting specialists, often with individual help provided. Learning support assistants also provide valuable guidance and interact very well with pupils both in lessons and in small group work. Time is given for planning with class teachers to use their help and expertise to best effect. However, there could be more shared evaluation of progress made by pupils in lessons.

31. Strengths in the teaching directed at pupils with SEN lie in the management of these pupils and in the planning of lessons, with tasks broken down into logical steps leading to clear overall objectives. Staff have a calm and fair approach to managing behaviour, which helps to promote friendly relationships and good attitudes to learning.

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

32. The school's curriculum fully meets statutory requirements and provides a broad education for its pupils. This is a similar situation to that which was reported following the last inspection. Since then, there have been some good improvements, balanced by some emerging areas for future development. In recent years, governors have made good use of specific grants, supported by the school's own budget, to supply a computer suite, and this has had a significant impact on standards in information and communication technology (ICT). Teachers have also implemented the National Literacy Strategy well, and this has had a positive effect on teaching and learning in English. Planning for numeracy fully meets the requirements of the national strategy. The school has understandably placed increased emphasis on raising standards in English, mathematics and science in recent years. In doing so, it has tried hard to maintain a sufficiently broad and interesting curriculum, enriched in areas such as drama. On the other hand, the time allocated to teaching history and geography has been reduced. Consequently, the areas of learning which teachers are able to plan barely meet the requirements of the National Curriculum, and pupils' progress in these subjects, although satisfactory, could be better.

Similarly, no clearly tabulated scheme of work for art and design has been developed, and the scheme for design and technology has not been fully adapted to meet the specific needs of pupils at the school. As a result, teachers are not given clear enough guidance about the step-by-step development of pupils' skills, knowledge and understanding from Year 3-6.

33. The school works very successfully to ensure that all pupils have full and equal access to the resources and curriculum within the school. The contribution of all pupils is valued, and good quality help provided by learning support staff helps to ensure that all pupils are fully included in lessons. There are good arrangements for supporting those who are exempt from taking part in assemblies although, from time to time, pupils withdrawn from class for music tuition or additional literacy support miss parts of lessons in other subjects. Overall, the support for pupils with special educational needs (SEN) is good and fully meets the requirements of the Code of Practice. Those pupils who speak English as an additional language (EAL) are fully integrated into all activities and enjoy the same curriculum as their classmates.

34. Provision for pupils' personal, social and health education (PSHE) is good. Issues such as healthy eating are carefully addressed through science teaching, and pupils are also given good opportunities to explore moral and social issues, including drugs awareness, and to discuss their own sexual development. Teachers also encourage them to consider environmental issues, both of immediate importance, such as caring for their school, or of wider significance, such as river pollution.

35. The last inspection reported the school's extra-curricular activities as very good. These are now excellent. Almost all teachers very generously commit their own time to providing a wide range of activities, particularly for Year 5 and 6 pupils, at lunchtimes and after school. These include sports open to boys and girls, such as netball, football, 'tag' rugby, cricket and rounders, as well as clubs for homework, music, mathematics, science and the computer. Teachers organise a significant number of visits to places of interest to enhance the curriculum. These include trips to museums, galleries, and places of historical, geographical or cultural significance. Similarly, teaching is enriched by visits from theatre groups, *'living history'* performers and puppeteers.

36. The school has established an excellent partnership with the neighbouring infant and secondary schools. As well as very effective curricular liaison, there are extremely good pastoral links. There are frequent opportunities for pupils, headteachers and teaching colleagues to meet and work together, and this is having a very positive impact in ensuring a smooth transition as pupils move between schools. The school also has very strong links with the local church, and its vicar, who is a regular visitor to the school and who welcomes visits from classes as part of the religious education curriculum. The school facilitates training for Sixth Form students on work experience and for students engaged in initial teacher training.

37. The provision for pupils' spiritual, moral, social and cultural development was reported as good in the last inspection. This is now very good, with social development as a significant strength.

38. Provision for spiritual development has improved from satisfactory to good, and the school continues to meet the requirements for a daily act of worship. Assemblies and religious education lessons make a good contribution to pupils' spiritual development. Religious education provides knowledge of, and insight into, other religions as well as Christianity. For example, pupils are given frequent opportunities to reflect on their reaction to being inside *'special places'* in religious buildings, or to write about the imagery of flight as represented in different religions. Assemblies provide further opportunities for pupils to consider their own view

of the world around them. In one assembly, for instance, pupils were moved by the teacher's explanation of the plight of less fortunate people from around the world. The excellent relationships throughout the school make a significant contribution to pupils' awareness of themselves and their value to the school community.

39. Provision for pupils' moral development continues to be very good. The teachers and other staff are very good role models and clearly promote moral values. For instance, teachers and learning support assistants respond to pupils in a consistently calm and unruffled manner. Pupils copy this behaviour and, as a result, there is a relaxed but orderly atmosphere around the school. The behaviour policy, with its very positive system of rewards, is very well established in all classrooms and is appreciated and understood by pupils. Teaching in subjects across the curriculum also provides opportunities for pupils to explore moral issues in depth. In geography, for example, Year 6 pupils write at length about the destruction of the world's rainforests.

40. Provision for pupils' social development is excellent and is a strength of the school. The school has put a number of extremely effective strategies in place to achieve these standards. From Year 3 onwards, pupils are encouraged to take an active part in the school council and to voice opinions or make decisions on a range of issues. For example, the pupils of the school decided that it would be a sensible idea to remove shoes before going into the library, and this is now established practice. Pupils are also encouraged to take responsibility and show initiative in a significant number of areas, for instance by raising money for charities such as *'Whizz Kids'*. They also have the opportunity to become members of the *'The Shakespearians'* or the *'Buddies'* system, both of which very successfully promote the notions of citizenship and social harmony. Very good community links with, for example, a local police officer, reinforce these values.

41. Provision for pupils' cultural development has improved from satisfactory to good since the last inspection, in particular because it has taken steps to make pupils more aware of the rich cultural diversity within their school and in the wider world. The pupils are given an awareness of their own cultural heritage, for instance through their study of the Victorians or through teacher's initiatives to bring history to life, by inviting older members of the community in for a *'1930s party'*. The school increases pupils' appreciation of other cultures in a number of ways. For example, pupils celebrated the cultural diversity of the school community by inviting parents of Sikh pupils to demonstrate cooking traditions, and in music and drama pupils have performed traditional African songs and stories. These initiatives have been strongly reinforced by the school's successful participation in the *'Kick Racism Out Of Sport'* campaign. However, there could be greater emphasis in the art curriculum of the work of non-European artists in particular and of female artists overall, and this is an area for future development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Overall, the care and welfare of pupils is very good. Staff know pupils very well, are sensitive to their needs and are able to respond quickly if any problems arise. Procedures for supporting pupils' personal development are very good. Pupils continue to be given an active part to play in deciding how the school is run through the work of the school council. They are also encouraged to support charities and take on positions of responsibility, which many do. Lessons on personal, social, health and citizenship education (PSHCE) provide good information on these topics and are helping pupils develop into caring, responsible individuals with very good inter-personal skills. To ensure that pupils' personal development is monitored effectively, records about pupils' personal development need to be kept, ensuring that the school retains important information when teachers leave.

43. One of the key issues from the last inspection was for the school to assess the attainment of all pupils when they join the school and again when they leave four years later, in order to measure the 'added value' provided by the school. This has been achieved successfully.

44. Another key issue, relating to assessment, was to ensure that assessment is used fully by all teachers to provide appropriate work for all pupils, depending on their needs. This issue has been partly met. The school is using data about pupils' achievements well to place them in 'sets' for English and mathematics. However, the process needs refining further with respect to work provided for individual pupils, and for the targets that are set for them.

45. Child Protection arrangements are good and are overseen effectively by the acting deputy headteacher. However, the school now needs to ensure that information about child protection is circulated to all non-teaching staff. The school has good links with social services.

46. Health and safety arrangements are good and are effectively monitored by the governors. The main building and grounds continue to be well maintained, and the excellent caretaker and her cleaning staff keep the school very clean. The school has sufficient qualified first-aiders, and provision for the care of sick and injured pupils is good. The school responded very quickly to a few minor health and safety issues identified during the inspection, but there are a few additional matters that need to be looked at. These have been reported to the school.

47. Monitoring behaviour, and promoting good behaviour is very good. The school code of conduct is prominently displayed and issues about behaviour are raised in assemblies and in PSHCE lessons. Teachers are consistently good at ensuring that high standards of behaviour are maintained in the classrooms and around school.

48. Monitoring and improving attendance are satisfactory. 'Computerised' registers are taken twice daily as required, and printed records of attendance by each class are maintained. The education welfare officer meets regularly with the acting deputy head to discuss any concerns that the school might have. This partnership works effectively in helping to improve the attendance and punctuality of particular pupils. However, the school needs to work more closely with parents to reduce the amount of unauthorised absence that is condoned by parents and the number of holidays taken in term time.

49. The school looks after pupils with special educational needs (SEN) well. There is a friendly and caring atmosphere, with good levels of additional support and encouragement. Both teaching staff and learning support assistants show much sensitivity to individual pupils' needs. They demonstrate high levels of commitment to the work and expend considerable energy in dealing with day-to-day problems of pupils. Monitoring and assessment procedures are good for pupils with special educational needs. Staff maintain comprehensive records of progress, based on a range of tests in reading, writing and number, and National Curriculum assessments. Good use is made of the information gathered to monitor progress.

50. Statutory procedures for producing statements, and for annual reviews of statements, are observed closely. Review meetings are well documented and clear targets for further progress are identified. There are good links with the range of outside agencies which may be involved. Individual education plans (IEPs) are in place for all relevant pupils. There is clear evidence of the school's close monitoring of the effectiveness of these plans, and regular evaluation of pupils' progress against their targets. Teaching staff are well informed about SEN, and have copies of IEPs for pupils in their sets or classes. Pupils' targets for work in literacy are very specific and well framed, but targets for improvement in other areas, including numeracy and communication and behavioural difficulties, need to be further developed, as recommended in

the new Code of Practice for SEN. Pupils themselves are involved in the process of 'target-setting' by the school, but care must be taken not to overburden them, or their teachers, with the range of targets set. There needs to be more consistency between targets set in IEPs and those set by class teachers for literacy and numeracy.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school's links with parents continue to be very good. The school's welcoming atmosphere results in parents finding the staff very approachable and helpful if they have any questions or concerns. Parents have plenty of opportunities, through termly interviews with staff, to discuss the progress of their child. If parents cannot attend on the planned dates the school is happy to make alternative arrangements. Evidence from the pre-inspection questionnaire for parents, and the parents' meeting, show that parents have positive views about the school. A few parents are concerned about the amount of homework given, but there is little evidence to support this view. Parents are fully briefed about homework through information in the parents' booklet, and homework is clearly recorded in Year 5 and 6 record books. Both record books and younger pupils' reading dairies provide a good system for effective communication between parents and staff.

52. A few parents do not think that the school works closely with them. Again, the school has a policy of working in partnership with parents that it is strongly committed to and keen to achieve. If the school is concerned about a child, parents are involved at the earliest opportunity. For example, if there is any evidence of bullying having taken place, parents are contacted promptly.

53. The inspection team does not agree with those parents who say that the school does not provide an interesting range of activities out of school. The provision for both visits and clubs, before school, during lunchtime and after school is now excellent. During the current term they range from an early morning running club followed by breakfast, to a gardening club, ocarina club and various sporting clubs, all run by the staff.

54. Information for parents also continues to be very good. The prospectus is comprehensive and helpful, but both the prospectus and the governors' annual report need to include more information about the Year 6 national test results and about special needs in order to meet statutory requirements. Frequent letters help to keep parents well briefed about activities in school. Termly information on what each class will be studying, and practical evening sessions for parents about numeracy and literacy, provide very good guidance on what is being taught and how it is taught. This enables parents to help their children continue learning out of school. The provision of opportunities for parents to join their children in lessons is a great idea. The annual 'Dad's Day' that took place during the inspection, when male relatives worked alongside the pupils in classes, helped them to gain an understanding of the way in which their children are taught.

55. Staff are always available to meet with parents of pupils with special educational needs (SEN). These parents are regularly informed of learning targets in their children's individual education plans (IEPs) – some of which are intended for parents to carry out. They are closely involved in procedures for producing statements of SEN, should this be appropriate, and are invited to attend annual review meetings.

56. Pupils' reports, published in the spring term and followed by a brief update in the summer term, are good and clearly indicate what pupils can do in particular subjects. However, they do not always indicate what pupils need to do to improve further. The recording of pupils' targets in English, mathematics and behaviour in reports is helpful and forms the basis for termly discussions between parents, pupils and teachers. However, teachers need to ensure that they avoid using educational jargon, and produce targets that are clearly understood by the pupils.

These targets also need to be measurable, so that progress in achieving them can easily be checked. The school has already recognised these shortcomings and has plans to remedy them.

57. The termly 'Shakespearean' magazine, distributed to parents, continues to provide a very good opportunity to record and celebrate examples of reports and poems written by the pupils throughout the school.

58. Parental support for the school continues to be good, with high attendance rates at parent interviews, curriculum evenings and school events. Some parents also help to support their children's learning at home. However, some school visits have had to be cancelled because of lack of parental contributions. A few parents regularly help around the school, on school visits and with transport to events, and make a good contribution to the school. The parent-teacher association continues to provide useful fundraising and social events for the school community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The headteacher and key staff lead the school very effectively, and manage it very efficiently. They are instrumental in promoting high standards, and effective teaching and learning. They have been very successful in improving teaching and learning, with good and very good teaching being seen in many areas. Whilst most pupils are achieving well and making good progress in the time they spend at the school, standards in mathematics remain a cause for concern, although even here, pupils are achieving well compared with their prior attainment. Good improvement has been made since the last inspection in the allocation of teachers' responsibilities and the constitution of the senior management team.

60. The headteacher has a clear vision and clear educational direction, which is shown in the school's aims and is implemented through the school development plan. He leads by example, and has built a hard-working and effective team around him. Particular strengths lie in his motivation of staff, and the commitment to the school that he engenders in all working there, including teachers, learning support assistants, administration officers and the caretaker. All personnel are included in the effective performance management system, and are all set targets that are monitored and reviewed regularly. The good relationships fostered in the school ensure that this is not seen as a threat, but as a means of professional development, aiming to deliver the best possible education to the pupils. Where there are weaknesses, these are well understood by the headteacher and deputy, and systems have been put in place to overcome them.

61. Teamwork is the hallmark of the school's endeavours. This has been sustained, even through a period of considerable staff changes, and is a tribute to the efforts of the senior managers. The groups that meet regularly include the senior management team, upper and lower school co-ordinators, year group teams and subject teams, where one representative from each year meets to discuss each subjects' progress. This is proving to be an efficient and effective use of time, enabling all teachers to play a part in the school's development. The quality of the work of the co-ordinators is varied. For example, in mathematics, the co-ordinator is working very conscientiously to improve standards in the subject. In English, mathematics and information and communication technology (ICT), where the focus for school development lies, co-ordinators are given time to monitor the subject, including lesson observations. However, this system has yet to spread to other subjects, where there is a need for more monitoring, evaluation, and development of teaching.

62. The school's aims encourage partnership and good relationships, and are very well implemented. All teaching and non-teaching staff and pupils interact well with each other, and there is a commitment to inclusive policies. Staff and pupils are valued, and they respond well to

this. There is a pride shown in the school by everybody, and in particular, the quality and care of the school's environment is very high.

63. The governing body has clearly defined roles and an effective committee structure that enables their roles to be carried out. Committees all have appropriate terms of reference, and meetings are well minuted. The governors act as effective 'critical friends', holding the school to task, and needing to be convinced and clear about any proposed developments. They take an active part in strategic planning through their involvement with the School Development Committee, where they help set the priorities for development and look for challenging, achievable targets. They have good information structures, including knowledge of performance data, which enables them to have a good understanding of the schools' strengths and weaknesses, thereby enabling them to contribute to the setting of appropriate priorities. The school has not met its targets for attainment in mathematics, although there are very good structures in place, and a shared commitment to succeed, which augurs well for the future.

64. There is an effective system for monitoring teaching, involving the headteacher, deputy head, co-ordinators and local education authority consultants. The headteacher has monitored with a focus on class management, whilst the English and mathematics co-ordinators have monitored the implementation of the national literacy and numeracy strategies respectively. The monitoring of the co-ordinator for ICT has been linked to the recent training that all teachers have received. A key issue from the last inspection, of reviewing the allocation of teachers' responsibilities, has been completed successfully. However, there is still a need to ensure that subject co-ordinators are provided with training in the skills needed to do their job more effectively, and that all are given regular opportunities for monitoring their subjects by observing lessons.

65. Management of special educational needs (SEN) is good, in terms of attention to individual needs and effective help provided for pupils. Procedures are efficiently organised by the special needs co-ordinator, in line with developing best practice. The co-ordinator takes a lead in the school in raising awareness of special needs issues, for example in leading a training session for the whole staff earlier this term on Specific Learning Difficulties. She has also prepared an information leaflet for parents on the subject, and holds regular training sessions for the learning support assistants. There is close co-operation between staff in drawing up pupils' individual education plans (IEPs), and in monitoring pupils' progress towards the targets set. Good working relationships exist with partner schools and a range of outside agencies.

66. From the start of the 2002-3 academic year a special unit for pupils with moderate learning difficulties is to be established within the school. A new head of this unit has been appointed, and will be working alongside the special educational needs co-ordinator (SENCO). There is very good commitment to the integration of pupils with SEN within the school. The head of the special unit intends that this practice should also apply to the new pupils who will join the unit in September.

67. The SEN policy has not been reviewed in recent years and is not yet updated to reflect the new Code of Practice for SEN, published by the government in January this year. Work is in hand, but completion of the task is now becoming a matter of urgency, since the new procedures required should be fully in place by September this year. Training will also be needed for the staff as a whole on the implications of the new Code. There are some omissions in the current policy, such as criteria for evaluating the success of the policy, which will need to be addressed

in the updated policy. Similarly, there is a lack of information on funding for SEN concerning the amount of money available and the specific ways in which it is spent. As required by law, there should, in turn, be a record of spending on SEN, in the governors' annual report to parents, and hence greater accountability for the appropriate use of funds.

68. All priorities identified by the school are supported with careful financial planning. There are clear links between the priorities set, the costs involved, and the benefit to the pupils. Cautious budgeting and some unexpected income led to an unacceptably high carry forward figures at the end of recent financial years. However, the school's explanations of the need for this money to support the staffing level during a period of falling rolls, to part-fund replacement classrooms for the temporary ones in the playground and to equip a computer suite, are well founded and convincing. The remaining contingency fund is well within acceptable limits at 3.3 per cent. 'Best value' principles are at the forefront with all spending decisions, and all necessary quotes are obtained when spending large sums.

69. There is very effective day-to-day control and administration of the school budget. Governors are presented with regular updates so that they are well informed on the state of the budget at each monthly meeting. Similarly, co-ordinators are provided with a monthly budget statement for their subject allocation. All specific grants are allocated to the purpose for which they are intended. The school makes good use of its resources, including new technology. Pupils are benefiting from the computer suite, whilst teachers and administration staff make good use of computers for assessments, transfer of information about pupils, and e-mail.

70. The school has sufficient teachers, well qualified in most subjects, who together with the support staff have the skills and experience to deliver the curriculum effectively. The learning support staff provide very good help for pupils with SEN. The administrative officer and her assistant continue to make a strong contribution to the efficient working of the school, and provide a welcoming and helpful response to parents and visitors. The senior supervisor and her assistants are effective in supervising pupils at lunchtime and taking charge of the medical room at that time.

71. There are good procedures for the induction and support of newly qualified teachers. Staff have attended many courses in the last year that have enabled them to enhance and develop their skills further.

72. The school has done all that it could reasonably be expected to do in addressing a key issue from the previous inspection about the accommodation. Improvements have been made in ventilation and in providing a reflective screen on all windows facing the sun. However, nothing has yet been done to replace the temporary classrooms, which are getting dilapidated and still overheat. This makes learning difficult during warm summer months. Plans to replace them are still at least a year away.

73. Since the last inspection, an attractive ICT suite has been added close to the central 'Information Centre' to enhance the accommodation for this subject, which is now very good. The Information Centre continues to provide an important and easily accessible central space within the school that is well stocked with up-to-date books and other items. Pupils use it readily and with confidence. It is well managed by a librarian, who also provides effective technical support in the ICT suite and around the school.

74. The attractive drama room is beneficial in providing a very good environment for music lessons and performances throughout the year. The kitchen is also a good specialist facility.

75. However, some classrooms continue to be too small for practical activities, such as art and design, and design and technology. This forces teachers to teach these subjects to small groups in more suitable areas adjacent to the classrooms rather than to the whole class, which would be preferable. The open-plan design of the main school building sometimes results in distracting noise that affects pupils' concentration during quiet periods of work. The school tries its best to minimise this problem, but it is a concern, especially for anyone with a hearing impairment or who finds it difficult to concentrate.

76. Accommodation provided for pupils with SEN is adequate. However, the space available for groups withdrawn from lessons is restricted, in common with other teaching areas.

77. Overall, the school has good resources for teaching and learning. These are particularly good in information and communication technology (ICT), which has a ratio of computers to pupils that is better than in most schools. However, the school needs to ensure that there are computers in each classroom, as well as in the ICT suite and other communal areas around the school. The resources for English, geography, music and physical education are good and those for all other subjects are satisfactory. The level of resources enables the curriculum to be taught effectively in all subjects.

78. Resources for pupils with SEN are adequate, though the range of reading books needs to be updated. Access to computers is limited in the special needs area, although pupils are able to use additional computers when they are needed. The available equipment does not allow for technological advances in SEN administration.

79. Although the unit cost per pupil is quite high, when taking into consideration the very good leadership and management, the good quality teaching, the good achievement of pupils and the very good provision for personal development, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80. To further develop the effectiveness of the school and raise standards, the headteacher, staff and governors should:

- raise attainment in mathematics, (*in addition to the strategies already being implemented by the school*), by:
(Paragraphs: 97, 103, 106)

- * ensuring greater consistency in planning;
- * improving the quality of marking, to make it a tool for improvement;
- * developing the use of information and communication technology (ICT) as an integral part of teachers' planning:

- improve the curriculum in art and design, design and technology, and geography and history by:

in art:

- * ensuring that the ways in which pupils' skills are to be developed from Year 3 to Year 6 are clearly mapped out:
(Paragraphs: 119, 121)

in design and technology:

- * adapting the curriculum guidance being used to meet the needs of the school more precisely:
(Paragraphs: 128, 132)

in geography and history:

- * reviewing the time allocated for these subjects:
(Paragraphs: 133, 135, 136, 138, 141, 143)

- improve the way in which pupils' targets are set by:
(Paragraphs: 44, 56)

- * involving pupils to a much greater extent in the process of setting and reviewing their targets;
- * setting out the targets in straightforward language, easily understood by the pupils.

In the case of pupils with special educational needs (SEN):

- * making clear links between the pupils' targets displayed in classes and those contained in their individual education plans (IEPs);
- * ensuring the targets for numeracy and behaviour are more precise, so that progress in addressing them can be objectively measured.
(Paragraph: 50)

- Develop the role of subject co-ordinators by:
(Paragraphs: 9, 61, 64, 110, 115, 119, 123, 128, 131, 148, 162, 166, 171)
 - * providing training in the skills needed;
 - * ensuring that all co-ordinators have regular opportunities for monitoring.

- Further issues, which the school must consider, are to ensure that the governors' annual report to parents, and the school prospectus, contain all of the information required by law.
(Paragraphs: 54, 67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	26	28	4	0	0
Percentage	3	22	34	36	5	0	0

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	385
Number of full-time pupils known to be eligible for free school meals	N/A	48

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2001	58	47	105

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	43	39	56
	Girls	36	29	42
	Total	79	68	98
Percentage of pupils at NC Level 4 or above	School	75 (75)	65 (69)	93 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	39	42	55
	Girls	29	30	41
	Total	68	72	96
Percentage of pupils at NC Level 4 or above	School	65 (67)	69 (74)	92 (80)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	18
Pakistani	1
Bangladeshi	0
Chinese	3
White	357
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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)	16.5
Number of pupils per qualified teacher	23.3
Average class size	29.6

Education support staff:

Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	128.6

Qualified teachers and support staff:

Nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	776,386.00
Total expenditure	716,105.00
Expenditure per pupil	1,874.00
Balance brought forward from previous year	70,169.00
Balance carried forward to next year	130,450.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	385
Number of questionnaires returned	174

Percentage of responses in each category (*rounded to the nearest whole number*)

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	47	3	1	1
My child is making good progress in school.	49	48	2	0	1
Behaviour in the school is good.	41	53	5	0	1
My child gets the right amount of work to do at home.	29	54	12	1	3
The teaching is good.	51	44	2	0	3
I am kept well informed about how my child is getting on.	44	39	13	3	1
I would feel comfortable about approaching the school with questions or a problem.	69	26	4	1	0
The school expects my child to work hard and achieve his or her best.	66	31	1	0	2
The school works closely with parents.	43	45	10	1	2
The school is well led and managed.	67	30	1	0	2
The school is helping my child become mature and responsible.	58	37	1	1	3
The school provides an interesting range of activities outside lessons.	29	42	15	4	10

Forty-five per cent of questionnaires were returned

Thirteen parents or carers attended the pre-inspection meeting with the Registered Inspector. The views expressed at this meeting were generally very supportive of the school.

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

ENGLISH

81. Overall, the quality of provision in English is good.

82. The strengths in English are:

- the good quality of teaching, with high expectations for pupils' achievement;
- pupils' very good attitudes towards the subject; they respond well in lessons and show high levels of interest and concentration;
- the good progress made by pupils throughout their time in the school.

83. Areas for improvement are:

- guided work and group activities, which could be organised more efficiently in some lessons;
- the focus which needs to be placed on the different learning needs of pupils in group work;
- the greater involvement of pupils in setting their own targets for improvement.

84. In 2001, the results of the national tests taken at the end of Year 6 were in line with the national average for pupils reaching the national target of Level 4 and above. They were also broadly in line with the average for similar schools. At the higher Level 5, results again matched the national average and the average for similar schools. There are no significant differences between the results for boys and girls in this subject. Whilst girls do better than boys overall, this reflects the national trend. However, in comparison with national figures, boys in the school gain slightly better results than expected. Results have improved in recent years from below average standards in 1998, although there was a dip in performance in 2001 compared with the previous year, when results were a little above average.

85. When they enter the school, pupils' attainment is below average, particularly in writing. Given this, they make good progress during their time in school, and levels of individual achievement are good when they leave. The school's pupil-by-pupil analysis of National Curriculum test results in 2001 illustrates this. The great majority did as well as, or better than, could be expected in the light of their level of attainment in 1997, when they came to the school at the start of Year 3. The principal reasons for this are:

- well-structured teaching of the curriculum, with pupils grouped into 'sets' according to prior attainment;
- high expectations for regular practice in reading and writing;
- thorough assessment of pupils' attainment to guide teaching.

86. Pupils with special educational needs (SEN) also make good progress in English. They receive good quality help from teachers and learning support assistants during lessons, and in smaller teaching groups. The school provides effective additional literacy support, using national guidance materials, for those who have more difficulty in the subject. They clearly benefit from the help provided.

87. The school emphasises the importance of speaking and listening skills in English lessons and throughout the curriculum. They are developed in discussion with the whole class, in smaller groups and in presentations made to the class or in assemblies. Teachers insist that pupils listen

carefully, speak clearly and take turns to make contributions so that discussions are orderly and sensible. Overall, this creates good standards of speaking and listening. Particularly effective work was seen during the inspection in Year 5 lessons on performance poetry. Pupils worked in groups to write their own poems, modelled on shared reading of a range of poems with their teacher. At the end of the inspection week, some polished performances of poems about trains, in the style of 'Poppa's Blues' from 'Starlight Express', were given in one lesson observed. Pupils held the required rhythm well and spoke clearly and expressively. Their classmates were able to evaluate the performances constructively, and commented on factors such as pace, volume and clarity of speech with understanding. Drama work seen in Year 6 classes was also effective in promoting good standards, despite the limitation of cramped classroom space. Pupils showed high levels of interest and motivation in rehearsing short presentations based on well-known children's stories. Final performances were given to real audiences in the neighbouring infants' school during the week. All pupils in the year group were included in this. In all year groups, pupils speak confidently when answering the teachers' questions. They are usually keen to contribute to class discussions, and co-operate well with each other in paired or small group work. With very few exceptions, they listen particularly well, paying close attention to teachers and their peers.

88. Standards of reading are satisfactory. By the end of Year 6, the great majority of pupils are independent readers. Whatever their level of attainment, most are able to read aloud with some accuracy and appropriate expression. Pupils are encouraged to develop their own wider reading in each year group. Reading diaries are kept, recording progress made both at school and at home. Teachers monitor them regularly. From Year 3 onwards, most pupils know a range of technical terms relating to books and are able to use them with understanding. They have good access to the welcoming and well-stocked library, which is a central feature of the school, both for reference purposes and for taking out their own reading books. Teachers read aloud well to pupils. Good, shared reading of a range of texts, including examples of fiction and non-fiction writing, was seen during the inspection. In lessons, there is some effective work to develop analytical reading skills in line with expectations in the National Literacy Strategy. In Year 3 lessons, pupils wrote reviews of books by chosen authors commenting on plot, character and use of language. They responded well and were able to refer to details in the text, express preferences and discuss key aspects of chosen books with some understanding. Their work would be posted on the Internet, as part of a national competition. Pupils were clearly motivated by this.

89. Standards in writing are also satisfactory. Pupils write regularly for a range of different purposes, including stories, descriptions, letters, drama scripts, factual accounts and poems. All are attempted from an early stage. There is an appropriate emphasis on technical aspects of punctuation, spelling and sentence structure. In Year 3, most pupils are able to write simple sentences, correctly demarcated with full stops and capital letters. By the end of Year 6, the majority of pupils organise their work effectively. Higher-attaining pupils write expressively and achieve good standards. For middle-attaining pupils, however, technical accuracy could be improved, particularly in the command of more complex sentence structures and the correct use of punctuation within sentences. Spelling is also a weakness for middle and lower-attaining pupils. There is a structured programme for handwriting in place. By Year 6, most pupils make good progress in developing clear handwriting and presentation skills. Creative and imaginative work is also encouraged. Good practice was seen in a low-attaining Year 4 set. Pupils were asked to gather ideas for descriptive writing during an outdoor trip to the field, with a focus on immediate sensory impressions. With appropriate guidance from the class teacher and learning support assistant, pupils collected a range of vivid and expressive adjectives and images. One boy wrote that the bark of the tree was '*cracked and twisted*'; others said that birds '*glided and waddled*'; and that leaves of trees were '*heart-shaped*' and '*fluttered like wings*.' More generally, original writing by some higher-attaining pupils could be fuller and developed in more detail. However, teachers do give opportunities for pupils to produce more extended, creative writing as

part of work in extra English lessons. Appropriate opportunities to develop information and communication technology (ICT) skills were seen in a number of English lessons. Year 6 pupils accessed websites to research information about proverbs, and pupils in all year groups are given the chance to word process and redraft their work on the computer.

90. Overall, the quality of teaching and learning is good. Standards of teaching are not consistent throughout, however. Over half of the 23 lessons seen were good or very good, the remainder satisfactory. No unsatisfactory teaching was observed. Examples of very good teaching were seen in all year groups, particularly in the lower-attaining sets. Teachers use appropriate methods and draw on effective medium-term planning, which is based firmly on the framework for the National Literacy Strategy. Lessons are well planned, with clear objectives for what pupils will learn. In the best examples, these are well matched to their different levels of attainment. Pupils are managed very well. Praise is used positively to support high levels of discipline. Assessment of pupils' progress in the subject is good. Teachers set homework and mark written work regularly, usually writing detailed and helpful comments to highlight pupils' strengths and weaknesses. The results of assessment are used, through evaluation of a range of data, to help in creating teaching sets and the future planning of work. This year, 'booster' sessions, in smaller teaching sets, were used to help Year 6 pupils prepare for the national tests at the end of the school year.

91. In some lessons, which were less effective, there could have been more exemplification of approaches and standards expected in tasks set. Organisation of guided work, and group activities in particular, could have been more efficient. Activities were not always pitched at the right level for the ability of the pupils in different ability groups. Equally, objectives were sometimes not explained with sufficient clarity, and a lack of pace and productivity occurred in these instances. Use of time was also an issue, when guided activities were allowed to exceed the deadline set. This limited time for review and evaluation of work in the final plenary session.

92. Overall, pupils respond very well to their work in English. They have positive attitudes, are keen to participate, and contribute well to lessons. They concentrate on tasks and work effectively with each other. The great majority show some pride in their work, and take pains to present it carefully. Pupils are encouraged to evaluate their own work and achievements, particularly in class discussions. All pupils have targets for improvement, but these are generally suggested and drafted by the teacher. However, they are not always well known or understood by pupils themselves. Pupils should play a more active part in setting their own targets, to ensure that they understand them fully.

93. Management and leadership of the subject are satisfactory. Implementation of medium-term planning is supported by literacy co-ordinators in each year group. Teachers are also allowed some discretion to plan the detail of their own work, which they welcome. However, there is no central scheme of work, and policies for the subject have not been updated in recent years. This sometimes creates difficulties for new members of staff. Standards in teaching and learning are monitored annually, this year with the support of the local education authority's (LEA's) literacy adviser. The subject co-ordinator also monitors pupils' work each term. Assessment practice, in particular, has been reviewed and improved since the time of the last inspection, when this was noted as an area for development. The co-ordinator has begun to build a portfolio of samples of pupils' work matched against National Curriculum Levels, to aid teachers' judgements in the subject. Curriculum enrichment is promoted through the organisation of special events, for example the 'Harry Potter day' earlier this year. There are also regular drama productions, including a Year 3 Nativity Play and an annual production by Year 5 pupils. This year, it is a musical version of 'Dracula', with a script written by the teacher in charge of drama.

94. Satisfactory progress has been made since the last inspection report. Standards of academic attainment have been maintained. Planning for the subject is effective. There are

clearer expectations for monitoring standards of teaching and learning. Assessment procedures and the monitoring of pupils' academic progress in English are now both good. Some helpful practices in self-assessment and target setting at pupil level have been introduced, though this area could be further developed to help focus the efforts of pupils and staff alike.

Literacy across the curriculum

95. The school is working effectively to implement the National Literacy Strategy in the teaching of English. There are also sound links with other areas of the curriculum to promote literacy, in particular geography, history and religious education, with some good examples of extended writing both in factual reports and in more imaginative accounts of topics studied. In design and technology, pupils are encouraged to use language thoughtfully in their evaluation of topics and work undertaken. In mathematics and science lessons, there is an appropriate emphasis on the correct use and spelling of technical vocabulary. Overall, teaching across the curriculum promotes sound standards of literacy throughout the school.

MATHEMATICS

96. In the last inspection, attainment in mathematics at the end of Year 6 was in line with national averages. Evidence from this inspection indicates that the attainment of pupils in Year 6 is below the national average. However, when the current group of pupils in Year 6 entered the school in 1997, their attainment was well below average in mathematics. Pupils make good progress in relation to their prior attainment, and achieve well.

97. The school has effectively introduced the National Numeracy Strategy. This has helped in overcoming some of the weaknesses identified in the last inspection, such as the slow pace of lessons and the assessment procedures. Other aspects have not been addressed so well, such as the use of computers in lessons, but overall the improvement has been satisfactory. As in English, pupils are grouped into 'sets', according to their prior attainment, for lessons in mathematics.

98. By the end of Year 6, in number work, the higher-attaining pupils write and order numbers to 1,000,000, and decimals to 2 decimal places. They can round numbers to 10, 100 or 1000 and work out simple percentages of various amounts. They apply this knowledge to real life problems by working out how much a price will be if it is reduced by, for instance, 25 per cent. They convert decimals to percentages and to fractions, and know for example that $\frac{1}{4} = 0.25 = 25$ per cent. They are competent with all four operations of addition, subtraction, multiplication and division. Pupils with lower attainment attempt much the same work, albeit with smaller numbers, and some require considerable support, particularly when deciding which operation to use to solve problems.

99. In shape, space and measures, many pupils know the names and properties of various two dimensional and three dimensional shapes, and can identify the lines of symmetry. They calculate and measure angles accurately, and use correct vocabulary for triangles such as 'acute', 'obtuse', and 'scalene'. They can work out the area and perimeter of shapes such as rectangle, triangle and parallelogram. Many work neatly and carefully when measuring to the nearest degree and drawing angles, although some show a lack of care, including working with pencils that need sharpening, thus making drawn shapes untidy and inaccurate.

100. Many pupils correctly use the terms '*mode*' and '*range*' when describing data, such as the nightly hours of sleep they get in a week. They have collected their own data and have represented it in various ways, including block and line graphs, and pie charts. For example, they

have investigated the frequency of word length in a paragraph, and the scores in a game of cards, and have displayed and interpreted the results.

101. Pupils are encouraged to develop their own strategies, both for simple calculations such as 25×38 , or for solving word problems with several steps. They are well versed in the correct techniques, including making a sensible estimate before they start, and checking their answer afterwards, either with inverse operations or by use of a calculator.

102. Overall, teaching in mathematics is good, although there is a considerable range. Of the 14 lessons observed, two were excellent, four were very good, two were good, four were satisfactory, and two were unsatisfactory. There are many strengths in the teaching. These include:

- thorough planning, with clear lesson objectives made known to pupils;
- good use of assessment to ensure that the activities are pitched at the appropriate level for the pupils;
- different work set for pupils of different abilities within a set;
- a good structure to lessons with a brisk opening, clear explanations and demonstrations of the work to be learned, and an effective plenary session to finish;
- very good relationships;
- pupils very well managed and motivated;
- a crisp pace throughout, keeping pupils concentrating and working hard;
- high expectations of work rate, presentation and behaviour;
- good support for lower-attaining pupils by teachers and learning support assistants, enabling all pupils, including those with special educational needs (SEN) and English as an additional language (EAL), to be fully included in the lessons;
- good use of homework to consolidate learning undertaken in class.

103. Where many of these features were evident, pupils were well motivated, keen to learn, and made good progress. Teaching was often described as enthusiastic, and in one lesson, the pace was described as 'furious', but the pupils were happy, totally committed to the tasks, and made rapid progress. On most occasions, pupils' attitudes, behaviour and relationships are very good. However, in unsatisfactory and even in some satisfactory lessons, there were elements which had a negative effect on pupils' progress and required improvement. These included:

- the pace of parts of the lesson being rather pedestrian, and not succeeding in motivating pupils sufficiently;
- the structure of the lesson being unsound, with too long an introduction, too little time for pupils to practise their skills, and too little time to review at the end;
- the same work being set for all pupils, with insufficient challenge for some, particularly the higher attainers;
- missed opportunities to use information and communication technology (ICT) as an aid to learning;
- insufficient marking of pupils' books to help them know how to improve, leading to scruffy, inaccurate and careless work;
- not enough use of practical resources to support learning.

104. Where these occur in lessons, pupils' attitudes show a marked difference from that described earlier, and the working atmosphere is not at all positive.

105. The system of 'setting' is proving to be effective in that additional teachers enable the sets to have fewer pupils, and work is mostly well planned to meet the needs of all pupils, challenging them appropriately. However, on occasions, there is a danger that in being in a set, all pupils are

thought of as having the same needs, when this is not the case. This is where insufficient challenge occurs and pupils make slow progress.

106. The co-ordinator is leading and managing the subject very well. She is well aware of the unsatisfactory levels of attainment in the school, and is leaving no stone unturned to rectify the situation. She has put in place a number of strategies aimed at raising standards. She has made good use of the local education authority (LEA) adviser, which has led to improved planning, intending to cater for all levels of pupils' understanding. The headteacher, adviser and co-ordinator are all monitoring teaching, and teachers have attended in-service courses to improve their skills. The co-ordinator has acted as a good role model, and taken demonstration lessons for others to observe. Considerable emphasis is placed on rigorous analysis of test results, and the findings are used to help set targets and plan lessons. A booklet has been produced for parents to indicate the written methods pupils are using so that parents can be involved with their child's learning. All this is taking a considerable amount of time and effort, both of which are given unstintingly, and are already having an effect on the morale of staff and the attainment of pupils. To raise attainment levels further, all the above strategies need to be continued, and in addition the school needs to:

- ensure that all staff follow the new planning guidelines in an attempt to challenge all pupils in their teaching groups;
- monitor the provision for boys and girls, particularly where there is a great imbalance of gender in the set;
- ensure that pupils' work is marked regularly and conscientiously;
- use ICT programs to support learning in mathematics lessons.

107. There are sufficient resources in mathematics, as much new equipment has been purchased to support the teaching of the National Numeracy Strategy. This is well stored, easily accessible, and mostly well used.

SCIENCE

108. Overall, the provision for science is satisfactory.

109. The strengths in science are:

- consistent attainment, which has been close to the national average over the past four years;
- the proportion of pupils attaining the national target of Level 4, or higher, which is above average in comparison with the proportions attaining this level in schools of a similar type;
- the good level of practical investigative work in Years 3 to 5.

110. Areas for improvement are:

- teaching that often relies too heavily on plans provided by the co-ordinator without further consideration by the teacher or adaptation to needs of pupils;
- further development of assessment procedures, including marking, and their use in planning;
- the monitoring of teaching quality through direct observation and evaluation of pupils' work;
- the achievement of girls, relative to boys.

111. Standards of attainment in Year 6 are close to the national average. In 2001, the national tests showed that the percentage of pupils gaining Level 4 was in line with the national average for all schools and above average in comparison with similar schools. The percentage of pupils attaining the higher Level 5 was close to both the national average in all schools and the average in similar schools. In 2001, boys performed significantly better than girls in the national tests. Pupils with special educational needs (SEN), and those with English as an additional language (EAL), make satisfactory progress due to effective support. Overall, pupils make satisfactory progress from Year 3 to Year 6.

112. From the work seen in lessons and in work previously completed in Year 6, pupils gain satisfactory knowledge of life processes and living things, materials and their properties and physical processes. Pupils are able to record results accurately, and to form conclusions about their work. Pupils in Year 5 use graphs effectively, and show an understanding of friction, including air resistance. Year 3 pupils understand how particular devices can be connected to work in an electrical circuit.

113. The quality of teaching is satisfactory overall. Of the six lessons observed, one was very good, one was good, two were satisfactory and two were unsatisfactory. A noteworthy feature of teaching is the level of investigative work conducted, especially from Year 3 to Year 5, which aids pupils' understanding of concepts as well as giving practice in scientific enquiry. However, excessive time has been spent on theoretical work in Year 6, and this has limited pupils' experience of investigative work. In regular science lessons, teachers revise the previous lesson's content and use questioning skills well to ensure that pupils reflect on the topic being studied. Resources are used adequately, overall, to make lessons interesting and relevant. Techniques adopted are varied, to raise interest. For example, in a Year 3 class, the teacher made good use of discussion by pairs of pupils and small groups to promote better understanding of what had been taught. Good classroom management and high expectations of pupils' behaviour ensure that pupils have positive attitudes to learning and that they concentrate and respond positively to teachers' questions. Pupils' interest in science is particularly evident in experimental work.

114. Where teaching is unsatisfactory, pupils are given inappropriate tasks to complete. This occurs when the teacher's own knowledge of the subject is inadequate, or when teachers are expected to deliver planning devised by a colleague, without properly adapting it to meet the needs of their own pupils.

115. The quality of teaching has not been monitored sufficiently by the co-ordinator. The school has adopted nationally recommended curriculum guidance, but further adaptation of these materials is required to ensure that the specific needs of all pupils are met. Those with SEN are well supported in science, but there is a need to develop a better match of activities to the potential of gifted and talented pupils. Assessment systems are in place, but teachers' planning does not always take into account information derived from assessment of pupils, and marking does not always explain what pupils could do to improve.

116. Overall, resources for teaching and learning in science are satisfactory. There is a large and useful environmental studies area within the school grounds, which provides very good opportunities for investigative work. Enrichment activities, such as the science club and 'science week', are good features of the school's approach to developing pupils' interest in science. The subject promotes pupils' literacy skills satisfactorily, through the introduction of scientific vocabulary and through written reports of scientific activities. There is good use of information and communication technology (ICT) in science. Science makes a good contribution to pupils' personal and social development, since pupils work together during practical activities, sharing equipment. Pupils' attitudes and behaviour are very good. Overall, there has been satisfactory improvement in science since the last inspection.

ART AND DESIGN

117. Pupils make satisfactory progress in art and design and attain average standards by the time they reach the end of Year 6.

118. Strengths of the school's provision in art and design are:

- the standard of observational drawing;
- the good integration of art and design into most other subjects of the curriculum;
- the good use made of the locality as a stimulus for pupils' work.

119. Standards in art and design are not as high as they were at the time of the previous inspection in 1997. The most likely reasons for this decline are:

- the lack of a clearly tabulated scheme of work to guide teachers' planning;
- the lack of monitoring of the quality of teaching. As a result, good practice is not identified and shared.

120. Pupils' skills in observational drawing are practised in all year groups and, in Years 5 and 6, are generally better than normally seen. Pupils in Year 3 have produced some well-detailed drawings of Roman artefacts as part of their work in history, whilst the facial details in sketches by pupils in Year 4 are generally well-proportioned and correctly positioned. In Year 5, the impact of pupils' careful practice of shading techniques is evident in the three-dimensional quality of some of their drawings of Victorian artefacts. In Year 6, many pupils produce finely detailed studies in pencil, such as those created during a visit to a local art gallery. Work in other media, such as paint or pastels, is mostly of an average standard.

121. Some attention is paid to the study of the work of famous artists, such as Monet, Kandinsky and Lowry. However, art appreciation is not undertaken in a systematic way and linked, for example, to the way in which pupils' skills are to be developed throughout different strands of the subject. This is because the school has yet to set out the way in which pupils' skills, knowledge and understanding are to be developed through the use of different media as they progress from Year 3 to Year 6. This weakness makes it difficult for teachers to ensure the seamless, step-by-step development of their pupils as artists, because they have no clear written guidance as to what pupils have previously been taught, nor do they know what their pupils are to move on to do in the following class.

122. The quality of teaching is satisfactory. Of the seven lessons observed, one was very good, two were good and one was satisfactory. The best teaching was observed in a Year 4 lesson in which pupils were challenged to sketch out their designs for a statue to represent the essence of Eastleigh. The teaching in this lesson was highly effective because the teacher held the attention of pupils through the quality of his introduction, during which the task was clearly set out and

pupils' understanding of it was carefully checked. As the lesson progressed, the teacher used his assessments of pupils' work very well, and periodically shared them with the pupils. As the lesson developed, so did the complexity of the task, as pupils were then challenged to draw their design from two different viewpoints. The impact of teaching of this quality was evident in the productivity of the pupils and the pace at which they worked. They sustained high levels of concentration throughout the lesson, and worked confidently and independently on their assignments.

123. The design of many rooms makes whole-class teaching difficult. Lessons taught in these areas need to be particularly well planned and organised. Where this is not the case, the quality of pupils' experience is affected. Teachers in these situations could undoubtedly learn from more skilled colleagues, but because the co-ordinator has yet to observe lessons as part of her monitoring of the subject, the good practice within some classes has not been identified.

124. The subject makes a good contribution to pupils' personal development, and to the excellent relationships within the school, by giving them regular opportunities to work together and to share equipment. Overall, standards of behaviour in art and design lessons were very good. Pupils identified as having SEN, and those for whom English is an additional language (EAL), are fully integrated into all lessons and progress at the same rate as their classmates.

125. Resources for art and design are generally satisfactory, and are easily accessible. However, resources for art appreciation need to be improved, both in the library and in the provision of CD Roms for research into the subject. The kiln is inadequate in that it does not fire pottery at a high enough temperature for pupils' work to be glazed.

DESIGN AND TECHNOLOGY

126. Overall provision for design and technology is satisfactory

127. The strengths in design and technology are:

- the good range of activities provided for all year groups;
- the regular opportunities provided for pupils to develop their skills in the design, making and evaluation of products;
- the good links developed between design and technology and information and communication technology (ICT);
- pupils' good attitudes towards practical work.

128. Areas for improvement are:

- the adaptation of nationally recommended schemes of work to suit the needs of the school and pupils;
- the monitoring of teaching to identify quality and the need for support and guidance;
- procedures for assessing pupils' knowledge and skills, which should be more rigorous;
- the enhancement of resources, which need to include a greater range of media.

129. Owing to the way in which the timetable was arranged, only three design and technology lessons were observed. Two of these were good and one was satisfactory. Evidence from a scrutiny of pupils' previously completed work suggests that the quality of teaching is generally satisfactory and that standards are average. Most pupils demonstrate satisfactory skills in designing a product, constructing from simple materials, such as card and paper, and evaluating the result. For example, Year 6 pupils designed and constructed a model fairground ride. The products were well researched by most pupils, and the majority constructed the models

satisfactorily using a simple motor driven mechanism with card and paper. Design skills and finishing techniques were unsophisticated, but satisfactory. A minority showed flair in producing effective working models, and showed good skills in evaluating the features that contribute to reliability, linkages and control. Good use was made of ICT support, with appropriate software.

130. Progress over time is satisfactory. Boys and girls achieve equally well, having worked together on projects, and those with special educational needs (SEN) also work well within groups that share the design and construction tasks. In other year groups, satisfactory opportunities are provided for food technology and work with textiles.

131. The subject is satisfactorily managed. The co-ordinator has undertaken training and has clear ideas for the further development of the subject. Overall, there is not enough monitoring of the subject being done. In particular, the quality of teaching and learning in the classrooms is not generally observed. Currently, the co-ordinator needs to rely on feedback from year-group leaders in order to help with planning and the identification of areas of weakness. Basic resources are well maintained, but a greater range of materials is required.

132. Since the last inspection, the subject has continued to develop satisfactorily, with new ideas and organisation in place. Nationally recommended curriculum planning is being used, but requires adaptation to suit the specific needs of the pupils. Assessment procedures are not yet well established, but are improving.

GEOGRAPHY

133. Owing to the way in which the curriculum is planned, no lessons were observed in Years 5 and 6. Judgements are based on the lessons seen in Years 3 and 4, as well as on samples of previous work and discussions with pupils and teachers. On the basis of this evidence, standards in geography are average by the end of Year 6, and similar to those reported in the last inspection. The progress of all pupils, including those with special educational needs (SEN), is satisfactory, although it could be better. This is because not enough time is devoted to teaching geography, and also because there have been some gaps in the Year 6 curriculum in the current year. However, teachers have enabled pupils to achieve satisfactory standards by planning work thoroughly in the topics they have covered in the limited time available. Consequently, pupils acquire sufficient knowledge and technical skills over time to meet the requirements of the National Curriculum.

134. By the end of Year 6, pupils are familiar with their local environment and the different features within it. For example, Year 4 pupils successfully used map-reading skills to identify the differences between Boyatt Wood and Eastleigh. By Year 6, pupils point out and name principal rivers, countries and capitals on an atlas, use compasses and co-ordinates with sufficient skill for their age and use computers to search for information. They are familiar with the characteristics of rivers such as the Itchen, and are becoming increasingly aware of environmental issues such as pollution and the plight of the world's rainforests. Their work in these areas makes a positive contribution to their spiritual, moral, social and cultural development.

135. Teaching is satisfactory overall. It was good in two of the four lessons seen, and satisfactory in the remainder. The overall judgement is based on the fact that teachers plan individual topics well and teach them thoroughly but, because of time restrictions, barely cover the required elements of the National Curriculum, particularly in Years 5 and 6. However, the work produced by Year 5 and 6 pupils is often of good standard, and is neatly and attractively produced, reflecting good attitudes to learning. Particular strengths in lessons were very good relationships and skilful management and inclusion of pupils. Examples of these qualities were seen in a Year 3 lesson, where the teacher's energetic approach encouraged the whole class to try its best, and

in a Year 4 lesson, where the teacher's sensitive handling of a pupil with SEN enabled the whole class to make good progress. Teaching is occasionally less effective when the work pupils are asked to do is not sharply focused on the learning objectives, and the lesson loses some momentum and purpose.

136. Resources for the subject are good and make a positive contribution to learning, although they are not used as effectively as they could be, because of the time restrictions. The visits organised in the local area of Eastleigh, and to places further a-field such as Southampton docks, reinforce classroom teaching well. Teaching makes a satisfactory contribution to the development of literacy skills, although more opportunities could be provided for pupils to practise extended writing through geography. There has been satisfactory improvement since the last inspection, although the school recognises that in order to raise standards further, there is a need to increase the time allocated to teaching.

137. The main strengths in the subject are:

- its contribution to pupils' personal and, in particular, their moral development;
- teachers' use of field trips and visits to enhance teaching and learning.

138. The main area for future development is:

- to ensure that teachers have enough time to thoroughly address all of the areas of study in the National Curriculum.

HISTORY

139. Overall, the quality of provision in history is satisfactory.

140. The strengths in history are:

- the organisation of educational visits and special events for each year group;
- pupils' attitudes to the subject, which are good. They respond well in lessons and develop a real interest in topics studied.

141. Areas for improvement are:

- the time allocated for teaching the subject, which is less than normally expected;
- aspects of work which are covered in less breadth or depth than might be expected.

142. Curriculum time for history is limited. The subject is taught in alternate terms to geography. It was possible to observe only one lesson for Year 5 pupils during the inspection. The majority of the evidence for this report is therefore drawn from an examination of subject documents, pupils' previous work and discussions with pupils and teachers.

143. The standard of work seen in history is broadly in line with the average expected nationally. The school addresses all elements of the National Curriculum, but because of time pressures, some aspects are covered in less breadth or depth than might be expected. For example, the local history study is mainly covered as part of work on Victorian Britain. This is appropriate, given the importance of the period and the coming of the railways in the growth of Eastleigh. However, the range of topics considered in both studies is restricted as a consequence. Nevertheless, pupils' overall progress in the subject is satisfactory.

144. Analysis of work produced by pupils in Year 3 shows that they have a sound knowledge of Celtic and Roman lifestyles in Ancient Britain, and are able to assess some of the impact of the Roman occupation on the fabric of the country. They are also introduced to world history, with a study of Ancient Egypt. Amongst other things, artwork in tomb paintings is used to explore features of everyday life, as well as the role of the Pharaohs. In Year 4, pupils study life and times in the Tudor period, with special emphasis on the character of Henry VIII and his wives. Religious controversy, and the break with Rome, is covered satisfactorily, as well as major events such as the defeat of the Armada. Pupils' knowledge of Tudor life is enhanced by a day of special activities, which include dressing in costumes from the period and a visit from a 'Tudor lady', who talks about her life and demonstrates features of everyday living including the spinning of wool, and cookery utensils.

145. In Year 5, there are studies on Ancient Greece and Victorian Britain. Pupils use a range of information sources to find out about events, people and social change. Photographs, maps and extracts from local parish records are all studied in work on Victorian Britain. Pupils carefully research changes in transport and the lives of famous people, such as Brunel, using the Internet and CD-Rom. Pupils also gain direct experience of the lifestyle of the period through a visit to Manor Farm in the Upper Hamble Country Park. The farm is run in Victorian style, and participation in a schoolroom lesson allows them to understand key differences in the lives of children in the period. The only lesson observed during the inspection involved a walk through Eastleigh to look at remaining Victorian buildings. The visit was well planned and managed, and the teacher demonstrated very good subject knowledge. Pupils observed domestic and public buildings, identifying and sketching original features. They were able to discuss differences in transport, living conditions and the lives of rich and poor, with some understanding. In Year 6, pupils study the history of Britain since 1930. Work here includes timelines of events leading to World War II, newspaper articles about the outbreak of the war, and students' own imaginative writing about the Blitz and the experience of evacuees. Visits to Eastleigh museum, and a 1930s' tea party for local senior citizens, enrich the curriculum.

146. Most pupils show a real interest in history. Presentation of written work is good, with some effective classroom displays of artwork, and writing based on historical study. In the walk to Eastleigh town centre, behaviour and attitudes were very good. Pupils listened attentively to their teacher and responded politely to local residents who volunteered information. They concentrated well throughout a long walk on one of the warmest days of the summer term.

147. Overall, teaching of the subject is satisfactory, given the time available in the school curriculum. Learning objectives are clearly defined and shared with pupils. The work is planned and organised well, with appropriate links to other subjects in the curriculum. Teachers use correct historical terminology and encourage the pupils to do the same. They are also aware of the need to maintain a balance between giving information and enabling the pupils to find it for themselves. Pupils have a range of opportunities for research using the Internet and CD-Rom, though this aspect could be developed still further. Marking of pupils' work is generally supportive and encouraging, but offers only limited advice to help pupils improve. Teachers assess pupils' attainment at the end of each topic, but not enough use is made of information from these assessments when planning future work. For example, there was no evidence of more challenging work for higher-attaining pupils. However, curriculum enrichment through educational visits and special events for each year group is a strength of the school's provision in this subject.

148. The co-ordinator for the subject was appointed a year ago. She has produced a revised subject policy, supplemented by a relevant scheme of work which draws upon nationally recommended guidance. Her role, in principle, covers monitoring and evaluation of teaching and learning in the subject, but time has so far not been made available for her to do this. Resources for teaching the subject are adequate, though there could be a better range of historical artefacts for some periods studied.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

149. Overall, the provision for ICT is very good.

150. The strengths of ICT are:

- pupils' achievement, which is well above average achievement from Year 3 to Year 6;
- the very positive attitudes of pupils, and their high levels of interest and enjoyment of ICT applications;
- the very good teaching and learning, due to the confidence of teachers and regular use of good resources;
- the very good leadership and management of the subject.

151. Areas for Improvement are:

- the further development of resources to enable individual rather than shared use of computers;
- the range of activities available to challenge the higher-attaining pupils.

152. Standards of attainment in ICT are, overall, above average. By the end of Year 6, most pupils have a good grasp of essential word processing skills and data handling, and use the computers with confidence. They have above average knowledge and understanding of the use of Internet resources for research. They work well independently with software such as multimedia programmes. For example, in one lesson seen, pupils were using the software to investigate sequences and control of operations, matching sound and text to a set of visual effects. Higher-attaining pupils investigate complex sequences whilst lower-attaining pupils have less confidence, but still use the mouse and function keys to manipulate the program with satisfactory understanding. Pupils share tasks and ideas and provide support for each other. There is no variation observed in the quality of work of boys and girls.

153. Pupils have a varied knowledge and understanding of ICT on entry to the school. Many have little individual experience and, overall, attainment on entry to Year 3 is below what is normally expected of pupils of this age. From Year 3 through to Year 6, progress has been continuous and the overall achievement for the great majority of pupils has been very good. Pupils with special educational needs (SEN) also make very good progress, because they are supported well by teachers and are helped by the very positive collaboration between themselves and their classmates.

154. Attitudes of pupils are very good because of the emphasis placed on the use of ICT, the enthusiastic teachers, and the availability of a purpose designated suite, as well as other clusters of computers. Pupils thoroughly enjoy the regular opportunities that they have to use equipment in lessons, and in lunchtime or after school activities. They are further motivated by the very good progress they are making, and behave very well.

155. The quality of teaching is very good. Most teachers use ICT with confidence, and have received appropriate training from the ICT co-ordinator. They plan their lessons well to make the best use of programs, for example in literacy or science, as well as directly teaching specific ICT skills. Careful thought is given to the expected progress of pupils with different capabilities, but there is not an immediate focus on sufficiently challenging tasks for potentially higher-attaining pupils, who may also have additional experience from home. Although ICT is used within the suite in many subject areas such as English, science, design and technology and history, opportunities are not always taken to use ICT as an integral part of learning in others, for example mathematics.

156. The leadership and management of ICT in the school are very good. The co-ordinator has carefully developed schemes of work and has overseen their implementation. Very well thought out subject development plans have been prepared. Assessment is increasingly being used to record the levels of skill reached by individuals and the progress being made. Resources have been expanded to an above average level, and proposals for extended networked use are being implemented. Additional hardware such as digital cameras, projectors and microscopes, are also used to enhance the provision. Monitoring of the work of teachers has been undertaken rigorously, and individual areas for improvement have been identified and support given. Extra-curricular activities are very good. For example, very popular ICT clubs operate at lunchtime, although these are mainly for older pupils. In these sessions, pupils competently produce pages for the school website, and programs, for instance on touch-typing, are available for use by pupils with SEN.

157. Since the previous inspection, and particularly in the last year, the development of ICT in the school has been very good. Standards are rising, and the range of pupils' experiences is significantly increasing.

MUSIC

158. At the end of Year 6, pupils' attainment in music is in line with national expectations, although singing is good. This is a similar judgement to the last inspection.

159. Singing is a strength of the school. In assemblies, pupils sang enthusiastically, in time and in tune. There were other good examples of singing in lessons, particularly by Year 6. Pupils use dynamics effectively, and are learning to understand the structure of songs and other music. For example, in their composition work, Year 6 pupils have used 'rondo' form, where the principal theme is repeated. Pupils use tuned and un-tuned percussion instruments satisfactorily, and explore sounds and the way that they can be combined. Pupils who play orchestral instruments, and generally have more musical experience, bring their instruments to the lesson to increase the variety of the effects of sound, whilst others use the piano. This ensures that all pupils have appropriate challenge. Pupils satisfactorily record their compositions on paper, using symbols to show the instruments to be used and the different ways they should be used to create the sound chosen. Teachers often tape record the finished piece as a record of pupils' achievement. Where possible, music is linked to other subjects. For example, pupils in Year 5 are composing music in a similar vein to Victorian street cries, and this work links well with their studies in history. All areas of the National Curriculum are covered appropriately, although there are missed opportunities to develop pupils' appreciation of music, for example in assemblies.

160. Evidence suggests that some teachers are more competent and confident than others in teaching music. However, of the five lessons observed, none was unsatisfactory, and three were either good or very good. The main strengths of teaching are the planning and preparation for the lessons, and the effective management, motivation and organisation of pupils. Lessons have clear and appropriate learning objectives that are made known to pupils at the start. Activities and tasks are well chosen to enable these objectives to be achieved. For example, when composing

Victorian street cries, pupils listened to *'Who will buy?'* from the musical *'Oliver'*, and looked at pictures of Victorian street scenes. They were then very well motivated to create their own music. Instruments are always easily available, partly due to the good storage and accessibility of instruments in the music/drama room. In some classes, teachers need to use pre-recorded, taped programmes to teach skills because they do not have the necessary expertise. In these lessons, even though teachers are well prepared and use good techniques, such as periodically stopping the tape to reinforce teaching points, the impact on the pupils and the response from them is not as good as when teachers can deliver the lessons themselves. However, for the majority of the time, pupils' attitudes, behaviour and relationships are very good, and they thoroughly enjoy their music. Opportunities for boys and girls are not always equal. For example, in an assembly, the percussion group accompanying a hymn was entirely made up of girls. In one lesson, nearly all the pupils chosen to demonstrate techniques were girls, and almost all members of the school orchestra are girls.

161. The school employs teachers from the local authority peripatetic music service to augment its provision. This is proving to be very effective, and over 50 pupils have instrumental lessons. Pupils are well taught, well motivated, and make good progress. However, the involvement of these pupils in school music is very much under-developed. For instance, the school orchestra comprises one clarinetist and two recorder players, with the remaining members playing simple percussion instruments. With a number of instrumentalists approaching Grade 3, these pupils need the opportunity to rehearse and perform with others. This is likely to improve both their motivation and their skills, and raise the status of music in the school.

162. The co-ordination of music throughout the school is sound. In-service training has been given to teachers to increase their knowledge and understanding. However, no time has been allocated for monitoring of teaching in music, so the effects of this training have not been observed. There is also too little monitoring of pupils' performance. Resources have been well maintained and are mostly of good quality and quantity. The music/drama room is used well and is a great asset, particularly as musical performance is difficult in the open plan situation of classrooms. There are a number of opportunities for pupils to take part in extra musical activities at lunchtime or after school, although some of these are not well supported by pupils. Groups have opportunities to perform to others, such as school concerts, singing to local senior citizens, and the ocarina group playing at the local bandstand. Areas for development are:

- the continued support for some teachers to develop their skills and confidence;
- an increase in pupils' opportunities for musical appreciation, particularly at assembly times;
- the provision of more extra curricular opportunities, particularly for instrumentalists;
- the encouragement of more boys to take part in musical activities.

PHYSICAL EDUCATION

163. By the end of Year 6, attainment in physical education is in line with national expectations. This is a similar picture to that of the last inspection. However, satisfactory improvement has been made, as there is now no unsatisfactory teaching, and the teaching of games skills, which was previously under-developed, is now good. This improvement has been achieved through in-service training, provided as a result of perceived needs. However, attainment has not improved, probably because of the limited amount of time spent on physical education, which is less than in many schools nationally.

164. The only physical education lessons observed involved games in Years 3 and 6, and athletics in Year 4. The Year 4 pupils were involved in a 'Mini Olympics' at the end of their four-week unit of work on athletic skills. They worked very hard at running, throwing and jumping, and timing and measuring for each other, and showed an appropriate level of skill for their age. They co-operated very sensibly, showing a good deal of maturity in a lesson that contributed significantly to their moral and social development as well as developing their physical skills. In games, pupils are gradually developing their batting, bowling and fielding skills in cricket. Pupils show very good attitudes towards the game, and have a satisfactory level of skill. Some Year 6 boys show a high level of skill in their batting. Records show that about three-quarters of pupils fulfil the national requirement of swimming 25 metres before the end of Year 6.

165. Teaching in physical education is good overall. Lessons are well planned and clear teaching points are made to help pupils improve. Pupils are well motivated, well challenged, well managed and well organized. They respond positively to this with very good attitudes and behaviour, hard work and enjoyment. Good links are made with science, particularly in warm-ups where good attention is paid to muscles and the heart rate, and with information and communication technology (ICT), when video cameras are used to film performances. The only weaknesses observed were when explanations took far too long, thus limiting the time the pupils had to practise, and when not all pupils had followed health and safety guidance by removing watches and items of jewellery before taking part.

166. The subject is well led by an enthusiastic and knowledgeable co-ordinator. He has approached the job in a methodical way, starting by finding out where teachers were less confident, and providing them with in-service training to overcome this. He has developed a three-year programme to improve staff confidence and understanding. The co-ordinator has provided some of the training himself, whilst some has been delivered by outside agencies. Teachers have welcomed this help and have benefited from it, with increased confidence and competence. The co-ordinator has followed this with improvement to the quality, quantity and storage of resources. There is appropriate coverage of all aspects of the National Curriculum. Areas for further development are:

- the monitoring role of the co-ordinator;
- procedures for assessing pupils;
- changing arrangements for Year 6 pupils.

RELIGIOUS EDUCATION

167. The school is continuing to maintain the average standards reported at the previous inspection. The previous inspection identified the need to study a wider selection of religions. The school has successfully addressed this requirement.

168. The religious education curriculum meets statutory requirements and follows the guidelines of the locally Agreed Syllabus. Careful planning and good overall teaching ensure that pupils make good progress in acquiring knowledge and understanding of a suitable range of religious and moral issues. Pupils with special educational needs (SEN) achieve well because of the well-organised help they receive from learning support staff.

169. By the end of Year 6, most of the pupils have a satisfactory knowledge of Christianity and other world religions. They successfully identify similarities and differences in faiths such as Christianity, Judaism, Hinduism and Sikhism. Teachers ensure that they achieve this by planning good opportunities for pupils to examine comparable traditions such as the '*rites of passage*' recognised in the various religions. This is well supported by good links with the local church, through which pupils gain insight into the significance of Christian traditions and ceremonies such

as christenings. They are also given opportunities to reflect on abstract issues, such as creation, and to describe their feelings about the '*special places*' they visit, such as in Winchester Cathedral. Teaching in religious education lessons is well supported by school and class assemblies, which also challenge pupils to think deeply about a range of issues and make a significant contribution to their spiritual, moral, social and cultural development. In a Year 4 assembly, for example, the pupils very sensibly discussed the notion of conflict and how it can be resolved through compromise. By the end of Year 6, most pupils have a clear understanding that all religions have a set of rules by which believers live, and apply this knowledge to their own code of conduct in school.

170. Four lessons were observed, two of which were good and two satisfactory. The additional evidence in pupils' books and from planning leads to the judgement that the quality of teaching is good overall. Teachers are confident in the subject and prepare their lessons carefully and thoroughly. They provide clear and specific learning objectives, share these with the pupils and plan challenging and interesting activities. They give careful thought to providing a calm and reflective atmosphere in the classroom for the teaching of religious education. In a Year 6 assembly, for example, the teacher darkened the room and lit a candle, a practice frequently adopted throughout the school. This helped the class to think and contemplate, and added a tangible spiritual dimension to the proceedings. Many teachers end the day with a prayer and encourage pupils to write and publish prayers of their own. These practices have a positive effect on pupils' attitudes to the subject and to the excellent relationships which prevail throughout the school. Pupils value and respect the ideas and opinions of others and are confident in sharing their thoughts with their teachers and classmates. Another strength of teaching is that teachers also provide frequent opportunities for pupils to write at length on religious and moral issues, and this makes a good contribution to the development of literacy skills. Teaching is occasionally less successful when teachers plan the same work for pupils of all abilities, and this limits progress, particularly for higher-attaining pupils.

171. Planning follows the locally Agreed Syllabus for religious education, combined with relevant elements of a nationally recommended scheme of work. The co-ordinator has produced a clear action plan to ensure coverage of a suitably wide range of religions, and organises visits to places of worship such as local churches, Winchester Cathedral and a Hindu temple. The school has encouraged families from various ethnic backgrounds to come in to share and celebrate the richness of the various cultures represented in the school. However, there is further room for development in the use of these visits to illustrate and compare religious traditions. The school has introduced a system of regular work-sampling which provides a platform for further improvement, although there is a need to develop the role of the recently appointed co-ordinator in monitoring the effectiveness of teaching and learning in the subject.

172. The main strengths of the subject are:

- the quality of teaching;
- the development of writing skills through religious education teaching;
- the subject's link with the school's very good provision for pupils' spiritual, moral, social and cultural development.

173. The areas for future development are:

- the role of the co-ordinator;
- making greater use of the rich ethnic diversity within the school.