

INSPECTION REPORT

FOUR LANES COMMUNITY JUNIOR SCHOOL

Chineham, Basingstoke

LEA area: Hampshire

Unique reference number: 116247

Headteacher: Mr M Gamble

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 26th February – 1st March 2001

Inspection number: 197828

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Hanmore Road Chineham Basingstoke Hampshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Masterson
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
20865	Mr M S Burghart Registered inspector	Information and communication technology; Physical education; English as an additional language.	What sort of school is it? How well are pupils taught? How well is the school led and managed? What the school should do to improve.
13911	Mrs J Gallichan Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
22167	Ms H Carruthers Team inspector	Mathematics; Art and design.	How good are the curricular and other opportunities offered to pupils?
20671	Mr J Palethorpe Team inspector	Science; Music; Equal opportunities.	Results and achievements.
20977	Mr R Thelwell Team inspector	Special educational needs; English; Design and technology.	
30438	Mr R Guest Team inspector	Geography; History; Religious education.	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Four Lanes Community Junior School is situated in Chineham on the eastern outskirts of Basingstoke in Hampshire. The school is housed in 1980s purpose built accommodation, based on the theme of a circus big top. It has extensive grounds, which it shares with the infant school of the same name on the same site. There are 318 children on the school roll aged from seven to eleven. There are twelve classes, three in each year group. There is an average of 26.5 pupils per class. Pupils in Years 5 and 6 are taught in sets, based on their ability, for English and mathematics. Pupils are drawn from the local surrounding area, mostly from private accommodation. Unemployment locally is well below average and very few pupils (less than 2 per cent compared with 20 per cent nationally) are eligible for free school meals. Pupils' attainment on entry represents a range, but is generally above average.

Over recent years there have been some significant changes in the school. Eight teachers, including the head, and a variety of governors, are new since the last inspection. The headteacher is in his second year at the school and is supported by thirteen full time members of staff and one part time. Two teachers are in their first year of teaching.

There are 73 pupils on the special educational needs register. This accounts for almost 23 per cent of the school roll, and is in line with the national average. One pupil has a formal statement under the terms of the DfEE Code of Practice¹, which is below average for this size school. No pupils are in the first stages of learning English as an additional language. The school is a base for community activities and runs a breakfast club before school every day as part of its provision.

HOW GOOD THE SCHOOL IS

Four Lanes Junior is a good school which provides a good overall standard of education. Pupils and staff get on well together and relationships are excellent. The school's very good ethos successfully encourages good standards, particularly effective in English, where pupils' achievement is well above average by the end of Year 6. The school has a good (and still developing) partnership with parents and the community which has positive effects on children's learning. All pupils are taken good care of and special educational needs pupils are fully included in the life of the school. Teaching is good, and frequently better. Good leadership and management from headteacher, deputy and governors give the school very good educational direction and make its aims and values clear. In an improvement since the last inspection the school now gives good value for money.

What the school does well

- Standards in mathematics and science are above national averages by the time pupils leave the school, and in English consistently well above.
- The school successfully encourages very good attitudes, behaviour and personal development.
- Teaching is good and often better.
- Provision for special educational needs is very good.
- The school is well led and managed.
- It maintains good links with parents and the community.
- Relationships and provision for moral development are excellent.
- The school takes very good care of its pupils. Provision for pupils' personal, social and health education is very good.

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

What could be improved

- Standards in information and communication technology (ICT).
- The monitoring role of the senior management team and co-ordinators, and their use of data gained from assessment.
- Procedures for child protection.
- Results in National Curriculum assessments compared with similar schools in mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection raised issues for improvement in six key areas. The school has made good progress in addressing these. The school's partnership with parents and the community has been significantly improved. The school is now officially designated a community school. Homework is now a strength. A very clear, good procedure has been established to handle complaints. As a result parents' views of the school are much more positive. A good range and satisfactory number of extracurricular activities is currently available. Better leadership and management procedures have been implemented, with the roles of head, deputy and subject co-ordinators clarified. Improvements to long term financial planning have been very effective in achieving good value for money. Provision for pupils' spiritual, moral, social and cultural development is better considered, is now good, and improving. Statutory requirements found lacking last time are now met. In addition the National Literacy and Numeracy Strategies have been effectively implemented; and provision for music has been improved with better planning and resources. A major review of resources for ICT has resulted in much improved provision. The good quality of teaching has been maintained and is being further developed.

With high levels of co-operation, good communication and very good team work the school is well placed for the future.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores² in National Curriculum tests

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A	A	A	
Mathematics	A	A	B	D	
Science	A*	A	B	C	

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

The table shows that standards are consistently above the national average. The school does particularly well in English where standards of speaking, listening and reading are well above average. Pupils' achievement in writing and spelling is above average and improving. In both mathematics and science the school did not do as well as in previous years, compared with similar schools³ in Year 2000. Analysis and effort is being directed to redress the situation, particularly in mathematics. Standards for those pupils currently nearing the end

² Average point scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

³ Similar schools refer to those with between 8 and 20 per cent free school meals.

of Year 6 are above average. In ICT standards are unsatisfactory in terms of national expectations. The school is aware of this and making rapid improvements with better resources and planning. Greater consideration of ICT as a subject in its own right is needed to ensure that all pupils cover all required elements in sufficient depth. In other subjects pupils' achievements are at least in line with national expectations, with notable strengths in geography, history and physical education. Here, because provision is good, pupils achieve well. Standards in religious education meet the requirements of the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy learning, sustain concentration and are keen to join in.
Behaviour, in and out of classrooms	Very good, with excellent features in a variety of classes. Behaviour is very well managed, and notably good at lunch and break times.
Personal development and relationships	Very good. Pupils take initiative and responsibility. They show very good respect for adults, each other, resources and the building. Relationships are judged excellent and much improved since the last inspection.
Attendance	Very good, well above average.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good with very good, and occasionally excellent features.

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.

All lessons observed were at least satisfactory with 84 per cent good or better, 27 per cent at least very good and five per cent (in English, mathematics, physical education and personal, social and health education lessons) excellent. All staff had at least one good lesson, with eleven very good and four excellent. Good quality teaching has been maintained even with many staff changes (eight out of fourteen) since the last inspection. Strengths in teaching are in joint planning, questioning, relationships, communicating objectives, and setting the right challenge. Relative weaknesses in a few lessons, feature lack of pace, some work which does not extend pupils fully, activities which go on too long, and gaps in some teachers' knowledge and understanding of ICT. Literacy and numeracy are consistently well taught. Staff manage pupils very well and usually make good use of time and resources.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall: some underemphasis on ICT, now being addressed. A broad and relevant curriculum. Some sessions overlong for planned activities. Very good personal, social and health education opportunities. Literacy and numeracy introduced well. Good use of homework. Improved extracurricular activities with good use of visits and visitors.
Provision for pupils with special educational needs	Very good support. Such pupils are fully included in school life. Good individual education plans, well communicated. Learning support assistants make significant contributions to pupils' learning. Good recent moves to identify and plan for more able pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: spiritual and cultural opportunities improved to satisfactory. Provision for moral development is excellent and social very good.
How well the school cares for its pupils	A very good level of care and monitoring of behaviour. Some updating of training for child protection procedures needed. Good assessment procedures, but more to do to make full use of data to modify plans and set targets in some subjects. A safe secure environment.

Parents respond well to the school. Links between the school and parents; and with the community, have been significantly improved and are now good. The school's new community status clearly enhances relationships and positively affects pupils' education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good, with very good features in the work of the head and deputy. Very good educational direction. The school's aims and values very good. Role of senior managers and co-ordinators sound: more to do to improve their monitoring of teaching and use of data.
How well the governors fulfil their responsibilities	Good: sound committee structure. Good understanding of management issues. Statutory requirements met, but some historical gaps in ICT. Governors support the school well, especially in finance and special educational needs.
The school's evaluation of its performance	Good: with detailed analysis of results over time. More to do to make full use of data. Very good monitoring and awareness of strengths and weaknesses by the head and deputy to confirm the success of policies and procedures. School development plan ready for a review. Good commitment to raising standards.
The strategic use of resources	Very good and efficient use of finance. Good value for money. Staff, accommodation and resources used effectively. Time used well, but some sessions are too long. Overall a good learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils make good progress. • Teaching is good. • The school is well led. • Children are helped to become mature. • The school is approachable. 	<ul style="list-style-type: none"> • Information about progress. • Homework. • Links between home and school.

Most written comments from parents were supportive of the school. Inspectors endorse parents' positive views. Information for parents about pupils' progress is judged satisfactory, with improvements to reports planned. The school has a good approach to homework, and its use is good. Improvements to communications have developed home/school links to the good level.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In 2000, the percentage of pupils at the end of Key Stage 2⁴ reaching the expected level, Level 4, or above in English was well above the national average. It was above average in mathematics and science. When compared with similar schools, results were very high in English, and in science in line with the national average, but below in mathematics. At the higher Level 5, results were well above average for English, but below average in mathematics and science.

2. The results for pupils reaching Level 4 or better in English were four per cent more than the target set, but in mathematics were three per cent under the target. English results have remained very good over the last four years, whilst the 2000 results in mathematics and science were below those achieved previously. The school reports that some able pupils were absent, and others just missed a higher grade. Additionally, there has been a certain amount of disruption caused by pupil mobility, with many changes to the school roll. These factors all had an impact on results.

3. Pupils' attainment when they join the school is above average. The percentage on the register for special educational needs is average compared with national figures. Pupils' attainment when they leave the school is above average in English, mathematics, science, history, geography and physical education. It is in line with expectations in design and technology, art, music and religious education, but below expectations in information and communication technology (ICT). The judgements made in the last inspection were similar to these in English, mathematics, science, history, art, music and religious education. Standards have improved in geography and physical education to reach levels above expectation, but have appeared to go down in design and technology and information and communication technology.

4. Good opportunities are provided for pupils to develop their literacy skills across the curriculum. Presentation is often good when recording work in science, geography and history. Speaking and listening skills are used well, particularly in religious education and personal and social education. Numeracy skills are used well in other subjects. There is data handling in geography, and weighing and measuring skills are used in design and technology. However, there is insufficient evidence of the use of ICT skills across the curriculum.

5. Pupils with special educational needs make good progress in relation to prior attainment and the targets set within their individual education plans. Because of the very

⁴ Key Stage 2 refers to pupils in Years 3 to 6 aged seven to eleven.

good support they receive in all year groups, by the time they reach Year 6, pupils' reading standards are often in line with the average levels expected for their age.

6. Careful monitoring of standards in English and mathematics has led to a variety of strategies to effect improvement. Notably, in these two subjects, the school now teaches pupils in Years 5 and 6 in groups according to their ability. This is enabling teachers to set tasks appropriate to pupils' ability, and is having a positive impact on standards, particularly for the higher attaining pupils. The school's strategic plan is a three year plan designed to continue the improvement in the school. Its prime objective is to raise standards to Level 5 (the higher level) in English and mathematics. This now needs reviewing and updating in the light of the 2000 National Curriculum test results to include raising and maintaining standards in science, as well as in English and mathematics.

7. Standards in English have remained well above the national average for the last four years. Since the last inspection, the school has successfully implemented the National Literacy Strategy, and undertaken detailed analysis of assessment results to help identify strengths and weaknesses. These strategies have led to a year on year rise in standards

8. Focusing on improving standards in mathematics, particularly at the higher level, is a key objective in the school's present strategic improvement plan. In support of this, the National Numeracy Strategy is being used effectively by teachers to plan and deliver a strong and consistent curriculum across all year groups which challenges and extends pupils' learning well.

9. Whilst standards in science are above average when compared nationally, they show a decline from previous years, and are below average at Level 5 when compared with similar schools. Various reasons are put forward to explain this, but, unlike in English and mathematics, there is insufficient in-depth analysis of what pupils are achieving, including analysis of National Curriculum test results, to enable teachers to address any weaknesses.

10. Standards in information and communication technology are below what is expected by the time pupils leave the school, because ICT has been underemphasised as a core subject. Rapid progress since the appointment of the new co-ordinator, and improvements to resources, mean that the situation is being successfully addressed.

11. Standards in design and technology are in line with national expectations. However, the previous inspection found standards to be above national expectations. Since then, national initiatives and requirements for other subjects, particularly English and mathematics, have required the school to give design and technology a lower priority which has been a major factor in the decline in standards. The school is now in a position to raise the subject's profile, and a member of staff has recently been appointed as subject co-ordinator to this end.

12. Attainment in geography and physical education was judged to be in line with national expectations in the last report. The judgement now is that standards are above such expectations in both.

13. In history, the previous inspection found standards to be above national expectations, and they remain that way. There is a well structured scheme of work giving a clear sense of world history.

14. Standards in music remain in line with national expectations. There are strengths in composition, but weaknesses in singing. In religious education, there is now a new agreed syllabus adopted and adapted by the school and there have been improvements in planning and resources. Pupils' achievement is now in line with the expectations of the syllabus.

15. Standards in physical education have improved since the last inspection and are now above national expectations.

Pupils' attitudes, values and personal development

16. Very good attitudes, behaviour and personal development were identified as a strength at the time of the last inspection. These high standards have been maintained. Pupils give teachers their full attention and no time is lost sorting out poor behaviour or inattention. Pupils get the maximum benefit from teaching and this contributes positively to the standards achieved. Parents responding to the Ofsted questionnaire agree their children enjoy coming to school and that they behave well.

17. Pupils' very good attitudes to learning are an important feature in lessons and contribute positively to the progress made. Pupils listen well during introductions and are particularly responsive, with lots of 'hands up', during question and answer sessions. They are keen to offer an opinion in the knowledge that their teacher and classmates will value their views. Pupils usually maintain their concentration throughout sessions, even when a long time is devoted to the same activity.

18. In the very best lessons teachers capture pupils' interest with lively, well paced introductions. Their own enthusiasm rubs off on the pupils. For example, in a numeracy lesson for Year 6, pupils maintained their concentration longer than might be expected and all made very good progress because of the excellent pace, clear communication of the lesson objectives, and high expectations. In another numeracy lesson Year 4 pupils were so interested in the activities they did not want to stop work at the end of the session. During a Year 3 physical education lesson pupils responded very well and made considerable gains in their skills due to knowledgeable teaching, good pace and progression of activities. Pupils watched and listened carefully, enabling them to make improvements to their performances.

19. Behaviour is consistently very good in lessons and pupils move around the school in a calm, purposeful manner. As they enter the hall for assembly they very sensibly move to their appointed spot and settle quickly, ready to listen. Lunchtimes are sociable and enjoyable occasions and behaviour in the playground is good. The availability of small playtime equipment together with a fair rota for use of the ball court reduces any conflict which might occur in the relatively small playground area. No concerns were raised regarding bullying or oppressive behaviour and no exclusions have been necessary over the past year.

20. Relationships amongst pupils, and between pupils and all adults, are excellent and underpin much of the success of the school. There is an atmosphere of mutual respect and courtesy. Examples of politeness and honesty were noted during the inspection. Pupils work amicably in pairs and small groups and happily help one another. In a design and technology lesson, pupils helped others who were not so confident in plaiting three strands of wire. Pupils are obviously used to discussing their work with their friends on their tables. During a history lesson pupils very sensibly discussed pictures of Henry VIII presented to them and negotiated effectively to decide in which order they should be placed. This they did sensitively and with good humour. They ended their discussions immediately and listened to the teacher when required. Pupils respect the views, values and beliefs of others and show particular sensitivity when listening to others' contributions during 'circle time'⁵. Pupils are confident to express their views or share personal experiences during these sessions because of the excellent and supportive relationships. Pupils treat equipment, resources and books with care and are quite happy sharing equipment. In science, pupils shared force meters sensibly in order to complete the activity set.

21. All pupils are encouraged to take responsibility around the school and within their classrooms. All classes have lists of monitors and pupils enjoy undertaking their assigned duties. Year 6 pupils are given additional responsibilities and sensibly distribute registers, help organise their own classrooms and set up the hall for assemblies. They act as reading buddies for younger children and become involved in the arrangements for entertaining senior citizens when they are invited into school. Pupils take responsibility for counting the vouchers collected by the whole school to buy more ICT equipment.

⁵ In these lessons, pupils sit in a circle and through agreed rules, have the opportunity to speak and listen to each other talking about issues, which touch them all.

22. The high attendance levels reported at the time of the last inspection have been maintained. Pupils arrive on time in the morning keen to start the day's activities. Unauthorised absence is very low.

23. The attitudes of pupils with special educational needs are positive. This is mainly due to the appropriate tasks and targets they receive, and the high quality of teaching given to support their needs. Behaviour is good. The effective support given by learning support assistants ensures pupils concentrate and participate fully. All successes are celebrated in line with other pupils.

HOW WELL ARE PUPILS TAUGHT?

24. The good quality of teaching reported in the last inspection has been maintained. All of the 82 lessons observed were at least satisfactory, with 84 per cent good or better, 27 per cent very good or better, and five per cent (in English, mathematics, physical education and personal, social and health education lessons) excellent. All teachers were seen to teach at least one good lesson, eleven very good and four excellent. It is a consequence of this good teaching that standards are good. Good teaching makes a significant contribution to the school's very good ethos.

25. Literacy and numeracy are consistently well taught, partly due to very good detailed planning and partly to good quality in-service training opportunities for staff. Pupils recognised as having special educational needs are well taught both by teachers and learning support assistants. For most of the time such pupils are fully included into class activities with the most effective work planned for a variety of different ability levels. Such teaching is least effective when all pupils in the class, or set, have to complete the same work.

26. Undoubted strengths of teaching are in very good management of pupils, good joint planning and excellent relationships which encourage pupils to volunteer answers without fear of embarrassment. For example, excellent questioning of Year 6 pupils in the lower set for mathematics ensured that they all contributed orally and, as a result their understanding of strategies for multiplication was considerably enhanced. Pupils' self esteem was seen to grow because pupils were expertly challenged at exactly the right level, with very real success.

27. Good and better lessons feature good use of time and crisp pace, with teachers not afraid to change activities and leave pupils wanting more. However, in those sessions where activities are allowed to go on too long: for example in some hour long music and history lessons, although pupils still behave well, learning is not so productive.

28. Teachers have good knowledge and understanding of the junior school curriculum and the school makes good use of in-service training to keep staff up to date. An area of weakness from this point of view, already known to the school, is in ICT where many teachers lack skills with new equipment, and pupils' progress is restricted.

29. Noted improvements in teaching since the last report are in:

- Staff participation in extracurricular activities;
- Homework, which is now judged good, and is effectively and consistently used to enhance the curriculum;
- Teachers' use of day to day assessment through marking which usually identifies how pupils can improve;
- Learning objectives which are clearly identified, and well communicated to pupils at the start of lessons and referred back to at the end;
- Teachers making good use of resources, visits and visitors to bring subjects alive to pupils and stimulate their interest.

30. The quality of teaching has been further developed as a result of good monitoring and feedback from the headteacher. This forms the basis of an effective appraisal system which is to be extended in target setting for performance management.

31. Aspects of teaching with regard to subject coverage, use of time and balance of the curriculum are sometimes inconsistent: for example a lack of emphasis on singing; and an overemphasis on appreciation and composition in music. There is now a need to develop the monitoring role of co-ordinators further to overcome this.

32. The school's marked improvement in managing communications is mirrored in teachers' availability to parents. Ninety-four per cent of parents reported in the Ofsted questionnaire that they now find the school approachable and ninety-eight per cent stated that they believe teaching to be good. Inspection evidence confirms this to be the case and pupils' learning is enhanced because of it.

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

33. The curriculum provided for pupils throughout Key Stage 2 is good overall. The whole curriculum is broad and relevant, but it is not balanced sufficiently: for example ICT is still a subject requiring improvement. There is some slight imbalance in history, music and physical education when some lessons are too long. Both information technology and music were highlighted as subjects for development at the last inspection, although standards then in music were at expected levels, and in information technology often above expectations. Because of the deficiencies in the balance of the curriculum, particularly in the greater focus now needing to be placed on ICT, the subject does not meet formal statutory requirements. However, overall the range and quality of the learning experiences provided are good and address the needs of pupils of all abilities, particularly those capable of higher attainment. The school follows the locally agreed syllabus for religious education. It has successfully addressed the issue from the last inspection with regard to providing a daily act of collective worship.

34. The implementation of the National Literacy Strategy is very good and highly effective in supporting the teaching of literacy skills. A good start has been made to the introduction and use of the National Numeracy Strategy and this sharp focus on numeracy now is effective in driving up standards. Planning for the literacy hour and numeracy strategy is detailed and very thorough, providing challenge for all ability groups, especially higher attainers.

35. The provision for extracurricular activities was judged unsatisfactory at the last inspection. This provision has improved and is now satisfactory, being based around creative, computing and a range of sporting activities. The lack of competitive sports was considered poor in the last report. Sex education, drugs awareness and health education are suitably covered and overall provision for the school's personal, social and health education programme is judged very good. This is an improvement, as the school's provision for personal, social and health education was considered good at the last inspection.

36. The school's provision for equal opportunities for pupils in terms of gender and access to the curriculum is good. All staff provide good role models for pupils within the school. Assessment information for any gender differences in attainment is studied and acted upon in planning. However, in a small minority of lessons in dance and drama, the organisation of mixed gender groupings was less well developed. There is better provision for homework now, as this aspect was considered inconsistent at the last inspection.

37. The school makes very good provision for special educational needs. This provision meets statutory requirements and pupils have very good access to the National Curriculum and are fully integrated in all classes. Good planning is provided which outlines individual targets for pupils to achieve. This aspect has maintained and improved its position from that reported on at the last inspection.

38. There are suitable policies and schemes of work provided for all subjects, and these are revised and updated regularly. In some subjects, notably ICT and physical education, current planning is out of date. The schemes of work include use of the Qualifications and Curriculum Authority's guidance, the local education authority's schemes and other commercial materials, as well as the school's own. Teachers, in their role as subject co-ordinators, have been revising schemes of work in order to reflect the requirements of Curriculum 2000. Whole school planning formats are in place for long, medium and short term planning, and this is detailed and very thorough. However, the role of subject co-ordinators with regard to monitoring teaching and standards across the school, using assessment data to aid this, are areas to develop further.

39. Provision for pupils' spiritual, moral, social and cultural development is good overall. This aspect has been improved since the last inspection when pupils' moral and social development, were considered satisfactory, but provision for both spiritual and cultural development was unsatisfactory.

40. The school's provision for pupils' spiritual development is now satisfactory. Through its daily acts of collective worship and class discussions, pupils are provided with an insight into values, including Christian and other faiths. During the inspection, pupils were deepening their understanding of Lent and Ash Wednesday and what Lent means to Christians. Pupils are given opportunities to pray and to reflect upon these and their own experiences. However, the involvement of pupils in daily acts of collective worship, through, for example, writing and reading out prayers and playing instruments, are still areas for continuing development. Spiritual links with the subjects of the curriculum have improved, particularly in English and literacy, mathematics, art and music when pupils marvel at the many wonders to be found in learning.

41. Improvements have been made to the provision for pupils' moral development from the good position reported on at the last inspection. Provision is now judged to have progressed to being excellent. Pupils' behaviour is very good overall, particularly so in lessons, and pupils have very good, and often excellent, relationships with each other and with all adults. Pupils know right from wrong and the school provides a clear policy on the expectations for good behaviour, which pupils understand and follow very well. Teachers were effective in the management of the very few instances of silliness, which occurred, as pupils understood clearly what good behaviour was expected of them.

42. Provision for pupils' social development has improved from the satisfactory position at the last inspection and is now very good. Older pupils look after younger ones and help throughout the school. For example, pupils are responsible for collating vouchers relating to educational offers, sent in by parents, and for turning on and off the music being played in the hall for collective worship. Pupils are given good opportunities to talk about and share their thoughts and opinions with each other as part of their social and personal education. Pupils raise money for numerous good causes and take part in a number of educational visits. Pupils are now able to join in a number of extracurricular activities, such as rugby, football, netball, computers, writing, drama and choir. These extracurricular activities provide good opportunities for pupils to develop social skills, through taking part in team games.

43. The provision for pupils' cultural development is now satisfactory with a better emphasis on a broader range of cultural traditions, including a growing multicultural awareness. Pupils are taught to appreciate different cultural traditions, mainly through the appreciation of English, literacy, poetry and drama, art, music (although there are too few opportunities for them to sing) and dance. For example, pupils in Year 3 took part in the 'Haka' and 'Ka Mate' dances from New Zealand. There are sound links between religious education and developing pupils' awareness of different customs: for example how people from other cultures prepare for Lent. There are plans to extend further pupils' growing awareness of the cultural diversity of society through class discussions and greater links to the curriculum.

44. The current headteacher and staff have improved the school's links with the community from the unsatisfactory position reported on at the last inspection, and these are now judged good. These links are effective in enhancing pupils' learning: for example as part of a wide variety of activities held daily in the school, the community runs an art club. Sound relationships are established with partner institutions.

45. Overall, good progress has been made in addressing the issues from the last inspection report relating to the curriculum and spiritual, moral, social and cultural provision. The headteacher is giving strong leadership to the direction of the curriculum and is involving staff and governors well in this. There is a detailed strategic, school improvement plan for the continued development of subjects, which includes information and communication technology and music. However, although this plan places a strong emphasis on continuing to raise standards further in literacy and numeracy, insufficient priority is presently given to science.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school meets the needs of pupils well. Pupils with special educational needs are very well supported. They have individual education plans which clearly set out their short term targets. These are regularly monitored and show that pupils are making good progress. Some higher attaining pupils have individual education plans too, and the school is developing a system whereby these pupils are challenged further in their studies. The system of grouping pupils according to their abilities in English and mathematics in Years 5 and 6 is proving beneficial and is having a positive impact on standards.

47. Excellent relationships across the school result in pupils receiving good quality support and guidance from teachers and other adults. Good records of pupils' personal development, together with teachers' knowledge of each child as an individual, ensures pupils needs are met well. The very good personal, social and health education programme makes a major contribution to pupils' personal development and regular circle time helps everyone to feel they can express their thoughts and feelings in a supportive environment.

48. Attention to matters of health and safety is good. The premises are checked regularly for potential hazards and appropriate safety checks are made of electrical, physical education and fire fighting, equipment. The relatively new site manager is beginning to have a good influence in ensuring the school environment is safe and secure. Arrangements for first aid and the care of children who have particular medical needs are very good. The office staff who have a major responsibility for implementing the school's procedures, receive regular training, contact parents when necessary and keep appropriate records. Child protection procedures meet basic requirements but the school recognises that the policy now needs to be reviewed and staff require some update training. The level of supervision at lunchtimes, criticised at the time of the last inspection as being low, is now satisfactory. There is a history of difficulty in recruiting suitable staff. Many lunchtime supervisors hold other posts in school, such as learning support assistants, and therefore know the pupils well. They are diligent in their duties and lunchtime routines are organised well. Lunchtimes are happy, sociable occasions for pupils.

49. Procedures to promote and monitor attendance are very effective. Very good use is made of the computer recording system to analyse patterns of absence. There is good communication between office staff and teachers and any unexplained absence is followed up quickly.

50. Procedures to monitor and promote appropriate behaviour are very good. The personal credits system works extremely well and pupils are proud of their good records. Certificates and headteacher's awards motivate pupils to work hard and behave well. The overriding emphasis behind the behaviour management strategies used by teachers is praising and rewarding the positive. Agreed procedures are implemented consistently by all staff, and

expectations are clearly conveyed to pupils who are clear about possible sanctions. Good individual strategies are implemented for individuals who have particular difficulties.

51. Teachers know pupils well and work hard to meet their individual needs. The very well organised personal, social and health education programme contributes much to pupils' personal development and helps to support and guide them well as they mature. The programme is constantly under review to ensure that it best meets the needs of pupils and follows the most recent guidance. The 'Getting it Right' programme, organised and delivered by the police, makes a valuable contribution to this area. Time is set aside for regular circle time and this promotes pupils' confidence, self esteem and helps to maintain the very positive and supportive relationships which exist throughout the school. The co-ordinator is very knowledgeable and committed to promoting this important aspect of provision.

52. Procedures for assessing pupils' academic attainment and progress are good. In addition to the very good records kept for English, good records of pupils' performance in mathematics and science indicate how well they have achieved, and where pupils have difficulties. This information is used well, particularly in English, to set individual targets for raising pupils' levels of attainment. The school has recently introduced a trial system to record and assess pupils' skills in information and communication technology. In religious education, and nearly all other subjects, pupils are assessed against agreed criteria built into the planning for each year group. The school's recording and monitoring of pupils' personal development is good. Whilst attainment in English, mathematics and science is stated clearly within annual report forms, information relating to performance in other subjects does not always give a clear indication of pupils' achievements. However, the school has already identified this as an aspect for review in the near future.

53. In addition to end of year assessments in English, mathematics and science, pupils are assessed annually for reading and spelling. These assessments, together with 'end of topic' tests, enable staff to monitor and support pupils' progress as children move through the school. Whilst the school analyses assessment data to determine how curricular provision needs to be modified, not all subject co-ordinators are sufficiently involved. This limits their effectiveness in raising overall standards in the subjects they manage.

54. Procedures to identify, assess and monitor pupils with special educational needs are very good. Assessment of all pupils' performance forms an integral part of teachers' planning, and, as such, helps ensure pupils are set tasks suitably matched to their ability. Whilst staff give pupils good oral feedback and encouragement during lessons, the quality of written marking is sometimes inconsistent. Whilst in the main it is constructive and sensitive, pupils are not always given clear information on what they must do to improve.

55. The quality of support and guidance for pupils with special educational needs is very good. Provision for pupils with statements of special educational needs is equally good. The register of special educational needs is updated regularly. Staff are accessible and responsive to the needs of pupils with all needs. This has a positive effect on pupils' personal development and attainment. There are good links with outside support agencies, such as the educational psychologist. As a result, the needs of pupils new to the school, whose problems have not already been identified by the adjoining infant school, are identified early and their successes are noted regularly. All assessment is carefully recorded and used to track progress and to plan for further challenge.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Improvement to the partnership with parents formed part of the key issues in the previous report and the school has been very successful in developing this area. Parents' views about the school are now very positive. The complaints procedure has been clarified and parents recognise the improvements in communication with them. There was a good response to the Ofsted questionnaire and the majority of parents (in most cases over 90 per cent) expressed their satisfaction with the education provided for their children. Parents feel

teaching is good and their children make good progress. They recognise the school is well led and managed and feel comfortable about approaching the school. They are happy that the school is helping their child to become mature and responsible.

57. Fifteen per cent of parents responding to the Ofsted questionnaire are still concerned about how closely the school works with parents. Inspectors feel the school has, and still is, continuing to improve communications. Sixteen per cent of parents do not feel well informed about how their child is getting on. There are plenty of opportunities for parents to come into school both formally and informally to talk with teachers about their child's progress. However, if parents cannot get into school easily, the annual written report does not give them enough information across all subjects. Information regarding English, mathematics and science is at least satisfactory.

58. The overall quality of information to parents is good. Regular newsletters and weekly information letters are sent home. These help keep parents up to date with school activities and events. The prospectus and governors' annual report meet requirements and are well written and presented documents. An extremely helpful document is provided to all parents that explains details of the special educational needs provision. Detailed curriculum information is posted around the school and parents are sent home a curriculum overview for each half term.

59. Parents' involvement in the life of the school and their child's learning at home is good overall. Parents are encouraged to help in school if they can and a small number do support a variety of activities. Many parents give active support to the well organised Friends of Four Lanes Association. Funds raised are used well to enhance facilities and resources for pupils. At the annual governors' meeting parents are encouraged to become involved in decisions that affect the school and their child by taking part in discussion groups.

60. Inconsistency of homework was an area of concern at the time of the last inspection. The school now seeks parents' views about homework annually and the school's policy is constantly reviewed, taking account of parents' views. Inspectors find that homework is now a very strong feature of the work of the school and contributes much to the standards achieved. The clear system encourages parents to monitor their child's homework and become involved, as instructions for work to be completed are so clear. Many parents use the link book to communicate regularly with their child's teacher.

61. Links with the community have been improved considerably and are now good. The opportunities provided by sharing the premises with the community centre enrich pupils' learning experiences. Pupils can take advantage of a variety of clubs being offered to the wider community such as dance, art and karate at their own school premises and benefit from the expertise of personnel leading these activities. As the community activities become more integrated with the life of the school pupils are becoming more involved. For example, pupils now visit the pre-school groups to read and play with the young children. Older pupils have been involved in all the arrangements for entertaining senior citizens when they have visited the school. The school now offers a breakfast club and this service has been welcomed by parents. The local vicar regularly takes assemblies and welcomes pupils to the church premises as part of their studies. Regular articles about school activities and achievements appear in the local area magazine. There are well established links with both the infant school and the main receiving secondary school. Good progress has been made in improving links with the community, which was a key issue at the time of the last inspection.

62. The school's special educational needs co-ordinator works well with parents to support the education of pupils with special needs. Parents are informed of pupils' targets and individual education plans and are alerted early over any concerns that the school has regarding pupils. The school has worked closely with parents to produce the very informative and helpful 'Special educational needs handbook for parents'. Several parents were on the working party that produced the document. The handbook is given to parents of all pupils when they join the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. In the last report the leadership and management of the school were described as 'sound'. Weaknesses were identified in the management of a variety of aspects, notably communications with parents, homework, extracurricular activities, corporate decision making, and collective worship. Since that time the new headteacher, well supported by the deputy, has demonstrated very good leadership in overcoming these deficiencies. The school is judged to have made good progress since the last inspection and, by virtue of the quality of policies and procedures now in place, is seen as well placed for future development.

64. The headteacher ensures that the school has clear educational direction. He has focused the contributions of staff and governors to establish a management plan which successfully takes the school forward. The current strategic and management plans have successfully continued work to overcome issues from the last report. Particularly positive have been improvements to management of community links, which have gone from poor to good. The school is aware that a revision of priorities in development plans is needed in the light of the findings of this report. However, future planning can build upon the good model already established in setting timescales, allocating responsibilities, and accounting for costs.

65. Very good management of teaching by the head through monitoring and professional interviews has improved quality since the last inspection. Pastoral care of staff, as well as pupils, is well managed and personnel respond well as a good team.

66. The management role of co-ordinators has been improved to take into account planning and standards, but the school is aware that apart from in English and mathematics monitoring of teaching is yet to have effects on other subjects. Time is to be allocated to co-ordinators to observe colleagues teaching their subjects.

67. Plans to develop the effectiveness of the full senior management team and subject co-ordinators with regard to understanding and use of information derived from assessment, are at an early stage. The deputy has a very good knowledge of the analyses of the school's performance (some of it based on information from the infant school to establish what pupils already know on entry). However, some co-ordinators, for example in science, are not sufficiently aware of why pupils perform as they do and what the school could do to make improvements. From this point of view the use of assessment can be improved, but it is well managed in setting targets for individual pupils.

68. The role of the governors has been improved since the last report. Governors support the school well; especially in finance, special educational needs and in developing accommodation. Statutory requirements, found lacking in the previous inspection, are now met. However, some gaps in pupils' experiences in ICT mean that not all elements of the National Curriculum have been fully met in the subject. Governors are developing their links with curriculum areas, with notable success in literacy and numeracy. They have played their part in improving communications since the last report, particularly in the good quality of their annual report to parents. Governors have already negotiated appropriate targets with the headteacher as part of the performance management of the school.

69. The school's aims and values are well established and well communicated to staff, pupils and parents. All concerned are made to feel valued. This, coupled with the good management of procedures for assessment, means the school knows pupils well and pupils respond very positively.

70. The school is aware that training for staff regarding child protection procedures is in need of updating. However, the current management of this aspect is sound and does not put children's welfare at risk.

71. The management of time is generally good and very little time is wasted: for example prompt movement to and from assembly. However, many lessons are an hour in length and in some subjects: for example music, physical education and history, this occasionally proves too long for planned activities. A review of the structure of the day's planning to address this could improve efficiency from this point of view.

72. Special educational needs is managed very well by the co-ordinator. She has a clear grasp of the school's priorities to improve further the school's provision. The policy and procedures for special educational needs are in line with the requirements of the DfEE Code of Practice, and are ratified by the governing body. Learning support assistants are well trained and qualified to help pupils in need of extra support. There is a designated governor for special educational needs. She meets regularly with the special needs co-ordinator, and informs governors of developments in the area of special educational needs. Whilst class teachers write individual education plans for pupils within their class, all plans are monitored by the co-ordinator, who ensures they are well implemented.

73. The requirements of the National Curriculum are satisfactorily met with the provision of suitably qualified and experienced teaching and non teaching staff. Staff with responsibility for pupils with special educational needs work effectively together to ensure these pupils learn. Teachers share their expertise in year group teams by planning work to the benefit of all pupils thus ensuring consistency of provision. Good use is made of staff in setting groups for literacy and numeracy in Years 5 and 6. There is a co-ordinator for special educational needs. The strong team of administrative staff work effectively to ensure administration of the school allows learning to take place without hindrance. The caretaker and cleaner work carefully to maintain the school.

74. Some staff are responsible for areas for which they were not originally trained. Regular in-service training has ensured that this is not detrimental to subjects. However, a variety of staff lack confidence, knowledge and understanding of ICT, particularly using new equipment and this restricts pupils' progress. The provision for newly qualified teachers and staff new to the school is very good. They have time to support their professional development and the pastoral support of a mentor. New staff are quickly integrated into a supportive team ethos. Learning support assistants act as meal time assistants. They have their break whilst the whole school is engaged in uninterrupted sustained silent reading. The school had an ineffective form of teacher appraisal at the time of the last inspection but is now working towards implementing the requirements of performance management. Overall the staff make a very good team and are obviously committed to raising standards.

75. The accommodation is much as reported at the time of the last inspection and is adequate to teach all aspects of the required curriculum. The temporary classrooms are now in a poor state of repair but are due for replacement at the end of the year. The proposed building project incorporates plans to remodel the reception area to take better account of the premises joint use as school and community centre. Currently the outside appearance of the building does not do justice to the school's very good ethos.

76. Classrooms, although small, are adequate in size for the number of pupils in the current classes. Teachers make good use of the available space and use shared areas outside classrooms for practical activities. Computers are to be found in these areas and are easily accessible for all, apart from pupils in the temporary classrooms. The good sized hall, music and drama studio and library offer good facilities for specific activities. Staff and office accommodation is suitable and outside facilities are very good. The learning environment is enhanced by neatly presented displays, many of which provide information to help pupils with their learning.

77. The last report indicated a wide range of good quality resources, and this remains the case today. A higher than average amount of money was spent on resources last year to improve the provision even further, which means that the lower amount spent this year is perfectly acceptable. Of particular note are resources in music and physical education which are very good. The music room is used well, and has a very good selection of instruments for

pupils to play, including a variety of multicultural percussion instruments. In physical education, there is a range of very good quality equipment, which is in good condition and stored well. The ratio of computers to pupils was low at the time of the last inspection. Requirements have moved on a good deal, and the school now has a number of new computers. However, the ratio is still below average. Resources beyond the school are used well. For example, pupils explore the local area in geography, they visit museums and places of historical interest in history, and visitors such as a Caribbean story teller, bring literature to life for the pupils. Good use is made of artefacts, some of them loaned to the school, in history, geography and religious education.

78. Resources for special educational needs are good. They are used wisely to supplement any needs which pupils have. All grants allocated for pupils with special educational needs are targeted carefully and used to good advantage.

79. The standard of financial planning and management, together with that of financial control is very good. The small number of recommendations for improvement, raised by the school's last audit of its financial management systems, has been addressed in full. In contrast to the findings of the last inspection, the budget is closely linked with the prioritised targets within the strategic development plan, which now highlights the school's development for a projected three years. The school is aware of the need to update this plan in the light of the findings of this inspection. Governors are closely involved in budgetary matters, and all expenditure, including specific grants and resources for aspects such as special educational needs and staff training, is carefully targeted and used to good advantage. In keeping with the school's good application of 'best value' principles, all spending decisions are evaluated for cost effectiveness in terms of their impact on the quality of education.

80. The school's unit expenditure per pupil is average. When taking into account:

- Pupils' attainment on entry, and the good added value in terms of standards when they leave;
- The quality of the school as a community and the education it provides;
- The effective deployment of staff, and the use of resources;

Four Lanes Community Junior School now gives good value for money. This represents an improvement on the 'sound' judgement of the last report.

81. Very good analysis of the success of policies and procedures by the head and deputy results in a good understanding of strengths and weaknesses. Because of this effective management no major issues were raised by this inspection that the school was unaware of. The commitment of all concerned to raising and maintaining standards, together with very good, and excellent, relationships means that the school's ethos is very good and is a good sign for the future. The school is well placed for development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- **Raise** standards in information and communication technology (ICT) as intended by:
 - Devoting more time to teaching ICT as a subject in its own right;
 - Implementing a scheme of work;
 - Improving teachers' confidence, knowledge and understanding through more in-service training;
 - Providing time for the co-ordinator to monitor colleagues teaching;
 - Developing assessment and record keeping, to show what pupils can do, know and understand;
 - Increasing still further the number of computers to at least achieve the national average ratio of pupils to machines.

Paragraphs: 3, 4, 10, 28, 33, 38, 68, 74, 77, 89, 99, 103, 110, 113, 116, 132, 139, 140, 141, 143, 144, 148, 149, 173.

- **Develop**, as planned, the role of subject co-ordinators:
 - Improving the use co-ordinators make of assessment data to plan for development, and to set targets for their subjects, based on a better understanding of strengths and weaknesses. (Notably to improve mathematics and science results compared with similar schools.)
 - Increasing time available for co-ordinators to monitor actual teaching, to complement work already in hand for monitoring planning and standards;

Paragraphs: 1, 2, 6, 9, 31, 38, 45, 53, 54, 66, 67, 94, 103, 104, 107, 114, 120, 126, 131, 139, 170.

- **Update** staff training with regard to child protection procedures.

Paragraphs: 48, 70.

The school has already identified the above three areas for development in its planning.

In addition, the following minor issues should be considered for inclusion in the governors' action plan:

- Reviewing the balance of the timetable during the school day to ensure blocks of time are not too long for activities.

Paragraphs: 27, 31, 33, 71, 136, 154, 155, 165.

- Improving, as planned, reports on pupils' progress to give parents more information regarding achievement in subjects in addition to English, mathematics and science.

Paragraphs: 52, 57.

- Providing more regular opportunities for pupils to sing, and consequently improve their performance.

Paragraphs: 14, 43, 151, 154, 155.

- Reviewing arrangements for games activities during wet weather.

Paragraphs: 38, 165.

- Improving, as intended, the appearance of the outside of the school building to reflect better its very good ethos.

Paragraphs: 75.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

82

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

28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	22	57	16	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

Y3 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

318

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

6

Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	73
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	35	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	26	31
	Girls	32	28	32
	Total	63	54	63
Percentage of pupils at NC level 4 or above	School	94 (91)	81 (88)	94 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	28	32
	Girls	33	31	34
	Total	63	59	33
Percentage of pupils at NC level 4 or above	School	94 (91)	88 (90)	99 (97)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	0
White	310
Any other minority ethnic group	2

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)	14.2
Number of pupils per qualified teacher	22.5
Average class size	26.5

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	137

FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	527531
Total expenditure	545076
Expenditure per pupil	1678
Balance brought forward from previous year	28532

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	319
Number of questionnaires returned	125

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	42	5	2	1
My child is making good progress in school.	43	53	4	0	0
Behaviour in the school is good.	37	58	4	1	1
My child gets the right amount of work to do at home.	26	62	10	2	1
The teaching is good.	60	38	1	0	2
I am kept well informed about how my child is getting on.	39	46	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	30	6	0	0
The school expects my child to work hard and achieve his or her best.	59	36	3	0	2
The school works closely with parents.	38	47	10	3	1
The school is well led and managed.	57	38	2	0	4
The school is helping my child become mature and responsible.	48	45	5	1	2
The school provides an interesting range of activities outside lessons.	44	43	8	2	3

Due to rounding percentages do not total 100.

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

ENGLISH

83. For the last five years, end of Key Stage 2 assessment results for English, show overall standards have been well above the national average. Since the last inspection, the school has successfully implemented the National Literacy Strategy, and undertaken detailed analysis of assessment results to inform modification of curricular provision. These strategies, together with further development of assessment procedures identify individual pupils' strengths and weaknesses in English and have led to a year on year rise in standards.

84. Assessment results for 2000, showed overall standards to be well above national averages and results of similar schools. In reading, a high proportion of pupils achieved the higher level, with an above average proportion gaining the higher level for writing. In addition to exceeding the target set for the percentage of pupils achieving the expected level for English overall, the school successfully achieved the targets set following the 1999 assessments, namely, to raise the quality of writing, and to improve the proportion of pupils gaining the higher level.

85. Inspection evidence confirms standards are maintained by pupils currently in Year 6. All pupils, including those with special educational needs, make good progress as they move through the school. At the time of the inspection, over two thirds of pupils in Year 6 worked at the higher level for reading, with nearly a quarter achieving that level for writing. A number attained levels well above expectation. Whilst attainment on entry is judged to be above average, the increase in the proportion gaining the higher levels represents good added value over time. With nearly half the school year left, there is every indication that standards will rise further.

86. By the end of the key stage, standards in listening and speaking are above those expected nationally for pupils of this age. The opening and plenary sessions of the literacy hour are used well to improve pupils' skills. Pupils listen attentively to their teachers and other adults, and to each other's contributions, and respond readily to questions. They are keen to read to an audience examples of what they have just read or written. Pupils enthusiastically participate in the choral reading and enactment of poetry. For example, pupils in Year 5 worked well in groups to perform dramatised versions of Auden's 'Night Mail' to the rest of the class. As they spoke, they journeyed around the classroom, moving to the rhythm of the train carrying the mail. Pupils used appropriate voice inflection to add realism to their interpretation. By the time pupils leave the school, they are articulate and use a wide range of vocabulary, including subject specific terms when discussing items of interest, or explaining their views. For instance, as part of their work on discussion texts, pupils in Year 6 sensibly discussed whether or not watching television is a waste of children's time.

87. By the end of the key stage, standards in reading are above average. This reflects good learning, consistent throughout each year group. Pupils' recall of keywords is good, and they have a wide range of strategies to tackle new words. Higher attainers are challenged well in all aspects of reading. Pupils with special educational needs receive very good support, so that they often attain average standards. When they leave the school, at the end of Year 6, most pupils are fluent readers with good levels of comprehension. Pupils have good recall of plot, and make perceptive comments about incidents in the story's development, together with the effects they have on characters. Pupils consider how vocabulary is used to convey character, setting and plot, as when pupils in Year 5 read and discussed the structure, imagery and mood of the poem 'The Highwayman'. Inspection evidence confirms the majority of pupils read regularly at home, have a love of good literature, a wide knowledge of books, and name their favourite authors, giving well considered reasons for their preferences.

88. Throughout the school, pupils are taught referencing skills, and have good opportunities to use them across the curriculum. Classes work in the school's well stocked and well

organised libraries, and are familiar with how books are arranged and categorised. The majority of pupils have well developed skills of skimming and scanning for information, and, after reading a passage, are able to summarise its contents well.

89. In writing, pupils make good progress as they move through the school, resulting in attainment being above average at the end of the key stage. The teaching of grammar and punctuation is developed systematically within the framework of the National Literacy Strategy. Work reviewed during the inspection confirms that pupils write successfully for a range of audiences, using a variety of genre. Well crafted prose and poems are written, with classes compiling impressive anthologies of their own stories and poetry. Pupils use the skills of drafting and editing to good advantage when writing reviews and synopses of books, and when working on extended writing. By Year 6, writing shows effective use of paragraphs, the correct use of a wide range of punctuation, including speech conventions. In stories and persuasive writing, pupils commence with a clear introduction, followed by a series of logically ordered points that lead to a considered conclusion. When writing letters, the majority of pupils show an appropriate level of formality, together with a varied and good breadth of vocabulary. To support their writing, pupils make good use of a range of dictionaries and thesauruses. There is a strong emphasis on handwriting skills. Pupils are taught to join their writing almost on entry to school, and, by the end of the key stage, nearly all write in a fluent and clear cursive style and present their work well. However, the use of word processing programs to enable pupils to write, draft and edit direct to screen, or for the presentation of completed work, has yet to be developed fully.

90. Pupils' literacy skills are used and developed well in other subjects, as in history where pupils research and write about Ancient Greece, Tudor England and other areas. In geography, pupils produce booklets on different countries and localities. In mathematics and science, pupils record and write about their investigations. English makes a positive contribution to pupils' spiritual, moral, social and cultural development. This is achieved through the varied use of traditional tales, modern stories and books from other cultures.

91. Pupils enjoy English and respond well to the literacy hour. They respond very well to the challenging work and to searching questions posed by teachers. Pupils concentrate well and listen attentively to teachers and to each other. They work co-operatively in groups and handle books with care. Pupils take a pride in their work and show a sense of achievement when they complete tasks. When asked, pupils are able to explain, very willingly and clearly, what they are doing.

92. The quality of teaching was judged to be good or better in all lessons observed, including 30 per cent very good. During the current term, pupils from the three Year 6 classes benefit from being taught English in four sets, grouped by attainment. This enables teachers to focus more closely on a smaller number of pupils within a narrower range of ability. Teachers plan very effectively to the guidelines of the National Literacy Strategy, and, at the start of each lesson, pupils are given a clear explanation of objectives to be met. Teachers have good subject knowledge, and this is used effectively to stimulate pupils' imagination and enthusiasm. Further positive features of lessons are the brisk pace and the good level of questioning which involves all pupils. In nearly all lessons, teachers have high expectations of pupils' performance and behaviour. The effective work of the well briefed support assistants is noted particularly in their support of pupils with special educational needs. Assistants' close work with teachers enables these pupils to make good progress in terms of prior attainment.

93. The subject has strong leadership. Very good procedures are in place to monitor what pupils know and can do. These include regular assessment of pupils' performance, and individual targets being set for all pupils with regard to writing skills. In addition to reviewing planning and evaluating standards, the co-ordinator monitors the quality of teaching regularly in all classes. The planned curriculum, which meets the requirements of the National Curriculum, is not only supported by a good level of resources, but through the provision of writing and drama clubs, and visiting storytellers and book fairs.

MATHEMATICS

94. The results of the 2000 National Curriculum tests for pupils at the end of Key Stage 2 in Year 6 were above the national average at the expected level, Level 4 or above. At the higher level, Level 5 or above, pupils' test results were close to the national average. When combining the expected and higher levels together for the school's average points score, which appears in the parents' summary of the report, the results remain above average in comparison with all schools nationally, but are below average when compared with similar schools. These results reflect the need to raise standards at the higher level, which the school is beginning to address successfully through its detailed lesson planning and effective teaching of mathematics. Inspection findings are that by the end of Year 6, standards are above average for the majority of pupils and for a significant minority of higher attaining pupils well above average. This represents a similar judgement on standards as that reported in the last inspection report.

95. The trend of previous years' test results is that standards, although dipping slightly from the particularly high results in 1997, at the time of the last inspection, are above average. However, although remaining above average and with the school setting above average targets at the expected level, there has been a steady dip in standards over time. This can partly be explained by an increase in the mobility of pupils, particularly higher attainers, and the focus on introducing the National Literacy Strategy, which came in a year before the National Numeracy Strategy. Now focusing on improving standards, particularly at the higher level, is a key objective in the school's present strategic improvement plan. In support of this, the National Numeracy Strategy is being used effectively by teachers to plan and deliver a strong and consistent curriculum across all year groups which challenges and extends pupils' learning well. A recent initiative, is that all pupils in Years 5 and 6 are taught in specific set groups with work matched to their needs and this is beginning to have a good impact on raising standards for pupils and at all levels of ability, particularly those higher attainers. Teachers in Year 3 and Year 4 group pupils according to needs in numeracy lessons and all teachers make effective use of questioning to consolidate what pupils have learnt. Pupils with special educational needs make good progress.

96. Pupils' progress in the use of mathematics in problem solving and investigative work is good. There is good challenge and pupils are expected to explain the methods which they use to solve problems. Teachers encourage pupils to use more than one method to reach the right answer. A strong emphasis is placed on developing the use of mental mathematical skills with pupils able to add, subtract, divide and multiply in the form of games, for instance division bingo; including oral work. There are good links to other subjects, such as science, design and technology and geography. For example, pupils in Year 6 had to plan a holiday to Greece based on a budget of £200 and those in Year 5 designed and made backpacks to scale, complete with three-dimensional food and drink containers.

97. Progress in pupils' understanding and use of numbers is good. Pupils in Year 3 have a good understanding of addition and subtraction and can count on and back with confidence using numbers 3, 4 and 5, counting in sequences up to 20, 50 and 100 and going on to 500. In Year 4 pupils progress to learning about negative numbers and to understanding the divisibility of numbers by 2, 5, 10 and 100. Pupils in Year 5 progress further in this work and understand the use of inverse operations. By Year 6, pupils have progressed to a good understanding of the relationship between fractions, decimals and percentages. Throughout all year groups the knowledge and application of multiplication tables is good overall.

98. The progress pupils make in the understanding of shapes, space and use of measurement, is good. In Year 3, pupils can measure accurately. Pupils in Year 4 know the properties of two and three-dimensional shapes and can explain what an angle is and name different types. In Year 5, pupils extend this work and can measure angles and find the lines of symmetry in different shapes. By Year 6, pupils calculate the area of compound shapes divided into rectangles. Pupils understand what a formula is and apply this well when calculating the area of a rectangle. Many pupils progress to finding the surface area of three-

dimensional shapes (cube, cuboid and cylinder) and this work challenges higher attaining pupils effectively.

99. Pupils make good progress in handling data. However, pupils have insufficient opportunities to use ICT to support learning in this area. The lack of use of computers was commented upon in the last inspection report. In Year 3, pupils have constructed simple block graphs, pictograms and pie charts using computers, but there is less evidence for other year groups. However, there is some use in Year 6 and pupils can programme a programmable toy to move in different directions. As pupils move through the school, they become increasingly confident in plotting and extracting information from block and line graphs. By Year 5, pupils can extract information linked to work in geography and history. While by Year 6, pupils had recorded information on tally charts linked to work in science on pulse and heart rates.

100. The quality of teaching in mathematics lessons seen was good overall, and in nearly half, it was very good, with one lesson judged excellent. The effective teaching is contributing well to the good, and often very good progress pupils make in learning. Teachers challenge pupils effectively with good pace to lessons. Learning objectives for each lesson are clear and known by pupils. Teachers manage pupils very well and use questioning successfully to get them to use a variety of methods to solve problems. Teachers have good subject knowledge and high expectations and this helps to extend pupils' learning well, as they link work across different strands of the subject successfully. Good use is made of whiteboards and overhead projectors by teachers: for example teachers showed pupils how to construct a three-dimensional shape, a cube, using squared paper. Teachers ensure that all pupils have understood what is being taught and are careful to check for understanding. In the excellent lesson seen the thorough use of the above mentioned strategies enabled the least able pupils to make very good progress in their learning. Throughout, pupils with special educational needs are taught very well to make good gains in learning.

101. Teachers involve learning support assistants fully in working with pupils during numeracy lessons. Homework is used appropriately by teachers to support and consolidate pupils' learning. This is an improvement since the last inspection when the use of learning support assistants and homework was considered to need improvement.

102. Overall, pupils' attitudes to learning are very good. Pupils work well together in groups or independently and most are very focused to use and extend learning. Most pupils respond well to the challenges set by teachers, being keen and highly motivated. For example, many pupils in Year 6 took much delight in grasping quickly the concept of finding the area of a right angled triangle. Overall, pupils' behaviour is very good and lessons are very productive.

103. Overall, mathematics is well managed. There is a good strategic plan to raise standards further, particularly at the higher level, and the introduction and use of the National Numeracy Strategy is productive in supporting this aim. There is a strategic plan to improve provision and standards in ICT, which includes developing greater links with mathematics. There is a clear focus by the new headteacher, governors, staff and subject manager on the aim of continuing to improve results in mathematics.

104. Teachers' planning makes good use of the National Numeracy Strategy and is detailed and relevant, being compiled to a level above expectations for pupils' ages to support the continued improvement in pupils' achievements. The subject co-ordinator is able to monitor planning to ensure consistent teaching and clear progression throughout. Good use is made by the deputy head of the analysis of assessment results to support lesson planning and target setting for Year 6. However, although this information is available to all staff, there is a need to involve the subject co-ordinator more in this process to increase her understanding and global overview of the subject in the school.

105. There is a broad range of resources, being of good quality and overall good quantity. Extra resources to enhance provision have been noted by the subject co-ordinator and some

small items, such as dice, require increasing. Display is used effectively to support work, which is taking place in all classes in each year group. There are good links to other subjects.

106. Overall, the school has made much good and rapid improvement in the provision for mathematics through its effective implementation of the National Numeracy Strategy and this is having a positive impact on improving standards further. The use of booster work, funded nationally last year, has added to these improvements. The school is working towards providing individual targets for all pupils.

SCIENCE

107. Results of the 2000 National Curriculum tests for science at the end of Key Stage 2 were above the national average at Level 4, the expected level, compared with schools nationally but average when compared with similar schools. At the higher Level 5, the results were in line with the national average, but below those of similar schools. These are the lowest results the school has achieved in the last four years. They were affected to a degree by some pupils being absent from the test, and some only just missing a higher grade, but there has been insufficient analysis to ascertain clearly why the results have gone down.

108. Inspection findings show attainment to exceed national expectations. There is no marked difference in the attainment of boys and girls. Pupils with special educational needs are well supported and make good progress. These findings are similar to those reported in the last inspection.

109. Pupils in Year 3 know how important it is to look after their teeth, and know why we need food and water to live. They have their ideas on healthy food, and can discuss balanced diets. They understand the difference between mains electricity and battery power, and that it is safe to use batteries in their experiments, but not mains electricity. In Year 4, pupils can sort materials according to their properties: for example whether they are transparent, translucent or opaque. They understand that materials are chosen for specific purposes, such as a lightshade. Pupils in Year 5 can identify different light sources, including the sun, and understand why shadows are formed. They can explain the difference between solids, liquids and gases by reference to the state of the particles. In Year 6, pupils know about the organs of the body and their functions. In particular, they know about the work of the heart and the circulation of blood.

110. Effective work is carried out in investigative and experimental science. For example, pupils in Year 3 experiment with electrical components to make a simple circuit. Year 4 pupils perform tests to see which magnet is strongest, and record their results on simple charts. Year 5 pupils investigate the length of shadows, and pupils in Year 6 investigate the effect of exercise on their heart rate. When experimenting, pupils have a good understanding of the requirements for a fair test. However, ICT is insufficiently used to enhance data handling.

111. Good links with other subjects are made whilst studying science. For example, there are good links with design and technology in Year 3 when pupils looking at the skeleton actually make movable joints using card and split pins, and in Year 4 when pupils consider the use of materials. There are good links with music in Year 5 when pupils investigate how musical instruments can make sound. In Year 6, there are good links with physical education when pupils investigate the effect of exercise on their heart rate.

112. All teaching in science is at least satisfactory, with the vast majority being good. Good aspects, seen in many lessons, included:

- Clear learning objectives made known to pupils;
- A brief recap at the start of the lesson, quickly taking pupils on to new learning;
- Good teacher scientific knowledge and understanding;
- Good questioning which challenged pupils' thinking;
- Very good relationships, with pupils well managed and well motivated;

- Full access for all pupils, including those with special educational needs.

These aspects, particularly the good relationships, ensured that pupils were happy, keen and enthusiastic, and able to make good progress in their lessons. Their attitudes and behaviour were very good. However, there were occasions when progress could have been at a faster rate. This was when the pace of the lesson dropped, because teachers took too long with their explanations and demonstrations. On other occasions, the higher attaining pupils could have made greater progress with more challenging tasks. For example, in one lesson, when two pupils had finished their work in good time, they were asked to draw pictures. This did not extend their scientific thinking.

113. The scheme of work that pupils follow is being changed in line with new requirements, and is developing well. Units of work are carefully planned to ensure that pupils build on previous knowledge and understanding. For example, in Year 3, pupils make simple electrical circuits with battery, bulb and wire. In Year 6, this is developed further with pupils finding out how the brightness of bulbs or the speed of motors can be changed. Similarly, pupils in Year 3 learn about a healthy and balanced diet, whereas in Year 6 they learn about how that food is used by the digestive system. The school recognises the deficiency in the use of ICT in science, and has intentions to improve in this area. Planning across year groups is effective in ensuring that similar work is covered by all pupils in each year. Assessment tasks are written into each unit of work.

114. The co-ordinator's effort in developing the scheme of work is sound, and a broad curriculum is being offered to pupils. However, the monitoring aspect of the science co-ordinator's role is very much underemphasised. Monitoring tends to be through informal discussions, and is not sufficiently rigorous. There is insufficient in-depth analysis of what pupils are achieving, including analysis of National Curriculum test results. Understandably, the school has followed national initiatives, and great weight has been placed on literacy and numeracy. However, science is a core subject and has not received sufficient attention. Although National Curriculum test results are not good when compared with similar schools, the science improvement plan refers more to attainment in English and mathematics than to science, with insufficient focus on raising standards in the subject.

115. Resources to support the teaching of science are good. Most of these are stored well and is easily accessible. The grounds are being developed, and a pond has been provided by the Friends of Four Lanes Association, although its use is yet to be incorporated into planning. Local areas are used well for field study work, and a visit by the 'Space Lab' was effective in stimulating pupils' interest.

ART AND DESIGN

116. Evidence from lesson observations, work samples, links with other subjects and planning indicates that for the majority of pupils attainment in art and design is in line with what is expected by the end of Key Stage 2. However, there are examples of pupils' observational drawing work throughout all year groups, and particularly in Year 6, that show attainment which is above expectations. This represents a similar picture of attainment as that reported on at the time of the last inspection. The planned curriculum is broad and covers National Curriculum requirements appropriately. In the lessons seen there was a strong focus on pupils using drawing skills and in developing and extending understanding about the work of a broad range of famous artists, such as the seascapes of Joseph Turner. Links with other subjects: English, particularly speaking and listening and drama; mathematics; design and technology; and geography and history; are developed suitably and enhance pupils' achievements. However, links with ICT are developed insufficiently.

117. Evidence indicates that pupils' progress in learning over time is satisfactory overall. Sketchbooks are provided for all pupils, but often there are long gaps between these being used as pupils progress from Year 3 through to Year 6. However, pupils, including those with special educational needs, made good progress in the three out of six lessons seen during

the inspection. In the remainder of lessons seen, pupils' progress was satisfactory. Younger pupils learn to mix colours and progress to making tones of light and dark shades. Drawing skills are developed suitably throughout and pupils learn to sketch self portraits and portraits of each other with good confidence. For example, pupils in Year 3 used mirrors to observe the different features of their faces when sketching eyes and lips after discussing the work of different famous artists, which included Graham Sutherland's portrait of the author Somerset Maugham. While in Year 4, pupils progressed to drawing portraits of each other, for instance, pupils captured the feeling of powerfulness and posture in their work after studying Tudor portraits of famous people, such as that of Queen Elizabeth I and King Henry VIII. By Year 6, pupils make good use of line and shading to convey shape and texture as evident in their drawings of a range of different electrical goods, which included an iron and jug kettle. Throughout there are examples of pattern and three-dimensional work, often linked to other cultures, such as patterns found in Pakistan and Greece and in Year 3 clay tiles made after the style of William Morris.

118. The quality of teaching in the art lessons seen was satisfactory overall and in three lessons, it was good. When teaching was good learning objectives were clear and discussions with pupils well structured to extend learning further. Good attention was given to developing pupils' speaking and listening skills through effective evaluations throughout lessons. Pupils were encouraged to think about how they could make improvements. When teaching was satisfactory, the attention given to talking to pupils about how improvements could be made was less, and this resulted in missed opportunities to extend learning further.

119. Overall, pupils have very good and never less than good attitudes to learning. Pupils are very keen and well motivated to apply their knowledge and skills when working. Pupils concentrate for long periods, such as when in Year 6 they were engrossed when drawing electrical goods. Pupils express an appreciation of different styles of art well, such as when talking about a drawing of a soldier by Leonardo da Vinci. Tools and materials are handled by pupils with care and all pupils are keen to help tidy up after lessons.

120. The subject is satisfactorily managed. An appropriate strategic development plan is provided for the continued improvement of art and to address Curriculum 2000 requirements. Monitoring of teachers' planning is covered, but the use of monitoring in lessons, as an aid to raise standards further, is not developed sufficiently. There is a suitable scheme of work for long term planning and this is used appropriately for teachers' termly planning and weekly lesson plans. There is a good range of resources, being of good quality and satisfactory in quantity. Overall display linked to other subjects is consistent throughout the school and supports learning well. However, although there are some good examples of art displays linked to history, those showing the finished work of pupils are less obvious. Overall, the subject has maintained its position since the last inspection and the links to other cultures around the world have improved.

DESIGN AND TECHNOLOGY

121. The previous inspection found standards of design and technology to be above national expectations at the end of Year 6. Since then, national initiatives and requirements for other subjects, particularly English and mathematics, have required the school to give design and technology a lower priority. The school is now in a position to raise the subject's profile, and a member of staff has recently been appointed subject co-ordinator to this end.

122. Evidence drawn from lessons observed, together with a review of pupils' work and teachers' planning, confirms that pupils learn well. Pupils currently at the end of the key stage, achieve standards in line with national expectations. The planned curriculum meets the requirements of the National Curriculum. Pupils with special educational needs play their full part in all activities and make good progress in terms of prior attainment.

123. Pupils discuss ideas and use drawings to help work them out. They have a clear understanding of the sequence of planning, designing, making and evaluating the finished product. For example, pupils in Year 3 produce clearly labelled plans of their designs for marble mazes. On completion, they discuss how their product might be improved. Having planned and constructed a land yacht set on a wheeled chassis, Year 4 pupils tested its performance to determine what improvements needed to be made. Effective links are made with other subjects. For example, in Year 5, pupils apply their understanding of scientific knowledge well. They design and make a range of constructions that incorporate parts moved by pneumatic and hydraulic systems. By Year 6, pupils produce detailed design briefs, clearly stating the resources to be used, together with detailed sketches. Completed tasks include 'Santa's chimney', where a pulley system is used to raise items from within a Christmas stocking. Having already prepared designs for a glove puppet and made the heads from papier mâché, pupils are now preparing prototypes for the body. Whilst planning shows pupils are to devise and make structures incorporating electrical circuits to provide lighting, pupils have yet to include the use of motors within design specifications. Similarly, the school has yet to apply computer technology to control pupils' models.

124. Throughout the key stage, pupils are introduced to a suitable range of materials, and are given opportunities to learn appropriate uses for each, together with ways in which they can be joined. Pupils have satisfactory opportunities to disassemble items and investigate how they are constructed. Pupils in Year 3 were observed studying a range of wooden toys. After noting how they worked, pupils considered how they were made, together with the question, "Why would a child like this toy?" Older pupils investigate the properties of wire before using it in their making of Celtic bracelets, to support their work in history. A sufficient range of food technology activities provides pupils with opportunities to practise food preparation skills, develop subject specific language, and discuss issues of hygiene.

125. Pupils have positive attitudes towards the subject. They talk with enthusiasm about the tasks they have undertaken, and clearly enjoy the activities provided for them. Teaching was judged to be consistently good. Pupils were given clear explanations and demonstrations. Good attention was paid to safety. Teachers used questioning well to ensure pupils had a clear understanding of their task. Emphasis was placed on correct technical terms, and all pupils were suitably challenged. This resulted in pupils engrossed in their activities, working sensibly in pairs and groups. Teachers often make good use of homework to develop pupils' capabilities, as when they challenge pupils to design a new circuit for their fitness training sessions in physical education. Other tasks require pupils to design and make a poster of the 'Top Ten Tips' for safety when using electricity, or to design a logo for the school uniform. For each task, pupils are given clear requirements for their design brief. Class teachers undertake ongoing assessment of pupils' understanding and performance in respect of specific skills.

126. The subject is well managed by a co-ordinator who has a clear insight on how to raise standards further. However, opportunities for her to monitor provision or outcome of design and technology are limited to discussions with colleagues and the review of pupils' completed artefacts. Staff benefit from a useful subject policy, and resources have been allocated within the current strategic plan to review the scheme of work, in the light of recent curricular guidance.

GEOGRAPHY

127. At the time of the last inspection standards in geography were judged to be in line with expectations. This inspection shows standards throughout the key stage to be above national expectations.

128. The teaching observed was very good – characterised by high expectations and clear objectives. Teaching has good pace. Clear explanations are supported by good quality resources, well used. The use of several atlases at one time in one group was skilfully handled by the teacher, but their different formats was a hindrance to learning and

communication. The strengths identified in the last report continue. Some marking however is disappointing, consisting of just a tick, and occasionally is not evident at all. Some marking is very positive and supportive, but very little challenges pupils to further their geographical knowledge.

129. Work produced by pupils demonstrates good coverage of geographical knowledge and skills. In each group there is obvious evidence of consistency of opportunities offered to pupils. Year 3 study Chineham and previous mapwork on plans and routes is of a good standard. Work in Year 4 is above national expectations. Pupils are already setting geographical questions based on data from the school's weather station. Studies of Old Portsmouth and the local area in Year 5 demonstrate an increasing understanding of location and data handling. By Year 6 more physical processes are being studied. The comparative area, Pakistan, has produced some good folder work from groups of pupils rather than individuals.

130. Pupils' responses continue to be very good. Pupils work on the outcome of visits with obvious interest and enjoyment. They listen with interest to geographical knowledge and have a good understanding of concepts. Their attention spans are very long. A strong feature of pupils' response is their ability to listen respectfully to others' misconceptions without laughing and genuinely to try to help each other with learning. Pupils with special educational needs are well integrated and progress well.

131. The co-ordinator has an effective overview of planning and work in geography. She is special educational needs co-ordinator and does not as yet have non contact time to monitor the standards of teaching and attainment. To be enabled to do this would help her judgements about the quality of provision in geography. The co-ordinator is committed to the subject and its progress and has good plans in place to introduce more work and to institute a portfolio of agreed work to ensure staff are assessing pupils' attainment and progress effectively. Staff need to be encouraged to identify their own training needs in the subject and use in-service training to support this.

132. The subject is resourced well with a good supply of maps, globes, aerial photographs, videos, slides and Ordnance Survey maps. Resources to ensure ICT supports the subject are not used effectively. There is a small weather station at the school entrance to enable pupils to collect data.

133. The ability of the school to provide alternative environments both locally and in Portsmouth to study geography is of a real advantage to pupils' development, as are the visits to the outdoor centre at Stubbington.

HISTORY

134. At the time of the last inspection standards were judged above national expectations without any teaching being observed. This inspection, with the additional evidence of direct teaching observed, judges that standards in history are good.

135. Teaching is never less than satisfactory and much of it is good. Where teaching is good it is characterised by clear expectations and objectives set for pupils as a result of good year group planning. Pupils concentrate and co-operate well in group activities, which is a positive aid to learning. Good links are made between history and literacy with pupils in Year 4 preparing research questions to be used in later literacy lessons. There is good use of display to stimulate further research.

136. By contrast, areas of weakness include: slow pace of lessons in quite long sessions; a lack of genuine extension activities for more able pupils and those who have already attained

the basic objective of the lesson. Drama activities, including many in well planned visits, greatly enhance the subject. In contrast, in some lessons the opportunity to use artefacts and other evidence to stimulate investigations are missed. All pupils, including those identified as having special educational needs, make good progress.

137. There is a well structured scheme of work giving a clear sense of world history. Pupils' work demonstrates a good knowledge of the subject and their attitudes towards history are good. In Years 3 and 4 the quality of work on Ancient Egypt shows high expectations producing good results. Year 3 work on Victorians is very good, including displays and reports on a visit to a museum, which has greatly enhanced pupils' knowledge and understanding. Both year groups have benefited from shared good quality planning.

138. Year 5 had started their allocation of history at the start of inspection so no current history work was seen. By the end of the key stage, however, evidence shows attainment continues to be high. Pupils are beginning to be encouraged to hypothesise reasons for historical events: for example "Why did the Greeks need a Navy?" Pupils have produced a very good display of 'homemade' Greek artefacts for the school library.

139. The subject is well led by the co-ordinator. She has recently reviewed the policy written in 1997 and the local history project is to be redesigned to become more effective. There is an overview of the subject, which ensures key skills are revisited. The co-ordinator recognises that history at present lacks the systematic support of ICT but has plans to improve this situation. At present the co-ordinator does not monitor teaching of the subject nor is she able to assess standards in lessons. She regularly reviews plans and assesses written work but will need to monitor teaching in order to complete her role as co-ordinator.

140. History is led and taught to a good standard and is secure in the curriculum. With the exception of suitable ICT software, resources are good and pupils make good progress.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

141. The last report judged standards in information technology to be in line with those expected nationally by the end of Year 6. Since then ICT should have become part of the core curriculum and requirements have been substantially upgraded. Currently, as in a variety of schools, this is yet to happen and pupils' achievement falls short of what is considered appropriate for the end of Key Stage 2. Underemphasis in ICT over time means that pupils in Year 6 have not covered all required elements of the National Curriculum programmes of study in sufficient depth. Although progress has been rapid recently, standards are unsatisfactory as a result of lack of opportunity.

142. The school is aware of deficiencies in ICT and has targeted the subject in its management plan. The new subject co-ordinator has completed a very good audit of resources, planning, provision and standards. His vision gives the subject clear educational direction. His initiative and enthusiasm are very successfully raising the profile of ICT in the school. He supports his colleagues well and provides, not only technical help, but an excellent role model.

143. New resources in the form of two small ICT suites have increased the potential for ICT to be taught as a subject in its own right. Very good cataloguing of CD-ROMs in the library has improved access. A programme of in-service training is improving teachers' knowledge and understanding. However, staff lack of confidence and unfamiliarity with new equipment still has negative effects on pupils' progress and has failed to ensure that pupils' skills build systematically on those previously learnt.

144. The quality of teaching on the few occasions which could be observed, ranged from satisfactory to very good, with most being sound. Teachers support pupils well and are applying themselves to learning new skills and about new software in order to stay ahead of pupils. The school is aware that although it was committed to using ICT to support other

subjects, there is too little evidence of its use in other curriculum areas: for example in word processing or data handling. This lack is currently more obvious than it was, partly due to the recent change in hardware in the school, and teachers' unfamiliarity with new computers.

145. Limited evidence available from floppy disks, which in some classes pupils use to record their ICT work, indicates that pupils, including those with special educational needs, have satisfactory basic skills in loading, controlling, saving and retrieving. It is clear that Years 5 and 6 pupils are familiar with the Internet and can access information using search engines. A good start in focusing each year group on a specific element of the ICT programmes of study has produced some standards in line with expectations: for example Year 3 being able to change fonts, size and colour in word processing; and Year 6 pupils beginning to manipulate different aspects of multimedia presentations.

146. Pupils are very enthusiastic about ICT: for example Year 3 keen to programme and control the floor 'turtle' robot; and Year 4 pupils translating associated control skills to the computer and screen. Pupils work well alone and in groups. This makes a significant contribution to their independence, use of initiative and personal development.

147. ICT skills are extended effectively for those who attend extracurricular activities. For example, in computer club pupils learn to surf the Net; and in writing club the members consolidate word processing when presenting their stories. There are some very good examples of stories and poetry produced on computers by Years 5 and 6 pupils, and of data collected about weather by Year 4.

148. Recent additions to resources, including four new Personal Computers (PCs) on lease, have significantly improved provision for ICT. However, the ratio of pupils to computers still falls below the national average. Although grouping equipment together is good for focusing classes and groups on specific teaching for the subject, the lack of availability of machines in classrooms means that opportunities are missed to develop the use of ICT as a tool in other curriculum areas.

149. In order to develop ICT further the school is aware of the needs to:-

- Devote more time to teaching ICT as a subject in its own right, as well as a means of supporting other curriculum areas;
- Implement a scheme of work developed from national guidance;
- Improve still further teachers' confidence, knowledge and understanding of the subject through more in-service training;
- Provide more time for the co-ordinator to monitor the teaching of colleagues, in addition to developing and maintaining resources;
- Develop assessment and record keeping as means of gauging what pupils know, can do and understand, in order to plan for the future;
- Increase yet further the number of computers to achieve at least the national average ratio of pupils to machines.

150. Overall the recent good progress which has been managed in ICT shows the school to be well placed to develop the subject further.

MUSIC

151. The overall judgement for attainment in music is that it is in line with national expectations. However, there are variations within the subject. For example, composition is above expectations and is a strength, whereas singing is underemphasised and is a relative weakness. The last report identified weaknesses in music, not all of which have been rectified.

152. The only music lessons observable involved musical appreciation. Pupils listen well to musical extracts, and many Year 3 pupils can identify different instruments when they hear

them. Year 6 pupils are able to express how music makes them feel, and can make up a story to go with the music. For example, pupils associate violent actions with louder, faster music.

153. Examination of pupils' work and listening to tape recordings provided, indicate that pupils' abilities in musical composition are good. Pupils select instruments carefully to obtain the sounds they want, then rehearse to produce polished performances. They find ways of writing their music on paper by using different symbols, creating graphic scores which enable them to repeat the same music at later times. Discussion with pupils indicates that they have a sound knowledge of composers, and are confident with using musical language.

154. Teaching is satisfactory. However, teachers' knowledge and understanding of music is limited in some cases, but with sound planning and preparation, staff are able to deliver satisfactory lessons. Lessons could be improved with a greater variety of activities. It is not the most effective use of one hour to have pupils sitting on a carpet listening to music for the whole time. In spite of this, pupils are very well managed, and attempts at keeping their interest, even when an activity goes on for too long, are largely successful. That is not to say that better ways of interesting, motivating and exciting pupils with musical activities could not be found.

155. There is a good scheme of work based on the National Curriculum requirements, which ensures that skills are built upon each year, and identifies assessment opportunities. However, the curriculum map, which indicates what is to be taught each half term, is unbalanced. For example, plans are for pupils to sing only in one half term in each year, whereas composition is covered two or three times. The underemphasis on singing is carried into assembly times, where pupils sang a hymn in only one of several assemblies observed, and then the performance was lacklustre. The study of music from other cultures is very well developed, and there is a good range of non-Western percussion instruments for pupils to play. Resources generally are of very good quality and quantity. Pupils use information and communication technology well in composition and in recording their music making.

156. The provision of recorder tuition by a visiting specialist teacher is a strength of music teaching, and pupils achieve well. However, there are insufficient opportunities for these pupils to perform to others. With no pianist on the staff, opportunities are missed, for example by using recorder players to play the hymns in assembly.

PHYSICAL EDUCATION

157. Standards of physical education were reported as satisfactory in the last inspection. This situation has been improved as a result of good, and frequently better, teaching. Pupils' achievements in terms of what they know, understand and can do are now above what is expected nationally by the time pupils leave Year 6.

158. Pupils are successfully encouraged to extend themselves mentally as well as physically. For example Year 4 pupils worked very well in groups to create very good sequences of movement on the floor and on apparatus. Pupils show high levels of co-operation and attention to health and safety. In gymnastics pupils generally evaluate and then modify their work in consultation with other children, and are making very good progress.

159. Dance skills are good. In addition to learning the traditional steps of country dances and 'war dances' such as a New Zealand Haka, pupils experiment with movement to express their reactions to music very effectively. Dance makes a good contribution to pupils' cultural development as well as to their physical education.

160. Very good games skills are introduced through a variety of activities including basketball and hockey in addition to the more usual football and netball. In an excellent Year 3 hockey

lesson pupils made very good progress to reach well above average levels of stick control and contact dribbling. Years 5 and 6 pupils' good ball control skills were observed during extracurricular activities for football and rugby. The school encourages competitive sport and pupils take part in matches and tournaments involving other schools. A strong feature of games at this school is that pupils' very good social and personal skills clearly influence their observance of the rules even when not under direct supervision.

161. Although it was not possible to observe swimming because it takes place in the summer term, school records show the overwhelming majority of Year 6 pupils can swim the required 25 metres before they leave.

162. Pupils' response to physical education is usually good, and frequently very good, because the subject is consistently well taught. Pupils show respect for adults, each other and equipment. They take part enthusiastically and their behaviour is very good.

163. Teaching is good. Teachers plan their lessons effectively, ensuring that pupils warm up and cool down appropriately and pupils are kept active throughout sessions. Teachers' expectations of work and behaviour are high and staff ensure that pupils make good use of speaking and listening skills to reflect on how they could improve. Staff manage pupils very well and make very good use of resources and accommodation. Safety has a high profile: for example pupils are always suitably dressed; required to tie back long hair and remove jewellery; and are taught to transport apparatus correctly.

164. The subject is managed well by an enthusiastic co-ordinator who sets an excellent example in her teaching and organisation. However, the school is aware that long term planning for the subject is out of date and in need of rewriting as a new scheme of work. The co-ordinator has this in hand. Although ways of assessing and recording pupils' performance and progress are being trialled, they are not yet effective in all classes.

165. As games and gymnastics are often timetabled at the same time, wet weather frequently has meant that pupils have missed physical education lessons. Greater consideration to what pupils will do instead so that they will still further their knowledge and understanding of physical education is needed to make better use of time. In addition there are occasions when physical education lessons scheduled for blocks of an hour are too long for the planned activities and a review of the balance of the timetable could improve matters.

166. Very good use is made of support for physical education from volunteers and outside agencies; such as training provided by the London Irish Rugby Club and Basingstoke Football Club. The co-ordinator has done well to foster these links. The school's equipment and resources for physical education are of very good quality and quantity. These are well stored and are accessible to children in ways which make good contributions to their use of initiative and personal development.

RELIGIOUS EDUCATION

167. Time allocated to religious education meant that only the lower part of Key Stage 2 could be observed. Interviews with the co-ordinator, scrutiny of work and discussions with pupils allow judgements to be made. The last inspection found standards in religious education to match expectations. A new local education authority agreed syllabus has been adopted and adapted by the school, and standards remain satisfactory. There have been improvements in planning and developments in resourcing since the last inspection.

168. Teaching in religious education is at least satisfactory and occasionally good. The quality of teaching is good where teachers have good background knowledge of the subject and where pupils' knowledge is similarly secure. Good use is made of artefacts. In one lesson a full size Paschal Candle was produced which heightened pupils' interest. This could, however, have been placed a little higher to allow pupils to see it more easily. Work is

well prepared and organised; objectives are clear and plenary sessions are usually used effectively.

169. The slow pace of some lessons and undemanding class activities hinder pupils' pace of learning. Work is planned for stimulating discussions, but none was observed. There are now good resources for religious education. The use of these needs to be encouraged throughout the school.

170. Pupils, including those with special educational needs, make satisfactory progress. Knowledgeable pupils, and those with high ability, need to have more challenging tasks prepared to further their interest. The quality of written work is satisfactory but there is not a consistent means of recording achievements in place. The nature of oral lessons demands some form of ensuring that provision is secure and that standards are being maintained. More time available for the co-ordinator to monitor religious education would address this.

171. Pupils' response is consistently good. Pupils maintain attention on all tasks with remarkable tenacity. They show consideration for each other and work co-operatively.

172. The co-ordinator has a clear vision for the development of the subject. He has adapted the local education authority's agreed syllabus to meet the needs of the school. He has produced detailed medium term plans for each year group. His monitoring role now needs to be extended to ensure commitment of each member of staff to implementing these plans. The co-ordinator, through team meetings with colleagues and his careful planning, believes the subject is secure in the curriculum with the 35 hours per annum allocated to it. Inspection evidence does not fully support this belief because an emphasis is placed on discussion and little work is recorded. When the co-ordinator's monitoring role is clearly defined this will help to overcome the issue.

173. Since the last inspection the syllabus has been reorganised to include Christianity and Judaism in Years 3 and 4, and Christianity and Islam in Years 5 and 6. This resulted in the reorganisation of resources to concentrate on Christianity, Judaism and Islam, which is effective. There is evidence of the study of each religion. Current ICT software needs to be reviewed and used by staff. From this point of view resources in this area need enhancing. The co-ordinator is carefully considering the provision of further non fiction books to support teaching and learning in religious education.