

INSPECTION REPORT

BARTLEY CE JUNIOR SCHOOL

BARTLEY, SOUTHAMPTON

LEA area: Hampshire

Unique reference number: 116338

Headteacher: Iain Barnes

Reporting inspector: Dennis Maxwell - 8798

Dates of inspection: 21st - 24th January 2002

Inspection number: 198005

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:	Voluntary Controlled
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Winsor Road Bartley Southampton
Postcode:	SO40 2HR
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Appropriate authority:	Governing Body
Name of chair of governors:	Graham Pike
Date of previous inspection:	13 th - 17 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8798	Dennis Maxwell	Registered inspector	Science; Information and communications technology.	What sort of school is it? How high are standards? a) The school's results and achievements. How well are pupils taught? What should the school do to improve further?
13485	Paul Widdowson	Lay inspector		How high are standards? b) 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?
28371	Sue Cox	Team inspector	Geography; History; Music.	Equal opportunities How good are the curricular and other opportunities offered to pupils?
10668	David Walker	Team inspector	Mathematics; Physical education; Religious education; Special educational needs.	
1638	Michael Renouf	Team inspector	English; English as an additional language; Art and design; Design and technology.	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bartley CE Junior is a large three-form entry voluntary controlled school for pupils aged seven to 11 years. It is situated centrally in the village of Bartley and serves the local and wider community. There are 318 pupils on roll, of whom around half attend from outside the immediate area through parental choice. There are twenty-four more boys than girls, with the difference mostly in Years 5 and 6. Very few pupils come from ethnic minority backgrounds. The percentage of pupils known to be eligible for free school meals is below the national average. The socio-economic circumstances of the community serving the school is similar to that found nationally overall. The percentage of pupils identified as having special educational needs is above the national average and three pupils have a statement of special educational need. Pupils' attainment on entry at Year 3 is above average overall, although the proportion of pupils gaining the higher level 3 in writing was average.

HOW GOOD THE SCHOOL IS

This is a successful and continually improving school that has many strengths. The children work happily and try hard to do well. The school provides a high quality relevant education that reflects its aims well. Standards are above the national average. The very good relationships between all staff and pupils help create good interest and concentration. The good learning atmosphere that all staff promote, with good challenge, encourages pupils to work hard so that by Year 6 they are further ahead than would be expected in English, mathematics and science. In comparison with similar schools, the national tests of 2001 for Year 6 showed that standards were average in English and below average in mathematics but well above average in science. The good teaching has a focus on learning skills as well as opening the children's minds. The pupils' personal development through the school is very good. The teachers take good account of the learning and social needs of all pupils. Provision for special educational needs is very good. The headteacher provides very good leadership and management. School developments are managed very well by the senior staff and governing body working together. The school gives good value for money.

What the school does well

- Standards are above average in English, mathematics, science, art and design, design and technology, and information and communication technology (ICT).
- Pupils' very good attitudes to work are reflected in the very good working atmosphere.
- The quality of teaching is a strength of the school.
- The school has a very well-structured curriculum, underpinned by very good documentation.
- The school has very good procedures for ensuring pupils' welfare, security and safety, and the very strong partnership with parents has a significant impact on the quality of children's learning.
- The provision for children with special educational needs is very good.
- The headteacher and key staff provide very good leadership. There is an energy amongst the staff that demonstrates an excellent commitment to improvement.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

What could be improved

- There are no significant areas of weakness.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. The school has made good improvements in the key issues identified during the last inspection. The headteacher and staff have good procedures to evaluate their work and a high level of commitment to extending the effectiveness of their school. Standards have improved through the school in line with the national trend by Year 6. Good subject schemes of work are in place and provide a clear structure for the curriculum to build skills year by year. The energetic support of the subject co-ordinators promotes good teaching and learning. Learning opportunities have been enriched through the extensive use of the grounds and through visits and visitors. The whole curriculum provides a rich tapestry of experience for the children, where all teachers contribute to the breadth of their learning. Teachers and support staff have responded positively to recent national initiatives. The headteacher has introduced good procedures to assess and monitor pupils' work.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	C	A	B	C
Mathematics	A	B	B	D
Science	A	B	A	A

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

From the evidence of work seen during the inspection standards are above average in English, mathematics and science by age eleven. More pupils gained the higher level 5 in English and science than might have been predicted from their prior attainment at Year 3. On average, by Year 6 pupils have made good progress. The school exceeded its target for English but was 5 per cent below for mathematics in 2001 since the predictions were over-optimistic. The school has analysed test results for English and mathematics and identified aspects to focus on; it has set appropriately challenging targets for pupils in the current Year 6, consistent with predictions using internal assessments. The trend in results is broadly in line with the national trend. The school pays good attention to the standards of the higher attaining pupils in these subjects. The quality of writing has improved following focused teaching, although pupil's skills in speaking and listening are satisfactory since less emphasis is given to encouraging more detailed reasoning and explanations. Pupils' ability to apply literacy and numeracy skills in other subjects is above average. Standards exceed the expectation in art and design, design and technology and in ICT by age eleven, while standards in the other subjects meet the expectation. Standards have been maintained or improved in all subjects since the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes, and take a high level of interest in their tasks so that they make good progress. There is a very good working atmosphere through the school. Pupils enjoy their time in school and work together well. A very small number of pupils has not yet learnt to concentrate for a reasonable period.
Behaviour, in and out of classrooms	Behaviour in class and around the school is good. Pupils are helped to think about their behaviour through positive examples and support. Most pupils have good personal discipline although a few have challenging behaviour. The inspectors found many children had natural good manners.
Personal development and relationships	Relationships are very good amongst the children and between pupils and adults. Their good personal development promotes standards.
Attendance	Attendance is good. There are good procedures to monitor attendance.

Most pupils quickly become interested and involved in their work, for example in setting up experiments to find out about food decay. They show real enjoyment in the tasks, which is a significant factor in improving standards and progress. The members of staff are thoughtful and encourage pupils to gain self-confidence. Around half the children arrive on the school busses in the morning - these are a little late occasionally, but teachers plan suitable early morning work so that the introductions to the main tasks are not missed.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery & Reception	Years 1 – 2	Years 3 – 6
Quality of teaching			Good

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

Teaching has many strengths. The teaching of both English and mathematics is good, including skills such as reading for understanding and mental calculation. The school provides well for all groups of pupils overall, although lesson planning does not always set out the detail of how differing groups such as the higher attaining pupils are to be provided for. The quality of teaching in around two-thirds of lessons is good or very good. Teaching is good throughout the school but was found to be a little stronger in Year 6. There is a consistency of good practice across the school. Teachers' good subject knowledge is often shown through lively explanations so that pupils make good gains in knowledge. Teachers have high expectations of the children for behaviour and work. Pupils produce examples of good quality work in most subjects, indicating that the higher attaining pupils are usually challenged, although this was not found to be consistent in geography. The teaching of science has a good emphasis on investigation but pupils do not have enough opportunities to set up their own experiments.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school has taken good account of the needs of the pupils in planning a well-structured curriculum with good progression. Tasks are chosen very well to provide interest and challenge. The planned curriculum meets statutory requirements.
Provision for pupils with special educational needs	There is very good provision through the effective management of the special needs co-ordinator. All staff have a high level of commitment and care for the benefit of the children. Pupils are given sensitive support so that they make good progress towards their targets.
Provision for pupils with English as an additional language	There are good procedures to provide support when it is required.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has a strong emphasis on promoting pupils' personal development and has a high quality personal, social and health education programme in place. Consideration for the children's moral and social development is very good. There are good opportunities for developing pupils' cultural, including multi-cultural, understanding. Pupils' spiritual awareness is enhanced through assemblies and opportunities for personal reflection.
How well the school cares for its pupils	The school provides a very safe and caring environment for all its pupils, which creates a very good atmosphere for learning. There is a good level of care to meet children's academic and pastoral needs. There are very good procedures in place, including first aid and child protection. Good assessment procedures track pupils' progress.

The teachers use literacy and numeracy skills well in other subjects, and ICT is used powerfully across the curriculum to give good purpose and relevance within the ICT lessons. The grouping by ability in English and mathematics is effective in meeting pupils' needs. There are many good opportunities outside lessons to extend pupils' experiences, including a very good range of extra-curricular activities. The very good partnership with parents supports children's learning. The school provides very good curriculum enrichment through a comprehensive range of day and residential visits.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff give a very good lead. They are hard working for the benefit of the children and tackle areas for improvement thoroughly. The headteacher promotes a thoughtful and considerate atmosphere. He is quick to act upon priorities that require positive action. There is a very good sense that he and the senior staff are managing school developments well. Improvements such as curriculum planning and assessment are tackled as a whole staff exercise.
How well the governors fulfil their responsibilities	Very good. The governing body has a good understanding of strengths and weaknesses in the school, gained through visits and consultation. It provides very good strategic direction and takes an active part in considering policy. Governors have some very good procedures, for example in monitoring expenditure.
The school's evaluation of performance	Very good. The school has many good procedures to monitor, analyse and consider aspects of its work. Information is used well to identify issues for development. The school is active in pursuing improvements for example in analysing standards of writing and mathematics.
The strategic use of resources	The school uses its resources to good effect by focusing on developing pupils' skills and understanding, and by promoting good standards through a shared enterprise.

The school has very good levels of staffing and accommodation. The quality and range of learning resources are good. The accommodation has many good features and the caretaker keeps it in good order with the help of the cheerful cleaners. New and old technology meet in the excellent ICT suite, where the school handyman/ gardener has designed and made a gadget to open the windows. The school meets statutory requirements in all respects. Specific grants are applied well for the purposes for which they are intended, with additional finance linked to school priorities. The school secretaries work efficiently and the school ensures that the principles of best value are applied carefully. In consideration of the many very good features the school is judged to provide good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and are helped to mature. • The good standards of behaviour. • The supportive and caring learning environment. • The teaching is good, so pupils learn well. • The very good relationships with parents. • Leadership and management are good. 	<ul style="list-style-type: none"> • There are no significant issues.

Inspectors agree with parents' positive views. Parents are given good information about academic progress and homework helps children's learning. The annual reports to parents about their child's achievements during the year are helpful in giving a good picture of progress. There is a very good range of activities outside lessons, which take place mostly during lunch times since so many children take a bus to and from school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The work seen during the inspection indicates that pupils have above average standards in English, mathematics and science by age eleven, maintaining the position at the last inspection. The school has followed national guidance and has written well-structured subject planning so that results show the benefit of focused attention to language and writing, mathematics and science over the past two years. The quality of work and standards in art and design, in design and technology, and in information and communication technology (ICT) exceed the expectation. Standards in geography, history, music and physical education meet national expectations. Standards meet the expectations of the locally Agreed Syllabus in religious education. The results demonstrate the effects of thorough curriculum planning and effective teaching over the past two years.

2. The school has made good improvements on the issues relating to standards identified at the last inspection and arrangements to support teaching and learning have improved. In the national tests for summer 2001 standards in English and mathematics were above the national average while for science standards were well above average. The percentage of pupils reaching the higher Level 5 was well above the national average in English and science, and above the average in mathematics. This indicates that the school pays good attention to the standards of the higher attaining pupils in these subjects. In comparison with similar schools standards in the national tests of 2001 for Year 6 in English were average, in mathematics they were below average and in science were well above average. This indicates good improvement in science. Standards in mathematics were lower than in the previous year, although an analysis of the results indicates that overall the pupils made broadly satisfactory progress from their performance in Year 2. With 75 per cent of the pupils gaining level 4 or above, this matches the expectation for these pupils and the school's target of 80 per cent was optimistic.

3. The results in English showed good progress from these pupils' attainment when they joined the school since standards in writing were average. In science one hundred per cent of pupils gained the expected Level 4 and above compared with 87 per cent nationally in 2001, putting the school in the top five per cent nationally. The proportion gaining the higher Level 5, at 62 per cent, was well above the national average of 34 per cent. Standards have risen steadily over the last four years and the trend is close to the national trend. The school has identified writing and mathematics as priorities in the current improvement plan, showing that the school makes a good analysis of assessment data and acts upon the interpretation. The upward trend in the school's average points score for all the core subjects over the past four years is in line with the national trend.

4. Overall, pupils are achieving above what is expected in relation to their prior attainment and there is no significant variation in the progress of differing groups. The higher-attaining pupils often make good progress since the setting arrangements and teachers' clear expectations in lessons usually encourage

better and more productive work, although there are a few occasions when the tasks lack challenge. Teachers give a strong emphasis to literacy and numeracy and have implemented the strategies within a well-planned programme of curriculum and language support. Pupils' literacy and numeracy skills are above average by age eleven, shown for example through their mature understanding of texts, expressive language in poetry and their confident application of number skills in a range of situations. The regular observations of lessons, and the discussions with teachers afterwards, are encouraging a more carefully structured approach to teaching, particularly in English and mathematics, and are helping to raise standards.

5. All children now have targets for English and mathematics that are carefully considered and related to their abilities. These targets are used sensibly to inform grouping arrangements and give pupils clearer expectations for their work, to help promote good standards. The target percentage of pupils expected to achieve Level 4 or above was 80 per cent in English and in mathematics for the summer 2001 national tests. These targets are very challenging, but follow on from the high expectations. The school exceeded the target for English but fell below the target for mathematics by 5 per cent. The school has increased the target in mathematics to 83 per cent for 2002 while maintaining the English target at 80 per cent, which represents a good level of challenge.

6. The requirements of pupils with special educational needs are identified appropriately. They receive very carefully directed support, which enables them to make good progress towards their targets. The targets in their education plans are appropriate, though sometimes rather broad, and when related to the success criteria, give good direction to their learning. The co-ordinator for special needs ensures that very good provision is in place by monitoring the pupils closely and recording observations carefully for use in further planning. The learning support assistants make a valuable contribution to the pupils' development and the co-ordinator brings very good understanding that promotes pupils' progress.

7. The good teaching, working atmosphere and well planned tasks enable pupils to make good progress through the school to reach above average standards overall by the end of Key Stage 2. The good challenge that all staff promote encourages pupils to work hard so that by Year 6 their achievement is above what would be expected in English, mathematics and science.

8. Standards in speaking and listening are generally satisfactory, and several pupils across the school have particularly good skills. Pupils talk knowledgeably about characters in stories, and explain similes and metaphors. A notable feature of their talk is the confidence with which they usually respond to questions. However the limited opportunities for pupils to talk to each other and come up with ideas or conclusions inhibits broader and higher attainment. Reading standards are good. Pupils read texts for information, and successfully identify key points. They learn to deduce information about characters from dialogue and, by Year 6, many read texts which extend their skills. Standards in writing, including handwriting and spelling, are above average. Opportunities for writing across the curriculum are purposeful, and extend the range of styles. There is a good focus on teaching grammar through writing, and the time spent on, for example, exploring how dialogue describes character and mood is helping to ensure that writing is based on careful preparation and planning.

9. Pupils in Year 3 are using written methods to add and subtract numbers accurately. They make good progress in their learning, improving their numeracy knowledge and skills through consistently good teaching. Pupils in Year 4 begin to use negative numbers and multiply or divide numbers confidently. By Year 5 pupils have a good knowledge of common two-dimensional and three-dimensional shapes and describe their main properties. Most pupils in Year 6 show increasing confidence in their ability to work out answers mentally and then explain the strategy they used, clearly enjoying the challenge they have been set. Most pupils extend their number knowledge well by increasing their understanding and use of

decimals, fractions and negative numbers, and interpret graphical representations well.

10. By Year 4 in science pupils are more familiar with the need to control an experiment and the teachers' good emphasis on this and on making regular observations leads to generally good understanding of investigation. An interesting task for pupils in Year 5 required them to consider and investigate the conditions when decay and mould are most likely to develop on food, within the study of micro-organisms. Pupils related the situation well to their knowledge of how food is kept fresh, such as drying cereals or freezing vegetables. Pupils in Year 6 have a good understanding of the function of the heart and the human body, although the amount of written work is less than might be expected for pupils in Year 6. While pupils' work indicates a good emphasis on experiments, their skills in posing their own questions, problem-solving and setting up investigations are less developed.

11. In art and design pupils take great care, comment on interesting details and work quietly and with concentration, using frames and magnifying glasses to isolate details in pictures. In Year 6, pupils draw details of plants from observation with good skill. They extend their understanding of the medium well when looking at a number of different plants, and have several opportunities to explore the effects of line and shade, so making good progress. In design and technology, pupils develop their design, making and evaluation skills well, and their achievements are good. Pupils learn safe and effective practices, and worked with some accuracy. In the work observed in Year 6 on the design and construction of fairground rides and the linking of electric motors to drive them, there was much good individual adaptation of common design elements and effective decision-making. .

12. Younger pupils develop a good knowledge of the main characteristics of the local area from their topics on Around the School and Tour de Bartley. They use simple maps and can identify key features, including how land is used. The enquiry-based work on Bartley extends their knowledge of the physical and human characteristics of the area. Towards the end of Year 5 and in Year 6 pupils work is focused on environmental and conservation issues. Pupils show an understanding of how their environment is affected by human activity, and some higher attaining pupils are able to write well-focused discussions on this subject. However, older pupils' knowledge of the surrounding area and their map and research skills are less well developed. In history, younger pupils at the school develop an understanding the Celts and Romans and can identify particular characteristics of this period. From their study of the Tudors pupils can identify some of the significant monarchs of the period, and know that the Spanish Armada was a significant event. They can also extract information from a variety of sources including portraits of Tudor monarchs. The Year 6 study on the Second World War enables pupils to use a wider range of primary and secondary sources, and there are some good examples from the previous year's work of extended writing based on this study.

13. The quality of work and standards in information and communication technology is good. Pupils in Year 3 had the task of replying to an e-mail sent by their class teacher. They opened up the message using the correct steps and typed in a reply, about hobbies or interests. By Year 4 pupils have extended their word processing skills. The pupils demonstrated that they have good skills to highlight text, change the font, add text, drag boxes across, zoom in and out, and cut and paste text or pictures. Within Year 5 most pupils had at least a satisfactory level of skill in using drawing tools to produce a Tudor house. A few pupils showed exceptional levels of skill in their finished designs, and most had included a good range of features. By age eleven the pupils were set the task of producing a multi-media package and demonstrated a good early understanding of the procedures.

14. In music pupils sing confidently in unison and can maintain simple two-part accompanied songs. They sing tunefully and with good diction, showing appropriate empathy and expression. Some older pupils are able to sustain a solo vocal part. Pupils compose simple rhythms and melodies, and older pupils are developing an understanding of different musical genres. Pupils acquire an increasingly wide musical vocabulary and understand terms such as verse, chorus and ostinato. Pupils know the names of many

musical instruments and play them correctly, showing care and respect. Pupils make sound progress throughout the key stage. In physical education, pupils in Year 3 enthusiastically learnt the Scottish reel “Peebles’ Bus”, so that by the end of the lesson most had mastered its intricacies and completed a full set. Pupils in Year 4 generated a sequence of movements using rolls and turns and then demonstrated and instructed their partner to produce a copy. In Year 6 pupils demonstrate developing hand-eye co-ordination as they practise hitting the ball with a racquet to a partner across the net in short-tennis.

15. Pupils develop some knowledge and understanding of Bible stories such as the Noah, Moses and Jesus’ visit to the Temple as a boy, as well as Christmas and Easter festivals. They know about symbolism and how light is important within world faiths including Christianity, Judaism and Hinduism. In Year 6 pupils study issues linked to faith and belief and pupils display good knowledge of the religious traditions of Christianity and sound knowledge of other faiths.

Pupils’ attitudes, values and personal development

16. Pupils of all abilities, including those with special educational needs, have very positive attitudes towards school that have a significant impact on their learning. The majority of pupils enjoy coming to school and find the work interesting and challenging.

17. In lessons they are very attentive, stay focused on the tasks they are given and work productively. They are eager to answer questions and to participate in discussion which enables teachers to assess what they know and understand. Pupils share ideas and resources willingly and work independently or collaboratively in pairs and in small groups. In the majority of lessons there is a very good atmosphere for learning, although an example of boys dominating the computers to the exclusion of the girls was noted in one lesson. During lunchtimes many pupils enjoy a full range of extra-curricular activities which contributes well to their personal development.

18. Behaviour is good. In lessons pupils settle quickly and respond well to the instructions of the teachers. During playtime, many pupils are happy playing football, skipping, playing chess/connect 4 or chatting with friends and a few are more lively and boisterous. There is no evidence of rough or aggressive behaviour although occasionally there are minor disputes amongst boys during football matches. Playtime is properly supervised and the children are supported well to ensure there is no isolation or harassment. At lunchtime pupils are orderly and well mannered and there is a very good social atmosphere, although girls and boys tend to sit separately. Pupils move around the school in an orderly manner. They open doors for adults and for each other, are always polite and friendly and ask visitors if they need any help finding their way around the school.

19. Relationships between pupils and adults in the school are very good and pupils feel confident to approach staff with any problems or concerns they may have. Pupils are well supported at lunchtime by the team of lunchtime supervisors.

20. Pupils’ personal development is good. All pupils have individual classroom responsibilities and each class elects one pupil to be its representative on the School Council. This meets on a regular basis in the staffroom to give it a full status and pupils take their responsibilities very seriously. They have been involved in establishing the school rules, choosing games for wet play and re-organising seating arrangements for lunch. They have also organised fund-raising events to support the victims of September 11th and Children in Need. At lunchtime some of the older pupils volunteer to help in the school office answering the telephone and taking messages while others help organise the rotation of classes going into the dining hall. Pupils in Year 6 also show new parents and visitors around the school which they do with pride. There is some opportunity for helping the younger children when pupils in Year 5 look after the new pupils in Year 3 during their induction visit.

21. Attendance at the school is good and above the national average with a low rate of unauthorised absence. Most pupils come to school on time. Good attendance and punctuality have a good impact on pupils' learning. The rate of exclusions at the school is low and last year there were two fixed-term exclusions and one lunchtime exclusion, all for aggressive behaviour. This indicates that the school is prepared to act decisively upon incidents which conflict with the high expectations set for behaviour and co-operation.

22. In many lessons and activities, including lunchtime seating arrangements there is often self-selection of single gender groups by pupils, particularly boys. The school is aware of this and makes sensible arrangements to encourage boys and girls to work and play together, although this could be extended.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The overall quality of teaching is good and is a strength of the school. This is an improvement since the last inspection and reflects the professional commitment of the headteacher and all staff. Teaching is good across all subjects but has particular strengths in English, mathematics and science. The teaching was at least satisfactory in all but one of the lessons observed. Teaching was good or better in around two-thirds of lessons, and in one lesson in ten teaching was very good. The school has focused on providing good curriculum planning in all subjects with an emphasis on the core subjects of English, mathematics and science. In these subjects, good subject knowledge supports lively teaching and a good emphasis on the range of basic skills. Teaching has several strengths, for example in the expectations teachers have of pupils and in the sensitive handling of children. There is a consistency of good practice across the school. The teachers demonstrate individual strengths that are shared, so that, for example, teachers present art and design or ICT confidently.

24. Teachers throughout the school have well-developed questioning skills which they use to good effect in discussions with children and to elicit fuller answers. For example, in a science lesson on insulation the teacher's questioning helped pupils to think exactly about how we keep warmth in or the cold out, so that pupils learnt well. Other teaching methods include focused discussions and lively demonstrations with resources such as a card heart and lungs to model how our circulation works. Teachers provide clear exposition, based on their good subject knowledge that is directed towards pupils' understanding. Teachers' informative, lively and well-structured explanations lead to good quality learning. The activities are purposeful and pupils are encouraged to think about what they are doing, and what they have learnt from an activity. A particularly good strategy was observed on several occasions, where pupils were encouraged to look carefully at each others' work, such as their designs of Tudor houses in ICT, to think about how they could improve their own work. The plenary sessions are effective in most lessons, by sharing what has been learnt and ideas for improvement. In several lessons teachers provide good opportunities for pupils to investigate and explore materials and to use their skills, such as in science, which is helping to develop their problem-solving. The teachers provide a good level of challenge with high expectations in most lessons and use thoughtful strategies to consolidate children's knowledge and understanding. All groups of pupils are usually challenged to engage in their tasks so that they achieve above what would normally be expected, with just a few lessons offering less challenge for the higher attaining pupils.

25. Teachers have very good relationships with their pupils. They know them well and use encouragement and well-expressed praise to help motivate the children. Pupils respond well to this, and enjoy school and working hard. Teachers explain what the pupils are expected to learn in most lessons and usually display the intentions for pupils to consider. The overall medium-term subject planning is very good, with structure and progression that provides for full coverage. The quality of daily lesson planning is more variable, and is a focus in the improvement plan. Daily planning is most usually focused on the lesson activities and subject content, with references to how pupils are to be organised. However, there are seldom any notes about the teaching approach to be used despite the recent work on the school's teaching and learning policy. Teachers are observant of the children and have a good knowledge of the way they learn. They make good day-to-day assessments of pupils' learning. The marking of pupils' work is mostly consistent and purposeful, with some good developmental comment. This good practice is becoming incorporated into other recorded work. Teachers use their knowledge of pupils' abilities to set work that is generally matched well to their attainments. This helps pupils to make good progress in lessons. There are times when the teaching approach is teacher-directed and not enough attention is given to helping pupils gain in confidence and independence. Teachers take account of pupils' work in their further planning and teaching. Homework is set regularly and is used effectively to enhance pupils' learning.

26. Teachers take part in suitable in-service training to extend their knowledge and expertise. This is especially evident in the teaching of literacy and numeracy. A good feature of teaching is the effective teamwork between all those involved, particularly the role played by the year leaders in planning for pupils in different classes to have similar experiences. Members of the support staff play an important role in promoting pupils' learning. Teachers work closely with them so that groups of children have good adult support. The teachers and support staff employ good strategies that help pupils with special educational needs to make progress. Lessons are generally planned with pupils of different levels of ability in mind, including those with special educational needs. It is not always clear, however, from the planning how all groups of pupils are to be challenged

27. The overall provision and support for pupils with special needs is very good. Targets within an education plan are used well to focus learning. The support assistants liaise closely with both the special needs co-ordinator and class teacher and make a significant contribution to pupils' learning.

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

28. The curricular provision and opportunities are very good and this is a strength of the school. The school offers a broad, balanced and interesting curriculum which fully meets statutory requirements. The school has made good progress since the last inspection since teachers have developed very good schemes of work that provide good structure and an effective basis for teachers' weekly planning. These comprehensive plans include key teaching objectives, detailed activities, vocabulary, resources and assessment information for all subjects. The schemes of work, along with the curriculum maps showing good connections between subjects and clear progression from year to year, ensure that pupils' experiences are planned well so that they make good progress across the school. Weekly planning by individual teachers is firmly linked to the schemes of work.

29. The total teaching time meets national recommendations with subjects organised into appropriate termly or half-termly blocks. The school has well-developed cross-curricular links - for example between geography and music in the topics on conservation and St Lucia, and between science and design and technology in work on electricity. All subjects receive an appropriate allocation of time. However, consideration needs to be given to the current blocking arrangement in history and geography. This current arrangement means that at times there are gaps of up to two terms between pupils' experiences in these subjects.

30. The school provides a very good range of day visits, as well as residential visits to Avon Tyrell, Hooke Court and Purbeck in Years 3, 5 and 6 respectively. These visits enrich the curriculum and provide valuable opportunities for pupils to learn from 'real-life' experiences. The school makes very good use of these visits to support pupils' learning, particularly in history, geography and science. The school also makes good provision for individual pupils to learn to play musical instruments by employing the skills of visiting teachers from Hampshire Music Service.

31. The provision for pupils' personal, social and health education is very good, and this is another strength of the school. The school has half-termly themes supported by a very good scheme of work, which is then translated into purposeful weekly lessons. Health education, sex education, drugs education and citizenship are included fully within this programme, providing good opportunities for pupils to consider issues central to their lives.

32. The provision and support for pupils with special needs is very good. Tasks are chosen well to build on pupils' understanding and skills, with a particularly good focus on English and mathematics skills. The pupils' targets provide a good focus for learning. The support assistants have a good understanding of the pupils' needs so that progress is usually good during the lessons.

33. The school has very good strategies for the teaching of literacy and gives a high priority to developing literacy skills across the curriculum. This is particularly evident in geography, history and religious education where children are given opportunities to write in a range of text styles and genres including recounts, diaries and stories. Opportunities for pupils to further develop their skills in reading are given through the use of a wide variety of non-fiction texts to support learning across the curriculum. The school has fully embraced the National Numeracy Strategy and pupils' skills are further developed in other areas. For example in design and technology pupils develop measurement skills and in geography they extend their knowledge of co-ordinates through map work on the local area. A notable strength is the purposeful links between ICT and other subjects so that pupils' tasks are highly interesting and relevant.

34. The provision for extra-curricular activities is very good. There are many varied and well-attended activities offered by teachers during the lunch-time, including keep fit, football, netball, basketball, life-saving, ICT, choir, French and religious education. The school also participates in the football and netball league, providing pupils with the opportunity to partake in matches and tournaments against other local schools.

35. The school is socially and educationally inclusive and this is demonstrated by the way pupils of all backgrounds and attainment benefit from full access to the whole curriculum. The school is currently targeting the achievement of high attaining pupils, as well as making very good provision for pupils with special educational needs.

36. The school has good links with members of the local community who visit the school to meet and talk with the children. Visitors to the school include Schools' Police Liaison Officer, the vicar, the school nurse and the Baptist minister. The school also participates in sporting and musical events involving other schools in the local area. These include an annual musical festival involving children from the 'cluster' first schools and the local secondary school, and sporting fixtures.

37. The school has very good links with its neighbouring 'cluster' schools. Effective arrangements are in place for the induction and transfer of pupils. Subject co-ordinators attend 'cluster' meetings with colleagues from the first and secondary schools to ensure continuity of provision across the different phases of school. The Year 3 team leader visits the infant schools to meet with teachers and pupils to ensure a smooth and effective transfer for pupils. She has also undertaken work sampling in writing from Year 2 pupils, to enable teachers at the junior school to have a very good understanding of pupils' achievements prior to children arriving at the school.

38. The overall provision for pupils' spiritual, moral, social and cultural development is very good. All these aspects are strongly underpinned by the school's ethos and teachers are asked to explore opportunities to incorporate these strands into all lessons. Since the time of the last inspection the school has maintained the very good standard of provision it makes for pupils' social development and has made good improvements to the provision for the spiritual, moral and cultural development of the pupils.

39. Both planned opportunities and spontaneous responses in lessons are used effectively to promote pupils' spiritual development. The moments of quiet, usually with a background of subdued music at the beginning and end of the school assembly are well respected and this is a time of stillness and reflection. During periods of formal prayer most pupils demonstrate a very high degree of reverence and respect. Assemblies meet the requirement as an act of collective worship. Religious education lessons, such as those focussing on special places and festivals play an important part. Year 6 pupils, studying death and commemoration, produced some very contemplative writing around the time of Remembrance Day. In a Year 3 physical education lesson a sense of joy and pleasure shone on the faces of the pupils as they successfully completed the set for the first time in country dancing. Visitors to the school, such as the local vicar and a headteacher from Uganda, contribute meaningfully to developing pupils' wider understanding of caring within society. They collect money for good causes such as 'Comic Relief'.

40. Arrangements to promote moral development are very good. Pupils clearly know the difference between right and wrong and have a strong sense of fairness. The school places a strong emphasis on maintaining correct attitudes and good behaviour, and has developed a positive behaviour policy. Moral themes are explored and reinforced in lessons. There are well-established codes of behaviour and pupils understand the rewards and sanctions available. Staff take opportunities to remind pupils of the appropriateness of their actions and their consequences. Staff also provide excellent role models, both in

their dealings with each other and in their treatment of the children in their care. Pupils are clear about how to conduct themselves in school and understand the standards of personal behaviour expected of them. As a result, pupils are friendly towards adults and each other. No incidents of bullying of any type were observed during the period of the inspection and it is said to be very rare.

41. Provision for the pupils' social development is very good, and is very closely linked to the very good relationships within the school community. A high quality formal programme for personal, social and health education permeates every aspect of the school. The school promotes good citizenship. There is an elected School Council and posters promoting good practice and good social skills are to be seen everywhere around the school. Responsibilities and small jobs within the classroom are shared by rota by the pupils. There is a constant but unobtrusive emphasis on appropriate behaviour, taking turns and thinking of others' needs, which results in pupils who are courteous and well mannered at all times. Class rules are well established and respected. Pupils are given opportunities to work together collaboratively and co-operatively. In observed lessons, pupils usually worked well in pairs or in small groups. The lunchtime behaviour is very good and pupils understand the different rules that apply when on the playground and when they are eating in the dining areas. There is provision for pupils to attend lunchtime activities that encourage them to socialise together and develop leisure activities that they can use outside school. The opportunities for pupils to take part in residential visits are good.

42. There are good opportunities to promote cultural awareness. The school has developed an inventory of cultural and multi-cultural links within most subjects and has developed the resource base to support the multi-cultural aspects of the curriculum. For example, in geography, pupils study the island of St. Lucia in Year 4 and conservation, based on the New Forest, in Year 6. In art and design, they explore Aboriginal design in Year 3, Greek clay pots in Year 5 and visit an art gallery in Year 6. They are exposed to the work of well-known artists throughout the school. A wide variety of music is listened to in daily assemblies and in music lessons. The school provides good opportunities for pupils to learn to play musical instruments. In physical education pupils learn Scottish country dancing in Year 3 and Hindu dance in Year 5. They are introduced in religious education to other faiths such as Judaism and Hinduism. Theatre groups sometimes visit the school, and a programme of trips and visits takes place throughout the year. Overall, the school plays an active part in enabling pupils to gain an understanding of the society in which they live, and develops their awareness of the part they might play in it.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school provides a safe and caring environment for all its pupils and staff which creates a very good atmosphere for learning. There is an effective health and safety policy with regular risk assessment inspections by the Head Teacher and caretaker. Action on any issues is monitored by the health and safety committee of the Governing Body. There are clear procedures for dealing with accidents and several members of staff are qualified in first aid. All accidents are recorded appropriately. The school has a very detailed child protection policy. All staff have received training on child protection issues and they are given clear guidelines on how to identify children who may be at risk.

44. The behaviour policy is detailed and very effective. It focuses on rewarding positive behaviour and there is a clear system of rewards and sanctions that are applied consistently throughout the school. The good procedures for promoting and monitoring good behaviour have established an orderly community and this has an impact on the good progress pupils make. The school has very good procedures for eliminating oppressive behaviour. Bullying is not perceived as an issue by parents, pupils or staff.

45. Attendance registers are computerised and statistics are analysed by the administrative staff and monitored by the head teacher for patterns of absence or other trends. Unexplained absences are quickly followed up and there is very good liaison with the education welfare officer.

46. The school has a very comprehensive and detailed personal, social, and health education and citizenship policy and a committed and enthusiastic co-ordinator. The subject is planned into the curriculum on a weekly basis and there is additional provision for class discussion time. Within the programme drug awareness and sex education are dealt with at an appropriate level for the age of the pupils. Teachers know the pupils well and personal development is monitored effectively on an informal basis. Pupils with special educational needs are very well supported through good quality individual education plans. There is an appropriate number of learning support assistants to help them in the classroom. This enables them to make good progress.

47. The school's procedures for assessment are good, and have improved since the last inspection. Pupils' performance in writing is tracked each term, and targets are set for individual pupils. A similar system has been started for mathematics. There are detailed check-sheets for English, mathematics and science. End-of-year assessment statements for all other subjects have been introduced to help teachers assess more consistently how well pupils have done. These are good procedures to support teachers and subject leaders knowledge of pupils' performance. Teachers keep their own running records to inform their completion of the annual assessments. All subject leaders collect work samples systematically, and talk to pupils to monitor how well they are progressing. This information is used well to inform planning and teaching, as much as to provide summative information.

48. There is a good induction programme for pupils coming into school. Members of staff visit the three feeder infant schools where they meet the children and liaise with their teachers prior to establishing the class groupings. Pupils have the opportunity to visit the school where they meet their new teachers and are shown around the school by Year 5 pupils. There is good liaison with the secondary school to which the majority of pupils transfer and procedures ensure a smooth transfer to the next stage of education.

49. There is a police school liaison officer who visits each class every term. She goes to assembly and stays for lunch with the children. She talks to pupils on personal safety and discusses issues that are highly relevant to pupils' understanding of good citizenship. The school provides effective support and guidance for all its pupils including those with special educational needs. The policy of including every pupil regardless of gender, ability or background is very effective.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has built up a very good partnership with parents which has a significant impact on the quality of pupils' learning and the progress they make. The great majority of parents are very supportive of the school and the work it does, and are pleased with the progress the pupils make.

51. The school provides very good quality information to parents through the prospectus, Governors' annual report to parents and regular newsletters. Arranged evenings to meet the teachers at the beginning of the year provide parents with the opportunity to meet their children's new class teacher. Parents are provided with information on topics to be covered within the curriculum for the coming year. There is a home-school link book which enables parents who live some distance away from the school to maintain contact with class teachers.

52. There are termly consultation meetings with parents and sufficient opportunities are given for parents to discuss their children's progress with teachers. There are specific targets for mathematics and English, which are discussed at these meetings. Parents with particular needs are invited to additional consultation meetings and the response from parents is very good. Through these meetings, parents, particularly those of children with special educational needs, are kept closely informed of their children's progress.

53. Information evenings for parents on numeracy and the provision of sex education in Year 5 have been held by the school. Parents are consulted through questionnaires on issues such as the format for pupils' annual reports and a questionnaire was used to seek parents' views on a wider range of school issues. Parents are encouraged to contact staff if they have any problems or concerns and the school is very welcoming.

54. A significant number of parents are involved within school. Approximately 15 parents help in the classroom regularly whilst others help in the library and accompany pupils on residential trips and day visits. Parents have also made a significant contribution to developing the environmental area through voluntary work carried out during weekends. This excellent facility supports the curriculum particularly through science and geography. A hundred people were invited to the helpers' lunch this year which indicates the amount of outside support the school receives. Most parents support their children with work at home.

55. Following consultation with parents, the school has recently changed the format for pupils' annual reports. They now give very good quality information on what pupils know and understand and the progress they are making. They also include a section on pupils' personal development. Feedback from parents on a new style report is very positive and parents have found them detailed, well presented and easy to read and understand.

56. There is a very active parent-teacher association which hold regular social and fund-raising activities throughout the year. Last year they raised over £4,000. Their fund-raising has paid for a wide range of equipment for the school including a multi-media projector, an inter-active white board, playground equipment and the development of the environmental area. Their efforts have had a significant impact on improving learning facilities at the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides very good leadership, has an open, participative style and is intent on ensuring that all members of staff are able to make a full contribution to the work of the school. This is a good improvement since the last inspection. There is a strong, shared commitment to improvement. The arrangements to give all subject leaders time to monitor teaching and learning in their subjects, and the contribution of senior and other teachers to the work of the senior management team are excellent. The deputy head's role uses her skills well in curricular leadership and, in particular, in developing the school's provision for pupils' personal and social development. As a result, there is a broad, evenly developed curriculum, and all initiatives are known, understood and supported by everyone in the school. Teaching is well supported and developed through lesson observations and the very good curriculum guidance. These factors are leading to consistent approaches and improving standards.

58. The school seeks to ensure all pupils are fully included in the life of the school, and have equal opportunities to succeed. Where a pupil has needed support with English as an additional language, this has been secured and progress monitored. The special needs co-ordinator is hard working and committed to this aspect of the school. She manages the work very well and is ably supported by the team of special needs assistants. The policy, procedures and provision that are now in place together with the progress made by the pupils demonstrate that the school has made good improvement in the provision for pupils with special educational needs since the last inspection and that, overall, provision for this aspect is very good.

59. The school's capability to evaluate its own performance is good. Key priorities for improvement have been accurately identified and appropriately prioritised, informed by the recently reviewed school aims. An emphasis on improving writing is well judged, being implemented successfully and showing results. New technologies are not yet fully used to manage assessment information, but this is planned for and ICT is used to manage other management information.

60. The governing body is enthusiastic and has a strong commitment to the life and work of the school. Appropriate committees have been set up to help meet its statutory responsibilities, which it does very well. The governing body accounts well for the performance and improvement of the school, including discussing performance targets for the headteacher. Governors have a very good understanding of the strengths and weaknesses of the school. They keep themselves well informed through reports from the headteacher, information on school performance, visits to the school, links with subject leaders, and working groups with parents. They make financial decisions carefully, informed by information on costs in similar schools. The budget is set with clear targets in mind that take good account of long-term priorities, for example the financing of the planned new library. The governors have held a substantial sum in reserve, within the carry-forward figure, in order to meet the costs of the new library. Governors report back to all governors after structured visits, using a pro-forma agreed with the teachers. They contribute well to the school improvement plan through scrutiny and discussion of the draft plan. This includes their own action plan based on an audit of their own performance.

61. Teachers assess pupils yearly in all subjects to monitor their progress. Nationally provided tests are used, and new software has been installed in the office to manage the information, and to help identify appropriate targets for individuals and for year groups. Teaching has been monitored, particularly in English and mathematics lessons, and there are plans for this to be extended. The school has an improvement plan for the current school year with priorities that are clearly linked to the school's aims - this is very good practice. The school is using the improvement plan to direct energy towards evaluation and improvement in a managed way. The level of teachers and support staff is very good, as is the overall quality of accommodation.

62. All resources, including specific grants for staff training and school improvement, are used well. Learning resources are good and used well in lessons in all areas of the curriculum. There is scope, however, for more consistent use of computers placed in classrooms. The spacious accommodation has allowed the provision of separate rooms for music, art and design and design and technology, food technology, and an ICT suite. The one weakness in accommodation is the reference library, which is accommodated in a corridor. However, plans for a new extension for a purpose-built library are well advanced, and the school sees this as a significant step in improving pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. There are no significant weaknesses that require key issues to be set out. There are, however, a few minor issues for the school to consider as it plans for further improvements. The school should consider the following minor issues, in conjunction with internal review procedures, for inclusion in the next development plan.

- Continue to use internal evaluation procedures to target aspects for improvement, including writing and mathematics in order to raise standards, and ensure that pupils have wide-ranging opportunities for speaking and listening.
- Develop the teaching and learning styles section of the planning sheets in line with the school policy to be a more useful guide in choosing the most appropriate approaches.
- Review the variety of short-term planning methods to share good practice and agree a managed programme of fuller planning for agreed sequences of lessons, that includes specific planning and provision for the higher attaining pupils.
- Provide further opportunities for pupils to take responsibility in lessons, for example in posing their own questions in science and in investigations/ problem solving.
- Carry out an evaluation of boy - girl relationships and patterns of working together, and provide suitable planned opportunities for increased co-operation and positive attitude.
- Review the timing of units of work in geography and history.
- Carry out a review of safety in relation to storage and physical education in the school hall.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	37	23	1	0	0
Percentage	0	14	52	32	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		318
Number of full-time pupils known to be eligible for free school meals		25

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		101

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	37	39	76

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	26	37
	Girls	32	31	39
	Total	62	57	76
Percentage of pupils at NC level 4 or above	School	82 (81)	75 (82)	100 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	34	37
	Girls	34	34	38
	Total	62	68	75
Percentage of pupils at NC level 4 or above	School	82 (74)	89 (79)	99 (79)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	317
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	22.3: 1
Average class size	26

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	130

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	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/01
	£
Total income	632415
Total expenditure	616944
Expenditure per pupil	1977.38
Balance brought forward from previous year	42451
Balance carried forward to next year	57922

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

318

Number of questionnaires returned

225

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	43	6	2	0
My child is making good progress in school.	42	52	3	0	2
Behaviour in the school is good.	40	54	2	0	4
My child gets the right amount of work to do at home.	24	59	12	6	0
The teaching is good.	55	40	3	0	2
I am kept well informed about how my child is getting on.	34	53	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	32	3	0	0
The school expects my child to work hard and achieve his or her best.	57	38	2	0	2
The school works closely with parents.	37	47	12	1	3
The school is well led and managed.	57	39	1	0	3
The school is helping my child become mature and responsible.	47	49	3	0	1
The school provides an interesting range of activities outside lessons.	41	44	9	2	3

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

ENGLISH

64. At Year 6, pupils attain standards that are above average maintaining the standards seen at the last inspection. In tests, standards have been at least above average in four of the last five years. Pupils enter the school with generally above average attainment. The current Year 3 cohort shows above average attainments, and, overall pupils maintain their strengths as they progress through the school. The achievements of pupils recently have been good since they have continued to raise their performance in reading, and are now also improving their standard of writing.

65. Standards in speaking and listening are generally satisfactory and some pupils across the school have particularly good skills. Pupils talk knowledgeably about characters in stories for example, explain similes and metaphors, and discuss their work appropriately in other subjects such as art and design. A feature of their talk is the confidence with which they usually respond to questions. Some pupils have good personal skills in explaining what they are doing, but the more extended skills were not seen being routinely developed by teachers. On some occasions teachers did not check pupils' understanding by asking them to explain, or get others to listen to the explanations. Opportunities for pupils to comment on each other's responses or add to them were not taken, and there were limited occasions when pupils were asked to talk to each other and come up with ideas or conclusions, or, for example, to address the class. This inhibits broader and higher attainment.

66. Reading standards are good. Early in the school year, standards in Year 6 are above average, and on course to be well above average by the end of the year. In recent years, the school has raised pupils' test results from Year 2 to Year 6 by more than the average progress, with many attaining at a high level. The school ensures that all pupils have time for quiet, independent reading and teachers read with groups to develop their skills. These are effective approaches. Pupils read texts for information and successfully identify key points. They learn to deduce information about characters from dialogue and, by Year 6, many read texts which extend their skills appropriately. The use of written material across the curriculum, such as shared texts in literacy lessons and reference material in history, gives depth to pupils' learning experiences. It encourages pupils to read for meaning, and to identify and understand the main points. The majority of pupils reads a variety of texts fluently and accurately, and with enjoyment and understanding. They identify the central meaning, referring to the text to support their judgements, and make mature, personal responses to the ideas expressed.

67. Standards in writing, including handwriting and spelling, are above average, and there is an increasing proportion of higher attainment across the school. Work in books often shows progress over the relatively short period of the current school year. The school has improved the performance of many pupils and test results in writing improved in 2001. However, there was no increase in the proportion of pupils attaining at a higher level. The focus on raising standards in writing has been a well-judged and continuing priority. Teachers provide more opportunities for extended writing, addressing a weakness identified at the last inspection. Opportunities for writing across the curriculum are purposeful, and extend the range of styles. For example, evaluations in art and design include good use of descriptive and conditional expression, instructions in design and technology use sequencing and imperative language, and organisational skills are used when pupils plan stories in history and contents lists in geography topic books. Pupils write for a range of purposes and in different styles, including book reviews, play scripts, letters, newspaper reports, arguments, narratives and descriptions.

68. There is a good focus on teaching grammar through writing. The time spent on, for example, exploring how dialogue describes character and mood in Year 4 was helping to ensure that writing is not superficial narrative, but based on careful preparation and planning. In Year 3, pupils were identifying the main points in information texts, writing key sentences to make those points, and were beginning to use them then to compose their own informational paragraphs. In Year 6 pupils were learning about précis recounts, and how to use structure and tense accurately. The care with which the work was planned and taught was contributing well to the quality of pupils' learning and the standards they attain. While handwriting and spelling are generally in line with overall standards, there is some variation in the quality of individual pupils' presentation, beyond the differences to be expected between, for example, note making and final copy. While handwriting is usually joined and legible, it is not always even and fluent. Computers are used satisfactorily to support writing, and pupils often draft text effectively using word processors. However, there is still scope for ICT to be used more routinely as an option when writing.

69. The quality of teaching is good overall, and on some occasions it was very good. Teachers make effective links between previous work and new learning, and match the tasks to meet individual needs. The needs of pupils with special educational needs are taken into account and the work or support they are given enables them to make as good progress as other pupils. Teachers set clear targets for what pupils are expected to achieve during the lesson, maintain a good pace and usually have high expectations of what pupils might achieve and of their behaviour. As a result, lessons are purposeful and productive, and learning is good. All teachers have a good understanding of the subject, and base their work on very good whole school planning based well on the National Literacy Strategy.

70. Teachers use information from their own assessments and from standardised tests each year to group pupils in sets from Year 4 onwards. Good questioning and the regular marking of work, often with detailed comments to help pupils make progress, contribute to teachers' sound knowledge of pupils' attainments, and this usually ensures that pupils are challenged with well-matched activities, and know how to improve their work. Some pupils were seen responding positively to comments made by the teacher on stick-on notes attached to their work. Homework is given regularly, and contributes well to learning.

71. Within lessons, teachers often focus their attention at appropriate times with specific groups, and this contributes very well to the quality of the learning experiences. However, this tends to happen as a result of individual teacher's decisions and is not encouraged by the planning templates used for lessons. Often teachers circulate round the class as pupils work, giving useful support but overlooking valuable opportunities to work with a small group. The guidance of the National Literacy Strategy that the independent work section of the lesson should include the teacher working with a group is overlooked. The school has identified the need for some more precise learning objectives for individual lessons. This relates well to the need for planning to identify what the teacher will do in relation to groups over the week, as well as the expected outcomes for the whole class.

72. Some teaching would benefit from a sharper focus in the introduction, so that the elements of text work and word or sentence work are not unnecessarily merged. On one occasion, poetry was used to illustrate metaphors, and most of the teaching for 30 minutes was about metaphors. As a result, the appreciation and enjoyment of the poem as a literary form, was overlooked, and there was, effectively, no text level work. On another occasion, teaching about recount texts went on too long, and some pupils were very clearly losing attention, although they responded positively when the lesson

moved on.

73. The subject is led well and the co-ordinator has regular time to monitor teaching and to sample pupils' work. This is an improvement since the last inspection. Medium-term planning is guided well by information from assessment. Resources are good, including books in all classes, and sets of group readers used across the school. The good range of resources makes a positive contribution to the quality of pupils' learning. Classroom assistants contribute well to pupils' learning, and sometimes quietly encourage pupils in whole class discussions. However, they tend to be left out of whole-class discussions, where their involvement could extend their contribution to pupils' learning.

MATHEMATICS

74. At the time of the last inspection in 1997, standards in mathematics were above national expectations and pupils made good progress during the four years in school. Teaching was judged to be good and the subject was managed effectively. Standards have remained above average in each of the four years and were higher in 2001 than in 1997, although standards were lower last year. The school did not reach the target of 80 per cent at level 4 or above in 2001, although an analysis of available data indicates that the pupils made the expected progress from when they first entered school. The main factors which enable pupils to achieve improved results include good teaching over all year groups and the positive and enthusiastic approach which shows that most pupils enjoy mathematics and are keen to improve their skills and knowledge. There is also a well-developed and structured scheme of work and a good range of resources that support teaching successfully to help pupils develop their skills. The thorough analysis of the strengths and weaknesses in previous test papers is used well to identify areas of weakness as a focus for further teaching.

75. Over the period since the previous inspection, good improvement has been made in mathematics. During the inspection, a large majority of pupils were attaining standards which meet, or exceed, those expected nationally for their age. They make good progress throughout the school, particularly in their knowledge and understanding of the four rules of number. Pupils with special educational needs also make good progress towards their targets. The setting arrangements in most years allow special needs assistants to work with them in small groups, enabling them to be included fully in the learning activity.

76. Year 3 pupils are using written methods to add and subtract two-digit numbers accurately, for example $20 + 16 + 13$ and $39 - 21$. More able pupils are beginning to use their increasing understanding of number so that they can mentally calculate the digit required to raise a number to the next 10, for example, $33 + \underline{7}$ or $4994 + \underline{6}$. A minority of Year 3 pupils have weaknesses in their knowledge and understanding of number, for example, their mental recall of pairs of numbers which add up to 20. Pupils make good progress in their learning, improving numeracy knowledge and skills, through consistently good teaching, supported effectively by frequent number practice activities.

77. Teachers build on these skills in Years 4 and 5. Teachers use weekly tables tests: 'brain sharpeners', to reinforce and extend pupils' knowledge of multiplication and division facts. They successfully develop pupils' knowledge and understanding of number. Pupils apply their knowledge to undertake small investigations such as 'how many tiles are needed to cover a wall'. Year 4 pupils know that they can multiply length by width or 'count squares' and that area is recorded as cm^2 . They begin to use negative numbers and multiply or divide a two-digit number by a one digit one with mostly good understanding (e.g. 53×5 and $29 \div 4$). Year 5 pupils have a good knowledge of common two-

dimensional and three-dimensional shapes and describe their main properties. They identify and name acute, obtuse, reflex and right angles correctly. They have good skills to multiply and divide

confidently by 10 and 100 and work with simple percentages. They recognise the connection between fraction, decimal and percentage. They have investigated aspects of probability, recorded by tally chart, and illustrated the results using a bar graph, showing good understanding. Lower attaining pupils recognise the relationships between adding and multiplying and division and subtraction. They recognise and describe two-dimensional shapes and calculate simple perimeters.

78. Most Year 6 pupils show increasing confidence in their ability to work out answers mentally and then explain the strategy they used. They use their good understanding of number to solve real-life problems such as discount and sale price. They can calculate 50 per cent of a price and from that, 25 percent. Similarly, they calculate ten percent and from that, five per cent. This enables the pupils to determine the reduction and thereby the sale selling price. A few pupils work with discounts of 33 per cent, by working out ten per cent and thereby 30 per cent, followed by ten per cent of the 30 to obtain the three per cent, before then finding the total reduction and sale price. They carefully explained the steps as they worked their way through the problem, clearly enjoying the challenge they had been set. Most pupils extend their number knowledge well by increasing their understanding and use of decimals, fractions and negative numbers. They plot co-ordinates in all four quadrants and are able to solve simple equations. They have good skills to calculate the range, mean, median and mode of a group of numbers and interpret different graphical representations well.

79. The National Numeracy Strategy has been adapted imaginatively to meet the needs of the pupils and is enhancing the curriculum and improving pupils' achievements in mathematics. Standards of numeracy are good, following a good focus in the mathematics lessons. The great majority of lessons start with a mental mathematics activity, which enables pupils to reinforce and extend their numeracy skills. Pupils are developing a good understanding of number bonds and place value. By Year 6 higher attaining pupils are confidently multiplying and dividing decimal numbers by ten, 100 and 1000. They can multiply three-digit numbers by two- and three-digit ones (e.g. 394×242) and divide three-digit numbers by two-digit ones (e.g. $844 \div 26$).

80. There is a detailed numeracy plan for each year group which is tailored by the teacher to meet the needs of the class. In all classes the learning outcome, or focus, of the lesson is used to direct the pupils' learning. There are opportunities for pupils to extend their numeracy skills in other subjects, for example measuring length, capacity and temperature in science and design and technology with the associated calculations and co-ordinates in geography. Although information and communication technology was not observed in use in a mathematics lesson there was satisfactory evidence of its application, in particular, a most interesting display of the results of an investigation into 'lunches' in which some results were in the form of computer generated bar and pie graphs.

81. Overall, the quality of teaching and learning is good across the school. Teachers have secure subject knowledge and lessons are carefully planned so that interesting activities gradually build on previous learning. It is usual for the main points of previous lessons to be revised and the objective of the current one to be presented to the pupils at the start. In most lessons teachers are enthusiastic and motivating. They have high expectations of all pupils and work generally demands the most of the pupils, though at different levels appropriate to the pupils' ability. There is a lively, prompt start, with a well-planned and executed mental exercise to focus the pupils on the subject. In the main body of the lesson, activities are included which engage the interest of all the pupils in the class and help them to learn. For example, in one class, work was finely structured at five levels, all blending into a continuous development of learning. Most pupils have a card setting out the key objectives to be learned during the year. From these records, the scrutiny of pupils' work and from discussion with them, it is clear that the quality of learning over time is good.

82. Well-established routines for managing pupils' behaviour enable the lesson to proceed smoothly, and minimise disruption when activities change. Learning is reinforced at the end of the lesson by a plenary session, where pupils are able to demonstrate what they have learned and receive praise for their efforts. The objective is revisited at this time to ensure good learning and the relevance to the next lesson is made known. Pupils' attitude and behaviour in lessons is never less than good and is often very good. Relationships between pupils and staff and with each other are usually very good. Special needs assistants make a very positive contribution: they know the pupils they work with well, and often pre-empt situations arising, thus avoiding confrontations or problems in class. They enable pupils with special educational needs to make good progress in learning. Learning is also supported by prompts and different worksheets for those pupils who need them, which allow these pupils to succeed at their own level. Resources are proficiently used and changes of activity are skilfully timed, resulting in well-motivated pupils participating fully in their work. Through the very good role models of staff, and the exploitation of activities which demand taking turns, working together, co-operating, collaborating, and thinking about the needs of others, mathematics contributes well to the moral and social development of pupils.

83. There is very good leadership in mathematics and the school has benefited from local education authority advisory support in this subject. Staff are secure in their expertise and how to teach the numeracy strategy. The co-ordinator gives clear educational direction and works hard for improvement. He has improved the scheme of work and the range of mathematical resources. The co-ordinator has initiated tracking and predicting pupils' progress. However, the system is relatively new and he has only just begun to make use of the information to predict where pupils should be from one year to the next. He is monitoring the quality of teaching and learning. Pupils' work is consistently marked and assessed across the school. He is making very good use of this and the analysis of National Curriculum assessment data he has collated to guide improvement through year group action plans. An enthusiastic leader, he is ensuring that this is a popular subject in the school. A high proportion of pupils stated that mathematics was a subject they enjoyed, and showed confidence in it.

SCIENCE

84. Standards in science are above average by age eleven in the work seen. Pupils achieve above what would normally be expected. Standards in science were well above the national average in the 2001 national tests. This maintains the comparison with national performance at the time of the last inspection. There was no significant difference between the attainments of boys and girls. Pupils with special educational needs make good progress in relation to their targets. All pupils are learning to use observation and recording skills. In comparison with similar schools standards in 2001 were well above average.

85. Previous work shows that pupils are covering the programme of study with opportunities for learning through practical handling of materials. There is less evidence that pupils are posing their own questions and following these up through their own experiments and problem-solving.

86. Pupils in Year 3 have a good understanding of how to make up an electric circuit. Through the opportunity in a lesson to experiment with different components, most pupils came to understand the effects of adding an extra battery or putting wires in the wrong place. Most pupils made good progress, although they were very uncertain about the components initially and could have done with more time for the first task. By Year 4 pupils are more familiar with the need to control an experiment and the teachers' good emphasis on this and on making regular observations leads to generally good

understanding of investigation. In an experiment, pupils wrapped their iced lollies carefully and showed good skill in reading the thermometer scale, although the positioning of the

thermometer in order to take the readings was less consistent and needed more discussion with the teachers. The pupils recognised that the lolly that remained unwrapped was used as a control to see what happened without any insulation. While all children co-operated well and followed a sensible routine, the children are still developing confidence and the necessary skills to conduct an experiment independently.

87. An interesting task for pupils in Year 5 required them to consider and investigate the conditions when decay and mould are most likely to develop on food, within the study of micro-organisms. The teachers provided a lively introduction that brought out the need to compare and contrast conditions. Pupils related the situation well to their knowledge of how food is kept fresh, such as drying cereals or freezing vegetables. Many pupils predicted that warm and moist conditions would produce more mould/ decay and understood how to set up their experiments correctly. Pupils in Year 6 have been studying the human body. The teachers helped the pupils to build up a model of the circulation of the blood using simple components. They presented a highly effective animation which pupils understood by using a dumper truck to transport the oxygen to the lungs and to remove the carbon dioxide as we breathe out. Most pupils recorded the circulation of the blood, showing good understanding of the function of the heart, although the amount of written work within the time was less than might be expected for pupils in Year 6. Overall pupils exceed the expectation by age eleven, with evidence from previous work of good subject coverage and development of skills. While pupils' work indicates a good emphasis on experiments which promotes their knowledge well, evidence from books and observations during the week suggest that most experiments are set up and organised by the teachers. There is evidence of a good selection of experiments but these are usually the same for all children. There is insufficient opportunity for pupils to pose their own questions related to a theme and to set up their own investigations to explore answers.

88. Pupils have good attitudes and behaviour during science lessons, which promote their progress and attainment. Pupils enjoy science lessons especially when they are involved in practical activities. Most pupils hold their interest well through the encouragement and careful questioning of the teachers. In Year 3, for example, pupils were very motivated to light the bulbs, often to the exclusion of reading the instructions first. In most lessons the teachers provide a lively and well-expressed introduction that sets out what pupils are to learn clearly. The teachers use suitable practical materials and the activities focus the pupils well on the ideas.

89. The teachers usually have literacy skills well in mind during science lessons, so that the specific vocabulary is used carefully, such as 'insulation', 'atrium' or 'conductor'. Numeracy skills are consolidated through recording information, reading scales and compiling tables of results. The use of ICT during lessons was not noted during the inspection, and this is recognised as an area for development. The subject makes a good contribution to pupils' personal and social development when they work together during practical investigations. Overall, the planning for subject coverage and progression of content is good, although further work is required on planning for pupils to become independent young scientists. Practical activities are provided that the pupils enjoy and learn from.

90. Teaching is good, the teachers showing good subject knowledge through their discussions and focused questions. The teachers set a positive tone in lessons, with very good relationships and the management of the pupils so that pupils are interested and keen to work. All teachers explain the ideas clearly. Teachers have a generally good questioning style that prompts pupils to observe and think with good attention to reasoning and interpretation. The teachers use the plenary sessions well to revisit learning objectives and assess the level of pupils' knowledge. Teachers mark pupils' work regularly, although helpful comments to confirm what they have learnt or on how they might improve are not given very often. Nearly all activities are teacher-directed, however, so that pupils are following a pre-set approach, and the challenge and scientific experience of investigation are then limited.

91. The management of the subject is good and is led enthusiastically by the co-ordinator. She monitors planning, looks at children's work and is active in giving advice and support. The co-ordinator has worked very hard to produce a scheme of work adapted to the needs of the pupils in the school using national guidance and other sources. The assessment procedures are good and the process of recording pupils' progress in their on-going work is becoming established. The subject meets statutory requirements. The co-ordinator has prepared a subject action plan that has identified relevant priorities and she is providing support towards the targets. The quality and supply of resources are good, and they are well organised in a spacious store room. There is an excellent wild area in the school grounds providing opportunities for pupils to look for small animals and their habitats.

ART AND DESIGN

92. Pupils achieve well in art and design, and the standards they attain at Year 6 are above average. These good standards have been maintained since the last inspection, and this reflects the very good leadership of the subject, the good quality of the planning for the subject and the good teaching.

93. Across the school, pupils show very good attitudes to their work. Teachers encourage pupils to explore and reflect, and this enables them to get the most out of the experiences they are offered. As a result, pupils develop their individual skills and produce work that represents good personal achievement. In the lessons seen, pupils in Year 3 were exploring symbols in Aboriginal art. The ample supply of pictures enabled them to look at and discuss with interest what the designs might represent. They picked out particular motifs to draw that they judged to be significant, making good representations. The strength of the learning lay in the process of thinking about how ideas might be shown in a design.

94. In Year 5, pupils were examining closely textures in pictures of clothing, and attempting to represent the details in pencil drawings, including showing three-dimensional effects through shaping and shading. Most pupils were taking great care, commenting on interesting details and working quietly and with concentration, using frames for isolating details in the pictures and magnifying glasses which had been provided. In Year 6, pupils were drawing details of plants from observation with good skill. Teachers gave careful guidance on the use of different grades of pencil, getting pupils to explore the effects of grade and pressure. Pupils extended their understanding of the medium well when looking at a number of different plants, and had several opportunities to explore the effects of line and shade.

95. Around the school, the work of pupils is celebrated in a range of displays. Drawings from observation show great care, and photographs of clay models of Greek vases are based well on research and visual notes. Paintings on a water theme by younger pupils show a range of individual responses, and different styles and techniques. , Much of the pupils' work that is based on the style and techniques of famous artists goes beyond just copies, and shows pupils using what they have gleaned from the pictures to inform their own work. Surreal and abstract collages and drawings of guitars by pupils in Year 6, based on the work of Picasso, demonstrate how pupils have explored the form of the instrument, and developed a range of designs picking out what, for them, are significant features and shapes. Pupils write thoughtful evaluations of their work, and they reflect on the ideas they have tried out. In lessons, evaluations by pupils of each other's work are thoughtful and respectful.

96. The overall quality of teaching is good, and often that seen was very good. A quiet atmosphere is established in lessons, resources are used well and lessons are well paced, so that they are purposeful and productive. Sketchbooks are used systematically, and promote a good sense of purpose to the work. The work in the books is dated, the aims of exercises are clear, and the pupils routinely evaluate their work. While sketchbooks show many individual responses and efforts, and often provide valuable reference material for later work, they are used mainly to try out ideas or to follow investigations presented by the teacher. They are used less by pupils to record independent observations, or to try out ideas of their own for use in later work.

97. The scheme of work ensures that pupils have a good range of opportunities to work in two and three dimensions, using a range of media such as pencils, pens, paint, card, clay and textiles. Computers are also used to generate some good designs, including some to support other work, such as book covers for design and technology projects. Teachers have a good understanding of the subject, and this is supported by a clear scheme of work, the good resources, which have improved since the last inspection, and the continuous evaluation of standards by the enthusiastic and effective subject leader.

DESIGN AND TECHNOLOGY

98. Standards of attainment are above average at Year 6 and across the school. From Year 3, pupils develop their design, making and evaluation skills well, and their achievements are good. The scheme of work is well established, and the work seen during the inspection largely reflected the good standards seen at the last inspection.

99. At the time of the inspection, the subject was being taught only in Year 4. Pupils were investigating mechanisms for books with pop-ups or other movements. The emphasis in the lessons was on considering how different mechanisms worked, making draft versions of them so that pupils could decide later which they would use. The activity was part of a coherent unit of work in which pupils would see the whole planning, writing, illustrating and making process through, with evaluations at each stage. Pupils worked carefully at early attempts to make simple mechanisms, and teachers focused with groups learning how to use craft knives correctly. Pupils learnt safe and effective practices, and worked with some accuracy in most cases.

100. Previous work on display, on-going work not taking place during the inspection, and pupils' workbooks show the steady development of skills during the key stage. In Year 3, pupils have made wheeled vehicles, having produced labelled sketches, plans for whole vehicles and also for parts of the vehicles, such as axle holders. In Year 4, pupils have designed and made switches for electric circuits, and designed a healthy drink, after evaluating commercially available drinks. Sandwich making also takes place at another time, and in Year 4 there has also been research on Victorian soup, linked to history. The use of the food technology room supports work in this aspect of the subject, and the insufficient emphasis on this area identified at the last inspection has been remedied.

101. Other work undertaken includes investigating structures, such as supported picture frames and models of Tudor houses, and making Victorian purses. Current work in Year 6 is the design and construction of fairground rides. While some design elements are shared by many of the models, there is much individual adaptation and decision-making in the overall designs and the linking of electric motors to drive them. There is scope for pupils, who have developed by Year 6 a good range of design and making skills, to generate a wider range of designs incorporating, for example, reciprocating as well as rotational movement. Plans to link work in control technology in ICT to the fairground rides

have not yet been implemented. All work is based on research, making, for example, templates and test pieces, and careful planning of the stages that will be followed. Evaluation of work is integral to all the units undertaken

102. The small amount of teaching seen was good, and good teaching is also evident in the processes and outcomes seen around the school. Work is well planned, learning is developed well, and there is no rush to produce finished products. Lessons are interesting and managed well, and good working practices are established. Detailed planning for each unit of work supports the good teaching, and also provides guidance on how the subject can contribute to pupils' spiritual, moral, social and cultural development. The co-ordinator leads the subject very well. Standards are monitored regularly and resources, which are good, are being improved. All these factors contribute well to the pupils' good learning and the standards attained.

GEOGRAPHY

103. During the week of the inspection, due to time-tabling arrangements, no geography lessons were observed. Therefore, judgements have been made on the basis of an analysis of pupils' work, discussions with pupils and teachers, and the analysis of planning documents.

104. Standards of attainment of pupils at the end of Key Stage 2 are in line with those expected for pupils at this age, indicating that teaching is at least satisfactory. The previous inspection findings that standards are sound have therefore been maintained. However, from the analysis of work undertaken in Year 3 and 4 there is evidence that standards in the school are rising, and pupils understanding of environmental change is well developed.

105. Younger pupils develop a good knowledge of the main characteristics of the local area from their topics on Around the School and Tour de Bartley. They use simple maps and can identify key features including how land is used. The enquiry based work on Bartley extends their knowledge of the physical and human characteristics of the area, and they develop an understanding of map symbols and co-ordinates. In Year 4 work is focused on a river study and pupils' work shows an understanding of the key features of a river including erosion and deposition. There are some good examples of pupils' work showing comparisons between different stages of a river and the geographical features found at these stages. Pupils in Year 5 develop their understanding of the link between geographical location and human activity, and they make comparisons between the climate in St Lucia and that in Southampton. Pupils learn about the main human and physical features of St Lucia. Towards the end of Year 5 and in Year 6 pupils work is focused on environmental and conservation issues. Pupils show an understanding of how their environment is affected by human activity, and some higher attaining pupils are able to write well focused discussions on this subject. However, older pupils' knowledge of the surrounding area and map skills are less well developed.

106. The subject co-ordinator provides very good leadership. There is a clear drive for continuous improvement demonstrated by the focused monitoring and evaluation she has undertaken. This high quality work has driven many improvements in the subject including the use of fieldwork and the local area for geographical studies. The co-ordinator has developed a very good scheme of work for geography which sets out clear learning objectives and detailed activities. This provides a very good basis for teachers' lessons, and covers all aspects of the geography curriculum; the units of work on environmental change are particularly strong features. Another strong feature of the scheme is the inclusion of good quality field studies to support pupils' learning. However, consideration needs to be given to the current blocking arrangement resulting in significant gaps of one and two terms between pupils' experiences in geography. The progress and acquisition of geography skills needs particular consideration. Pupils' work is marked regularly and standards of work are monitored; however

comments are not consistently evaluative or indicate clearly how pupils can improve their work. Assessment statements have been developed carefully and these are reported to parents at the end of the school year. They provide a good basis for teachers' assessments and this is another aspect that the school has improved since the previous inspection.

HISTORY

107. Standards of attainment at the end of Key Stage 2 are in line with those expected for pupils at this age, as they were at the time of the previous inspection.

108. Younger pupils at the school develop an understanding the Celts and Romans and can identify particular characteristics of this period. More able pupils use challenging texts to access more information about clothes, cooking implements and other aspects of day to day life during these times showing good understanding. Pupils in Year 4 develop an understanding about life in Victorian times through their local history study. However, this work is primarily focused on Victorian times and pupils do not develop sufficient depth of understanding about local history. Pupils make observations about life in this period based on a good range of primary and secondary sources, some of which are based in the local area. However, there is evidence that some pupils are making generalisations without supporting evidence. Pupils later undertake a study of Ancient Greece. Their work shows satisfactory progression and they make good links with geography in locating important Ancient Greek settlements on maps of this area. Pupils know the names of some of the Greek Gods and make simple comparisons between life in Sparta and Athens. Pupils gain a satisfactory understanding of what life was like in Ancient Greece and make simple observations.

109. From their study of The Tudors pupils can identify some of the monarchs of the period and know that the Spanish Armada was a significant event. They can also extract information from a variety of sources including portraits of Tudor monarchs. Pupils show good observation skills and some more able pupils have the skills to evaluate the quality of different sources of information. The Year 6 study on the Second World War enables pupils to use a wider range of primary and secondary sources, and there are some good examples from the previous year's work of extended writing based on this study. In this work pupils show understanding and empathy with the people involved in the war. Over the key stage pupils make satisfactory progress and gain an understanding of the differences between different periods. They acquire greater depth of understanding about the periods they study and some able pupils are beginning to evaluate sources of evidence. However, pupils' ability to evaluate historical events, developments or characters and to discuss their significance is less well developed.

110. Pupils have positive attitudes to history and show interest and enthusiasm for some of the important events and characters in historical periods. They generally listen well and persevere with their work, taking care with presentation.

111. The quality of teaching observed overall was satisfactory. Teachers provide good quality resources for children to use and employ effective questioning. Teachers demonstrate enthusiasm for the subject and their subject knowledge is secure. In some samples of work analysed during the inspection, it is evident that higher attaining pupils are not always sufficiently challenged with pupils of widely differing abilities achieving similar outcomes. In general, teachers employ appropriate teaching and learning methods. However, on occasions an over-long exposition and introduction to the lesson does not sustain pupils' interest and their concentration lapses.

112. The co-ordinator provides very good leadership and has developed an effective and very well structured scheme of work for the whole school. The scheme of work is very comprehensive and

provides good guidance for teachers' weekly planning and assessment. The scheme ensures good coverage of the units of work and development of historical skills. The focus on local history is however, under-represented and this work is taught wholly within the context of the Victorians. The co-ordinator is already aware of this and is taking positive steps to include more focused work on

local history. A strength of the scheme is the inclusion of good primary and secondary sources for pupils to explore in their history topics. Assessment statements have been developed which are then woven into pupils' end of year reports. The co-ordinator regularly monitors and evaluates the quality of work and standards in history. This very good practice reflects the school's commitment to raising standards. Resources for history are good; they are well organised and meet the needs of the curriculum. There is a good range of primary and secondary sources. The school makes good use of visitors to the school, as well as providing a good range of day and residential visits to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. By age eleven pupils attain standards that exceed the expectation and they are making good progress. The school has maintained the standards of the last inspection. The school provides many good experiences in the excellent computer suite that are having a direct, positive impact on pupils' standards. The high quality of ICT facilities gives the pupils access to programs and features which the school uses well in offering the full curriculum requirements. The application of ICT across the curriculum is a considerable strength for many tasks so that pupils are learning the benefits of these skills well in other subjects. The higher attaining pupils have good skills and understanding and for several pupils these are highly developed. The good teaching enables pupils to make good progress through the school, helped by their good interest.

114. Pupils in Year 3 have satisfactory skills to generate and communicate ideas using text and pictures. Thorough and well-structured teaching focuses well on pupils' understanding of the steps to follow, building early keyboard and mouse skills, such as entering text or using icons for commands. Most pupils use the mouse quite neatly and with sufficient skill for the tasks. They are beginning to know how to open up a program, enter commands and use features of programs by clicking on the mouse, and to print a copy of their work. The teachers' good subject knowledge and choice of task give the pupils the motivation to understand simple commands. For example, pupils had the task of replying to an e-mail sent by their class teacher. Most pupils opened up the message using the correct steps and typed in a reply, about hobbies or interests. Several pupils adopted a good style in their reply. The children maintained good interest and effort throughout the lesson, so that several pupils produced a well-written reply, although many pupils found greater difficulty than usual with spellings. By Year 4 pupils have extended their word processing skills. They log onto the computer system confidently and call up Textease so that they can create a book cover, giving very good purpose to their work. The pupils demonstrate good skills to highlight text, change the font, add text, drag boxes across, zoom in and out, and cut and paste text or pictures. Most pupils are quick to learn new skills or the implications of a step. The teacher's good support encourages a busy, interactive atmosphere where pupils work hard to produce a good, finished result. While most pupils have good experience and learn new skills there is a strong tendency amongst a significant number of boys in the mixed pairs to dominate the use of the computer and to sideline their girl partner. This is an unsatisfactory aspect of their attitudes and behaviour. Most pupils are also over-dependent on the mouse to enter commands and need direct teaching on the convenience of certain keystroke commands.

115. Within Year 5 pupils demonstrate good skills to log onto the computer system and set up the design program Dazzle. In one lesson observed the teacher's good preparation for the task showed through the pupils' knowledge of the design of Tudor houses from their own researches. Most pupils had at least a satisfactory level of skill to use the mouse, clicking on the icons and drawing sections of line. Pupils also produced rectangles and squares, and persevered well, so that within a short time most pupils had a suitably balanced outline, bigger upstairs than down. A few pupils showed exceptional levels of skill in their finished designs, and most had included a good range of features. By age eleven

standards are above average since pupils have gained good skills and understanding to apply their ideas to new tasks. When set the task of producing a multi-media package pupils demonstrated an early understanding of the procedures - exchanging pages by clicking on the little book icon. The good teaching in all these tasks promotes good gains in the pupils' skills through clear instructions and interactive questioning. Pupils have sufficient word-processing skills to enter, change and edit text, although their actual keyboard skill is often slow without a good key-stroke style. Pupils know how to access data and to carry out a search. The teachers provide interesting and challenging tasks that extend pupils' understanding well. The quality of learning in some of the lessons is high since the teachers' positive style and good subject knowledge encourages pupils to engage very well in the task.

116. The pupils quickly become interested and are keen to use the computers. They have mostly good attitudes and behaviour during ICT lessons, although a few pairs of pupils find it difficult to co-operate. They are very motivated by the use of ICT and usually sustain concentration well to produce their work. This is supported and promoted well by the teachers. The classroom assistants provide very good support through their interventions with the children. The majority of pupils work together well, taking turns to enter information and exchanging ideas, showing that their personal development is growing. All pupils have equal access to the tasks, although occasional unsatisfactory co-operation between pupils limits their learning. The pupils are becoming independent in tackling the tasks, but several remain reliant on the teachers, including some of those with special educational needs.

117. The quality of teaching is good, with a few examples of very effective teaching. Most planning is clearly based on classroom related tasks as well as building up specific ICT skills. The teachers' good knowledge is shown through the clear demonstrations and confident discussions. When it is available, the teachers use the interactive white board to good advantage so that pupils can follow the steps clearly. There is a good focus on direct teaching for understanding and skill development that promotes secure learning and improving standards. Teachers use their time well, giving direct instruction, but also busy around the computer suite ensuring that the pupils use the skills themselves. The organisation and management of the pupils are good in the ICT suite, balancing good use of the ICT facilities with class discussion. The use of ICT as a natural facility to support work within the classrooms is still developing and the school is aware of this. Teachers make assessments of the pupils as they work, picking up points to reinforce, but a school recording system is only just being introduced to track pupils' skills. The annual reports to parents provide helpful statements on pupils' progress.

118. The co-ordinator provides very good support for colleagues so that they are confident and prepared. The school has a subject policy and has adopted Qualifications and Curriculum Authority guidance to ensure progression, adapting it to give a good range of relevant tasks. The subject meets the requirements of the National Curriculum, with appropriate breadth, balance and progression through the school. The subject is well-developed and the school has made good progress since the last inspection, for example in providing well-chosen tasks that promote achievement well. The school has made good investments in ICT resources, though it recognises that this will need to continue in order to maintain the present high quality.

MUSIC

119. Standards of attainment at the end of Key Stage 2 are in line with those expected for pupils at this age. This reflects the overall findings from the previous inspection. Attainment in composing and performing, which was judged previously to be good, is now satisfactory.

120. Pupils sing confidently in unison and can maintain simple two-part accompanied songs. They sing tunefully and with good diction, showing appropriate empathy and expression. Some older pupils are able to sustain a solo vocal part. Pupils know a wide variety of songs and can accompany these with simple rhythms on tuned and untuned percussion instruments. Higher achieving children can play more complex parts reading from musical notation, and maintaining a melody line independently. Pupils can compose simple rhythms and melodies, and older pupils are developing an understanding of different musical genres. Pupils acquire an increasingly wide musical vocabulary and understand terms such as verse, chorus and ostinato. Pupils generally listen well and are able to appraise their own work and suggest ways that it may be improved, for example by varying the combination of instruments and dynamics of particular parts. There is a growing awareness of technical features and how rhythms and melodies are constructed. Pupils know the names of many musical instruments, and play them correctly showing care and respect. Pupils make sound progress throughout the key stage, whilst pupils who receive additional lessons from visiting instrumental teachers achieve well and make good progress. Progress is also good in the whole-school singing practice, ably led by the co-ordinator.

121. Teaching overall is satisfactory, and there were some good examples of teaching during the week of the inspection. Resources are used well and lessons are carefully planned. The work presented to the children is appropriate and varied, and encompasses a wide variety of musical genre, including some good examples of music from other cultures. Teachers give praise, encouragement and support to pupils, engendering positive attitudes and confidence. The visiting instrumental teachers make a good contribution to the music provision at the school, as does the music co-ordinator who provides a very positive role model for other teachers.

122. Pupils' attitudes to music are positive. They enjoy singing and playing, show interest in their work and are keen to participate in lessons. Pupils show perseverance and determination and a desire to improve their work; this is particularly apparent in the individual and group instrumental lessons provided by the visiting teachers from Hampshire Music Service.

123. The co-ordinator provides very good leadership. She has developed a good quality scheme of work that provides a good basis upon which teachers plan their lessons. The co-ordinator provides ongoing support to other teachers and has led staff meetings focused on teaching skills. Assessment statements have been developed which lead directly into pupils' end of year reports. The co-ordinator has a clear view of strengths and areas for development in the subject, has identified priorities and is taking positive action. There is a clear focus on raising standards, and the co-ordinator's enthusiasm, expertise and commitment to the subject are important factors in the development of this subject. Resources for music are good and are very well organised in a specialist teaching room, making them easily accessible to teachers and pupils.

PHYSICAL EDUCATION

124. Standards in physical education are close to the expected levels nationally, which is similar to the previous inspection. Boys and girls have equal opportunities to participate in the range of activities and make satisfactory progress in developing their physical skills. Pupils may practise and improve their skills through a good range of extra-curricular sporting clubs, for example, football, netball and basketball. There are also several inter-school competitions. The majority of pupils swim at least 25 metres by the time they leave the school and many exceed this distance.

125. Pupils throughout the school understand that it is necessary to warm-up at the beginning of a lesson or practice session and to cool down afterwards. They enjoy these activities and a Year 3 pupil explained that 'it makes you warm and your heart thumps' after an aerobic-type warm-up. By Year 6

pupils can competently lead or suggest suitable activities for the warm-up. In Year 3 pupils enthusiastically learn the Scottish Reel ‘Peebles’ Bus”, so that by the end of the lesson most have mastered its intricacies and complete a full set. Year 4 pupils generate a sequence of movements using rolls and turns and then demonstrate and instruct their partner so that they may copy. A few pupils who are unable to take part are required to watch, evaluate and then explain what they felt was best in what they observed.

126. Pupils in Year 5 practise and refine their ball skills in basketball. The higher attaining pupils have developed a good technique in spreading their fingers to maintain hand contact and retain good control while varying the height of the bounce. They show good control when dribbling a basketball around cones in a team practice drill. They also practise the bounce pass in pairs, but few are sufficiently confident to make use of this method of passing in the game that concluded the lesson. They co-operate effectively in team play, for example, when passing the ball to each other. Some show an increasing understanding of team tactics, for example moving into empty space, and their role in contributing to the team’s effectiveness. A pupil with severe learning difficulties was very effectively involved at all times in this lesson. In Year 6 pupils demonstrate developing hand-eye co-ordination as they practise hitting the ball with a racquet to a partner across the net in short-tennis. Higher attaining pupils can maintain a rally of several shots and consistently try to improve on previous performance. All pupils listen attentively to teachers’ instructions and follow them carefully.

127. Overall, the quality of teaching and learning is satisfactory across the school. Planning for the progressive development of skills has improved since the last inspection and supports non-specialist teachers well. Suitable links are planned between dance themes and other subjects of the curriculum. Pupils enjoy physical education and are interested and enthusiastic. Teachers demonstrate skills clearly, and use their subject knowledge to improve the standard of performance. For example, in a Year 3 class, the teacher called and led the dancing enthusiastically, which inspired the pupils and enabled them to make very good progress in the lesson. Lessons are well planned to improve skills through a variety of challenging activities. However, in some lessons each activity is prolonged, so that pupils, other than the most motivated, become disinterested and lose focus. Pupils of all abilities are managed well and, generally, actively participate throughout the lesson. All pupils are fully included in all activities. Pupils whose special educational needs are linked to behavioural problems are helped to play a part because teachers manage pupils well in physical education lessons. Pupils are often reminded of health and safety considerations. Teachers insist on pupils behaving sensibly and safely and when behaviour is not good enough teachers deal with it firmly. This ensures that all pupils get the best from their lessons and achieve as well as they can. Assessment criteria that are linked to expectations in the new scheme of work are being implemented.

128. The subject is led well and effectively co-ordinated. The co-ordinator has had a few opportunities to monitor and evaluate teaching and learning. Further observations are programmed. The school benefits from very good indoor and outdoor facilities and a good range of resources, though storage space is limited, which compromises safety in the hall and gymnasium. [51]There has been satisfactory improvement since the last inspection and an appropriate action plan is being implemented.

RELIGIOUS EDUCATION

129. Standards of work in religious education are broadly in line with the requirements of the locally Agreed Syllabus. Evidence gained during the inspection from the limited number of lessons and assemblies observed, and from the scrutiny of pupils’ work and teachers’ planning, confirms that the school is meeting the requirements of the locally agreed syllabus well. The curriculum is well-organised and supports progressive development. Pupils, including those with special educational needs, increase their knowledge of the Christian religion each time they study it and gain a satisfactory understanding

of how religions mould the lives of individuals and communities. There has been satisfactory improvement since the previous inspection.

130. In each year group, pupils study Christianity. Pupils develop some knowledge and understanding of Bible stories, such as the Noah, Moses and Jesus' visit to the Temple as a boy, as well as Christmas and Easter festivals. They know about symbolism and how light is important within world faiths, including Christianity, Judaism and Hinduism. In Year 6 pupils study issues linked to faith and belief. For example, in November they thought about death and remembrance and composed many profoundly thoughtful and reflective poems. In Year 5 pupils learn about Hinduism. They consider the elements of the Puja tray and their possible significance. They show respect for the artefacts and their initial ideas are close approximations of their significance and use. They look forward to the next lesson, when they will explore the Internet for accurate information, with anticipation. In Year 4 pupils study how a Jew prepares for the Shabbat and the important features of the celebration. They rewrite their daily diary for Saturday with the constraints of the orthodox observances, such as no use of a car or switching on the electricity. Year 3 pupils enjoy re-enacting the conflict between Moses and Pharaoh and depicting the various plagues through role-play. In one lesson there was a particularly impressive depiction of an angry God as Pharaoh rejected the annoyances and difficulties of each succeeding plague. Overall, pupils display good knowledge of the religious traditions of Christianity and sound knowledge of other faiths.

131. The quality of teaching and learning is good overall and ranges between very good and satisfactory. Pupils' attitudes to the subject are always positive. Teachers' subject knowledge is secure and they make effective use of the good resources for the subject to develop the knowledge and understanding of each of the three religions studied. The pace of the lessons is brisk and tasks and activities are well matched to the abilities of pupils. Teachers expect a lot of the pupils and make good use of both closed and open-ended questioning in order to keep all pupils enthusiastic and fully involved. Pupils display an eagerness to learn and all pupils, including those with special educational needs, are fully included and involved in all activities. The learning objective for each lesson is made clear to the pupils at the outset and often reference is made to previous work. Teachers provide opportunities in most lessons for pupils to think about and reflect upon the theme of the lesson. Although the standard of pupils' documented work is at least satisfactory and sometimes very good, many lessons are fully oral, so that often the pupil has no record of what they have studied.

132. The subject is led well and managed by the curriculum co-ordinator, who has ensured that school planning covers all aspects of the locally Agreed Syllabus. Core planning is detailed and supports the individual lesson planning very well. The co-ordinator has had the opportunity to monitor the quality of teaching and learning in some lessons and plans to continue this throughout the school. Effective links with the local community are being forged in order to enhance the provision of religious education. Resources for the curriculum are good and are used effectively to support learning in the classrooms. The subject makes an important contribution to the pupils' spiritual and cultural development. A portfolio of pupils' work assessed against the attainment levels of the locally Agreed Syllabus is being developed in order that consistent and secure judgements of attainment may be ensured.