

INSPECTION REPORT

ST. MARY'S C.E. (AIDED) PRIMARY SCHOOL

Chessington

LEA area : Kingston

Unique Reference Number : 102593

Acting Headteacher : Margaret Ann Peters

Reporting inspector : Janet Gill - 18706

Dates of inspection : 29th November - 2nd December 1999

Under OFSTED contract number: 708420

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INFORMATION ABOUT THE SCHOOL

Type of school :	Primary with Nursery
Type of control :	Voluntary Aided
Age range of pupils :	3 to 11
Gender of pupils :	Mixed
School address :	Church Lane Chessington Surrey KT9 2DH
Telephone number :	0181 397 9597
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Appropriate authority :	Royal Borough of Kingston
Name of Chair of Governors :	Reverend Peter Flynn
Date of previous inspection :	26th - 29th February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Janet Gill B Registered Inspector	Under Fives; English; Art	Attainment and progress; Teaching; Leadership and management
John Kerr B Lay Inspector		Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; The efficiency of the school
Judy Morris B Core Inspector	Special Educational Needs; Mathematics; History; Geography; Music	Attitudes, behaviour and personal development; Staffing, accommodation and learning resources
Haydn Webb - Team Inspector	Equal Opportunities; Science; Design and Technology; Information Technology; Physical Education	The curriculum and assessment; Pupils' spiritual, moral, social and cultural development

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 - 6
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 7 - 16
Attitudes, behaviour and personal development 17 - 21
Attendance 22 - 23

Quality of education provided

Teaching 24 - 30
The curriculum and assessment 31 - 37
Pupils' spiritual, moral, social and cultural development 38 - 41
Support, guidance and pupils' welfare 42 - 50
Partnership with parents and the community 51 - 56

The management and efficiency of the school

Leadership and management 57 - 63
Staffing, accommodation and learning resources 64 - 69
The efficiency of the school 70 - 74

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 75 - 83
English, mathematics and science 84 - 115
Other subjects or courses 116 - 147

PART C: INSPECTION DATA

MAIN FINDINGS

What the school does well

- ? Leadership and management of the school have improved significantly, and are now good.
- ? The Acting Headteacher and Governing Body now have a clear educational direction for the way in which they need to develop the school. They are determined to raise the academic standards of the pupils.
- ? Teaching is good, very good or excellent in nearly three-quarters of lessons observed.
- ? Provision for moral development is very good, and for spiritual and social development it is good.
- ? Pupils have good attitudes to learning and the majority of them behave well.
- ? The management and provision for pupils with special educational needs are now good and pupils make good progress towards targets set for them.
- ? Relationships within the school are good; there is good teamwork amongst the staff.
- ? The Literacy Strategy has been implemented well; standards in literacy are beginning to rise.
- ? The school promotes pupils= wellbeing and health and safety well.
- ? Provision for the Under Fives in the Nursery and Reception classes is a strength of the school.
- ? Parents are welcomed in the school and encouraged to take an active part in their children=s education.

Where the school has weaknesses

- I. There is underachievement at the end of Key Stage 1 in the core subjects.
- II. The school does not currently teach the full National Curriculum for information technology.
- III. A small percentage (5%) of teaching is unsatisfactory.
- IV. The deployment of a minority of staff is not effective.
- V. The range and quality of educational resources are inadequate to deliver the full National Curriculum.
- VI. There are limited opportunities for pupils to use their numeracy skills across the curriculum.
- VII. Use of the library is limited; consequently pupils= library skills are not sufficiently developed.
- VIII. The requirements for swimming are not met; pupils do not have the opportunity to attend lessons.

The weaknesses are now outweighed by what the school does well, and they will form the basis of the governors= action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school was slow to respond to the key issues in the last inspection report, however during the last few months there has been rapid improvement. Most notable has been the significant improvement in leadership and management, particularly during the last few months, since the appointment of the Acting Headteacher. The roles of the senior management team have now improved and although many of the posts are temporary, staff are clear about their present responsibilities. The management and provision of special educational needs has improved with an effective temporary Special Educational Needs Co-ordinator (SENCO) in post. Good liaison exists between all those working with pupils with special educational needs and a draft policy has been drawn up to ensure a consistent approach among staff. The co-ordination of some subjects has improved, for example in literacy and numeracy. The implementation of the Literacy Strategy has been good and that of Numeracy, satisfactory. Good systems have been introduced to monitor and evaluate both teaching and the curriculum. However, owing to the many new and fairly inexperienced staff some subjects do not at the present time have co-ordinators. Recruitment of teaching staff has been good. The majority of staff have been deployed satisfactorily. The quality of teaching has improved, particularly in Key Stage 2. In seventy five per cent of lessons the quality of teaching was good, although there is variability in teaching at Key Stage 1. The

improved quality of teaching has had a positive impact on standards pupils are achieving at the end of Key Stage 2. There were improvements in the 1999 National test results in English, mathematics and science. This is not the case in Key Stage 1, where pupils underachieved in the 1999 National tests. Inspection findings also show that the present Year 2 pupils are not making sufficient progress. Overall the school has made satisfactory progress, however with the changes in leadership and management in the school and in the Governing Body, the school is well placed to continue to make improvements.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	
English	B	C	
Mathematics	C	E	
Science	C	E	

This information shows that when pupils left school in 1999 their attainment was above average in English and in line with national averages in mathematics and science. When compared to similar schools, that is schools with a similar percentage of pupils eligible for free school meals, attainment was average in English and well below average in mathematics and science. The school has significantly improved the standards in

the three subjects since 1998 compared with national standards, by more focused teaching, use of performance data to set appropriate work for pupils of different abilities and the use of booster classes. In information technology, standards are below national expectations, as some aspects are not taught to a satisfactory level. There are no weaknesses now in the foundation subjects, although swimming is not taught in physical education (PE). The school is at present making arrangements to address this situation. Progress is good overall. It is good at the start of Key Stage 1, declines in Years 2 and 3, and accelerates towards the top of the school. Pupils with special educational needs also make good progress.

Children enter the Nursery with skills that are below average. They make good progress, although, by the age of five, their attainment in language and literacy, mathematics, knowledge and understanding of the world is still below average. In physical, personal and social development many children reach the standard expected for their age.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 B 11 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Good
Science		Good	Good
Information technology		Sound	Sound
Other subjects	Good	Satisfactory	Good

The quality of teaching is good overall. In ninety per cent of lessons observed, teaching was satisfactory. Of these, nearly three-quarters were good or better. A small number of excellent lessons were seen. Nearly ten per cent of lessons were unsatisfactory. The school has effectively improved the quality of teaching since the last inspection, particularly at Key Stage 2. In the Early years lessons observed were good and better. In Key Stage 1, half the lessons observed were good or better, whilst in Key Stage 2, three-quarters of lessons were good or better. The overall teaching in English and science and mathematics at Key Stage 2 was good, and in Key Stage 1 in mathematics it was satisfactory. In information technology the quality of teaching is sound at both key stages.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour in the school is good. The majority of pupils support the school rules and respond to the school=s high standards and positive approach to discipline.
Attendance	Pupils= attendance is good and reflects their positive attitude towards coming to school. Lateness continues to be a problem among a small minority of pupils.
Ethos*	The ethos is good. There are good relationships, positive attitudes and an effective learning environment where all individuals are respected and valued. The school is determined to raise standards.
Leadership and management	There have been significant improvements in the leadership and management of the school. The Acting Headteacher has a clear educational vision, which is very strongly supported by the Governing Body. There are now good systems for monitoring the curriculum, in particular literacy and numeracy. The Governing Body is not meeting all statutory requirements.

support parents= positive views. A significant minority of parents expressed concern that their complaints and suggestions are not responded to by senior management. It is the view of the inspection team, that although a few complaints might not receive immediate attention they are being dealt with by the Acting Headteacher and the governors. The Governing Body is aware of the vital importance of maintaining good communications for the benefit of present and future parents. A minority of pupils do exhibit poor behaviour on occasions, as observed during the inspection. The school is aware of the problems and is working hard to help staff implement effective strategies to deal with poor behaviour.

KEY ISSUES FOR ACTION

In order to improve standards further the Headteacher, governors and staff should:

- XVIII. Take steps to raise attainment at the end of Key Stage 1 in English, mathematics and science by:
- XIX. Raising the standards of teaching and classroom management to the level of the best in the school
 - XX. Achieving high standards of behaviour in all classes through the consistent approach in behaviour management
 - XXI. Ensuring expectations of pupils= achievement are high enough and the pace of lessons sufficiently brisk
 - XXII. Ensuring staff are appropriately deployed
Paragraphs 8, 11, 12, 14, 18, 29, 33, 72, 86, 88, 90, 92, 98, 101, 103, 108, 110, 112.
- XXIII. Ensure that the full information technology curriculum is taught by:
- XXIV. Providing appropriate training to staff, to ensure that they all have the confidence to implement the full requirements for information technology
 - XXV. Ensuring suitable equipment is available to enable all aspects of information technology to be taught
 - XXVI. Incorporating the intended use of information technology across the curriculum for all subjects and special educational needs
Paragraphs 15, 31, 34, 60, 64, 66, 72, 105, 116, 118, 121.
- XXVII. Ensure as soon as practicable, that the range and quality of resources are adequate to deliver the full National Curriculum, particularly in mathematics, history, music and special educational needs
Paragraphs 68, 72, 107, 130, 133, 138.
- XXVIII. Extend opportunities for pupils to develop independence and responsibility, particularly in some subject areas by:
- XXIX. Enabling pupils and undertake their own research in the library
 - XXX. Using and applying their mathematical skills in numeracy lessons and across the curriculum
Paragraphs 13, 21, 28, 68, 89, 105, 137.
- XXXI. Ensure pupils have the opportunity to have swimming lessons as is required by the National Curriculum in PE
Paragraphs 16, 34, 143, 147.

Consider including in the action plan the following less important issues which are already part of the School Development Plan:

- XXXII. Developing further the role of the Governing Body to enable it to play a full part in the strategic management of the school
Paragraph 60.
- XXXIII. Developing a consistent approach to planning and assessment for the Under Fives
Paragraphs 32, 76.
- XXXIV. Emphasising to parents the importance of children arriving at school promptly
Paragraphs 23, 46.

INTRODUCTION

Characteristics of the school

1. St. Mary's Primary School is a Voluntary Aided Church of England school situated in Chessington in the London Borough of Kingston. The school serves the local community and parish of this mainly residential suburb on the outskirts of Kingston upon Thames. It is an area of mixed housing on a council estate, where there is a mix of owner-occupied and rented accommodation. The vast majority of children come from the local area. The socio-economic background of pupils who attend the school is below average. Some children are socially and emotionally disadvantaged.
2. The school is at present going through a difficult period in the terms of leadership. The Headteacher for nine years resigned in March 1999. A temporary acting Headteacher was appointed for the summer term and also for this academic year, since the governors were unable to make a suitable appointment for September 1999. There are several new members of staff, including three newly qualified teachers and three teachers only in their second year of teaching.
3. The number of full-time pupils on roll is 170, in addition there are 15 part time pupils in the Reception class and a further 38 children who attend part-time in the Nursery, total 223 on roll (about the same size as other primary schools). This is lower than at the time of the last inspection when there were 216 pupils and 51 in the Nursery. There are more girls than boys, 96 and 76 respectively. The school is organised into 7 year group classes, Reception to Year 6, plus a Nursery class. Numbers are uneven, with only 22 pupils in Year 2 and 23 in the Reception class. The Early Years and Key Stage 1 classes are accommodated in the main building. Key Stage 2 classes are in mobile classrooms. The old school kitchen is currently being fitted out for the new information technology (IT) suite.
4. Eleven children are from homes where English is not the first language. The main languages represented are Bengali, Lithuanian, Croatian and Arabic. The percentage of pupils speaking English as an additional language is 3.1%. This is a higher percentage than in most schools. 63 pupils (29%) are on the register for special educational needs; this figure is well above the national average. Thirteen pupils are at Stage 3 of the Code of Practice. There are no pupils with local education authority Statements of Special Educational Needs, which is well below average. The percentage of pupils eligible for free school meals is 4.8%. This is well below the national average. Attainment on entry to the Nursery is below average, especially in the areas of personal and social, language and mathematical development.
5. The previous acting Headteacher, all staff and governors, devised an interim School Development Plan during the summer term. Priorities were set in the context of higher achievement. Continuing developments include literacy, numeracy and information technology. The school has been identified as being part of the first cohort for the Intensive Literacy and Numeracy support programme to help raise standards. During the present term (autumn) a networked computer suite is to be installed for the whole school. Other priorities include: reviewing behaviour management, improving provision for children with special educational needs, improving the quality of the >lunchtime experience=, the use of accommodation and communication between pupils, staff, parents, governors and the local

community.

6. The mission statement states: >Within a secure and caring Christian environment we strive to develop the potential of each pupil in partnership with parents, staff and governors=. The school has wide-ranging aims that refer to both academic as well as personal development set within a Christian context. The school also aims to develop positive relationships between children, staff, parents and governors, and to help children understand and respect other cultures and faiths of the world.

Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
For latest reporting year:

Year	Boys	Girls	Total
1999	14 (21)	18 (14)	32 (35)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	9 (18)	9 (16)	11 (18)
	Girls	14 (12)	16 (12)	16 (12)
	Total	23 (30)	25 (28)	27 (30)
Percentage at NC Level 2 or above	School	72 (86)	78 (80)	84 (86)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	9 (18)	10 (18)	10 (19)
	Girls	16 (13)	17 (14)	17 (14)
	Total	25 (31)	27 (32)	27 (33)
Percentage at NC Level 2 or above	School	78 (89)	84 (91)	84 (94)
	National	85 (81)	85 (85)	87 (86)

Key Indicators

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	8 (9)	10 (12)	18 (21)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8 (6)	8 (6)	9 (7)
	Girls	7 (7)	5 (5)	5 (8)
	Total	15 (13)	13 (11)	14 (15)
Percentage at NC Level 4 or above	School	83 (62)	72 (52)	78 (71)
	National	70 (65)	69 (59)	78 (69)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3 (6)	8 (6)	4 (7)
	Girls	5 (7)	5 (6)	3 (9)
	Total	8 (13)	13 (12)	7 (16)
Percentage at NC Level 4 or above	School	45 (62)	72 (57)	39 (76)
	National	65 (65)	65 (65)	72 (72)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.4
	National comparative data	5.7
Unauthorised Absence	School	1.7
	National comparative data	0.5

¹

Percentages in parentheses refer to the year before the latest reporting year

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	23.53
Satisfactory or better	90.20
Less than satisfactory	9.80

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

7. Children join the Nursery with below average skills, particularly in social, language and mathematical development. Good progress is made, but their attainment is still below the standard expected for their age when they transfer to the Reception class. It is still below the expected standard by the time they are five, in language and literacy, mathematics, knowledge and understanding of the world and creative development. Many children reach the standard expected in their personal and social development and in physical development. The overall attainment of the children when tested using the baseline assessment is below average. This is borne out by the inspection findings. Last year unsatisfactory teaching in the Nursery had a negative impact on the amount of progress children made. However the present Reception class are now making significant gains in their development.
8. In the National Curriculum tests in 1999 for seven-year olds, the percentages of pupils attaining the expected Level 2 in reading and writing were 72 and 78 per cent respectively. These results are well below the national average. In mathematics 88 per cent reached the expected Level 2, which is average. Teachers' assessment of pupils' attainment in science at Level 2 was broadly in line with the national average. In comparison with those in similar schools, results were well below average in all three subjects. In the 1998 National Curriculum tests, pupils performed at higher standards in reading, writing and science and about the same in mathematics. The reasons for the poorer performance in 1999, was due to the marked variability in the quality of teaching in Key Stage 1, with the weakest teacher at the end of the key stage. Targets have been set for 2000 based on the teachers' records of the pupils. However, evidence from the inspection show that Year 2 pupils are making less progress than Year 1 and performing at below average standards in all three subjects. This is due partly to the high number of pupils with special educational needs in class with a less experienced teacher. In the tests the boys have been performing less well than the girls. However, findings from the inspection did not identify a significant difference. This could be due to the fact that in both Years 1 and 2, girls significantly outnumber the boys by almost two to one.
9. In the National Curriculum tests in 1999 for eleven-year olds, 83 per cent of pupils attained a Level 4 or above in English, 72 per cent in mathematics and 78 per cent in science. This is above the national average for English, and in line with the national average in both mathematics and science. In comparison with those in similar schools, results were in line with the national average in English and well below the average in both science and mathematics. Inspection findings show that there is little significant difference in the performance of boys and girls. In the 1999 National Curriculum tests the school surpassed the levels it had predicted by a significant amount and pupils performed better in all three subjects. Most improvement occurred in English and mathematics. The school suggests that the booster classes for the core subjects prior to the tests, more focused teaching, the impact of the implementation of the Literacy Strategy and early involvement in the Numeracy Strategy played a significant part in the much improved results. The targets set for 2000 are slightly lower than for 2001. Targets are challenging, as the school is determined to raise the standards of the pupils' performance and intends to monitor the progress of the pupils and provision very carefully to ensure that targets are met. The targets set for the two years quite rightly reflects the differences in the ability levels of the pupils in different cohorts.
10. By the end of Key Stage 2 progress is good. The rate of progress varies throughout the school. Where there is effective teaching and has been in the past, progress is good. Progress is good at the beginning of Key Stage 1, but by the end of the key stage it is unsatisfactory overall. Progress improves in Year 3 and in lessons it is often good, but because of ineffective teaching last year in Year 2 pupils are still not achieving average standards. Progress then begins to accelerate in Years 4, 5 and 6 and by the time pupils are eleven they are making good progress. Pupils throughout the school with special educational needs are making good progress in relation to prior attainment. This progress is linked to effective provision. Pupils are not only making good progress but gaining in confidence and self-esteem. Some pupils who were working in a small group for literacy and numeracy now are integrated in the whole class. Many current individual educational plans (IEPs) will need updating as

pupils have reached their targets.

11. Inspection findings show that standards of attainment in English at the end of Key Stage 1 are below average, and at Key Stage 2 they are in line with the national average. Speaking and listening skills throughout the school develop satisfactorily. The majority of pupils listen well, respond confidently to questions and build on other pupils' contributions in discussions. Attainment in reading is below average in Key Stage 1, progress accelerated towards the end of Key Stage 2, and standards reach the national average. Pupils develop a range of strategies to help them tackle unknown words and use contextual clues to establish the meaning of the text. Their skills in using dictionaries develop satisfactorily. Pupils are not taught library skills systematically and therefore do not know how to use classification systems. Attainment is below average in writing at Key Stage 1, and in line with the national average in Key Stage 2. Handwriting is usually neat, legible and consistent in size, although a few pupils in Key Stage 2 still print at times. Pupils' use of spelling, punctuation and parts of speech are usually correct. Pupils have experience of writing for different purposes across the curriculum. Evidence was found of letters, instructions, book reviews, play scripts and posters.
12. Inspection findings show that standards of attainment in mathematics at the end of Key Stage 1 are below average, and at the end of Key Stage 2 they are in line with the national average. Although the Numeracy Strategy has been successfully introduced, there are aspects where the implementation has been less effective. For example, pupils are not given sufficient opportunities to apply their knowledge and skills in real situations. By the end of Key Stage 1 pupils count in threes, know odd and even numbers and are beginning to develop an understanding of place value. At the end of Key Stage 2 most pupils have developed mental strategies to add and subtract, quickly and accurately, pairs of two digit numbers and are competent in the four rules of number. All pupils use positive and negative numbers, create and interpret graphs about temperature and identify and draw various triangles.
13. Pupils use their literacy skills well to read and write for a range of purposes in other areas of the curriculum. Key Stage 1 pupils develop their speaking and listening skills in circle time, read shared texts with confidence, write labels in science and instructions to make a drink. Pupils in Key Stage 2 discuss their opinions about artists' work, write accounts in history and record science experiments. The use of pupils' numeracy skills across the curriculum are less well developed. They do use their numeracy skills in science when they record temperatures and plot cooling curves, in geography when they use co-ordinates in their map work and use time lines in history.
14. From the evidence of the inspection pupils are achieving standards of work that are below national expectations at Key Stage 1 in science. They are in line with national expectations at Key Stage 2. In Year 5 and Year 6 higher attaining pupils are achieving standards that are above national expectations. Pupils make satisfactory progress at Key Stage 1. At Key Stage 2 progress is good. On occasions pupils in both Key Stages make very good progress. By the end of Year 2 the majority of pupils are able to make a circuit to connect a bulb to a battery and carry out investigations to discover the ability of materials to retain water. By the end of Year 6 the majority of pupils know that the bars on a glockenspiel produce different notes depending on their length and that the strings on a violin produce different sounds depending on their thickness. Many can explain this observation by the way that musical instruments vibrate. They use scientific language confidently.
15. Progress made in information technology is unsatisfactory throughout the school. This has changed since the last inspection report when attainment was in line with the national average at Key Stage 1. At the end of both key stages attainment is below that which can be expected nationally. The standard of pupils work is better in handling and communicating information than in other aspects of information technology, although still below that which can be expected nationally at the end of Key Stage 2. Attainment is below national expectations because National Curriculum requirements are not

met. At the end of Key Stage 1 pupils enter some text using a word processor. They change the size and colour of the text on the screen and know the function of the main controls on the keyboard and use a mouse confidently. By the end of Key Stage 2 they use a fully featured word processor to enter text in tables. They use paint and draw applications to create their own pictures. The progress of pupils with special educational needs is slower than can be expected. This is because they have limited opportunities to use the computers with specialist applications.

16. In other subjects at both key stages pupils attain standards expected for pupils of a similar age and progress is satisfactory. This is an improvement from the last inspection report. Now progress in design and technology and physical education (PE) is satisfactory at Key Stage 2, with the exception of swimming. The school does not currently offer swimming as part of the PE programme.

Attitudes, behaviour and personal development

17. Since the last inspection improving the behaviour of pupils has been the focus of considerable work on the part of staff. Staff involved say that training received on behaviour management has been of considerable assistance in tackling the poor behaviour of what is a small number of pupils in the school.
18. All pupils, including those with special educational needs, but with the exception of a few older pupils in Key Stage 1, have good and positive attitudes towards their work. Pupils listen attentively to their teachers, are interested in the content of lessons and contribute well to discussions and plenary sessions. Good examples were observed in literacy lessons. This makes learning effective. They work well independently when given the opportunity and when asked to work collaboratively they do so, sharing resources sensibly. Pupils take pride in their efforts and this is evident in their neat handwriting and presentation of their work. However in Year 2 there is a small group of pupils who do not listen well, lack perseverance and whose attention frequently wanders. This is due to ineffective discipline and lack of expertise in handling pupils with behavioural problems.
19. The majority of pupils' behaviour is good. The school is an orderly community and all staff have high expectations of pupils' behaviour. One or two pupils whose behaviour is unsatisfactory are closely monitored. Pupils obey the class and school rules and at lunchtimes, although it is sometimes noisy, they are polite and well-mannered. The buildings and resources are treated with care and pupils move around the school in an orderly manner. Pupils welcome visitors to their school to whom they are courteous, open and friendly. Many parents, staff and governors comment that pupil behaviour has improved since the last inspection, a view supported by the current inspection team.
20. Relationships in the school are good. Pupils get on well with their teachers and other adults to whom they show respect and friendship. Pupils enjoy good relationships with their peers. They socialise and play well together in the playground at break times. Pupils are taught to help each other in lessons while older pupils help the younger ones by listening to reading and supervising them in the playground. A School Council has been established and through its structure all pupils have an opportunity to express opinions as to how the school may be improved. Since the last inspection a bullying policy has been implemented. Although the school is sensitive to the need to be vigilant, bullying is not perceived to be a problem. This is an improvement since the last inspection. No exclusions have been recorded.
21. Personal development is satisfactory. The school is successful on concentrating on developing the whole child. There is a good programme for the development of Personal, Social and Health education and this is an improvement since the last inspection. A number of responsible tasks are undertaken by pupils around the school such as acting as register monitors and preparing the hall for assemblies.

Many pupils have considerable capacity for taking responsibility. If given more opportunities to show their initiative or undertake more complex responsible tasks, most pupils would respond with maturity and their personal development would be enhanced. Similarly, pupils need to be given more encouragement to use their own initiative particularly in mathematics and science lessons where they have insufficient opportunities to be fully involved in their own investigations. This limits attainment in these subjects.

Attendance

22. Attendance is currently good. At 94 per cent, it is just above the national average. Over the last few years since the previous report it has varied slightly from year to year but has remained close to the national average. The rate of unauthorised absence is above the national average. Registers are marked correctly and attendance concerns are dealt with promptly by teaching or office staff. Attendance records are reported according to statutory requirements.
23. Punctuality at the start of the day continues to be a concern. Detailed records have been kept in each class this term, of the occasion and reasons for lateness. These records identify a number of habitual latecomers and are about to be used as evidence for a concerted effort to improve overall punctuality. The Education Welfare Officer attends the school on a regular basis helping with difficult cases, which includes cases of repeated unpunctuality. Punctuality at the start of lessons has much improved since the last report and the movement of pupils is now efficiently organised.

QUALITY OF EDUCATION PROVIDED

Teaching

24. The quality of teaching makes an important contribution to standards of pupils' attainment, progress and behaviour. Teaching is satisfactory or better in 90 per cent of lessons, of which half are good and almost a quarter very good or excellent. Nearly ten per cent of lessons observed were unsatisfactory. In the Early Years the lessons were never less than good, with some being very good or excellent. In Key Stage 1, half the lessons were good or very good, whilst in Key Stage 2, three quarters of lessons were good, very good or excellent. The overall quality of teaching is good throughout the school. It has improved since the last inspection in February 1996, when it was considered unsatisfactory in several classes and across several subjects. The school has effectively improved that position and made good progress towards the issues raised. This is also the view of the parents at the meeting prior to the inspection. In a recent local authority review, it was noted that there had been improvements in the quality of teaching.
25. The overall quality of teaching for the Under Fives in both the Nursery and Reception classes is good, with several lessons judged to be very good or excellent. This has a positive impact on the children's achievement and progress. Significant factors in the good progress children make are the effective working relationships of all the staff, and their knowledge and understanding of young children's needs. The work is planned to offer a good balance of teacher directed and child initiated activities, all of which are purposeful and well organised. All staff have very high expectations of the children's behaviour and the manner in which they approach all their activities. There are limited opportunities for the Reception children to work and play outside. Teachers make good use of parental contacts and encourage parents to support their children's learning.
26. The overall quality of teaching in the school is good in English, mathematics and science. In information technology, overall teaching is sound, some teachers lack confidence when teaching the subject. The school has identified in the School Development Plan that staff will require training to

use a range of new equipment with confidence and understanding. Teaching in the foundation subjects is good in physical education and art in Key Stage 2. It is sound in all other subjects at both key stages including art in Key Stage 1.

27. The requirements of pupils with special educational needs are met effectively through the good support of all teachers, classroom assistants and external agency support teachers. All class teachers have a separate file which is easily accessible and contains all relevant information regarding the pupils. There is regular liaison time set aside for teachers and the Special Educational Needs Co-ordinator. All staff work together to promote self-esteem and engender confidence amongst the pupils. During the literacy hour and numeracy lessons, work is carried out effectively, often in small groups. Specialists in behaviour management work effectively alongside teachers offering good support and strategies in managing the behaviour of a few challenging pupils.
28. Teacher now plan with more focus to reflect the requirements of the National Curriculum, and the Literacy and Numeracy Strategies. There are occasions when the time allocated for the lessons is too long. The teachers have worked hard, and been successful in implementing the Literacy Hour, which they do with good understanding and knowledge of the strategy. The shared text sessions are good and focused, and promote good discussions about stories, poems and non-fiction texts. The vast majority of group sessions are effective, however a few younger children who are less independent become restless, lose concentration and disturb other children. Literacy skills are reinforced and extended appropriately in other subjects, particularly science, art and history. The school has satisfactorily implemented the Numeracy Strategy. Using the framework a year earlier has helped teachers improve their own knowledge and understanding and contribute to the rise in pupils' standards. However, teachers do not sufficiently encourage pupils to use and apply their mathematical knowledge across the curriculum.
29. Expectations are usually high of the amount of work the class will complete, and of presentation and behaviour. This helps the positive attitudes the children have towards learning. However, in a small minority of unsatisfactory lessons in Key Stage 1, pace and expectations are not high enough, children get restless and the teacher is then diverted into controlling behaviour and time is wasted. When this happens pupils do not make enough progress and attainment is too low as is evident in the present Year 2. This was also the case in the 1999 National Curriculum tests for seven-year olds, where unsatisfactory teaching had an impact on the test results. Most teachers are good in their consistency of approach to discipline and appropriate behaviour; consequently the majority of pupils behave well. In a small minority of lessons where there is inconsistency in approach with a few children, behaviour is not good enough. Relationships with the children are good and an appropriate use of praise and encouragement helps the children try hard with their work.
30. In most cases teachers have good questioning skills that help to extend pupils' thinking and consolidate their learning. Pupils are generally given a clear understanding of what it is they are going to do and the desired learning objective. Assessment is used satisfactorily within lessons, for example in the plenary when teachers check to see whether pupils had achieved what they had set out to learn. Work is usually marked appropriately, with helpful comments to show how pupils can improve, this is often good in English and mathematics but more varied in other subjects. Homework, mainly in the core subjects is used satisfactorily to support and extend learning that takes place in the lessons. The quality of the interaction in home and school reading record sheets varies, the school is aware of the need to address this issue.

The curriculum and assessment

31. One of the school's stated aims is to enable all pupils to have equal access to all available areas of

knowledge and learning opportunities. This aim is largely met. All pupils have equal access to the curriculum and statutory requirements are met. The implementation of the Literacy Strategy has been good and that of Numeracy sound. These important skills are used well across the curriculum. However, the time allocated to literacy and numeracy is more than that recommended. This limits the breath of pupils' experience in other subjects such as geography and history. Subjects are sometimes linked together under common themes. This enables pupils to appreciate their common features for example the study of the Romans in history is linked into drama. However, pupils' skills in using information technology (IT) are not fully developed in this way. For example opportunities are missed to use a database to process and compare data from experiments in science.

32. The curriculum provided for children Under Five is satisfactory overall. It is based partly on the national expectations for what five year olds should be able to do, the National Curriculum and other forms of Early Years planning. There is however, little consistency between the Nursery and Reception planning at present. The school is working to remedy the situation. Assessment procedures are sound and used to set appropriate work in literacy and numeracy in the Reception class. However, staff are aware they need to link assessment more closely with the curriculum. Baseline assessment has been moderated this year and the results are now reliable, this will enable the school to use the data to set targets for the class. The teachers are working hard to resolve the problems with planning and assessment, and needs to be resolved to ensure the school is ready to adjust their planning in the light of the new Early Learning Goals, which are to be implemented in September 2000.
33. Personal, health and social education is developed in assemblies and lessons. All classes have a regular period each week for this aspect of the curriculum. Skills of speaking and listening are developed well in these classes. Sex education is taught to the policy agreed by the Governing Body. Pupils are made aware of the problems of the misuse of drugs to individuals and the community. The school regards equality of access to the curriculum with a reasonably high priority. All pupils have full access to the curriculum, including those with special educational needs. However, there are a few occasions when expectations are not high enough for the more able pupils within the class. Inspection evidence showed that boys and girls are achieving comparative standards that are similar to national expectations.
34. The teachers work together well to provide continuity in learning as the pupils move though the school. The effective implementation of the literacy and numeracy strategies now ensures skills are taught in a progressive manner. There are schemes of work to inform teachers what pupils should be learning for all subjects of the curriculum except art. The co-ordinator is waiting for the National Guidelines for art, but at present is using a skills progression sheet to ensure appropriate coverage in art. The requirement to teach swimming is not currently met. Parts of the National Curriculum for IT are not taught and currently National Curriculum requirements are not met.
35. The school meets the requirements for all pupils on its special educational needs register well. Curriculum planning is good for pupils with special educational needs. The curriculum is modified well in both literacy and numeracy. Pupils either work as a group within class lessons or are withdrawn. Good organisation and liaison with class teachers ensure pupils are withdrawn at the most appropriate time in the lesson. This causes minimal disruption to lessons and pupils have work that is more suited to their ability. Assessments are made regularly and progress recorded towards targets in their individual education plans (IEPs).
36. Older pupils are given the opportunity to go on residential visits to activity centres at Sayers Croft and Bournemouth. Members of local sporting clubs, a theatre group and musicians regularly visit the school. These activities extend the pupils learning and bring further interest to the curriculum. Extra curricular activities include the school choir, country dancing, an infant art club and a range of

competitive sports.

37. The school has a policy for assessment and statutory requirements are met. The assessment of pupils in English, mathematics, science and IT is good. Children under five are assessed to a satisfactory standard. All pupils have an individual portfolio of examples of their work graded to National Curriculum levels of attainment. Targets are set for each pupil and a record of pupils' attainment in the core subjects is kept to monitor progress as they move from year to year. This data is also used to set school targets for the end of Key Stage 2. These procedures are now being introduced throughout the school. Assessment enables the teachers' plans to be adjusted in response to the pupils' achievements and difficulties.

Pupils' spiritual, moral, social and cultural development

38. The provision for the pupils' spiritual development is good. One of the schools aims is to provide a secure Christian environment and this aim is fully met. The school promotes clear Christian values and daily acts of collective worship allow pupils to reflect on their values and beliefs. Pupils are given the opportunity to read the prayers they have written and to share their thoughts in assemblies. There are close links with the local church of St Mary's where the school attends a Eucharist service and services for many other special occasions. Opportunities are missed to encourage pupils to reflect on the wonders of life for example in science when studying the natural world
39. The provision for moral development is closely linked to spiritual development; it is very good. The school provides a caring environment where pupils are taught the difference between right and wrong. Good behaviour is emphasised and supported by an effective reward system. Discipline is based on a system of reward for good attitude and behaviour; there are clearly understood sanctions should they be required. Many pupils' names are entered in the special award book for positive achievement in both work and behaviour. Pupils are involved in putting together and reviewing the school rules which are shared and valued by all the adults and pupils. The school council is playing an increasingly important role in this and many other aspects of school life. Adults approach the pupils with courtesy clearly valuing them as individuals. In return they gain the respect of the pupils.
40. Provision for the pupils' social development is good. The school places emphasis on helping pupils to set high standards of self-discipline. They are taught to take responsibility for themselves and their surroundings. Older pupils are given many opportunities to help with the running of the school such as helping to set up the assemblies and supervising in the infant playground. They provide good role models for younger pupils and help by listening to them read. Pupils in Year 5 and Year 6 broaden their social development when taken on residential educational visits to activity centres. Pupils are very successful in raising money for charities such as Kosovo and the Marie Curie fund.
41. Provision for the pupils' cultural development is sound. Pupils learn about other cultures and faiths in subjects such as art, history, geography and religious education. An Indian theatre group visits the school. Visits are made to a children's theatre and local museums. There have been improvements in the provision for multi-cultural education since the last OFSTED inspection (February 1996)

Support, guidance and pupils' welfare

42. Since the previous report, the school continues to provide pupils with a safe learning environment. There are good systems in place to monitor their individual progress. In most circumstances teachers are consistent in their approach to discipline. Bullying is not tolerated and on the rare occasion, it happens there are procedures for it to be dealt with quickly and efficiently. Pupils are well cared for and there are procedures in place to promote their health and safety.

43. The support and guidance of the children under five is very good. They are encouraged from an early age to try things for themselves and given quiet encouragement in their efforts. Older children in the Nursery are therefore able to complete appropriate responsibilities without fuss.
44. There is a good programme for introducing new pupils and they are given careful support as they learn about the life of the school. There are effective methods of identifying pupils= performance and pupils say they are progressively aware of their attainment as they get older. This is done through marking their work and their teacher=s response to collective work in ability groups. Pupils who are under performing are identified and given effective extra help in and out of class as necessary. Parents are informed if there are ways they can help, particularly in the case of helping slower readers. The school provides extra literacy, learning and behavioural support in three classes and the Nursery.
45. Teachers know their children well and reports to parents are personal to their child. Each pupil has targets set which are reviewed by their teacher. Pupils with special educational needs have well produced individual education plans, which are regularly reviewed by the special educational needs co-ordinator (SENCO), teachers and parents.
46. Attendance is regularly monitored and there are effective methods to follow up absences by teachers and office staff. An exercise is currently in hand to help to improve punctuality at the start of the day. All teachers are involved with this exercise and its success will depend very much on the understanding and co-operation of parents. The school maintains close liaison with the education welfare officer and other support agencies that make a valuable contribution to improving links with parents.
47. The school=s expectations of good behaviour are clearly set out in the prospectus and displayed in school. In almost all classes teachers maintain quiet but firm discipline encouraging good manners and consideration for others. For instance, pupils who understand the solution to a problem are often asked to help those who are finding difficulty. Pupils respond well to the awards, which include all and are given for a variety of reasons, but mainly for particular effort.
48. Child protection procedures are fully implemented and staffs are knowledgeable of the procedures they should follow. A member of staff has the overall responsibility for the well being of pupils and child protection matters in particular.
49. There is a programme of topics, which covers pupils= personal and social education. This covers diet, cleanliness, sex education as well as the rights of the individual and consideration of others. Subjects are covered in science, at assemblies and in circle time and are taught in appropriate form for each age group. Care for pupils requiring medication and those who sustain an injury is well organised. There are members of staff with a first aid qualification including the nursery nurse. Parents are quickly informed as necessary of any bumps or serious injury.
50. The school pays due attention to health and safety matters. There are regular inspections of the premises involving a member of the Governing Body. Though there are some instances of dilapidation to school structures, particularly to the mobile classrooms, no defect affecting the health and safety of pupils remains unattended to.

Partnership with parents and the community

51. Since the previous report, the school continues to welcome parents and encourages them to take an active part in the life of the school and their children=s education. They are well informed of the school activities and can communicate daily, should the need arise, with teachers at the beginning and end of the school day.
52. Parents are very keen to see improvements in the school. A significant minority has expressed concern that their complaints and suggestions are not responded to by senior management. In many cases, they are not aware of the improvements, which have already taken place or are priorities in a very thorough School Development Plan. In order to aid communication with parents, the new parent governor plans to hold open forum for parents with the Acting Headteacher on a regular basis. The Governing Body understands the vital importance of maintaining good communications during the present period, for the benefit of present and future parents.
53. In general, the quality of information is good. The governors= annual report is encouraging and informative. Pupils= annual reports are personal and give details of what pupils know and can do. They also give levels of attainment expected and achieved at the end of the key stages with helpful notes for parents. Parents coming into school are well informed of pupils= progress by the quality of displays and examples of good work.
54. Teachers know the children well. Targets set for individual children are realistic and help them to make improvements. Regular meetings with teachers help parents to support their children well. Homework is set and parents are encouraged through the home school agreement to help to improve reading and spelling. This has a valuable effect on literary skills as well as the home school partnership. Many parents also help to develop their children=s computer skills at home.
55. There is an active parents= association which has raised substantial funds used for particular projects which are most beneficial to the quality of education provided by the school. There is a nucleus of parents who regularly volunteer their services in classrooms and with school activities. They help in the Nursery, they hear individuals read and give useful assistance in developing computer skills. This is much appreciated by the school and helps to develop pupils= social as well as academic skills.
56. The school continues to benefit from the close ties with the parish of St Mary=s. The links with the secondary schools are well developed and pupils are known to staff of their new school by the time the move on. There is a good sense of community within the school through the involvement in parish activities. Links with business and Industry remain undeveloped.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

57. The school has made significant improvements in the management and leadership of the school, since the beginning of the summer term. An acting Headteacher was appointed for a term, when key issues started to be addressed. The present acting Headteacher has been appointed for the academic year to ensure stability. She has successfully implemented further improvements, whilst maintaining recent changes in all aspects of management and leadership. She provides a clear sense of educational direction, and with the Governing Body is determined to improve the educational provision and learning opportunities for all the pupils. There has been considerable support from both the Local Authority and Diocese in recent months and successful recruiting of effective governors to ensure a clear strategic view is adopted. The acting Deputy has a strong pastoral role in the school, and with

the acting Headteacher, is providing guidance and support to the many new and relatively inexperienced teachers in the school. The support of the administrative staff is good and helps to support the management of the school. All staff are becoming familiar with school routines and work hard to create an orderly and effective learning environment. Effective teamwork and consistency promotes the generally high standards of behaviour and good relationships.

58. The management and organisation of special educational needs is now good. It is more effective, with an up-to-date register, the policy has been reviewed and the quality of individual education plans improved. The governor responsible for special educational needs although very supportive of the co-ordinator has not yet monitored provision. The Code of Practice is fully met.
59. Improvements since the last inspection have been satisfactory overall, but progress has been extremely rapid during the present term. Recent initiatives have resulted in effective change. Particularly effective developments have been in curriculum planning, monitoring of both teaching and learning and support for pupils with special educational needs. Regular monitoring has taken place of literacy and numeracy by the co-ordinators and acting Headteacher as well as weekly monitoring of planning. Implementation of the literacy and numeracy strategies have been supported very well by the effective management of the co-ordinators. There are plans to strengthen and extend the management role of all subject co-ordinators. However, at the present time there are not sufficient experienced staff to undertake the roles, and some subjects do not as yet have a co-ordinator. The acting Headteacher and Governing Body now have a clearer focus about strategies to secure further improvements to raise standards, as in their more rigorous approach to target setting. It is the view of the inspection team that the school is now well placed to continue the improvements, although there are still issues to address, in particular the appointment of a permanent Headteacher.
60. The Governing Body is supportive of the school and is becoming increasingly involved in its work. Recently it has experienced quite a few changes in its membership. There are good working relationships between the acting Headteacher and Chair of Governors. Systems are being developed for governors to visit the school to monitor new initiatives and standards and support staff. The governors meet all statutory requirements with the exception of implementing the full curriculum for information technology. This was the case at the time of the last inspection.
61. Out of necessity the governors, previous acting Headteacher and staff produced an interim development plan to set out priorities for immediate action. There was full and welcomed consultation about all aspects of the school's work. The longer-term view will be considered once the OFSTED report is received, and, together with the Local Authority review, consultation will take place to set future targets for development. The main areas for immediate attention have been to address the quality of teaching, raising standards in literacy and numeracy and improving management and leadership. Good progress has been made and many targets met and change implemented.
62. The school has clear aims and values, which are stated in the prospectus. These are due to be reviewed in conjunction with the teaching and learning policy next term, especially as several new members of staff have joined the school. The vast majority of aims and values are realised, which pleases the parents, particularly the way the children are valued and cared for in the school. Not all policies are in place, as the school is waiting to use the new national guidelines to use as a basis for schemes of work, and others are out-of-date and need reviewing. However some policies are already having an impact on standards. For example the behaviour policy, with a greater emphasis on positive behaviour is having a good effect.
63. The ethos of the school is good. The positive attitudes and good behaviour of the pupils, good relationships at all levels, a caring and more effective learning environment, result in a community

where individuals are valued and respected.

63. Staffing, accommodation and learning resources

64. The more recent appointments have provided sufficient expertise to teach the National Curriculum, even though the staff are not necessarily very experienced. The exception to this is information technology. The majority of staff are deployed appropriately and this has helped to improve the quality of teaching. This is an improvement since the last inspection. There is satisfactory provision of committed support staff who either work exclusively with pupils with special needs or provide classroom support in the Reception class. They form an effective partnership with teachers and are well deployed. This enables these pupils to make good progress. Currently office staff work a greater number of hours than is appropriate for the size of the school. This is under review and there are plans to use staff more efficiently in the future. The office staff contribute strongly to the smooth running of the school and with the lunchtime staff provide an effective and friendly service.
65. Subject leadership has been affected by staff changes and the school has worked hard to resolve this problem. Staff have been appointed recently to undertake responsibilities for mathematics and science and this is already beginning to show good results. Currently the Headteacher is overseeing the co-ordination of history and geography but it is anticipated that a current member of staff will take on the responsibility for these subjects in the next academic year.
66. Arrangements for the professional development of staff are satisfactory. In-service training is linked to the development plan and is closely matched to both the curricular needs of the school and the professional needs of the staff. The school recognises the need for staff training in information technology and plans are being implemented to put this into effect. There are good induction arrangements in place to support newly-appointed and newly-qualified teachers. There is a Staff Handbook which is available for all teachers. This was reviewed and updated recently by the Acting Deputy, but all staff, including new members, now need to be more aware of its contents. All teachers and other staff have job descriptions, except the caretaker whose job description is being clarified. Appraisal is currently on hold. A professional development review is planned between the Headteacher and individual teachers to set targets and also to identify individual training needs, all linked to the School Development Plan.
67. The school accommodation is satisfactory for the school's current curriculum and range of pupils although it is poorly planned and lacks sufficient storage facilities. However there have been some improvements since the last inspection. A former classroom is being refurbished to provide a computer suite. Three mobile huts are used as classrooms and these have been improved since the last inspection to provide water and toilet facilities, some of which are due to be upgraded in the near future. However, pupils and teachers in Key Stage 2 have to cross the playground to reach their classrooms, this is unsatisfactory during inclement weather. The playground provides a satisfactory learning and play area and includes picnic benches. The school lacks a separate outdoor, fenced area for the Under Fives in the Reception class, this limits outdoor provision, for both work and play. There is playing field adjacent to the school which is used for field games and sports days as well as a fenced pond area used for science. The field needs to be more regularly maintained as it has a rather neglected appearance. The school is generally well maintained with a satisfactory standard of internal decoration. However the outside of the building is in need of redecoration.
68. The range and quality of educational resources are unsatisfactory. Information technology resources are inadequate to deliver the National Curriculum and this was noted at the last inspection. In addition there is a lack of resources for mathematics, history, geography, design technology, music and special needs. The library is an important resource for the school but is insufficiently used for pupils=

independent learning activities. Pupils are taken on educational visits to extend learning.

69. Overall, staffing, accommodation and learning resources make a satisfactory contribution to the quality of education and the standards achieved.

The efficiency of the school

70. Since the last report, the school has made considerable progress in the ways it manages its affairs. Much of this has happened in the last few months. The Governing Body, with the help of its new members and staff, has taken a detailed look at the School Development Plan, placing the priorities for change into six categories. These priorities have a sound educational aim, are supported by detailed action plans and a staff development plan. Although the resource requirements have not yet been quantified, they have been identified and it is the intention of the new finance committee to bring these within the budget process in the coming months.
71. The ability of the school to manage within its budget has been affected by the lower numbers in the Nursery, which operates at a deficit having to be subsidised by the small surpluses generated by the main school. This, together with reducing numbers over the last few years, has meant tight controls on spending on resources. The senior staff and governors are well aware that decisions must be cost effective. They are also aware of the need to maintain standards and to act in consideration for present and future parents in order to maintain numbers.
72. The funds available to the school for special educational needs are used effectively to provide a good range of support. In the main, staff are satisfactorily deployed. However, this has not always been done in the case of groups of difficult pupils where experienced teaching is clearly necessary. The premises and resources are satisfactorily deployed and managed. The provision of improved IT resources has still to be fully implemented.
73. Financial administration is satisfactory. The deployment of the office staff is being reviewed with the view of a better spread of responsibility. The school has appropriate financial systems in place and the internal controls are supported and monitored by the governors= finance committee. It is two years since the school has had an audit report. The items in the last report have been dealt with.
- 73.
74. The school is beginning to benefit from improvements in leadership and management. In the light of the attainment on entry, the attainment and progress in the core subjects, the school gives sound, and improving value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

75. At the time of the last report provision for the Under Fives was a strength. Prior to this term there has been a decline in the quality of teaching and provision. Two new teachers have been appointed and now both the Nursery and the Reception classes are in a strong position again. Children spend up to three terms in the Nursery class before transferring to the Reception class in the September of the year in which they will be five. Children in the Reception class become full time in the term in which they are five. Only five children were five at the time of the inspection. The induction arrangements are good. Positive links have been established with the parents through the home visits. The good relationships with parents encourage them to have a constructive partnership with the school, and also help them to participate in the children=s learning. Parents regularly discuss their child=s work and progress with the staff, who work very hard to maintain this link.
76. Children=s levels of attainment when they enter the Nursery are below average overall, especially in personal and social, language and mathematical development. A minority of children are attaining higher standards and a few have poor attainment. Good progress is made, but overall attainment is still below the expected standard by the time they are five. Many children reach the standards expected in personal, social and physical development. These findings are borne out by the recent baseline assessment, which is carried out during the first few weeks in school. This information is used to set appropriate work, as in literacy and numeracy. Children with special educational needs are identified early and with effective support make good progress. The broad and relevant curriculum is sound and based on a mixture of nationally recognised areas of learning and the National Curriculum. The school is aware that it does not sufficiently plan its work under the recognised areas, nor is there consistency in approach between the Nursery and Reception classes. The Nursery and Reception staff are working hard to remedy this situation, to ensure that learning opportunities are planned in a progressive manner. Day-to-day assessment is sound, the staff are at present determining the most appropriate methods to link this more rigorously with the curriculum.
77. The quality of teaching is never less than good in all areas and on occasions is very good or excellent. The new staff in the Nursery and Reception are working together to form an effective team and relationships are good. The work is planned to offer a good balance of teacher directed and child initiated activities, all of which are purposeful and well organised. All staff have very high expectations of the children=s behaviour and the manner in which they approach all their activities. The adults listen to what the children have to say and through careful questioning develop their knowledge and understanding. The well managed classrooms ensure that the children settle quickly and happily into daily routines.

Personal and social development

78. In both classes personal and social development are given a high priority to good effect and it is not long before children work independently, choosing games and equipment and helping to tidy up. They take turns and co-operate with one another in activities. The children are beginning to concentrate for long periods of time when playing in the role-play areas, painting or listening to stories. All the children are interested and responsive, taking part in all the activities provided for them with enjoyment. Good progress is made, and many children reach the standard expected by the time they are five. The staff set very high standards for learning and behaviour, and as a result children behave well. There is effective promotion of good manners during the snack time in the Nursery. Staff make clear the difference between right and wrong, and provide a very caring atmosphere where mutual respect and self-esteem are very well fostered. The children feel secure and happy in all aspects of

learning and staff use praise and positive reinforcement to promote confidence in learning and behaviour.

Language and literacy

79. The quality of teaching is at least good and at times very good in language and literacy. Children are making at least sound and often good progress in lessons. Attainment is below average, with a small proportion of children attaining higher standards. Staff in the Nursery and Reception classes are very successful in encouraging the children to speak in whole class discussions and in small group activities. Teachers extend children's vocabulary during imaginative play, registration time and snack time in the Nursery. In both classes imaginative role-play is carefully planned and is very effective in helping children to become confident in expressing themselves. Particularly good intervention took place by the teacher in the Reception class during a role-play session in the fire station, this extended the children's imaginative and language development very effectively. Child-led imaginative play is now clearly valued. The children really enjoy listening to stories and looking at books and are able to recall the main events in familiar stories. In the Nursery, children are beginning to recognise that words and pictures convey meaning, and recognise their own names. Children in the Reception class have a positive attitude towards books, know that words and pictures carry meaning and can tell the story from the pictures. The most able can read simple text, and many are able to associate sounds with symbols and can write their names. The attractive and well-labelled displays of children's work support their recognition of letters and words.

Mathematical development

80. Overall, attainment in mathematics for children under five is below that expected nationally. The children make good progress in their mathematical development and acquisition of skills, through a wide range of experiences. Mathematics is planned to enable every opportunity to be taken to develop children's understanding through counting, songs and number rhymes. Children in the Reception class recognise shapes and some understand their properties, know colours and some can count to ten, and a minority write numbers and carry out simple addition and subtraction to ten. Children in the Nursery can make mathematical patterns by threading coloured shapes onto laces, and through sand and water play are beginning to understand aspects of capacity and volume. Through practical activities, such as making shapes and numbers with dough, children extend their mathematical vocabulary. The quality of teaching is good and staff are effective in promoting children's mathematical knowledge and understanding.

Knowledge and understanding of the world

81. The children make good progress in learning about the world in which they live and a few reach average standards, but for the majority attainment is still below average by the time they are five. In the Nursery in science they can talk about their observations and are able to describe the parts of their bulbs they are growing. They know plants need water and soil to grow and the bulb will form into a flower. Children in the Reception are learning to use simple maps based on the story of 'Red Riding Hood' and with help can draw a simple map. Appropriate skills are learnt in technology, when children learn how to join, cut and stick materials together, such as in the bed made for the teddies. Towers and imaginative structures are created successfully, using a range of constructional equipment. Children are well supported to use computers as observed in the Nursery. They understand how the mouse can be used as a means of communicating with a computer and use the mouse to effect change on the screen.

Physical development

82. The children's physical development is in line with what is expected for children of this age and progress is mainly good. Staff plan many opportunities for children to use scissors, glue and paint brushes, and to use pencils for writing letters and numbers and mark making on paper during imaginative play in the fire station. During outdoor activities in the Nursery, children engage in a variety of activities such as running, climbing and riding wheeled vehicles. There are limited planned experiences for physical development during outside play. However, there are regular sessions where all children join in song and dance activities as a large group with the teacher, the quality of teaching is good on these occasions. As in the last inspection report, there are insufficient opportunities for the Reception children to play and work outside. However, in physical development in a Reception lesson in the hall, excellent teaching ensured the children made outstanding progress. They perform a variety of jumps and could hop on the spot, they have an awareness of space and other children as they move quickly from one activity to another, adapting to new demands and adopting new skills.

Creative development

83. Children make sound progress in all aspects of the creative areas of learning, often it is good. There is a balance of free activity and teacher directed art. For example children explore printing with shapes and Nursery children are encouraged to experiment with block water-colour paints. The Reception children have recently had opportunities to explore different media, as when they made diva lamps out of clay and used pastels to create firework pictures. They are beginning to draw recognisable pictures, such as the drawings of the people who help us. Nursery children enjoy singing with actions, as in their autumn song, and Reception children make music with instruments to create loud and soft sounds.

ENGLISH, MATHEMATICS AND SCIENCE

English

84. In 1999, when pupils left the school at the end of Key Stage 2, attainment recorded in the National Curriculum tests was above the national average in English and in line with the results of similar schools. 83 per cent of pupils achieved Level 4 and above, which is above average, with 16 per cent at Level 5, which is close to average. Last year in the 1998 National tests 62 per cent of pupils achieved a Level 4 and above. The improvement has been brought about by the school's determination to raise standards in literacy, the contribution of the Literacy Strategy and pre-test work in the booster classes. The predicted figures for 2000 suggest that approximately 70 per cent will attain a Level 4. The percentage is higher for 2001 when 84 per cent of pupils are predicted to achieve the national average. The school quite rightly takes into account the differences that occur from year to year in their target setting, to reflect the differences in the ability levels of the pupils in different cohorts.
85. Attainment in 1999 in the National Curriculum tests at the end of Key Stage 1 was not as good as in 1998. It was below the national average in both reading and writing and well below that of similar schools. The proportion of pupils reaching the higher levels was also below average. The reason for the poorer results in 1999 have been identified as a marked variability in the quality of teaching and poor teaching in the literacy hour.
86. Inspection findings show attainment in English to be close to the national average at the end of Key Stage 2 and below average at the end of Key Stage 1. Progress throughout the school is good overall,

though there are variations between year groups. From below average in the Nursery, children make good progress, which is maintained in the Reception class, but standards are still below average attainment by the age of five. Good progress continues in Year 1 and pupils achieve average standards. However, in Year 2 progress is unsatisfactory both in lessons and over time. In Year 3, although progress is now better in lessons and often good, it was unsatisfactory last year; consequently these pupils are still not achieving as high standards as they should. Progress starts to accelerate towards the end of the key stage and by the time the pupils are eleven, attainment is in line with the national average. Progress of pupils with special education needs is good. The successful implementation of the National Literacy Strategy, coupled with good teaching, has begun to raise attainment.

87. Overall standards of attainment in speaking and listening are broadly in line with the national average throughout the school. However, the standards achieved and progress made in the development of listening skills are better than those in speaking skills, and are at times good. In a Year 1 circle time, children listened very carefully to each other whilst they talked expressively about their personal experiences. Pupils in Year 6, during their art lesson, were confident to express their opinions about different artists, listened well in the discussion and were able to build on other pupils' contributions.
88. Attainment in reading is below average in Year 2, but in line with the average in Year 1. Pupils are benefiting from the introduction of the literacy hour and the increased focus on literacy throughout the school. They enjoy the 'shared text' sessions in Year 1 and have a good understanding of non-fiction books when working with a book about materials. More able Year 2 pupils are confident to read out their poems, based on Allan Alberg's poem 'Excuses'. Most pupils have a good understanding of the role of the author, and some know the difference between fiction and non-fiction. They read texts with increasing fluency and show in discussion that they understand them, but the majority of pupils are not reaching sufficiently high enough standards by the end of the key stage.
89. Progress accelerates in Key Stage 2 and by the end of the key stage attainment is average. However, some pupils, particularly older ones, do not have sufficient practice in reading at home, this hinders their progress. During the literacy hour Year 3 pupils are able to read a variety of texts such as, instructions with expression, whilst pupils in Year 4 join in to read an adventure story with a good understanding of the sequence of events, using contextual clues from the text. Pupils in Year 5 and 6, are able to use a dictionaries and thesauruses to find and explain unfamiliar words from their worksheets. Pupils are not taught library skills systematically and do not have a great understanding of how to use classification systems for both fiction and non-fiction books. This limits their opportunities for independent study.
90. Inspection findings show attainment in writing to be still below average at the end of Key Stage 1. A good range of work is provided through the structure of the Literacy Strategy. They write instructions, book reviews, labels and stories using appropriate language and format, most of which is presented with care. They write in a variety of forms in other subjects. For instance, pupils write about forces and materials in science and 'Barnaby Bear's travels in geography. They attempt to spell words using phonics and can identify vowels and consonants, and more able pupils are spelling simple words correctly. Handwriting skills are developing steadily, most pupils still print, but form their letters satisfactorily so that they are able to read back their own writing.
91. Attainment in writing is average by the time the pupils are eleven, with a small proportion of pupils attaining higher levels. Progress accelerates for older pupils, including those with special educational needs. Older pupils have an understanding of the basic skills, but often lack the ability to use exciting and interesting language, particularly when writing stories. Pupils have limited opportunities to write at length, this hinders progress in developing story writing skills. Although some examples were found

in history, when children write about the Tudors in Year 4, Aztecs in Year 5 and the Indus Valley in Year 6. Punctuation and spelling are usually correct, and above average pupils have a satisfactory understanding of the use of paragraphs and parts of speech. Handwriting is usually neat, legible and consistent in size, although a few pupils throughout the key stage still print at times. There is a good range of work both in literacy lessons and through other subjects. Evidence was found of book reviews, screenplays, instructions, biographical articles, posters and prayers.

92. The pupils' attitudes to the subject are good, including those with special needs, and particularly the older pupils. There are occasions when older Key Stage 1 pupils do not concentrate in lessons and disturb those around them, this happens when the attention of the pupils is not secured by the teacher. Pupils mostly have positive attitudes towards their work and enjoy the shared text sessions in the literacy hour, as observed in all classes. The majority of pupils concentrate, persevere with their work and work within time limits, although some are not always independent and do not always complete their tasks while the teacher is working with other pupils.
93. The quality of teaching, including that for pupils with special educational needs, is good overall, with ninety per cent of lessons satisfactory, good or very good. The teachers have worked hard to implement the National Literacy Strategy, which they do with a good understanding of the requirements of the strategy and a secure knowledge of English. The shared text work and plenary sessions are usually good, but in the less effective lessons the teacher does not manage to promote independence in the group sessions. Progress is good in most classes, as teachers set high standards and make it clear to pupils they must do their best. The pupils respond positively and work hard. The management of pupils is a high priority by both teaching and support staff, and the majority of pupils behave well in lessons. Teachers establish good relationships with the children, use question and answer sessions effectively and use praise and encouragement well. Sound use is made of homework to extend and consolidate what has been learned in lessons. The library was underused during the inspection due to re-organisation. This limits the teaching of library skills and opportunities for pupils to undertake research on their own.
94. Reading records provide a useful link with parents but the quality of interaction and practice varies widely. Where links are positive pupils' progress is shared and recorded well, but at other times there may just be a list of books read with little comment from either the teacher or parents. Day to day assessment is satisfactory. Marking is variable, in the best examples it is very good and supportive, and gives the pupils a clear idea on how to improve their work. Planning is good, based on the Literacy Strategy, with learning objectives made explicit.
95. English is led by a highly motivated co-ordinator. The subject meets statutory requirements and with the implementation of the National Literacy Strategy, the progression of skills is ensured. However, some of the lessons are beyond the recommended time, the school is aware of the need to ensure time is used effectively to increase opportunities for extended writing. The curriculum co-ordinator is committed to raising achievement in literacy in the school. She has good opportunities to monitor the impact of the literacy hour. Tests to monitor progress are in place and with teachers' assessment, this enables the school to set targets for improvement for every child.

Mathematics

96. The results of the statutory assessments in the summer term of 1999 show that the number of pupils reaching the expected levels of attainment at the end of Key Stage 1 (level 2 or above) was in line with national averages. When compared to similar schools, that is schools with a similar percentage of pupils eligible for free school meals, then results are well below average. Taken over the last three years pupils' attainment is close to the national average.

97. At the end of Key Stage 2 the most recent National tests in 1999 show a considerable improvement in the school's results compared to the previous year. These increased from 52 per cent at Level 4 and above in 1998 to 72 per cent at Level 4 and above in 1999. These 1999 results are in line with national averages. In comparison with schools in similar contexts, pupils' performance is well below average. Taken over the last three years, pupils' attainment is close to the national average.
98. Inspection findings broadly support test findings at Key Stage 2 where standards are satisfactory within, and at the end of the key stage. This is because teaching is good or very good and teachers have high expectations of pupils of all abilities and encourage them to succeed. However, at the end of Key Stage 1 standards are below average owing to poor pupil management and ineffective use of lesson time.
99. At the beginning of Key Stage 1 pupils are given a range of early experiences in all aspects of the mathematics curriculum. They can add and subtract numbers to ten, recognise odd and even numbers and can name simple two-dimensional shapes. Pupils reach standards in line with their age. However by the age of seven pupils, standards are below average as progress is unsatisfactory. At the end of the key stage pupils can count in threes and are beginning to develop an understanding of place value. More able pupils are able to complete a 100 number square quickly and independently but the average pupil needs support. Pupils of lesser ability are able to subtract a chosen number from 15 with the help of a number line.
100. At the end of Key Stage 2 standards are in line with the national average. Most pupils have developed mental strategies to add and subtract, quickly and accurately, pairs of two digit numbers and are competent in the four rules of number. More able and average ability pupils can also multiply and divide decimals to two places while pupils of lesser ability can order decimals to two places. All pupils can plot reflections using positive and negative numbers as well as create and interpret graphs about temperature. Pupils are able to identify the symmetries of 2-D shapes and draw isosceles and scalene triangles.
101. Sound progress is made by pupils at the beginning of Key Stage 2. Progress accelerates to being good at the end of the key stage, both in lessons and over time. Where progress is good, work matches pupils' abilities and lesson objectives are made clear. A good example was in a lesson relating to angles in Year 5. At the beginning of the lesson few of the average attainers could really identify acute and obtuse angles. By the end of the lesson they were able to identify the differences between these angles, estimate the number of degrees in each as well as develop the skills of using a protractor. More able pupils in the same lesson are able to use a protractor to measure angles to the nearest degree and calculate the measurement of an obtuse angle. Overall progress in Key Stage 1 is unsatisfactory. There is insufficient curriculum coverage and pupils are not encouraged to persevere with the tasks in hand. Pupils with special educational needs make good progress in both key stages. This is because their work is at the right level for them and they get good support from the Special Needs co-ordinator.
102. Most pupils enjoy mathematics and this is particularly noticeable in Key Stage 2. They take part in mental sessions with enthusiasm and are keen to answer questions. They listen very attentively to explanations and apply themselves diligently to set tasks. They are able to sustain their concentration for extended periods. They work well individually and in pairs. The standard of recorded work is good and pupils are obviously well organised and take pride in their work.
103. At the end of Key Stage 1 teaching is barely satisfactory. Teaching in the early part of the key stage is good and this is an improvement since the last inspection. However, less effective discipline in Year 2

results in a poor learning environment where pupils lack concentration and perseverance. This has a detrimental effect on the amount of learning taking place within the lesson.

104. In Key Stage 2, eighty per cent of lessons were good or very good. This is an improvement since the last inspection. Lesson planning is good and follows the numeracy strategy guidance. Lessons have clear teaching objectives that build on previous learning with a good balance between whole class and group teaching. The opening mental session is lively and encourages pupils to be enthusiastic about the subject and helps to make learning fun. In the lesson the teacher used a simple example to inform pupils of an appropriate method of adding numbers and then built on this increasingly. This helps to develop a variety of mental strategies in calculation as well as speeds up pupils thinking and makes them feel confident. There is good support for pupils with special educational needs to enable them to benefit from taking part in class lessons. Teachers have good knowledge and understanding both of the subject and of the needs and abilities of their pupils. They have high expectations of pupils, not only for attainment but also for presentation. They expect their pupils to be attentive and concentrate well on their work.
105. The Numeracy Strategy has been successfully introduced and the curriculum is broad. Long and medium term plans cover the programmes of study with provision for continuity and progression. However, pupils are not given sufficient opportunities to apply their knowledge and skills in real situations and this was noted at the last inspection. Pupils do sometimes investigate problems, but these are usually set by the teacher or are from exercises. There are some examples of mathematics being used in other subjects, such as time lines and graphs in history. In general the skills taught in maths lessons are not put to sufficient practical use in other areas of the curriculum. Information technology is not used enough in maths lessons.
106. There are good arrangements for assessment in mathematics. Statutory standard assessment tasks are carried out efficiently. Pupils in Key Stage 2 undertake two assessment tasks per term and pupils are assessed at the end of each year using nationally published material. Test results are analysed and the information is used to set effective targets for each pupil. Work is marked promptly and individual records of progress through the National Curriculum Programmes of Study are kept up to date and used to help plan future work.
107. The co-ordinator shows very good leadership and is supported by another member of staff as a Ashadow@. They work well together and have undertaken a recent subject audit. This has led to the production of an action plan which includes INSET, monitoring and evaluating teaching and learning throughout the school, and a review of current resources These have already been successfully implemented. Although there are sufficient resources to cover number work, there is a shortage of resources for shape, space and measure, handling data and suitable computer programs to support learning.

Science

108. In the 1999 teacher assessments at the end of Key Stage 1 the pupils' attainment was not significantly different from the national average. In the same year tests at the end of Key Stage 2 pupils' results were in line with the national average. At both key stages attainment is well below average in comparison with schools with pupils from similar backgrounds. From the evidence of the inspection pupils are achieving standards of work that are below national expectations at Key Stage 1. They are in line with national expectations at Key Stage 2. In Year 5 and Year 6 higher attaining pupils are achieving standards that are above national expectations.
109. By the end of Year 2 the majority of pupils are able to make a circuit to connect a bulb to a battery.

They are able to carry out investigations to discover the ability of materials to retain water. Using their knowledge of other properties of these materials such as cost and durability, they can draw conclusions about the suitability of the materials to make party cups. By the end of Year 6 the majority of pupils know that the bars on a glockenspiel produce different notes depending on their length and that the strings on a violin produce different sounds depending on their thickness. Many can explain this observation by the way musical instruments vibrate. They can carry out an investigation to compare the pitch of sounds produced by blowing across the top of drinking straws of different lengths. They use scientific language confidently.

110. Pupils make satisfactory progress at Key Stage 1. At Key Stage 2 progress is good. On occasions pupils in both key stages make very good progress. Very good progress was seen In Year 5 when pupils experiment to compare the heat insulation of vending machine cups made from different materials. They significantly advanced their investigative skills as they accurately recorded temperatures and plotted cooling curves. The progress of pupils in Year 2 and Year 3 is unsatisfactory. This is because the pace of lessons is slow and the content of the lessons is insufficiently challenging.
111. The majority of pupils are interested in their work. They are attentive and use equipment and apparatus with care. They take part in class discussions answering questions thoughtfully and knowledgeably. They work well together in groups sharing and developing ideas as they study. Their work is completed neatly and to the best of their abilities.
112. On balance the quality of teaching is good though there is some variance throughout the school. It is often very good at Key Stage 2 and sometimes very good at Key Stage 1. This is an improvement since the last inspection. However, some unsatisfactory and poor teaching occurs at both key stages. Where teaching is very good the lessons are lively interesting and challenging to pupils of all abilities. In these lessons teachers set high standards to which the pupils readily respond. The standard of teaching is unsatisfactory where the work is insufficiently challenging and the attention of the pupils is not secured.
113. There is a good scheme of work that ensures continuity in learning. Often teachers develop pupils' skills in literacy by encouraging them to use appropriate scientific terms in their explanations. Pupils work is assessed regularly against National Curriculum levels of attainment. This assessment ensures that teachers are able to adjust their teaching plans in response to the pupils' achievements and difficulties.
114. The subject is led to a good standard by an experienced co-ordinator. There is an adequate range of equipment, books and other resources. These are managed to a good standard. There is now access to water and other facilities in the mobile classrooms, reported as deficient in the last inspection. Pupils benefit by visits to Legoland when they are studying forces and Marwell Zoo when learning about conservation. These and other activities enrich the curriculum and bring further interest to learning.
115. Since the last OFSTED inspection (February 1996) the standard of pupils' work at the end of Key Stage 1 has fallen. It has remained the same at Key Stage 2.

OTHER SUBJECTS OR COURSES

Information Technology

116. At the end of Key Stage 1 and Key Stage 2 attainment is below that which can be expected nationally. The standard of pupils work is better in handling and communicating information than in other aspects of IT, although still below that which can be expected nationally at the end of Key Stage 2. Attainment is below national expectations because National Curriculum requirements are not met.
117. At the end of Key Stage 1 pupils can enter some text using a word processor. They can change the size and colour of the text on the screen and know the function of the main controls on the keyboard. They can use a mouse confidently. By the end of Key Stage 2 they can use a fully featured word processor to enter text in tables. They can use paint and draw applications to create their own pictures.
118. The pupils make erratic progress and overall it is unsatisfactory. Individuals do not have sufficient opportunity to use the one computer in each class. The limited range of computer programmes and applications do not provide a wide enough learning experience to allow good progress to be made. Poor keyboard skills also hinder progress. The word processing skills of older pupils are not sufficiently advanced. The progress of pupils with special educational needs is slower than can be expected. This is because they have limited opportunities to use the computers with specialist applications.
119. The pupils work well together. They are prepared to share ideas and support each other in their learning. They look after the equipment and when they have the opportunity they enjoy using the computer in the classrooms. They work well without direct supervision if required and sustain their interest and concentration on the task set for them.
120. Overall the quality of teaching is sound. During the period of the inspection very little teaching of this subject was seen. This is because pupils infrequently have whole class lessons. Classroom management and organisation is good and this allows individuals or small groups of pupils to work on the computer while the rest of the class is involved in other activities. Good teaching was seen in Year 4 where the teacher has good subject knowledge and uses appropriate technical vocabulary. This enables the pupils to gain a good understanding of how to cut and paste text using a word processor application. To overcome the obvious limitations of access to the computer the teacher asked the pupils to practice the cut and paste exercise on paper.
121. Pupils do not have sufficient opportunity to use multi-media CD-ROMs to obtain information to support learning in history, geography and science. They are not given sufficient experience to compare and represent data graphically. Applications to encourage decision making through computer simulation are not fully exploited. IT is not used to its fullest extent to support teaching across the curriculum in particular, mathematics. The computer is not used in a sufficiently advanced way by older pupils for designing, modelling or to write procedures for controlling devices, drawing mathematical shapes or patterns. Pupils do not have the opportunity to use E-mail or access information on the Internet.

Art

122. During the inspection only two lessons were observed. However, from the work that was on display, discussions with pupils, teachers and the art co-ordinator, it was evident that pupils reach satisfactory standards. At both key stages pupils, including those with special educational needs, make satisfactory progress. Pupils use a satisfactory range of materials, media and techniques, including three-dimensional work, to express their ideas. There is a growing development in pupils' skills and techniques, particularly in drawing. They handle tools such as paintbrushes and pencils effectively to achieve variations in the texture and tone of their work, as noted in the pencil sketches of three-

dimensional shapes in Year 6 books. In Year 2 pupils successfully mix media, such as paper, pulses, textiles and pastels to create collages of an island that they are learning about in geography. Year 6 pupils drew their sketches of modern characters for homework in readiness for their pictures based on the work of the artist, Roy Lichtenstein. They have a good understanding of the style of the artist and were successful in recreating the strong, bold colours and dot process in their own work.

123. There are good links with topic work particularly history. For example, Year 5 created and sewed borders based on Aztec patterns and colours and, designed and painted their own designs of glyphs using bold colours. Year 3 made mosaic patterns based on their work on the Romans, while Year 4 pupils used pastels for portraits of Henry VIII. The work in Year 2 was based on their geography topic about contrasting areas, while the topic of '>Ourselves=' in Year 1 was science based. The new co-ordinator has started to develop progression in the acquisition of skills and intends to use the new national guidelines when it is published next year.
124. At both key stages pupils= concentration is good and they co-operate and share equipment well. They work with real enjoyment and were disappointed in both lessons observed when they had to finish. Pupils are willing to modify their work in order to improve it, and they show a pride in their finished pieces, several Year 2 pupils were very keen to show off their work. Year 6 pupils are learning to discuss and evaluate differing styles of artists with growing confidence and knowledge.
125. The quality of teaching at Key Stage 1 is satisfactory, with some good features at the top of the school. Teachers circulate well during lessons and this encourages the development of pupils= thinking and skills. They plan appropriately to ensure the lessons are interesting and linked to other areas of the curriculum. They use appropriate vocabulary well and encourage pupils to also use artistic terms. The popular infant art club makes a valuable contribution to the subject. Overall, work in art makes an aesthetically pleasing contribution to the school environment. Work is evidently valued in the way in which it is displayed.

Design and Technology

126. Throughout the school pupils complete their work to standards which can be expected for their age and abilities. They have sound skills in all aspects of the designing and making processes. However, they have limited experience of working with wood, metals and cloth. They can measure, mark out and cut materials with increasing precision appropriate to their age. Standards are similar to those seen in the last OFSTED inspection (February 1996). Evidence of the pupils' progress has been taken from classroom activities, scrutiny of the pupils written work and the things they have made.
127. Pupils make sound progress throughout the school. In Year 2 pupils make sound progress when they make a model of a vehicle with particular attention to designing and drawing the way that the axles and wheels are to be attached. In Year 6 pupils make sound progress when they design and make a model of a temporary shelter for people using card, paper and plastic sheeting. They understand how to strengthen materials by reinforcing with diagonal struts and with the use of gussets.
128. The pupils enjoy their studies, they are keen to demonstrate and explain the things that they have made. When working in groups they discuss their ideas and work productively for a long time. Tools and materials are used with care and due regard to safety.
129. From the available evidence the quality of teaching is sound. Very good teaching was observed in Year 3. The lesson was planned well to ensure that there was good emphasis on developing the skills involved in both the processes of designing and making. The teacher also encouraged pupils to evaluate the photo frames they have made against their design intentions. Classroom organisation and

management of the pupils was very good and all pupils received good support and encouragement. Pupils skills of speaking and listening where also developed as they where encouraged to explaining in detail how they could make their own designs better and why they enjoyed making their photo frames.

130. The subject is led by a knowledgeable and experienced co-ordinator. Sound planning ensures continuity as pupil's progress from year to year. Samples of pupils' work are kept to assess standards. There is an inadequate range of tools, construction kits, equipment, materials and other resources to provide a rich and varied learning experience.

Geography

131. Evidence of pupils= progress has been drawn from discussions with pupils at both key stages and from one lesson seen.
132. Attainment at both key stages is in line with the national averages. In Key Stage 1 progress is satisfactory. Pupils are aware that they live in England and that London is the capital, but this is the extent of their knowledge of their immediate area and of the United Kingdom. They know that a globe represents the world and can identify some geographical features such as oceans and land as well as name the north and south poles. Pupils have sound knowledge of geographical terms such as the four main compass points. However, they are given insufficient opportunities to investigate their immediate environment and their mapping skills are underdeveloped for their age. At Key Stage 2, progress in the development of skills and of knowledge and understanding about places and themes is sound. There is some evidence of work using co-ordinates in mathematics. Through a study of the weather pupils are able to use a range of instruments to take measurements of temperature, wind strength and rainfall. They have knowledge of the water cycle and are aware of weather patterns in other regions of the world. They have opinions and ideas about environmental issues and the effect on the global environment when rainforests in South America are cut down.
133. The curriculum is planned through the use of a nationally published scheme of work. The Headteacher is co-ordinating the subject and is monitoring pupils= learning. The subject is due for review in the near future and it is anticipated that a current member of staff will be appointed as a permanent co-ordinator at the end of the academic year. Resources are limited and this reduces the quality of pupils= learning.

History

134. As only a small number of lessons were seen during the inspection because of timetable arrangements, it is only possible to make limited judgements about teaching and pupils= response in lessons. Evidence has been drawn from the scrutiny of pupils= work, discussions with pupils and teachers= planning. Due to pressure on time with the introduction of Literacy and Numeracy strategies, the school has chosen to reduce the amount of time spent on the subject.
135. Standards of achievement and progress at both key stages are in line with national averages. Pupils in both key stages make sound progress, although in Key Stage 1 the curriculum areas are not covered fully. Pupils are able to distinguish between the past and present in simple terms and can explain a short time line. In Key Stage 2 pupils are aware of important episodes and developments in Britain's past and have developed a chronological framework that links these eras together. They are able to describe and give details of the life and times of different periods and are knowledgeable about some of the famous people. For example they can describe the part played by Boudicca during the resistance to Roman rule and the fate of the wives of Henry VIII. They have a good understanding of how and why historical accounts can differ according to different perspectives, for example, the views

of rich and poor people. Pupils are taught to communicate their work using a number of formats. The use of literacy skills in report writing is a strength and helps to consolidate pupils' knowledge and understanding.

136. Pupils enjoy history. They listen very attentively to explanations and work hard at tasks given to them. They co-operate well with one another when working together. Conversation with Year 6 pupils shows that they are able to speak expressively about their knowledge and understanding of the subject. Pupils present their work well, obviously taking a pride in achievement.
137. In the three lessons seen teaching was sound in two and good in the third. Teachers demonstrate a secure subject knowledge and emphasise key vocabulary. They build on previous work and make use of good questioning techniques that enable pupils to think for themselves. In the better lesson the teacher used a good clear exposition to pupils' and their ideas and explanations were positively reinforced. This engendered confidence and aided effective learning. Displays of work are carefully mounted and promote learning. In some lessons too much reliance is placed on the use of a video and worksheets. There are too few opportunities for independent research and learning using a variety of resources, including the computer.
138. At the present time the school is following a recommended nationally published scheme of work which allows for continuity and progression. As the school is without a subject co-ordinator, the Headteacher is overseeing the subject and pupils' work. In the near future the subject will have a full review with the intention to adapting the current scheme to the needs of the school. Resources, in terms of books, teacher resources, artefacts and CD-ROMs are inadequate and this affects the quality of pupils' learning.

Music

139. It was not possible to observe the teaching of music in all classes due to the arrangement of the timetable. However, there is sufficient evidence from assemblies, rehearsals, interviews and the study of school documentation and talking to staff to state that the range of musical activities within the school provides pupils with a satisfactory musical experience.
140. Progress at both key stages is satisfactory. Pupils are able to recognise how sounds are used in a given piece to achieve a particular effect and can offer a good description as to how a piece of music made them feel. They are able to determine which instrument is playing in a set piece and can express ideas and opinions about a preferred piece of music. Older pupils are able to select an untuned instrument and perform musical patterns from notation. There are good links with science, when pupils in Year 6 carry out investigations with different instruments, such as a violin and a glockenspiel, to find out how different sounds are created. They listen carefully to particular musical pieces and are developing an awareness of music from different times, places and cultures. There are opportunities for pupils to learn to play the violin and recorders in school, taught by a peripatetic music teacher. Pupils treat the instruments on loan to them with care. However, after an initial free term pupils are required to pay if they wish to continue and this restricts opportunity.
141. The school choir is open to all pupils and an enthusiastic number join although these are mostly girls. Singing is good and pupils maintain a good pitch and sing accompanied and unaccompanied with a

warmth of tone. Pupils have an opportunity to take part in the Christmas Concert to which all parents are invited. Pupils sing hymns in assembly and, although the words are audible, their performance lacks lustre. The school secretary plays the piano during this time.

142. In lessons, standards are good where the teacher is enthusiastic, manages pupils well and has musical expertise. In lessons that are unsatisfactory the pace of the lesson is slow, time is not well used and there is little progress. Planning is satisfactory although there needs to be more emphasis on the performing and composing aspect of the curriculum and opportunities for pupils to have more hands on experience. Currently, no teacher has the expertise to play an instrument but the co-ordinator sings, and has good musical knowledge.

Physical Education

143. Owing to the school's timetable, the time of year and prevailing weather conditions it was only possible to see mainly indoor activities during the week of the inspection. These activities included movement and gymnastics. Other activities are planned for different points in the school year. In aspects seen and from other evidence, including achievements in outdoor competitive sports, pupils are making sound progress in developing their PE skills. Pupils' level of understanding of the benefits of physical activity is appropriate for their age. This is with the exception of swimming. The school does not currently provide education in this aspect of the National Curriculum. However, a survey of pupils in Year 6 showed that approximately 80 per cent could swim 25 metres. This is below what is expected in the National Curriculum.
144. Pupils make satisfactory progress throughout the school. Pupils at both key stages make good progress as they develop their skills in movement. By the end of Key Stage 1 pupils construct short sequences of movement which they are beginning to appraise and modify. By the end of Key Stage 2 pupils are able to use different means of twisting, rolling, balancing and travelling on hands and feet. They co-ordinate a range of movements in sequence making them increasingly more complex.
145. The pupils change into suitable clothing and they are attentive and well behaved during the lessons. Most pupils are enthusiastic and clearly enjoy all types of physical activity. They work well as individuals and in teams. They enjoy demonstrating their new skills and ideas to the rest of the class.
146. The quality of teaching is good. The pupils are always well organised and managed and the majority of lessons have a good pace with a variety of activities. The teachers have a good knowledge of the subject and they demonstrate new skills to a high standard. Skills in literacy are also developed with key words describing movements emphasised. Creativity is encouraged, for example in Year 5 pupils imitated the movements of production robots on an assembly line.
147. The National Curriculum is covered, with the exception of swimming. Orienteering and other adventure activities for Year 5 and Year 6 take place during a residential educational visit to an outdoor activity centre. Pupils have the opportunity to participate in a range of extra curricular sports including netball, football, athletics, rounders and cricket. Pupils compete in mixed teams. Members of the Kingston Rugby and Wimbledon Football club visit the school to assist in the teaching of these games. Currently the school does not have a person to co-ordinate and lead this subject. However, with the exception of swimming, standards have been maintained since the last OFSTED inspection (February 1996).

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

148. The team consisted of 4 inspectors, including a lay inspector, who spent a total of 14 inspector days in school. The inspection team:
- ? spent 53 hours 15 minutes observing 51 lessons, reviewing children's work and hearing some of them read;
 - ? attended a sample of registration sessions attended assemblies and a range of extra-curricular activities;
 - ? observed pupils' arrival at and departure from school;
 - ? observed nearly all teachers at least once and most several times;
 - ? had discussions with the Headteacher, teaching and non-teaching staff, the Chairman of Governors and other governors;
 - ? reviewed all the available written work of a representative sample of three pupils from each year group
 - ? held informal discussions with many pupils;
 - ? analysed a large amount of documentation provided by the school both before and during the inspection, including:
 - ? the school prospectus;
 - ? school policies;
 - ? the Governors' Annual Report to Parents;
 - ? minutes of governors' meetings;
 - ? financial statements;
 - ? the School Development Plan;
 - ? subject policies and planning;
 - ? pupils' reports and records, including special educational needs records;
 - ? the previous inspection report and action plan
- and held a meeting attended by 14 parents and considered 29 responses from parents to a questionnaire asking about their views of the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	173	0	63	17
Nursery Unit/School	19	0	0	0

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	19 : 1

Education support staff (YR - Y6)

Total number of education support staff	3
Total aggregate hours worked each week	57

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	22 : 1

Education support staff (Nursery school, classes or unit)

Total number of education support staff	1
Total aggregate hours worked each week	32

Average class size:	27
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Financial data

Financial year:	1999
	'
Total Income	340065
Total Expenditure	321649
Expenditure per pupil	1475
Balance brought forward from previous year	6672
Balance carried forward to next year	25088

PARENTAL SURVEY

Number of questionnaires sent out:
 Number of questionnaires returned:

223
29

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	17.2	65.5	13.8	3.4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	20.7	51.7	13.8	10.3	3.4
The school handles complaints from parents well	10.3	41.4	27.6	17.2	3.4
The school gives me a clear understanding of what is taught	10.3	65.5	10.3	13.8	0
The school keeps me well informed about my child(ren)'s progress	10.3	44.8	27.6	17.2	0
The school enables my child(ren) to achieve a good standard of work	10.3	48.3	31.0	10.3	0
The school encourages children to get involved in more than just their daily lessons	17.2	58.6	13.8	10.3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	6.9	65.5	13.8	13.8	0
The school's values and attitudes have a positive effect on my child(ren)	13.8	58.6	20.7	6.9	0
The school achieves high standards of good behaviour	13.8	31.0	20.7	27.6	6.9
My child(ren) like(s) school	27.6	65.5	6.9	0	0

Percentages in parentheses refer to the year before the latest reporting year