

INSPECTION REPORT

LUDLOW JUNIOR SCHOOL

Southampton

LEA area: Southampton

Unique reference number: 116098

Headteacher: Mr D Picton-Jones

Reporting inspector: Mrs S Tweddell
Rgl's Ofsted No: 1709

Dates of inspection: 11 – 14 September 2000

Inspection number: 224186

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Peveril Road Itchen Southampton
Postcode:	SO19 2DW
Telephone number:	02380447885
Fax number:	02380440914
Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Bettridge
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Sandra Tweddell Ofsted No: 1709	Registered inspector	N/A	What sort of school is it?
			How high are standards? a) The school's results and achievements
			How well are pupils taught?
			How well is the school led and managed?
			What should the school do to improve further?
Josephine Philbey Ofsted No: 9405	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Paul Cosway Ofsted No: 2734	Team inspector	English	N/A
		Art	
John Collier Ofsted No: 7598	Team inspector	Geography	N/A
		History	
		Information technology	
Brian Fletcher Ofsted No: 20457	Team inspector	Mathematics	N/A
		Design technology	
		Special educational needs	

Abul Maula Ofsted No: 8696	Team inspector	Music	
		Religious education	
		Equal opportunities	
		English as an additional language	
Peter Thrussell Ofsted No: 9405	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Physical education	

The inspection contractor was:

Cambridge Education Associates Ltd
Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14 - 16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19 - 20
PART C: SCHOOL DATA AND INDICATORS	21 - 24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25 - 37

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ludlow Junior School is a very large school, close to the centre of the city of Southampton. There are 585 pupils on the school's roll. In Year 6 there are more boys than girls, but in Year 3 there are more girls than boys. Pupils come from a wide range of backgrounds. The houses are a mixture of private dwellings and council owned properties. There is a higher than average number of overcrowded households and fewer adults have higher educational qualifications. The number of pupils eligible for free school meals is broadly average. There are more pupils with special educational needs than in most schools and one pupil has a statement of special educational need. Ten pupils speak English as an additional language and five of these pupils are at early stages of learning English. These figures are slightly higher than in most schools. The attainment of the pupils on entry has improved recently and is now close to average, but overall, is below average.

HOW GOOD THE SCHOOL IS

Ludlow Junior School is an effective school and has many strengths which teachers are determined to improve further. Staff have worked hard to raise standards and these have improved each year and now pupils achieve at the national average. The leadership and management of the school are good and are one of the reasons why standards are improving along with the commitment of the staff. The leadership of the headteacher is very good. Over half the teaching is good or better and teaching is satisfactory overall. Good methods are in place to ensure that all aspects of the school's work are at the highest standard and these are being embedded into the practice of all staff. The school gives satisfactory value for money.

What the school does well

- Leadership and management are good overall and as a result, standards are rising.
- The behaviour of the pupils is good as very good methods are in place to ensure pupils behave well and all staff use them effectively.
- Good methods are in place to review the work of the school.
- Provision for pupils' personal development is good.
- Pupils are safe in a caring environment.
- The quality of information to parents is very good.

What could be improved

The school is dealing with these areas for improvement

- Attainment in writing, although improving, is lower than in speaking, listening and reading.
- Information technology is taught effectively as a subject but it is not used to support learning in all subjects.
- Assessment in English, mathematics and science is good and very good methods have recently been developed for other subjects but are not yet in place.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 and has improved very significantly since then when it was found to have serious weaknesses. The quality of teaching has improved greatly and over half the teaching is now good or better and teaching is satisfactory overall. The leadership and management is good and that of the headteacher is very good. He has given a clear direction that is successfully focused on raising standards. The partnership with parents has improved. Parents feel welcome in the school and testify that communication has improved. Assessment has been a focus for development and assessment of English, mathematics and science is now good. Other subjects have guidance for assessment and this is beginning to be used. Provision for special educational needs has improved as has the provision for pupils' moral development. Very good methods have been established to ensure that pupils behave appropriately and as a result, behaviour has improved significantly.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	D	C	D
Mathematics	D	C	C	C
Science	C	C	C	C

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

The table shows that pupils' performance in English, mathematics and science in 1999 was close to the national average. In comparison with similar schools, performance was below average in English and close to average in mathematics and science. In 2000, performance was similar in English and mathematics but improved in science, particularly the number of pupils gaining the higher level 5 of the national tests. There is as yet no data to make comparison with national figures. The school has achieved the targets it set for English in both 1999 and 2000. It exceeded its targets in mathematics in 1999 and attained them in 2000. The trend in performance over the past four years has been similar to that nationally.

The inspection found that the trend in the rise in performance is continuing and that attainment in English, mathematics and science is similar to that of last year. Attainment in other subjects is in line with national expectations. Pupils work hard and achieve well in relation to their prior attainment. There are strengths in attainment in reading, speaking and listening and number. Standards of writing, although improving, are not as high as in other areas of English. This has been recognised by the staff who are working to raise standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, pupils generally work hard.
Behaviour, in and out of classrooms	Good, the school is a well -ordered community.
Personal development and relationships	Good, generally, pupils respect one another and adults.
Attendance	Slightly below average.

Pupils enjoy coming to school and have positive attitudes towards their work which are strong factors in the school's success. Their behaviour is good both in lessons and at play. They are pleased to take responsibility and show maturity when carrying out tasks. Attendance is just below that of most schools as a few parents do not insist that their children attend regularly.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	satisfactory

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

Teaching is satisfactory overall and over half of all teaching is good. 98 per cent of teaching is satisfactory or better and 11 per cent is very good or excellent. The teaching of English and mathematics is good. The continuous review of teaching by the senior management team has led to a good consistency in the quality of teaching and thus to pupils learning well. Effective planning supports teachers' understanding of the subjects they teach and gives good guidance. All teachers ensure that pupils are well-behaved. Basic skills of literacy and numeracy are taught well. The teaching of pupils with special educational needs is satisfactory and often good and higher attainers are mostly successfully challenged and make the progress they should. Occasionally there is a slight inconsistency such as using the time in lessons ineffectively. All staff have a repertoire of effective teaching skills which forms a good springboard to inspire pupils further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Subject guidance is very good. There is a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Effective support enables pupils to make good progress.
Provision for pupils with English as an additional language	Satisfactory. The school makes effective use of external support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is good provision for pupils' social, moral and cultural development and satisfactory provision for their spiritual development.
How well the school cares for its pupils	Good. Effective methods are in place for ensuring good behaviour and for monitoring progress.

The school has prepared well for the new curriculum for September 2000 and subject planning is very good. The curriculum has been carefully planned so that over the year, there is a balance in the subjects that are taught. However, in the short term there is some imbalance in coverage. The school communicates very well with parents and encourages them to be involved in the education of their children. Very good methods are in place to encourage pupils to behave well and the school does all it can to encourage parents to send their children to school regularly. Assessment in English, mathematics and science is good. The assessment in other subjects is at an early stage following substantial and thoughtful preparation.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall and the leadership of the headteacher is very good. The senior management team, year and subject leaders fulfil their roles successfully.
How well the governors fulfil their responsibilities	Good; most governors are fully involved in the strategic management of the school.
The school's evaluation of its performance	Good; this has helped to raise standards and continues to develop well.
The strategic use of resources	Good. The school seeks value for money in the use of its budget.

The leadership of the school is good overall and that of the headteacher is very good. He has set a clear direction for the school focused on the need to raise standards. The senior management team works effectively together and has been successful in raising standards. Many governors know the school well and give much of their own time to review the work of the school and to support staff and pupils. Subject leaders have worked hard to support colleagues with thoughtful subject guidance. A key strength in the raising of standards has been monitoring of teaching, leadership and management, the curriculum and standards. This continues to develop with plans to involve subject leaders further in this work. The school applies the principles of best value well. Staffing, accommodation and resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards achieved and progress made by pupils. • The behaviour of the pupils and the attitudes and values taught by the school. • The teaching and commitment of the staff. • The leadership and management. • The approachability of staff in the school. • Communication between school and parents. • Their children like coming to school. 	<ul style="list-style-type: none"> • The consistency of homework. • The range of out of school activities. • A few who responded feel that the school does not work closely with parents.

Inspectors found that parents are justified in their views of what pleases them about the school. The school was aware of inconsistency in setting homework and has responded to the concerns of parents by issuing a homework diary that has clear guidance for the amount of homework and advice as to how to tackle it. Parents at the parents' meeting were optimistic that this would solve the problem. During the week of the inspection, which was the first full week of the new school year, homework was set regularly. There is an adequate range of out of school activities that has recently included an after hours club. The school does all it can to involve parents and communication with parents is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In 1999, pupils' performance in English, mathematics and science was at the national average. When results were compared with similar schools, performance was average in mathematics and science but below average in English. The school slightly exceeded the target it had set for English and exceeded it in mathematics. The targets were set at an appropriate level. Boys and girls attained similarly except in English where girls outperformed boys. In 2000, results were similar to those of 1999. In English, results improved slightly, in mathematics they were broadly similar and in science they improved, particularly in regard to pupils gaining the higher level of the tests. There is, as yet, no data for 2000 to make comparisons with results nationally. The trend in performance over the four years to 1999 has risen in line with the trend nationally.
2. The inspection found that attainment is continuing to rise because of good leadership and at the end of Key Stage 2 is at the national average in English, mathematics and science. Attainment in other subjects is in line with what is expected of eleven year olds. Attainment on entry has risen recently and is now close to average although, taking the school as a whole, attainment is below average. Higher attaining pupils are successfully challenged by their work and achieve well in relation to their prior attainment. Pupils for whom English is an additional language make satisfactory progress. Currently, there is no specialist support and the school is in the process of appointing staff.
3. The number of pupils with special educational needs is higher than in most schools and the current Year 6 has a large number of pupils with special educational needs. Pupils with special educational needs make good progress especially in literacy where targets are well written and ways of achieving them closely defined. The quality of individual education plans is very good. These plans contain targets that are specific, measurable and easily understood by the pupils. There are recorded gains in pupils' reading, writing and spelling. The plans are also accessible and easy to read. Pupils take them to the teachers of numeracy and literacy sets.
4. Attainment in English at the end of Key Stage 2 is at the national average and pupils make good progress. Their attainment in speaking, listening and reading is better than in writing, where many pupils have difficulty in writing fluently. The school correctly identified this as a problem and more time has been given to developing writing skills. Pupils apply their skills of literacy well in other subjects when they are asked, sometimes for example using books for research in history, but the skills of many in writing are not adequately developed to cope with the demands of writing for science or geography for example .
5. In mathematics, attainment is in line with the national average at the end of Key Stage 2 and pupils do particularly well in number. They make good progress as the numeracy hour is taught effectively. Pupils apply skills well in other subjects such as measurement in information technology and science, and graphs in geography.
6. At the end of Key Stage 2 in science, attainment is at the national average and pupils make good progress. Pupils of higher attainment achieve well. Attainment in all the areas of science is at the national average but pupils have few opportunities to plan their own investigations, so attainment here is lower.
7. Pupils make satisfactory progress in religious education and attainment is in line with what is expected of the locally agreed syllabus. They understand that there are a number of faiths and have a satisfactory knowledge of stories from the Bible.
8. In information technology, pupils make good progress as it is taught independently of other subjects. By the time pupils leave school, attainment is in line with what is expected of eleven year olds and they are equally skilled in all the areas of information technology. Staff

appropriately ensure that pupils have necessary skills in information technology, but its use in all subjects is not widespread. However, this is planned as the next stage of school development.

9. In other subjects, pupils make satisfactory progress and attain what is expected of them when they leave at eleven. By the end of Year 6, pupils have a good understanding of chronology and have a knowledge of events which happened in the past. They can locate places on maps and understand plans. They have a knowledge of how people in other countries live and features of those countries. Pupils have satisfactory skills in designing and making objects but are less confident in evaluating the effect of their designs or the quality of their products. Strengths in art are in the appreciation of the work of great artists and working in their styles. In music, many pupils take advantage of the opportunities to play instruments and so achievement in performance is good. Most pupils attain highly in swimming due to the intensive course that they take in Year 5.
10. Attainment is improving because of effective leadership, the strong commitment of staff, good monitoring and very effective subject guidance.

Pupils' attitudes, values and personal development

11. The school has developed good attitudes and work habits in the pupils. Pupils arrive at their lessons in the morning prepared to work. Throughout the day most pupils involve themselves readily in the tasks and persevere even if, sometimes, they find the work difficult. This positive attitude has a beneficial effect on their learning.
12. Pupils want to achieve well and listen carefully to instructions given by their teachers. They are eager to contribute to discussions and to answer questions posed in lessons or during assemblies. Most pupils sustain their concentration until their task is completed. The concentration of a few pupils wanes, for example when the introduction to the task is too long. Pupils work effectively both individually and collaboratively. On a number of occasions pupils were seen working well in groups and with partners. An example of this was seen in a Year 5 science lesson where pupils were discussing together the classification of plants. Pupils are friendly and polite and pleased to discuss their work with visitors.
13. Behaviour throughout the school is good and considerably improved since the last inspection. Pupils behave well in the classrooms and move around the school building in a very orderly way. This was particularly noticeable when groups of pupils were moving around the school within their sets. They waited patiently and sensibly outside classrooms until their teachers were ready. At lunch and play times girls and boys play well together showing respect for each other and property. In the lunch hall pupils need little supervision; the atmosphere is congenial and characterised by courtesy and good manners. There was no evidence of confrontation or oppressive behaviour or bullying on the part of the pupils to each other. There have been two exclusions in the last twelve months.
14. Relationships amongst the pupils and between the staff and pupils are good. Pupils show care and concern for each other and readily give assistance if a fellow pupil is upset or needs help.
15. Pupils enjoy taking responsibility throughout the school. Members of the School Council take their responsibilities seriously. Pupils act as monitors returning registers, tidying resources and ensuring the school is litter free. Some pupils help in the school office at lunchtime. Pupils are encouraged to be part of the community, collecting for charities and sending harvest gifts to the local hospital. The results of such initiatives have a positive impact on pupils' learning and personal development.
16. Attendance throughout the school is below the national average because a small number of parents do not insist that their children attend school regularly.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching has improved significantly since the last inspection and is now satisfactory overall. Over half the teaching is good or better and eleven per cent of teaching is very good or excellent. The teaching of English, mathematics and religious education is good and the teaching of other subjects is satisfactory with many good features. The inspection took place very early in the new academic year when staff were getting to know their new classes. They were correctly ensuring that pupils understood classroom routines and the boundaries of acceptable behaviour. All staff implement the very good behaviour policy most effectively so that pupils can listen and learn. A key feature of the policy is high expectations of good behaviour.
18. The teaching of pupils with special educational needs is always satisfactory and often good. Planning is detailed, thorough and relevant to the needs of the individual pupil. The progress towards the achievement of the targets is very good. Records are carefully kept. The learning support assistants use their training well to work effectively with the pupils who have been identified. They often support sensitively and unobtrusively so that pupils can contribute to the lesson. Teachers and learning support assistants exchange progress notes daily. In a Year 4 mathematics lesson, an assistant worked with a group of pupils on number bonds to 20 and the different ways of adding two-digit numbers. The pupils worked hard and then were confident and enthusiastic to put up their hands when the teacher asked a question. One beamed when she gave the correct answer. In another lesson, a teacher of a Year 5 class studying history skilfully led the lower attainers to deduce that *m* on a family tree means married. Occasionally, pupils with special educational needs were not included in the class discussion even though they put up their hands as they thought they knew the answer.
19. The teaching of pupils for whom English is an additional language is satisfactory. They are well integrated within the school and relate well to their teachers and benefit from their teaching strategies. Their additional language needs have in the main been identified, leading to a successful bid for the necessary funding. The school uses external support successfully.
20. A good feature of all the teaching, including that of the learning support assistants, is the use of learning objectives. These are written on the board and used by all staff at the beginning and the end of the lesson, and sometimes, during the course of the lesson. As a result, pupils understand what they are expected to learn and have a good idea of how well they have learnt the topic under discussion. This promotes learning most effectively. Many good examples were seen. In one, a Year 3 class was studying how different story settings were used by authors to give the reader a feeling of the background of the story. The teacher in this class kept coming back to the objectives of the lesson which reinforced the learning of the pupils. The aim of this lesson was successfully met. Sometimes, the objectives are written in language which is complex. Many teachers are skilled at explaining the objective in language that pupils understand, but a few did not. In one example, pupils had made good progress in the lesson and met the aim of the lesson. When they were asked what they had learnt in relation to the objective, they did not understand the language of the objective. This was because it had not been made clear to them.
21. Usually, activities are well planned to meet the needs of pupils of differing attainment. In most lessons, higher attaining pupils are given tasks which challenge their understanding and sometimes, further extension tasks are available for when they finish. The tasks for lower attaining pupils are appropriate and they usually receive individual advice from the learning support assistant or the class teacher. On the odd occasion, pupils finish and there is nothing for them to do, or lower attaining pupils find difficulty with the task and do not have support.
22. A key strength in all the teaching is the use of the very good subject guidance to plan lessons. The guidance has enabled all staff to have confidence about teaching all subjects in the curriculum. Lesson plans are detailed and staff follow them well. As a result, the lessons flow at a good pace. This feature is apparent in the teaching of all subjects. Resources are readily available and are used effectively to maintain pupils' motivation. In a Year 5 mathematics' lesson, pupils who were studying multiplication and its vocabulary made good progress because of the excellent use of an overhead projector to fill in a timetable grid. The range of activities in the lessons is good as it maintains motivation and reinforces pupils' learning.

23. In a few lessons, discussion was used well to extend the pupils' understanding of a topic. A very good example was observed of discussion being used to enable pupils to develop a deep understanding of how seeds disperse. The teacher of a Year 5 class asked pupils to classify seeds into different categories. Pupils engaged in animated debate and were forced to justify their opinion as to which category they wanted to place the seeds. Learning here was very good and the pupils were enthusiastic. In another example, pupils in a Year 6 geography lesson were prompted to discover routes on a map for themselves. They learnt a great deal about maps and plans as a result. The positive attitudes and good behaviour of the pupils means that they can be trusted to work independently. There were a few examples where teachers talked for too long. This did not allow pupils to participate and so they became restless, particularly when they were sitting on the carpet, as they were uncomfortable. This slowed down their learning.
24. In all classes, the good relationships between staff and pupils encourage pupils to take part and therefore to learn as they know that if they make a mistake, they will not be ridiculed. Many staff ask questions which probe and extend pupils' understanding. Year 4 pupils in a design and technology lesson, studying how puppets are made, were well prepared for their investigation by the questions that were asked as part of the introduction. In this lesson pupils were encouraged to use the vocabulary appropriate for the subject which enabled their discussion to have precision. This feature is also consistent across the school. Homework is set regularly and good use is being made of the new homework diary.
25. Much work has gone into improving the quality of teaching through reviewing lessons, discussion on an individual basis and as a staff and the development of good methods of planning, based on the very good subject guidance. The school is aware of the need to develop more opportunities for literacy, particularly writing, in all subjects and to use computers to enhance the learning of pupils in all subjects. All staff have a good repertoire of teaching methods which has helped to ensure a high degree of consistency. This repertoire forms the basis to inspire pupils further.

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

26. Since the last inspection there has been good improvement in the curricular and other opportunities offered to pupils. Religious education now follows the locally agreed syllabus, the quality of all planning is now good and schemes of work are in place for all subjects. Through subject leaders, the management of the curriculum is effective. The overall provision for spiritual, moral, social and cultural development is now good.
27. The school provides a broad curriculum that promotes the pupils' intellectual, physical and personal development and prepares them for the next stage of education. It includes all subjects of the National Curriculum and religious education, and meets statutory requirements, including those for sex and drugs education. Personal, social and health education is carefully planned, and is a discrete part of the school curriculum. The school has introduced the National Literacy and Numeracy Strategies effectively, and both are promoted throughout other areas of the curriculum. Information technology skills are taught and the school has identified the need to develop the use of these skills across the curriculum.
28. A new timetable and timings for lessons came into effect in September. Staff have carefully tried to balance the time given to different subject areas for the whole school year to ensure that all subjects are covered adequately. However, over a term, there is some imbalance; for example, Year 6 does not have any music timetabled during the autumn term. The school has rightly identified writing as an issue, and, alongside the daily literacy hour, has added a daily additional English lesson, giving more time to English than in most schools nationally. With this emphasis on English, the time given to other curriculum areas is often reduced, along with the opportunities for developing further the use of English to support the curriculum. Assemblies are held at the end of the day which shortens the time available for the last lesson. Within year groups, therefore, not all pupils receive the agreed time for some subjects. For example, in Year 4 one class had a full hour for design and technology whereas another only had forty minutes and could

therefore not finish the lesson.

29. The school provides good learning opportunities for pupils of all abilities. In Years 4, 5 and 6 pupils are set for literacy and numeracy, and within each set work is planned to meet the needs of the range of pupils' ability. Comprehensive yearly and termly planning is carried out by subject leaders showing continuity and progression in the knowledge and skills to be taught, taking account of the recently introduced Curriculum 2000. Short term planning is carried out by year teams, with pupils being set clear and appropriate learning objectives. Learning support assistants are used well to support pupils with special educational needs; Year 6 booster classes give further support in English, mathematics and science.
30. There is a satisfactory range of extra-curricular activities, which provide a variety of sporting, musical and other activities. Pupils take part in competitive activities such as swimming and challenges in mathematics and there are netball and football teams. Visits that pupils make, for instance to Beaulieu, the owl sanctuary and an arboretum, and visitors to school, such as dance groups and a variety of speakers, add to the curricular opportunities offered. Community links are satisfactory; pupils visit local churches and the Sikh gurdwara; the local area is used in history and geography; older people in the community talk to pupils about days gone by; local firms contributed to the school's centenary celebrations in 1999. Good links are maintained with the feeder infant schools and the secondary school to which most pupils go. Subject leaders meet with their counterparts to discuss the curriculum. Information on pupils with special educational needs is shared and good opportunities are made for inter-school visits by pupils, to make the move between schools as smooth and secure as possible.
31. The school's provision for spiritual development is satisfactory. This is an improvement from the last inspection when it was judged to be unsatisfactory. It is promoted mainly through the planned class, year group and school assemblies, where there are opportunities for pupils to respond sensitively to song, music and prayer. However, the short time given to assemblies at the end of the day does at times detract from their worth, especially in the case of class assemblies. In a Year 6 class assembly, the story of a protest made by Gandhi could not be given justice in the time available; in a Year 3 class assembly, the theme of feeling lost was barely covered. When class assemblies follow circle time, the distinction between the two activities is not always clear. Pupils develop some understanding of the religious beliefs of others through their studies of Christianity and other world religions. Circle time provides pupils with opportunities for thoughtful reflection.
32. The school's provision for moral development is good, a significant improvement from the last inspection when it was unsatisfactory. Pupils know the difference between right and wrong and treat each other with consideration. Assemblies, personal, social, health, and religious education often include moral themes discussed by pupils. Through the school council, pupils have been able to discuss and agree basic rules for the classroom. The strongest influence on pupils is the day-to-day dealings between staff and pupils. Pupils are consistently praised and encouraged, and good work and behaviour are recognised through a school system of stickers, stars and merit certificates. The staff act as good role models in their dealings with each other.
33. The provision for social development is good. Personal, social and health education lessons provide planned opportunities to discuss a range of social issues. Pupils are given opportunities to work together in literacy and numeracy and in other lessons. All pupils, in consultation with parents and teachers, are set personal targets which they are encouraged to work towards. A consistent approach to homework also encourages them to become responsible for their own learning. All pupils are given responsibility within the class, for example giving out materials and tidying up after lessons. Older pupils have responsibilities around school, such as being library and office helpers and managing playground activities. There are school council representatives from each class, who are expected to explore and report on any issues raised. The school council is further responsible for its own budget. The provision of extra-curricular activities and competitive sport provide added opportunities for social development. Personal and social skills are further promoted through visits that pupils make, including a residential visit for Year 4 pupils.
34. The school makes good provision for the cultural development of pupils. They have an awareness

of their own culture, past and present, developed through art, music, history and dance. They look at African art and music and the art and music of famous artists and composers; they study ancient Greece; they study the beliefs and traditions of other religions through their work in religious education. An intercultural week is an annual event, involving visiting artists and dancers and providing opportunities for pupils to study different world cultures. There is a satisfactory range of books in the library reflecting different world cultures and life in multi-cultural Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school's provision for the educational and personal support and guidance of the pupils is good. This is another significant improvement as the last inspection found it to be unsatisfactory. The school provides a secure and calm environment and pupils enjoy coming to school. Pupils turn readily and with confidence to adults for help and guidance when needed. Those with concerns can request to see the school counsellor with their parents' consent.
36. The school's arrangements for promoting the welfare, health and safety of the pupils are good overall and have improved significantly since the last inspection. The designated member of staff responsible for child protection has been fully trained and ensures that other members of staff are aware of child protection issues. Arrangements are good and are well monitored. The school liaises effectively with the relevant agencies when necessary. There are now appropriate policies, effectively translated into practice, to support health and safety and great care is taken to ensure the medical well-being of the pupils. Many staff have trained as qualified first aiders.
37. Procedures for monitoring and promoting good behaviour are very good and much improved since the last inspection. The school's behaviour policy has been reviewed and procedures understood and accepted by both pupils and parents. As a result most pupils understand that good behaviour is expected at all time. Good behaviour is praised during lesson time and this works well. Pupils enjoy receiving stickers, certificates and table points for good behaviour. There are appropriate procedures in place to deal with unacceptable behaviour and parents are contacted when necessary. The school has an effective anti-bullying policy. Parents and pupils are in agreement that should a problem arise it is dealt with effectively by the staff.
38. The school is anxious to improve pupils' attendance which is currently below the national average. There are very good procedures for the monitoring of attendance, absence and punctuality. The school's computerised registration system ensures that unauthorised absence is identified. Parents are contacted if the school has a concern. The headteacher and education welfare officer meet on a weekly basis to discuss attendance and unauthorised absence. Parents are reminded of the school's expectations for good attendance through newsletters. Certificates are given to pupils who have achieved 100 per cent attendance rate during the term. On the week of the inspection most pupils arrived at school on time.
39. The school's procedures for monitoring and supporting pupils' personal development are satisfactory. Teachers report on pupils' personal development in their annual reports. All pupils undertake responsibilities in their classrooms and throughout the school. Pupils have the opportunity of representing their class on the school council. All pupils are invited to attend consultation evenings with their parents to discuss targets. The residential trip of pupils in Year 4 gives them the opportunity to be responsible, make decisions and use their own initiative.
40. The assessment of English, mathematics and science is good and has helped to raise standards as teachers use the information to plan for the next stage of learning. It includes careful analysis of how well pupils do in tests and the results of the analysis are used when teachers plan their lessons. In other subjects, subject leaders have worked hard to identify key areas of learning in their subjects and these are going to be used to assess pupils' attainment and will lead towards the annual report. Targets are set for all pupils using the information from assessment. Parents are also involved in setting targets for their children when they meet staff to talk about their children's progress. A marking policy has been developed over the past twelve months but is not yet consistently used by all staff.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Partnership between the school and its parents has improved significantly since the last inspection when it was poor and is now good. The school recognises that liaison between home and school is most important and has worked hard to develop links and improve relationships and communication between the school, parents and carers. Parents hold the school in high regard. They appreciate the commitment of the headteacher and his staff and what the school seeks to achieve for their children.
42. The quality of the information to parents is now very good. The school prospectus is comprehensive and clearly written for parents and pupils to understand. The annual governors' report to parents is informative but does not mention access for the disabled. Parents are most appreciative of the weekly school newsletters and half-termly year group newsletters that give information on school events, activities and pupils' achievements. The newsletters, which are easy to read and friendly in tone also contain appropriate curriculum information to make parents aware of what their children are learning in the classrooms and how they can help at home. The school has offered a number of curriculum evenings for parents for mathematics, English, science and information technology. Parents have the opportunity to see the school in action on open days. Parents report that the school has responded well to their concerns regarding homework with the introduction of homework diaries. The first issue of the Ludlow News produced by children using information technology is packed with articles and photographs giving parents an additional insight into school life and children's views.
43. Parents who replied to the questionnaire and those at the parents' evening were pleased with the information provided in their children's annual report. The new style reports give parents sufficient information to understand the progress their children are making in all aspects of their work and set targets for the future. The school offers parents termly consultation evenings and children are also invited to be present. Parents report that they are welcomed into school at any time to discuss progress or raise concerns. Duty staff are in the playground each morning before school starts should parents wish to speak to a member of staff informally. The headteacher also endeavours to be in the playground each day for the same reason.
44. Parents are actively encouraged to be involved in the life of the school. This has improved since the last inspection. Parents are requested to complete a home/school agreement but there has been limited response. Questionnaires have been sent to parents asking their views on homework and discipline issues. Parents are encouraged to read with their children at home. The school values the many parent volunteers who help in the classrooms and office and assist with outside activities and visits. Parents enthusiastically support school concerts and poetry recitals. There is an active and enthusiastic Friends of Ludlow Junior School that is responsible for initiating fund raising activities. All parents and staff are invited to attend committee meetings but their response is often disappointing. Substantial sums of money have been raised by the friends for much needed resources including televisions, computers and playground equipment. Parents and staff enthusiastically support the fund raising activities which include summer and Christmas fairs, car boot sales and pupils' discos.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school's overall leadership and management are good which is a significant improvement since the last inspection. This is the principle reason for the rise in attainment. Administrative systems are very good and enable the school to run smoothly and efficiently.
46. The headteacher's leadership is very good. He has set a very clear direction for the school, at the heart of which is a determination to raise standards. He has effectively delegated responsibility to key staff and empowered them to develop their roles. As a result, team work is good and staff morale is high. The senior management team keep a good overview of the work of the school and support the headteacher very effectively. In addition, year leaders hold a crucial responsibility for ensuring that policies are implemented and that results of the analysis of performance are used to raise standards. They are developing their role with rigour and enthusiasm. Consequently, consistency of practice amongst all staff is increasing. Subject leaders fulfil their roles effectively, readily supporting colleagues with advice. They have worked hard to produce guidance for their subjects which staff find most useful, helping them to achieve a more secure understanding of the curriculum.
47. Most governors are active and, through their regular visits, know the school well. They have established good methods for gaining information and are helping to steer the school successfully. They are continuing to develop their role with determination. Of particular note is the governors' development plan which they have drawn up to guide them towards meeting the priorities of the school development plan. All meetings focus on the priorities of the plan.
48. The school development plan is a most useful working document and is used to focus all meetings. It has appropriate priorities and states how they might be achieved. This helps the school to meet the targets it has set. The process of setting the development plan continues to evolve, particularly in relation to the increased involvement of all staff.
49. Monitoring the school's work is a key strength. The school uses a carefully planned system of self review which covers all aspects of its work, including the leadership and management of the school. Teachers are regularly observed and discussion follows these observations. The curriculum, planning and pupils' work are regularly reviewed and pupils' performance is carefully analysed. Information from these reviews is used to identify professional development courses. The reviews are disseminated at staff meetings and are used to ensure that areas for improvement in teaching and performance are identified.
50. The special educational needs co-ordinator works closely with the special educational needs support teacher to provide the programme. The knowledge, commitment and skill of the support teacher are of paramount importance to the provision. She also has good organisational skills. The special educational needs governor efficiently fulfils the duties expected.
51. The school's intention to provide equal access to all its pupils irrespective of their gender, ethnicity, social background or disability is well documented and meets all statutory requirements. Pupils with special educational needs are well catered for, and the needs of those who learn English as an additional language have been identified, leading to a successful bid for funding. The school has started to analyse pupils' attainment by gender and ethnic background and able pupils are offered enrichment and extension activities.
52. The school budgets systematically and well for all expenditure. The senior management team and the governing body allocate major funding decisions according to the priorities outlined in the school development plan and always seek best value in the allocation of contracts. Year team leaders and subject co-ordinators have responsibility for their own budgets and similarly seek to maximise the value they can get from their funding in terms of the effectiveness of the resources they purchase. Overall, the quality of educational provision has benefited from the wise and careful management of the budget. Funds have been allocated successfully to areas of educational priority. These have proved effective in raising standards and in improving the quality of educational experience for pupils. The improvements in information technology resources, for

example, have helped to raise standards in that subject area by giving pupils access to a wide range of more modern resources, including access to the Internet. The quality and rigour of financial management are good; the last auditors' report found systems to be good and the recommendations it made were minor and have been tackled.

53. The school makes effective use of new technology. It is used well for administration and in many subject areas. Special grants, for educating pupils with special educational needs, for example, are used appropriately. There is regular review of the effectiveness of spending decisions carried out informally by senior managers and by governors as part of the review of the school development plan. The decision to allocate additional funding to learning support assistants, for example, has been reviewed. Its success has been measured by the movement of pupils off the register of special educational needs as a direct result of the additional help they have been able to receive from the increased number of adults in classrooms. Overall, taking account of the progress made by pupils, the quality of teaching, the good personal development of pupils and the cost per pupil of the school, value for money is satisfactory.
54. The school has a sufficient number of suitably qualified teachers with a wide range of experience. They are supported by a good number of learning support assistants and this is an improvement since the last inspection. They are effective in giving help in lessons, enabling pupils to achieve satisfactory standards in their work. All staff show a high degree of commitment to the pupils and to the school and they are very well supported by the headteacher. Their jobs are reviewed regularly and targets set for improvement. Professional development of all staff has a high priority in order to increase their expertise. For example, training in information and communication technology has been very effective recently. Teachers who are new to the profession are well supported by the school and feel valued. Together with all new staff, they are provided with the necessary information to enable them to make an immediate and effective contribution to the school. This is an improvement since the last inspection. The accommodation is adequate and a programme for refurbishing classrooms is underway, resulting in far less echo in the rooms and a quieter environment generally. As at the last inspection, and in the absence of a playing field on-site, teachers continue to make good use of the large area of hard playground to teach games skills so that standards are not adversely affected. There are sufficient resources to teach the subjects of the curriculum effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and the quality of provision even further, the headteacher, senior management team, governors and staff should implement their plans to;

- Raise attainment in writing by encouraging pupils to improve their writing by re-reading it not only for spelling and grammar but also the quality of the language that is used and the order of the ideas. Ensure that all teachers teach the skills that are needed for writing in all the subjects of the curriculum. (paragraphs 4, 55, 61, 62, 63, 65, 76, 88, 92)
- Ensure that pupils use their skills in information technology to increase their learning in all subjects of the curriculum. (paragraphs 8, 72, 76, 80, 87, 95, 100)
- Implement the very good systems for assessment that have been developed in the foundation subjects of the national curriculum. (paragraphs 40, 82, 91, 95, 100, 117)

Governors may wish to include the following minor issues in their action plan;

Continue to work with parents who do not send their children to school regularly. (paragraphs 15, 38)

Review the balance of the curriculum in the short term. (paragraphs 27, 78)

Consider ways of developing the spiritual provision for pupils. (paragraph 31)

Ensure that all staff use the marking policy. (paragraphs 40)

Ensure that pupils plan their own investigations in science when it is appropriate. (paragraphs 6, 76)

Ensure that the work given to pupils in history is suitable for their attainment. (paragraphs 21, 93)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	9	41	46	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	585
Number of full-time pupils eligible for free school meals	91

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	166

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	46
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.9
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	83	74

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	51	59	65
	Girls	55	54	60
	Total	106	113	125
Percentage of pupils at NC level 4 or above	School	68 (60)	72 (53)	80 (71)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	44	49	55
	Girls	55	49	51
	Total	99	98	106
Percentage of pupils at NC level 4 or above	School	63 (61)	62 (51)	68 (67)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	6
Pakistani	0
Bangladeshi	3
Chinese	1
White	563
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	22.9
Number of pupils per qualified teacher	28
Average class size	29.3

Education support staff: Y3 – Y6

Total number of education support staff	20
Total aggregate hours worked per week	276

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	1,137,872
Total expenditure	1,155,475
Expenditure per pupil	1,975
Balance brought forward from previous year	41,172
Balance carried forward to next year	23,569

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	585
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	40	6	1	0
My child is making good progress in school.	47	48	5	0	0
Behaviour in the school is good.	32	58	4	1	5
My child gets the right amount of work to do at home.	22	52	21	4	1
The teaching is good.	45	50	1	1	3
I am kept well informed about how my child is getting on.	47	43	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	53	40	6	2	0
The school expects my child to work hard and achieve his or her best.	61	38	1	0	0
The school works closely with parents.	28	59	9	2	2
The school is well led and managed.	37	56	1	2	5
The school is helping my child become mature and responsible.	37	56	4	1	3
The school provides an interesting range of activities outside lessons.	21	42	19	5	14

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

ENGLISH

55. Standards of attainment on entry are close to average this year, but over recent years they have been below average. At the end of Key Stage 2 in 1999, attainment was in line with the national average. It would have been higher if it were not for relatively low results in writing in the national tests compared with those for reading. Results have improved steadily over the last three years, more rapidly than has been the case nationally. Over this period of time, girls have performed slightly better than boys. The provisional results for 2000 indicate that improvement has continued. The proportion of pupils who gained level 4, the expected grade for eleven year olds, or better, rose to above the national average for 1999. The national average for 2000 results is not currently available. The proportion of pupils who were above the expected standard, attaining level 5, also improved further on the 1999 figure, which was itself close to the national average.
56. When compared with similar schools, pupils' attainment in the national tests at the end of 1999 was below average. Over the last four years, attainment has been below the national average for both boys and girls overall. There has been considerable improvement from the situation at the time of the last report. Then it was found that few pupils were attaining the national average in English.
57. The finding of the inspection is that attainment in English is close to that indicated by last year's national test results. There are many pupils in Year 6 with special educational needs, but the increased emphasis on the teaching of English skills, the significant increase in the time available for it and the effective implementation of the National Literacy Strategy are ensuring that pupils make good progress in English and that standards are rising - especially in writing. Pupils for whom English is an additional language make satisfactory progress because their needs are met by their teachers and the school makes effective use of external support.
58. Standards in speaking and listening are above expectations at the end of Year 6. Almost all pupils are articulate and listen carefully. All listen to the views of others, both children and adults, with respect and with consideration for opinions different from their own. There is a small percentage of pupils, with special educational needs, who find it difficult to explain their ideas in any depth, but even they can concentrate when listening for long periods. Higher-attaining pupils express themselves confidently and accurately, using Standard English when appropriate.
59. Pupils make good progress, especially in the development of their listening skills. Teachers insist that pupils listen carefully to instructions and explanations. Many opportunities are planned to encourage pupils to increase their vocabulary and use of spoken English. All teachers provide frequent opportunities for pupils to discuss and to answer questions as part of their regular planning for the daily literacy hour. They ensure, by the way they direct questions and organise pair work, that all pupils are involved and that even the most reticent take a full part. Teaching support assistants make an effective contribution to the progress of all pupils, but especially to the progress made by pupils with special educational needs. They clarify questions, explain new vocabulary and encourage pupils to offer answers. Teachers are very good role-models for pupils to follow in valuing and respecting the ideas and opinions of both pupils and adults.
60. Attainment in reading is above average overall. Most pupils read texts that are appropriate for their age well and retell stories with confidence. Higher-attaining pupils do this particularly well, taking full account of the punctuation. The detailed work covered on texts in literacy hour sessions is improving pupils' ability to understand character. By Year 6, many are aware of some of the techniques writers use, such as simile and alliteration, to make their writing more effective.
61. Skills in writing are close to average. By the end of Key Stage 2, pupils write for a range of different purposes. Teachers work hard to improve the pupils' writing skills. The school has identified this as a priority if English levels are to improve and considerable time is devoted to it in every year. Every class has an additional hour of English every day, most of which is devoted to

the development of writing skills, in addition to further opportunities to improve spelling and handwriting. This is an enormous investment of time and resources to one aspect of a core subject, but it was too early at the time of the inspection to predict what the cumulative effect of this will be over the full year. At present, as pupils move through the school, they write imaginative stories and handle a wide range of writing tasks with increasing confidence, including the writing of accounts, letters and descriptions, but all except the higher-attainers make spelling and punctuation errors. All pupils are encouraged to enjoy poetry and some higher-attaining pupils show skills in expression. A Year 5 girl wrote of a recent 'pop' concert in a local park:

Knee high boots and mini-skirts

Moving side by side where the music spurts

Answering the beat of the keyboard tune...

62. Lower-attaining pupils experience difficulty in expressing ideas and have poor spelling ability. This means that they have more confidence when following formal written exercises than in story writing. By the end of Year 3, all the pupils join letters correctly and their handwriting is legible.
63. Overall, progress in writing is satisfactory. Teachers are encouraging pupils to draft their work and use opportunities in the literacy hour to draw pupils' attention to good features of writing. They teach them the correct terms for parts of speech such as adjective and noun. Considerable work has been done to improve pupils' spelling skills and results in the national tests have improved as a result, but this is not always reflected in the way pupils spell in their continuous writing. Teachers mark all written work carefully and thoroughly, often giving detailed oral feedback. Too often the drafting work concentrates too much on spelling correction and too little on the skills on communication. Pupils are not always encouraged to self-correct and so do not always learn the words they get wrong. There is evidence in their books of teachers having given pupils the correct spelling and then, a short time later, the pupils making the same mistake again. Writing does not always have a clear purpose or audience and teachers do not always provide enough opportunities for the refinement of written work. Low-attaining pupils make good progress in many lessons as group activities are well supported. Pupils who have special educational needs make good progress in acquiring basic skills in class, because of the individual support they are given by both teachers and teaching support staff.
64. Learning skills are generally good. Pupils are always ready to apply intellectual and creative effort in class, as a result of their own positive attitudes, the good learning ethos in the school and the good relationships that teachers maintain and foster in class. They show interest and sustain concentration well. Most pupils understand what they are doing because of the clear instructions their teachers give them. They are keen to participate and as a result they are not afraid of making mistakes, particularly in oral work. Pupils' attitudes and behaviour are good and they enjoy their lessons. There are good relationships in all classes and personal development is fostered well. In all lessons, the majority of pupils co-operate and collaborate well in small group work.
65. Teaching is good overall. In lessons observed, it was unsatisfactory in about eight per cent, but almost 60 per cent of lessons were good or very good, with excellent teaching in one lesson. The scrutiny of pupils' work indicates that there is much good teaching, but its impact on pupils' level of attainment is sometimes disappointing in written work because what is being taught is not always what the pupils most need in order to improve. Lessons are interesting and motivate pupils to learn. All teachers share the learning objectives with their classes at the beginning of each lesson and at the end review with the pupils how far the objectives have been met. Sometimes these objectives are couched in educational jargon that prevents the pupils understanding clearly what is expected of them. A class of eight year-olds, for example, asked if they had succeeded in *learning how to identify the boundaries between separate sentences in reading and writing* found the objective more difficult to understand than the task. Teachers have good subject knowledge in general, however; they work hard to explain concepts clearly and to introduce pupils to relevant technical vocabulary. Group activities are usually well matched to pupils' needs in the literacy hour sessions, which are taught to classes set by ability in Years 5 and 6. The additional hours of English are taught to mixed ability classes and, in these lessons, the work set is not always appropriate for the higher or lower attaining pupils. Relationships are good and teachers

manage behaviour well, ensuring a calm and purposeful working atmosphere for learning. Teachers' questioning skills are good. They use questioning well to check understanding and reinforce previous learning, as well as to keep the pupils alert and involved in the lesson. Resources are good, very well prepared and are used effectively to interest and enthuse pupils. Too little use is made, however, of the five hours a week of additional writing time to promote and extend opportunities for written work across the curriculum. As a result, the writing that is done in these sessions is not as relevant or as purposeful as it needs to be if pupils are to learn how to apply their English skills in other subject areas. Literacy is not promoted well across the curriculum, with too few opportunities for independent research or extended writing in history, geography and science, for example.

66. The subject is well managed by the subject leader. The support for teachers is good. The Literacy Project training has been carried out thoroughly and the Literacy Hour has been introduced effectively. The assessments systems are good and provide teachers with detailed and useful information about the strengths and weaknesses of all pupils. This information is used to plan appropriate work for individuals and is passed on to the next teacher at the relevant time. A broad and balanced scheme of work has been produced that provides a good range of structured tasks. The subject leader monitors the subject effectively and has a good understanding of the strengths and weaknesses in English across the school. He is always available to give useful guidance and support to the teachers who need it. The teaching of English and the quality of provision have improved since the last report and attainment levels have risen significantly as a result.

MATHEMATICS

67. The results of the national tests for eleven year olds taken in 1999, at the end of Key Stage 2, show that the proportion of pupils who attained the national standard of Level 4 and the higher Level 5 standard was in line with the national average. This result was a very significant improvement upon the previous three years and compares well with the attainment of pupils in similar schools. The unpublished results for 2000 confirm the upward trend. The proportion of pupils who attain the higher standard has been maintained. The inspection findings confirm the 1999 results. Attainment at the end of the key stage is broadly in line with the national average and the proportion of pupils who attain the higher standard is likely to compare favourably with the national result.
68. By the end of Key Stage 2, pupils know about simple fractions, decimals and percentages. They are able to convert one to another and make use of what they know in solving problems about number. Many pupils are quick to recall number facts and put this to practical use, for example, when counting money. One class confirms learning by pricing items from the class safari shop. Another learns about place value and the decimal point by providing a working human model! Pupils identify patterns in number and know the difference between factors and multiples. Pupils can double numbers quickly and know how to halve and how to use this as a short cut to calculation. They adeptly split up numbers to complete sums in multiplication and division. An inspection of workbooks shows that older pupils use co-ordinates to draw shapes. They understand how to find area and perimeter by counting and calculation. They recognise reflecting shapes and correctly draw the lines of symmetry. Pupils know about probability and games of chance. Others collect information from fellow pupils, such as favourite colours, and illustrate the findings on a pie chart and bar graph. Pupils' recall of number facts is better than at the last inspection and they are more prepared and practised in applying them.

69. Pupils make good progress overall which is a significant improvement since the previous inspection when progress was judged unsatisfactory. Progress is enhanced by daily practice in mental calculation and the revision of number facts. Pupils are asked to explain their thinking and in so doing confirm their learning. Pupils with special educational needs are given good support to meet their targets. Each class has a learning support assistant who provides valuable support. Higher attaining pupils are clearly identified and are usually given work that is matched to their need. Pupils are grouped on the basis of prior attainment and this helps to ensure that they are working at the level most appropriate to them.
70. Mathematical skills are used satisfactorily in other areas of the curriculum. In history, pupils use a timeline to chronicle events. In science, pupils use their skills to measure and record the results of an experiment to determine plant growth. In geography, pupils contrast the rainfall and temperature of London and St Lucia.
71. Teaching is always sound and over half the teaching is good, very good or excellent. It is much better than at the last inspection when it was judged to be unsatisfactory. Now, teaching is making a strong and consistent impact upon the quality of learning. Lessons are well planned and based firmly upon the national numeracy strategy which is now fully in place. Lesson objectives are shared with the pupils so that they know what they have to do and what is expected of them. The oral 'starter' exercises nearly always fire the pupils' imagination and prepare them for work later in the lesson. Occasionally, they lack pace. Teachers manage their classes very well and relationships are good. Humour is judiciously used which adds to the excitement of learning. Praise is appropriately generous.
72. Teachers are patient with those pupils who do not understand the first time and the learning support assistant works alongside pupils who need extra help. This improves their confidence. The best teaching is clear and sequential. In these lessons the pupils understand what is required of them and respond well. Teachers make good use of time and resources, particularly those which support number work.. Pupils are tested satisfactorily and attainment levels are known and recorded. This is a significant improvement since the last inspection. The school is aware that there is too little regular and planned use of computers in everyday mathematics and has plans to rectify this in the near future.
73. The mathematics curriculum is satisfactorily balanced and meets the statutory requirement, although sometimes pupils have too little opportunity to apply what they know to solving simple problems. The subject is capably and enthusiastically led and managed. Good progress has been made since the previous inspection. The subject leader monitors the plans and teaching of his colleagues and provides sensitive and effective feedback. Good practice is shared. Resources are good and are well used to support learning. The school has set sensible targets for next year that are based on pupils' present performance. There are excellent displays of pupils' work in all classrooms that enhance learning and improve motivation.

SCIENCE

74. The overall results of the 1999 National Curriculum tests were in line with the national average and with the average for similar schools. There has been a steady improvement in attainment between 1996 and 1999, in line with national trends, which has continued into 2000, with greater numbers than expected achieving the higher Level 5 in tests. Inspection evidence shows that this improvement is likely to continue, although the higher number of pupils with special educational needs in the current Year 6 may limit this. Important factors in this improvement are the booster classes for Year 6 pupils, the very well planned science curriculum and the monitoring of lesson plans, teaching and pupils' work.
75. By the end of Year 6, pupils have a sound understanding of life processes and living things. They can identify the different parts of a plant and the factors that affect plant growth, understand food chains and the links between plants and animals in different habitats. Pupils look at the properties of different materials and understand chemical and physical changes, closely observing

these in a range of experiments. For example, they observe materials that dissolve in water and know how to recover them through evaporation. They are able to construct electric circuits and can investigate what happens when the thickness of the wire used is changed. They have a sound understanding of forces and their effect on objects. Their recorded work shows that classes carry out a range of experiments and investigations, making initial predictions, recording their results carefully and drawing conclusions. Good use is made of tables, bar charts and graphs to record results.

76. Science teaching is satisfactory overall. Lessons are well planned by year groups, which enables experience and expertise to be shared. Introductions to lessons refer to and recap on previous learning before moving forward. These involve careful questioning, but at times are too long, with some pupils losing concentration and interest. An analysis of the previous year's work shows that in many lessons pupils copy down information and the results of experiments and investigations carried out by the whole class, under the direction of the class teacher. Although they may add their own conclusions, this does not help to improve their writing skills or demonstrate a fuller understanding gained from finding out for themselves. For example, in a lesson on temperature, Year 3 pupils copied down the stages of the investigation and included identical computer print-outs of the results. In a Year 4 lesson, pupils were asked to plan an investigation into friction caused by different surfaces. The short time allowed for group discussion was quickly taken over by a whole class discussion led by the teacher. A good lesson on seed dispersal seen in Year 5 allowed pupils to work in groups, classifying seeds by the different ways pupils thought they were dispersed. The lesson was full of lively group discussion, demonstrating pupils' interest and enthusiasm and added to their understanding of the topic. Although support is given to pupils with special educational needs, activities planned to meet these needs are not always provided. For example, poor reading skills impeded progress in Year 6 where pupils had to read plant labels and record information. The subject leader has identified this area for development along with the use of information and communication technology. Although too early in the year for current pupils' work to be displayed, science displays do enhance learning, as in Year 3 where model skeletons are displayed to good effect. Good management of pupils, along with good behaviour, complements the learning opportunities provided. Pupils' work in science is well presented and marked consistently with some useful comments to aid future learning.
77. The subject is well led by the new subject leader. Working with his predecessor, a whole school curriculum overview has been well prepared, with long term planning which shows topics to be taught and skills to be developed. Account has been taken of Curriculum 2000. Assessment opportunities are provided for each topic, and the levels reached are recorded to aid future planning. Vocabulary lists are prepared for each topic. Resources for science are good and are easily accessible to different year groups. Short term planning is monitored well, and pupils' work is sampled, with a critical evaluation of both being shared with teachers. Results of testing are carefully analysed to identify strengths and weaknesses. A thorough analysis of the Year 6 booster class results in science shows how this provision could be used more effectively in future. Since the last report, there have been good improvements in the subject guidance, assessment and the behaviour of pupils.

ART

78. Attainment at the end of Key Stage 2 is in line with national expectations despite the relatively restricted time for art in some classes, where it has to alternate with design and technology. There are good displays of pupils' artwork around the classrooms and corridors that both celebrate children's achievements and help to stimulate and motivate others.
79. A particular strength of the school is in pencil and charcoal work. There are good examples of this throughout the school. Younger pupils draw detailed studies of birds of prey, following visits to the local hawk conservancy project. Their enthusiasm for these magnificent birds, generated by their first-hand knowledge of them, is evident in the detail and care that they put into their drawings. They convey the shape and power of the birds well, with particularly good detailing of the wings and feathers. This work is developed further in Years 4 and 5 through a range of

increasingly challenging still life studies as well as drawings of buildings. In a Year 3 art lesson, the pupils were exploring pattern and colours in old buildings they had studied, using a wide range of media to explore and express the textures they had found, of brick, stone, wood and clay. In lessons in Year 6, pupils studied a wide range of pottery from many traditions, including African and Chinese ceramics as well as the work of gifted local craftworkers. They were being encouraged to experiment with the use of shading to give the appearance of three-dimensional solidity to their two-dimensional sketches. Most convey the shape and the decorative details of the pots well, but their shading is less well developed and this is an aspect of drawing that needs more consistent development across the school.

80. Information and communication technology is being used to provide new media for work in art and there are some interesting examples of art work produced using computers around the school. The new computer suite is not yet being exploited fully for this, but opportunities are developing. Each year a team of teachers explores the work of certain great artists with their pupils and art appreciation skills are satisfactory. There is some particularly good work done in Year 5 in response to the study of paintings of Monet. The paintings that have resulted show considerable flair - a good sense of form and sensitivity to the effects of colour and light. In general, pupils demonstrate that they can understand and adapt the techniques of great artists in their own work. Examples of three-dimensional work reveal that many pupils can work carefully and well with self-hardening modelling clay to produce attractive pots and clay tiles. Many of these are coloured very attractively and the resulting objects are bright and decorative. The school kiln is not used and so opportunities to use pottery clay and glazes are lost. In all years there is evidence of good drawing skills in work linked to history and geography.
81. Teaching in art is satisfactory overall. Lessons are well planned and organised. Teachers give clear instructions and direction and have high expectations of pupils' work and behaviour. A good working environment is generated in which pupils are encouraged to experiment and make decisions for themselves. Teachers prepare and use resources well. The pupils' response to art is good. They are motivated and enthusiastic. They concentrate and work productively, enjoying the opportunities to work creatively and expressively.
82. There is good leadership of art and a good overview of both the subject and the areas that need to be developed in the school. Good assessment systems have been devised, but these are not yet implemented effectively. Improvement since the last report has been satisfactory.

DESIGN AND TECHNOLOGY

83. From lessons observed, teachers' planning, pupils' notebooks, photographs and displays of work, standards are achieved which are similar to those expected of eleven-year-old pupils. All strands of the subject are covered satisfactorily, although opportunities to evaluate finished products and suggest improvements are not always provided. This has been recognised by the subject leader. This shows an improvement since the last inspection when standards were below those expected.
84. Pupils have good opportunities to generate ideas about products, often helped by the wide range of examples provided by the teachers. For example, Year 4 pupils looked at a wide range of puppets and marionettes and Year 6 pupils examined an array of slippers and record different features such as the function, construction and materials used. They make careful sketches of their ideas, labelling the different parts and the materials used. The objects made show that a satisfactory range of tools have been used, materials carefully chosen and attention paid to detail and finish. A group of model Roman chariots demonstrated accuracy and care in construction; models of the Iron Man used electric circuits to light up the eyes and showed that thought had been given to movement. In a topic on bridges, Year 6 pupils built arched bridges, and did evaluate their constructions.
85. Teaching in design and technology is satisfactory. In the good lessons observed, planning was clear, resources were well prepared and teachers had clear expectations of what was required

from pupils. This was evident in Year 4 lessons where pupils were starting a topic on puppets and were expected to produce clear, labelled sketches of the different puppets provided. In some lessons, introductions do not fully acquaint pupils with the main activity, leaving them unsure about what to do. This was evident in a Year 6 lesson where pupils were examining and recording the features of slippers. Lessons timetabled at the end of the day do not allow sufficient time for tasks to be completed. Pupils are well behaved, enjoy their lessons and share resources well.

86. Design and technology is soundly directed by the subject leader. There are well prepared schemes of work for each year group showing the skills to be developed, taking account of Curriculum 2000. Medium term planning sheets clearly show learning objectives and provide space for evaluation. The subject leader has reviewed aspects of the subject and is clear about how improve it further.

GEOGRAPHY

87. Geography was not a focus of any work in Years 3 and 4 during the inspection. Judgements are therefore based on a sample of work from the last school year and on a small number of lessons seen in the upper school together with current planning. Standards by the end of Year 6 are in line with those expected nationally. Pupils carry out map work and identify cities, continents and oceans on a world map. They calculate distances using a scale and plan a route from London to Athens imagining that they have won a free holiday on a Greek island. They produce impressive work following a visit to Beaulieu village, looking at particular features and downloading information from the Internet to produce a brochure. Pictures are included, some of them scanned into the computer and others taken with a digital camera. This is impressive use of information and communication technology to promote learning in geography – something that is not as well developed in every year-group.
88. Pupils make sound progress as they move through the school. Mapping skills start to be acquired in Year 3 with co-ordinates being used to locate features on a local map. Good use is made of the local area to draw plans and construct a key showing how the land is used for different purposes. Pupils in Year 4 study St Lucia in some depth. Rainfall and temperatures on the island are compared with those in London and data is entered on to the computer so that graphs are produced that show the contrasts clearly. Opportunities to develop mathematical skills are properly exploited by teachers. However, writing skills are not as well promoted. There are few examples of extended writing when pupils can use their own words in drawing up accounts of their discoveries. This is sometimes because of a reliance on printed worksheets that require short answers. A study of rivers in Year 5, for example, relies largely on such worksheets. Nevertheless, the topic is covered in satisfactory depth and important features of rivers are identified, concentrating particularly on the Severn and the Itchen. Proper consideration is given to environmental issues that occur when rivers become polluted.
89. Pupils generally have a positive attitude to their work. In Year 5, they work well together to conduct a survey on their favourite holiday destinations and three pupils confidently gave their reasons for choosing a particular place. Year 6 pupils concentrate closely as they use an atlas to plan their cross-country route to Athens. Some higher attaining pupils use their initiative in this task and plan an alternative route to the one suggested by the teacher because they think it is more appropriate. This shows that they are thinking for themselves and promoting their own learning. Teachers present the same work to all pupils but, because it is often practical and does not include lengthy reading or writing tasks, pupils with special educational needs and those who do not have English as their first language make satisfactory progress. This is an improvement since the last inspection.
90. It was possible to observe only three lessons during the inspection. Of these, two were satisfactory and one good. All three teachers planned the lessons thoroughly and had good command of the material. They used resources well, such as atlases in Year 6 and had good control of the pupils. The better lesson however proceeded at a brisk pace and contained a good

mixture of concise explanation by the teacher and activity by the pupils where a time limit was given for completion of the task. Pupils had to discover things for themselves, for example, the order that cities would be visited en route from London to Athens and they were fully involved in the subsequent discussion. This was not so obvious in another lesson where the teacher was too prescriptive to the extent that pupils had to wait until they were given the instruction to take their worksheet.

91. The organisation and management of the curriculum has improved since the last inspection. It is now good. The leader keeps an impressive file to demonstrate his work. Planning is very good and the school has prepared well for the implementation of the revised curriculum this term. There is now clear development of learning due in part to the adoption of a nationally recommended scheme of work that has been adapted for school use. A satisfactory system for assessing pupils' attainment is ready to be put into practice. Assessment activities are included in the termly plans that will enable teachers to determine those pupils who have acquired the skills and knowledge outlined in the key learning objective. The curriculum leader has conducted useful surveys of work and planning throughout the school but has not yet been given time to monitor any explicit geography teaching. Resources continue to be improved and it is advantageous, for example, that each pupil has an atlas and does not have to share.

HISTORY

92. Pupils are achieving the standards that are expected nationally and their learning is satisfactory. By the end of Year 6, they know about various periods of history and can explain similarities and differences between past societies and our own. A study of ancient Greece is not covered in such depth as one about ancient Egypt in Year 4. However, another topic correctly focuses on some major changes in Britain since World War Two and includes, for example, an analysis of how television now affects our lives. This makes history relevant for the pupils and another unit of work in Year 5 also interests them through a study of Victorian Southampton. Opportunities to practise skills learned in mathematics are taken and a graph of the rise in the population from 1801 to 1901 clearly demonstrates how the city grew at this time. Year 4 pupils learn about society in ancient Greece and present their work in an attractive and colourful way. Those in Year 3 study the Roman invasion of Britain and make a useful evaluation at the end, saying what they have particularly enjoyed. As part of a study of Victorian Britain, some pupils conduct their own research. One pupil investigates the toys that children played with but research is not a feature of work in all years. The last report noted this and opportunities to develop literacy skills in this way are still not sufficiently exploited.
93. Pupils make satisfactory progress in their learning including those with special educational needs and those who do not have English as their first language. As at the last inspection, it is still the case that all pupils are given the same work. Worksheets, for example, are usually the same for everyone and the language or activity is not adapted. However, pupils themselves are often motivated to extend their learning. In Year 3, for example, higher attaining pupils produce extended pieces of writing when given the opportunity and this promotes their learning. Historical skills are being developed gradually. In a Year 3 lesson, pupils watching a video about Victorian schools (filmed in their own school building) are encouraged to look for similarities and differences in what happened then and now. This inquisitiveness is developed in Year 4 when pupils are encouraged to ask questions about why the ancient Egyptians relied so much on the River Nile for their livelihood. In Year 5 they investigate why Edward VI succeeded Henry VIII to the throne rather than his older sisters and Year 6 pupils correctly locate the ancient Greeks on a time-line extending back to 2000 BC. Pupils generally show interest in their work and concentrate well. In a Year 5 lesson they are particularly enthusiastic about answering questions, something that is not apparent in all classes.
94. Teaching is satisfactory overall. Teachers have a secure understanding of the subject and are adept at giving clear explanations of the information they are imparting. However, some talk for too long at the beginning of lessons and do not mix this up enough with other activities to hold the interest of pupils. In a good lesson in Year 5, the introduction was just the right length and was taken at a brisk pace with maximum involvement of a wide number of pupils in the discussion. An

activity was then started, looking at the Tudors' family tree and working out the succession to the throne. In another Year 5 lesson, rôle-play was effectively used to illustrate the succession in a practical way. This held the pupils' attention. Teachers have good control of the pupils and involve them in their learning by explaining at the beginning of the lesson what they are expected to learn. Pupils can then judge whether they have successfully achieved the objective when they review the lesson at the end. All teachers plan their lessons thoroughly and make good use of resources. A video, for example, is not shown in its entirety but is stopped at various points to discuss what has been seen.

95. Leadership of history has improved since the last inspection and is now good. An impressive file of evidence shows that the school has prepared well for the revised curriculum in this school year. Planning overall is very good and teachers have a clear understanding of what needs to be taught. The leader checks the quality of the planning regularly and has taken samples of work from each year-group to check that the curriculum is being taught in line with the plans. She prepares helpful written reports as feedback for teachers. As part of planning, teachers identify key skills or knowledge that they want pupils to acquire by the end of each topic and an assessment activity is included to judge how well each pupil has attained this learning. This is a useful initiative but the recording of these assessments is only just beginning and teachers will review the effect to see if the information gained is helpful in judging pupils' attainment. This is an improvement since the last inspection. The leader has an enthusiastic commitment to the development of history and a clear vision of what needs to be done in the future. One important area for development is the use of information and communication technology in history so that research, for example, can involve finding information from CD-ROM encyclopaedias and from the Internet.

INFORMATION TECHNOLOGY

96. The last inspection report painted a favourable picture of the state of the subject and this has been maintained. Pupils at the end of Year 6 achieve the standards that are expected nationally. They produce very attractive brochures of Beaulieu village in connection with their geography topic. As well as text, these contain pictures and maps downloaded from the Internet or scanned into the computer. The work is set out in conventional style showing that pupils have moved items and chosen appropriate fonts with due attention to the quality of their presentation. They know how to retrieve information from the Internet and recognise buttons that will connect them to other pages. They evaluate the quality of the information and the links that a web page displays. In other work, they enter data so that the computer can simulate a three-dimensional model on the screen.
97. Progress in learning is good, particularly in the acquisition of skills. Year 3 pupils send e-mails and produce text in which different fonts are employed. Pictures are scanned into the computer and the skills learnt are applied in the production of a Christmas card where text is positioned precisely so that the printed paper can be folded to produce the correct result. Pupils in Year 4 practise the 'cut and paste' skill that enables them to re-order their work. This allows them to produce a newsletter using columns and a good variety of typefaces. They also learn how to control a 'screen turtle' that draws a square, rectangle and triangle once the correct instructions have been entered. Year 5 pupils enter data about rivers across the world and a graph is produced comparing their lengths. In a spreadsheet about how much is spent on different items during a typical holiday, they enter formulae to discover how much is spent on, for example, food and travel as opposed to accommodation and taxis. This work displays good coverage of the curriculum across the school with a steady development in the acquisition of skills. Planning shows that these skills are applied in real situations but, at this early stage of the school year, lessons concentrate on teaching the skills almost exclusively.
98. Pupils enjoy their work with computers. They behave well and work constructively together in pairs. Teachers use different pairings depending on the type of lesson. Sometimes pupils are of similar ability. This enables support staff to focus on those who need the most help - usually those with special educational needs - enabling them to make good progress. Higher attaining pupils also tend to make good progress under this arrangement. Sometimes pairings are mixed.

This enables one pupil to help another so that both benefit, with the more competent clarifying his/her understanding by having to explain procedures so that the partner can achieve success.

99. Nine lessons were observed. All were at least satisfactory, with five judged good. Not all teachers are achieving the correct balance between instruction and activity. In an hour's lesson, the teacher sometimes talks for too long or fails to mix short instruction periods with times when pupils work on the computer, practising skills and learning by their mistakes. All teachers are very well organised for their lessons and have good control of the pupils. They all make good use of a large screen to demonstrate procedures and are well supported by classroom assistants. A very competent technician is particularly effective. He quietly and sympathetically offers help to any pupils having difficulty. All teachers have sufficient command of the subject. The better lessons are taught by those with a particular enthusiasm and confidence that they convey to pupils. These teachers move lessons along at a brisk pace and sometimes produce their own graphics that hold pupils' interests. For example, the learning intention and the key vocabulary for the lesson is displayed on the screen with sound effects that fascinate pupils. Teachers generally have high expectations of what can be achieved by pupils and they are adept at assessing when there is widespread misunderstanding. In a Year 3 lesson, for example, the teacher realised that pupils were not following an instruction paper correctly and quite rightly stopped the whole class to rectify this.
100. The subject continues to be very well managed and a detailed action plan correctly identifies areas for future development. The leader monitors planning and pupils' work regularly and has a clear grasp of the standards being achieved, particularly in Year 4 where she has taught a lesson herself in each class. As yet, she has not been able to monitor the teaching of her colleagues across the school. Training for staff is on-going and is proving effective in promoting standards. The newer of the two computer suites is particularly well used to teach whole classes despite poor acoustics that make it difficult for some pupils to hear teachers clearly. The other suite contains old and sometimes unreliable machines. Important decisions are imminent about the best way to introduce new computers, in particular to foster learning in other subjects using information and communication technology. The last report indicated that computers were used well to support work in other subjects. This was not seen this time, neither were computers well used in classrooms. Not all teachers have a computer in their room and those that do are not using them fully, partly because the machines are old and slow. Good progress is being made in introducing an assessment system that will enable teachers to judge pupils' attainment. Half-termly assessment activities have now been devised that will indicate which pupils have achieved the key piece of learning identified for that unit of work.

MUSIC

101. Judgements are based on limited evidence in that no Year 6 lesson was observed. Other evidence including an analysis of teachers' planning, a video of work by pupils and discussions with pupils and staff would suggest that by the end of Key Stage 2, attainment is in line with, and occasionally exceeds, what is expected of this age group. The majority of pupils perform, compose and listen to music, making satisfactory progress in all three aspects. The school has broadly maintained standards identified at the time of the last inspection.
102. Younger pupils demonstrate a growing understanding of sounds and their effect. They clap appropriately to a steady beat. Many can create sounds using everyday classroom objects and show an awareness of the elements of volume, speed and texture. Some older pupils can compose, notate and record musical ideas, imitating the rhythm sequence set by their teacher. As a result, they are able to rehearse and refine their composition before playing it to an audience and recording it on to the tape. More musically aware pupils can identify the rhythm pattern and sequence as was observed in a Year 5 lesson focused on 'Pass the Pebble', a song from Ghana. They show a developing understanding of how to vary the tempo and the effect that produces, and have started evaluating each other's performance. They use small instruments like egg shakers quite confidently. Older pupils sing in time and tune, as was observed in an assembly. Songs are sometimes linked to pupils' topic work like Ancient Egypt in Year 4 and Africa in Year 5.

103. Teaching is satisfactory overall and is characterised by secure subject knowledge, careful planning, imaginative use of resources and good class and time management. This represents an improvement since the last inspection when some poor teaching was observed.. The use of a rhythm grid and egg shakers enhanced pupils' participation and learning in a good lesson. In the best teaching observed, activities were timed and emphasis was placed upon listening and the acquisition of musical vocabulary. Very effective questioning used in this lesson assessed pupils' understanding while holding their interest and maintaining a brisk pace. Teaching was least effective when a lack of balance between the teacher's explanations and what pupils were asked to do slowed down the pace of the lesson and the pupils' learning.
104. The quality of learning is satisfactory, and sometimes good or very good. This is another area of improvement. The majority of pupils are enthusiastic about music, particularly instrumental music. Their positive attitudes and concentration make a strong contribution to their learning. They use instruments with care and respect. They are mutually courteous and well behaved. Some collaborate well in lessons as well as in other activities such as the school orchestra. The most effective learning was represented by a group of Year 5 pupils singing an African song while clapping the rhythm and playing the accompanying game. There is no significant gender difference in pupils' learning of music, though there are more girls involved in the orchestra.
105. The school offers an extensive programme of specialist tuition involving a range of extra activities including some from non-European musical traditions. The school orchestra offers an impressive array of instruments - keyboards, trumpets, clarinets, brass and violins. This prepares pupils well for concerts for the school and the local community, while supporting their social, cultural and spiritual development. Parents are rightly appreciative of the school's achievement in the subject. Plans are in place to assess pupils' musical achievement
106. The subject leader has been successful in putting more focus on composing and acquiring a music room. From her review of the subject, she has a good grasp of what is needed to move the subject forward. She manages the subject well.

PHYSICAL EDUCATION

107. Attainment in physical education at the end of the key stage is in line with national expectations and all pupils make satisfactory progress. In Year 5, pupils undertake a short, intensive course in swimming, taught by their own teachers and swimming instructors. Most pupils learn to swim in the time set aside for this activity. All learn confidence in the water. They make good progress. All pupils engage in gymnastics, games and dance. In the summer term they take part in athletics. A programme of adventurous pursuits is being developed to make better provision for the needs of the pupils. Year 4, for example, enjoy a residential week at an environmental centre where a range of outdoor activities is available. Pupils with special educational needs take a full part in all activities and are given support when it is needed.
108. The quality of teaching is satisfactory overall and has many good features. This is a marked improvement since the previous inspection where teaching was judged to be unsatisfactory. Teachers now manage pupils well and safely. For example, pupils who went off-site to swim were perfectly behaved on the journey and at the pool. They knew exactly what was expected of them and they did as they were asked with good humour. Consequently, they made good progress. This activity also demonstrated the good relationships between pupils and teachers.
109. Teachers and pupils take a pride in their appearance and their work. All wear appropriate clothing and all pupils remember to bring their PE kit. Teachers lead them through a series of warm-up exercises often demonstrating the necessary movements. Ball skills are taught sequentially and carefully practised before being employed in a vigorous game such as hockey, soccer or handball. Pupils play well in pairs or in small groups and they are taught to play by the rules and to support each other.

- 110. In dance, teachers demonstrate the steps and then carefully guide the pupils. Pupils respond well to the music and are beginning to put together a sequence of dance steps. Teachers single out good practice and ask the pupils to demonstrate. In this way, dance is less of a mystery and more pupils begin to believe that they can do it.
- 111. Adventure and excitement also have a place in the curriculum. In one class, pupils have to find ways to cross through a swinging rope without touching it and the more ambitious repeat the exercise while blindfold. The teacher gives encouragement throughout and ensures that pupils do not overreach themselves. This activity generates a great deal of enthusiasm and extends pupils' imaginative experience.
- 112. The subject is temporarily without a leader but soundly co-ordinated by senior staff. Resources are satisfactory; there is sufficient equipment to go round. The teachers overcome the lack of a playing field by the skilful use of the extensive playgrounds. School teams in soccer, cricket and athletics provide an additional outlet for the pupils. Physical education is taught in a positive environment, and has a good base for development when the subject is next 'in focus'.

RELIGIOUS EDUCATION

- 113. By the end of Key Stage 2, pupils' attainment is in line with the expectations of the Agreed Syllabus. This reflects considerable improvement since the last inspection.
- 114. Younger pupils demonstrate an understanding of some common celebrations and their importance in life. Many of them can write a prayer. Year 4 pupils show a developing concept of after life, suggesting what one might see, hear and smell in heaven. Year 5 pupils have a clear understanding of the significant role of food in religious rituals such as the items on a Jewish Seder plate. Year 6 pupils can explore the ideas about the existence and nature of God with particular reference to some natural phenomena which primitive people used to explain the existence of God. Some people, for example, saw natural disasters like hurricanes as a sign of God's anger. Pupils show a developing knowledge and understanding of Christianity and some other major world faiths such as Judaism and Sikhism.
- 115. The quality of teaching is good overall and occasionally very good. Lessons are well prepared and resourced, though objectives are sometimes too broad and do not lead to focused learning of any particular religious principle or practice. Teaching strategies reflect secure subject knowledge. In the best lesson observed, the lesson moved at a good pace which held the pupils' interest. The teacher expected them to work hard and led the discussion in such a way as to enable pupils to find out the meaning of religious terminology such as 'symbolic'. The use of a game consolidated their knowledge and understanding of Judaism. Teachers manage their classes well.
- 116. Effective teaching has a positive impact on pupils' learning. In learning about celebrations, younger pupils find out how people develop patterns in their lives, though some do not have a deeper knowledge or understanding of any specific celebrations. Particular gain in older pupils' learning is their awareness that different people hold different views about the existence of a Supreme Being. All pupils consolidate and extend the use of appropriate vocabulary in developing their knowledge and understanding of major world faiths. Pupils make good progress. This is partly due to their high level of motivation, concentration and good standard of behaviour. Pupils are mutually tolerant of each other's religions, showing well developed skills in sharing their beliefs and traditions within culturally diverse classes. No significant gender difference in learning was observed. Pupils having special educational needs and those learning English as an additional language make appropriate progress .
- 117. The programme of religious education is consistent with the requirements of the Agreed Syllabus. It has strong cross-curricular links including those with assemblies and pupils' personal, health and social education. Many of the issues covered in religious education make a good contribution to pupils' spiritual, moral, social and cultural development. Resources are adequate and well used, though there is a need for multiple sets of some books and artefacts for use of pupils and

staff. The subject is well managed, and the school's capacity for further improvement is reflected in the subject leader's commitment. The subject leader has reviewed the subject and is clear about how it can improve further. Good procedures for assessment have been developed and are starting to be used.